De Anza College

Change Report

02/26/2026

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 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.

Section	Changed field
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.
CO	DL Approval Date (MM/DD/YYYY)
CO	Hybrid Approval Date (MM/DD/YYYY)
Comments	Stage 2: Department Chair
Comments	Stage 3: DEI
Course Justification	Course Justification
Mirrored Credit/Noncredit Course	Is this a mirrored credit/noncredit 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.

General Information

Changed	Field	Current Version	Proposed Version
!	**Faculty Initiator**	• Shameka Walker	• Sukhjit Singh
	Course ID (CB01A and CB01B)	CISD095H	CISD095H
	Course Control Number	CCC000615075	CCC000615075
	Course Title (CB02)	Business and Requirement Analysis	Business and Requirement Analysis

Changed	Field	Current Version	Proposed Version
	Short Course Title	BUSINESS AND REQUIREMENT ANALY	BUSINESS AND REQUIREMENT ANALY
	TOP Code (CB03)	0506.00	0506.00 Business Management
	CIP Code	Business Administration and Management, General	52.0201 Business Administration and Management, General
	Department	CIS - Computer Sci 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 practice to do a needs assessment, planning, analysis, traceability, monitoring and evaluation of business requirements and processes.	This course provides hands-on practice in conducting needs assessments, planning, analyzing, tracing, monitoring, and evaluating business requirements and processes. Upon completion, students will be able to identify stakeholder needs, document and validate requirements, analyze business processes, and apply structured techniques to support effective decision-making and organizational improvement.
	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 Information Systems (Computer network installation, microcomputer technology, computer applications)

Changed	Field	Current Version	Proposed Version
	Discipline 2	No value	No value
	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 required for earning a Project Management Practitioner Degree Program. This course also provides the foundation for passing the certification exam called PMI Professional in Business Analysis offered by PMI.org. This course is CSU transferable.	This CTE course is required for earning a Project Management Practitioner Degree Program. This course also provides the foundation for passing the certification exam called PMI Professional in Business Analysis offered by PMI.org. This course is CSU transferable.

Stand-Alone Statement

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

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

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

Cross-listed Course

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

Foothill Equivalency

Changed	Field	Current Version	Proposed Version
	Foothill 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 practical preparation for students from a variety of learning backgrounds and prepares these students to enter the workforce. The course uses a variety of instruction methods that cater to different learning backgrounds/styles, and students can demonstrate their proficiency in a variety of ways. Supporting materials specifically outline contact hours and discuss how instructors will support students who may thrive across different learning modalities (face-to-face versus online). The course outline is designed to help students consider diverse stakeholders and their specific goals and values and to prepare them to lead diverse teams. The course is further structured in alignment with Universal Design for Learning principles by providing multiple means of engagement, representation, and expression. Course materials use accessible language, clearly define technical terminology, and reflect diverse perspectives in contemporary project management practice.
	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

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

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

Associated Programs

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

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	0	0
	Laboratory Hours - Out of Class	0	0
	NA Hours - In Class	0	0
	NA Hours - Out of Class	0	0

Course Student Hours - Profile Name: Default Profile

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

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

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
	Total Lecture Hours per Term	144	144
	Total Laboratory Hours per Term	-	0
	Total Contact Hours per Term	-	0
	Total Credit Units	4	4
	Minimum Credit Units	4	4
	Maximum Credit Units	4	4

SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

Changed	Field	Current Version	Proposed Version
!	**Methods of Instruction**	**Methods of Instruction** **Methods of Instruction**: Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class Collaborative learning and small group exercises Collaborative projects Guest speakers	**Methods of Instruction**: Methods of Instruction **Methods of Instruction**: Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class Collaborative learning and small group exercises Collaborative projects Guest speakers
!	**Assignments**	1. Practice exam covering the topics covered in class. 2. Readings from text. 3. Participation in exercises that demonstrate ability to critically evaluate the proper use of appropriate agile software to complete a given set of project related tasks.	1. Practice exam covering the topics covered in class. 2. Readings from text. 3. Participation in applied agile software exercises, written analyses, and/or brief presentations demonstrating the ability to critically evaluate the appropriate use of agile tools to complete defined project-related tasks. Selected assignments allow students to apply agile concepts to professional contexts relevant to their interests and include opportunities for feedback and revision.

Changed	Field	Current Version	Proposed Version
!	**Methods of Evaluation**	**Methods of Evaluation** **Methods of Evaluation** 1. One or two midterm examinations requiring students to apply topics covered in the lectures and reading. To be evaluated on correctness. 2. Final examination requiring students to applying topics covered in the lectures, reading, and assignments. 3. In-class exercises, group exercises, and/or online exercises demonstrating ability to implement requirement analysis to complete a given set of project related tasks.	**Methods of Evaluation** Methods of Evaluation

Changed	Field	Current Version	Proposed Version
	Methods of Evaluation		1. One or two midterm examinations requiring students to apply topics covered in the lectures and reading. To be evaluated on correctness. 2. Final examination requiring students to applying topics covered in the lectures, reading, and assignments. To be evaluated on correctness. 3. In-class exercises, group exercises, and/or online exercises demonstrating ability to implement requirement analysis to complete a given set of project related tasks. 4. Instructors provide sample assignments, models of successful work, and grading rubrics to clarify expectations and support

Changed	Field	Current Version	Proposed Version
			student success.
!	**Essential Student Materials/Essential College Facilities**	**Essential Student Materials:** • None. **Essential College Facilities:** • None.	**Essential Student Materials:** • None **Essential College Facilities:** • None
!	**Examples of Primary Texts and References**	**Title** No value **Author** PMI-PBA Exam Prep: A Course in a book for passing the PMI Professional Business Analysis Exam, Barbara A Carjebirdm, Premier Edition, 2018 (RMC Publications, Inc). **Publisher** No value **Date/Edition** No value **ISBN** No value **Title** No value **Author** Business Analysis for Practitioners: A Practice Guide, Project Management Institute, 1st edition, 2015 **Publisher** No value **Date/Edition** No value **ISBN** No value	**Title** PMI-PBA Certification Study Guide **Author** Elizabeth Larson, Andrea Brockmeier, Richard Larson **Publisher** Watermark Learning **Date/Edition** 2018 **ISBN** 978-0578088112 **Title** Business and Requirement Analysis **Author** Robert Slate **Publisher** LibreText **Date/Edition** June 2026 **ISBN** Not available

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**	• Design a business problem using 'problem and opportunity analysis technique' and develop a solution scope statement to provide input to create a business case. • Scrutinize the business analysis activities that will occur within the project. This includes establishing tools, policies, and procedures for the requirements management plan, requirements traceability, change management, document control, and acceptance criteria. • Apply elicitation, analysis, decomposition, acceptance, approval, specification, and validation of the requirements for a product or project. • Demonstrate lifecycle requirements that is comprised of continuous monitoring and documenting of requirements as well as the communication of the requirements status to stakeholders. • Critique how well the delivered solution fulfills the requirements and meets the business need. Tasks within this domain include testing the solution, determining if there are gaps, and obtaining sign-off.	• Design a business problem using 'problem and opportunity analysis technique' and develop a solution scope statement to provide input to create a business case. • Scrutinize the business analysis activities that will occur within the project. This includes establishing tools, policies, and procedures for the requirements management plan, requirements traceability, change management, document control, and acceptance criteria. • Apply elicitation, analysis, decomposition, acceptance, approval, specification, and validation of the requirements for a product or project. • Communicate business requirements effectively to stakeholders, recognizing diverse stakeholder perspectives, power dynamics, and potential structural barriers that may affect decision-making and organizational outcomes. • Critique how well the delivered solution fulfills the requirements and meets the business need. Tasks within this domain include testing the solution, determining if there are gaps, and obtaining sign-off.

Changed	Field	Current Version		Proposed Version	
	CSLOs	**CSLOs**	Create business requirements being mindful of customer needs, objectives and change management.	**CSLOs**	Create business requirements being mindful of customer needs, objectives and change management.
		Expected SLO Performance	0.0	**Expected SLO Performance**	0.0

Course Outline

Changed	Field	Current Version	Proposed Version
!	**Course Content**	1. Design a business problem using 'problem and opportunity analysis technique' and develop a solution scope statement to provide input to create a business case. 1. Define or review a business problem or opportunity using problem and opportunity analysis techniques in order to develop a solution scope statement and/or to provide input to create a business case. 2. Collect and analyze information from a variety of sources using valuation tools and techniques to contribute to determining the value proposition of the initiative. 3. Collaborate in the development of project goals and objectives by providing clarification of business needs and solution scope in order to align the product with the organization’s goals and objectives. 4. Identify stakeholders by reviewing goals, objectives, and requirements in order that the appropriate parties are represented, informed and involved. 5. Determine stakeholder values regarding the product, using elicitation techniques in order to provide a baseline for prioritizing requirements. 2. Scrutinize the business analysis activities that will occur within the project. This includes	1. Design a business problem using 'problem and opportunity analysis technique' and develop a solution scope statement to provide input to create a business case. 1. Define or review a business problem or opportunity using problem and opportunity analysis techniques in order to develop a solution scope statement and/or to provide input to create a business case. 2. Collect and analyze information from a variety of sources using valuation tools and techniques to contribute to determining the value proposition of the initiative. 3. Collaborate in the development of project goals and objectives by providing clarification of business needs and solution scope in order to align the product with the organization’s goals and objectives. 4. Identify stakeholders by reviewing goals, objectives, and requirements in order that the appropriate parties are represented, informed and involved. 5. Determine stakeholder values regarding the product, using elicitation techniques in order to provide a baseline for prioritizing requirements. 2. Scrutinize the business analysis activities that will occur within the project. This includes

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		establishing tools, policies, and procedures for the requirements management plan, requirements traceability, change management, document control, and acceptance criteria. 1. Review the business case, and the project goals and objectives, in order to provide context for business analysis activities. 2. Define strategy for requirements traceability using traceability tools and techniques in order to establish the level of traceability necessary to monitor and validate the requirements. 3. Develop requirements management plan by identifying stakeholders, roles and responsibilities, communication protocols, and methods for eliciting, analyzing, documenting, managing, and approving requirements in order to establish a roadmap for delivering the expected solution. 4. Select methods for requirements change control by identifying channels for communicating requests and processes for managing changes in order to establish standard protocols for incorporation into the change management plan. 5. Select methods for document control by using documentation	establishing tools, policies, and procedures for the requirements management plan, requirements traceability, change management, document control, and acceptance criteria. 1. Review the business case, and the project goals and objectives, in order to provide context for business analysis activities. 2. Define strategy for requirements traceability using traceability tools and techniques in order to establish the level of traceability necessary to monitor and validate the requirements. 3. Develop requirements management plan by identifying stakeholders, roles and responsibilities, communication protocols, and methods for eliciting, analyzing, documenting, managing, and approving requirements in order to establish a roadmap for delivering the expected solution. 4. Select methods for requirements change control by identifying channels for communicating requests and processes for managing changes in order to establish standard protocols for incorporation into the change management plan. 5. Select methods for document control by using documentation

Changed	Field	Current Version	Proposed Version
		management tools and techniques in order to establish a standard for requirements traceability and versioning. 6. Define business metrics and acceptance criteria by collaborating with stakeholders for use in evaluating when the solution meets the requirements. 3. Apply elicitation, analysis, decomposition, acceptance, approval, specification, and validation of the requirements for a product or project. 1. Elicit or identify requirements, using individual and group elicitation techniques in order to discover and capture requirements with supporting details (e.g., origin and rationale). 2. Evaluate product options and capabilities by using decision-making and valuation techniques in order to determine which requirements are accepted, deferred, or rejected. 3. Allocate accepted or deferred requirements by balancing scope schedule, budget, and resource constraints with the value proposition using prioritization, dependency analysis, and decision-making tools and techniques in order to create a requirements baseline. 4. Obtain sign-off on requirements baseline	management tools and techniques in order to establish a standard for requirements traceability and versioning. 6. Define business metrics and acceptance criteria by collaborating with stakeholders for use in evaluating when the solution meets the requirements. 3. Apply elicitation, analysis, decomposition, acceptance, approval, specification, and validation of the requirements for a product or project. 1. Elicit or identify requirements, using individual and group elicitation techniques in order to discover and capture requirements with supporting details (e.g., origin and rationale). 2. Evaluate product options and capabilities by using decision-making and valuation techniques in order to determine which requirements are accepted, deferred, or rejected. 3. Allocate accepted or deferred requirements by balancing scope schedule, budget, and resource constraints with the value proposition using prioritization, dependency analysis, and decision-making tools and techniques in order to create a requirements baseline. 4. Obtain sign-off on requirements baseline

Changed	Field	Current Version	Proposed Version
		using decision-making techniques in order to facilitate stakeholder consensus and achieve stakeholder approval. 5. Write requirements specifications using process (such as use cases, user stories), data, and interface details in order to communicate requirements that are measurable and actionable (that is, suitable for development). 6. Validate requirements using tools and techniques such as documentation review, prototypes, demos, and other validation methods in order to ensure requirements are complete, accurate and aligned with goals, objectives, and value proposition. 7. Elaborate and specify detailed metrics and acceptance criteria using measurement tools and techniques for use in evaluating whether the solution meets requirements. 4. Demonstrate lifecycle requirements that is comprised of continuous monitoring and documenting of requirements as well as the communication of the requirements status to stakeholders. 1. Track requirements using a traceability artifact or tools, capturing the requirements' status,	using decision-making techniques in order to facilitate stakeholder consensus and achieve stakeholder approval. 5. Write requirements specifications using process (such as use cases, user stories), data, and interface details in order to communicate requirements that are measurable and actionable (that is, suitable for development). 6. Validate requirements using tools and techniques such as documentation review, prototypes, demos, and other validation methods in order to ensure requirements are complete, accurate and aligned with goals, objectives, and value proposition. 7. Elaborate and specify detailed metrics and acceptance criteria using measurement tools and techniques for use in evaluating whether the solution meets requirements. 4. Communicate business requirements effectively to stakeholders, recognizing diverse stakeholder perspectives, power dynamics, and potential structural barriers that may affect decision-making and organizational outcomes. 1. Track requirements using a traceability artifact or tools, capturing the

Changed	Field	Current Version	Proposed Version
		sources and relationships (including dependencies), in order to provide evidence that the requirements are delivered as stated. 2. Monitor requirements throughout their lifecycles using a traceability artifact or tool in order to ensure the appropriate supporting requirements artifacts (such as models, documentation, and test cases) are produced, reviewed and approved at each point in the lifecycle. 3. Update a requirement’s status as it moves through its lifecycle states by communicating with appropriate stakeholders and recording changes in the traceability artifact or tool in order to track requirements towards closure. 4. Communicate requirements status to project manager and other stakeholders using communication methods in order to keep them informed of requirements issues, conflicts, changes, risks, and overall status. 5. Manage changes to requirements by assessing impacts, dependencies, and risks in accordance with the change control plan, and comparing to the requirements baseline in order to maintain the	requirements' status, sources and relationships (including dependencies), in order to provide evidence that the requirements are delivered as stated. 2. Monitor requirements throughout their lifecycles using a traceability artifact or tool in order to ensure the appropriate supporting requirements artifacts (such as models, documentation, and test cases) are produced, reviewed and approved at each point in the lifecycle. 3. Update a requirement’s status as it moves through its lifecycle states by communicating with appropriate stakeholders and recording changes in the traceability artifact or tool in order to track requirements towards closure. 4. Communicate requirements status to project manager and other stakeholders using communication methods in order to keep them informed of requirements issues, conflicts, changes, risks, and overall status. 5. Manage changes to requirements by assessing impacts, dependencies, and risks in accordance with the change control plan, and comparing to the requirements baseline in

Changed	Field	Current Version	Proposed Version
		integrity of the requirements and associated artifacts. 5. Critique how well the delivered solution fulfills the requirements and meets the business need. Tasks within this domain include testing the solution, determining if there are gaps, and obtaining sign-off. 1. Validate the solution's test results, reports, and other test evidence against the requirements acceptance criteria in order to determine whether the solution satisfies the requirements. 2. Analyze and communicate the solution's identified gaps and deltas using quality assurance tools and methods in order to enable stakeholders to resolve discrepancies between solution scope, requirements, and developed solution. 3. Obtain stakeholder sign-off on the developed solution using decision-making techniques in order to proceed with deployment. 4. Evaluate the deployed solution using valuation techniques in order to determine how well the solution meets the business case and value proposition.	order to maintain the integrity of the requirements and associated artifacts. 5. Critique how well the delivered solution fulfills the requirements and meets the business need. Tasks within this domain include testing the solution, determining if there are gaps, and obtaining sign-off. 1. Validate the solution's test results, reports, and other test evidence against the requirements acceptance criteria in order to determine whether the solution satisfies the requirements. 2. Analyze and communicate the solution's identified gaps and deltas using quality assurance tools and methods in order to enable stakeholders to resolve discrepancies between solution scope, requirements, and developed solution. 3. Obtain stakeholder sign-off on the developed solution using decision-making techniques in order to proceed with deployment. 4. Evaluate the deployed solution using valuation techniques in order to determine how well the solution meets the business case and value proposition.
	Lab Component in this Course	No	No

Changed	Field	Current Version	Proposed Version
	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

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 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

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

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	Design a business problem using 'problem and opportunity analysis technique' and develop a solution scope statement to provide input to create a business case. Scrutinize the business analysis activities that will occur within the project. This includes establishing tools, policies, and procedures for the requirements management plan, requirements traceability, change management, document control, and acceptance criteria
!	**Objective 2: Develop analytical ideas and topics for essays.**	No Value	Scrutinize the business analysis activities that will occur within the project. This includes establishing tools, policies, and procedures for the requirements management plan, requirements traceability, change management, document control, and acceptance criteria.
!	**Objective 3: Compose and support thesis statements for analytical essays.**	No Value	Scrutinize the business analysis activities that will occur within the project. This includes establishing tools, policies, and procedures for the requirements management plan, requirements traceability, change management, document control, and acceptance criteria.

Changed	Questions	Current Version	Proposed Version
!	**Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.**	No Value	Design a business problem using 'problem and opportunity analysis technique' and develop a solution scope statement to provide input to create a business case. Apply elicitation, analysis, decomposition, acceptance, approval, specification, and validation of the requirements for a product or project.
!	**Objective 5: Identify and practice writing for different audiences and purposes.**	No Value	Design a business problem using 'problem and opportunity analysis technique' and develop a solution scope statement to provide input to create a business case. Apply elicitation, analysis, decomposition, acceptance, approval, specification, and validation of the requirements for a product or project.
!	**Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.**	No Value	Demonstrate lifecycle requirements that is comprised of continuous monitoring and documenting of requirements as well as the communication of the requirements status to stakeholders.
!	**Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.**	No Value	Demonstrate lifecycle requirements that is comprised of continuous monitoring and documenting of requirements as well as the communication of the requirements status to stakeholders.
!	**Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.**	No Value	Apply elicitation, analysis, decomposition, acceptance, approval, specification, and validation of the requirements for a product or project.
!	**Objective 9: Demonstrate appropriate grammar usage and mechanics.**	No Value	Apply elicitation, analysis, decomposition, acceptance, approval, specification, and validation of the requirements for a product or project.

C-Matrix Form

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

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

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

Changed	Questions	Current Version	Proposed Version
	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

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

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

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

G-Matrix Form

Changed	Questions	Current Version	Proposed Version
	If the requisite 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

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)	CIS 095H	CIS 095H
	Course Status	New	New
	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	03/17/2026
!	**Hybrid Approval Date (MM/DD/YYYY)**	05/28/2019	03/17/2026

Changed	Questions	Current Version	Proposed Version
	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
2/2/2026	Learning Outcomes	Course Justification	Required	This CTE course is required for earning a Project Management Practitioner Degree Program. This course also provides the foundation for passing the certification exam called PMI Professional in Business Analysis offered by PMI.org. This course is CSU transferable.	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**
			02/10/2026	Basic Course Information	Course Description	Suggested	Consider small revisions and additions to this course description to emphasize a student-centered perspective, and to describes the knowledge, skills, and abilities students will gain upon the completion of the course.	y
			02/10/2026	Basic Course Information	DEI Review	Suggested	Great job with this DEI statement! Consider one small addition to specifically note that the course provides multiple means of engagement, expression, and representation for students in keeping with best practices from universal design for learning.	y

Changed	Questions	Current Version	Proposed Version				
			02/10/2026	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 (i.e., under $50.00), and consider adding this information to the DEI Box if appropriate. This will satisfy the required component of this edit. y
			02/10/2026	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. y

Changed	Questions	Current Version	Proposed Version				
						Thanks for this list of assignments. For "C. - Participation in exercises that demonstrate ability to critically evaluate the proper use of appropriate agile software to complete a given set of project related tasks" -- are these written, computational, or auditory/presentation? Consider adding a bit more information to this assignment to clarify. Additionally, are any assignments are designed to	
			02/10/2026	Specifications	Assignments	Suggested	provide students with choices in how they demonstrate proficiency and encourage students to connect course content to their own life, background, and experiences, and/or does one or more course assignments provide students the opportunity to revise their work based on instructor feedback, peer feedback, or self-reflection? If so, consider adding to relevant assignment. If not appropriate, please disregard. Thanks for this clear list of evaluation methods. For any of these evaluation methods, do instructors provide examples of strong	y
			02/10/2026	Specifications	Methods of Evaluation	Suggested	and/or successful assignments to clarify expectations? If yes, consider adding this to the relevant evaluation method. If not appropriate, please disregard.	y

Changed	Questions	Current Version	Proposed Version				
			02/10/2026 Outline	Course Outline	Suggested	This is a wonderfully detailed course outline. Consider a small revision/addition to provide space to reflect on inequities, racism, or other barriers to inclusion specific to the course subject. If this is already included in the outline (under D, as it relates to communication to stakeholders), let me know in the Initiator Response box and consider adding to DEI statement. If not appropriate, please disregard.	- Updated bullet D to "Communicate business requirements effectively to stakeholders, recognizing diverse stakeholder perspectives, power dynamics, and potential structural barriers that may affect decision-making and organizational outcomes."
	Stage 4: Articulation Officer	No Value	No Value				
	Stage 5: De Anza General Education	No Value	No Value				
	Stage 6: Content Review Matrix Liaison	No Value	No Value				
	Stage 7: Dean of Online Learning	No Value	No Value				
	Stage 8: SLO Coordinator	No Value	No Value				
	Stage 10: Curriculum Committee	No Value	No Value				

Course Administration Codes

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

Changed	Field	Current Version
	Curriculum ID	CISD095H
	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	CCC000615075

Articulation

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

De Anza College

Course Outline of Record Report

10/17/2025

CISD395H : Business and Requirement Analysis

General Information

Faculty Initiator:	• Sukhjit Singh • Pape, Mary
Attachments:	Hybrid_CIS_395H_2026F.pdf Online_CIS_395H_2026F.pdf
Course ID (CB01A and CB01B) :	CISD395H
Short Course Title:	BUSINESS AND REQUIREMENT ANALY
Course Title (CB02) :	Business and Requirement Analysis
Department:	CIS - Computer Sci and Info Systems
Effective Term:	Fall 2026
TOP Code (CB03) :	(0505.00) *Business Administration
CIP Code:	(52.0201) Business Administration and Management, General.
SAM Priority Code (CB09) :	C - Clearly Occupational
Distance Education Approved:	Yes
Course Control Number:	No value
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2020
Course Description:	This course provides practice to do a needs assessment, planning, analysis, traceability, monitoring and evaluation of business requirements and processes.
Course Type (CB27) :	• Lower Division
Mode of Delivery:	• Online • Hybrid
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements

Discipline 1:	• Computer Information Systems (Computer network installation, microcomputer technology, computer applications)
Discipline 2:	No value
Discipline 3:	No value
FSA:	• FHDA FSA - CIS

Formerly Statement

Formerly Statement

No Value

Course Justification

Course Justification

This noncredit course belongs on the Product Management Certificate of Completion and is part of a CTE program that was developed based on labor market data. This course provides guidance to apply Business Requirement and Analysis for effective team collaboration on complex products.

Stand-Alone Statement

Stand-Alone Statement

No Value

Course Philosophy

Course Philosophy

No Value

CTE Course

Is this a CTE (Career Technical Education) course?

Yes

Honors/Non-honors Course

Is this an honors/non-honors course?

No

Mirrored Credit/Noncredit Course

Is this a mirrored credit/noncredit course?

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

Cross-listed Course

Is this a cross-listed course?

No

Foothill Equivalency

Does the course have a Foothill equivalent?

No

Foothill Faculty Consultation Name

No Value

Foothill Course ID

No Value

DEI Review

Please check all areas in the COR that address DEI.

- [x] Basic Course Information - Course Description
- [x] Specifications - Assignments
- [x] Specifications - Examples of Primary Texts and References
- [x] Specifications - Methods of Instruction
- [x] Specifications - Methods of Evaluation
- [x] Outline - Course Outline

Please summarize the ways in which your course includes DEI.

This course provides practical preparation for students from a variety of learning backgrounds and prepares these students to enter the workforce. The course uses a variety of instruction methods that cater to different learning backgrounds/styles, and students can demonstrate their proficiency in a variety of ways. Supporting materials specifically outline contact hours and discuss how instructors will support students who may thrive across different learning modalities (face-to-face versus online). The course outline is designed to help students consider diverse stakeholders and their specific goals and values and to prepare them to lead diverse teams.

Course Development Options

Basic Skill Status (CB08)

Course is not a basic skills course.

Course Special Class Status (CB13)

Course is not a special class.

Grade Options

- Letter Grade
- Pass/No Pass

Repeat Limit

Course Prior To College Level

Repeatability Statement

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

Course Support Status (CB26)

Course is not a support course

Associated Programs

☑ Course is part of a program

Associated Program	Award Type	Active
Product Management (In Development)	Certificate of Completion	Fall 2026

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Y

Transferability (CB05)

Not transferable

Transferability Status

Not transferable

UC Transferable and/or Lower-Division Major Requirement

Will the course be UC transferable?

No

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

No Value

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

No

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

No Value

Units and Hours

Summary

Minimum Credit Units 0

Maximum Credit Units	0
Total Course In-Class (Contact) Hours	48
Total Course Out-of-Class Hours	96
Total Student Learning Hours	48

Credit / Non-Credit Options

Course Credit Status (CB04)

Non-Credit

Course Non Credit Category (CB22)

Workforce Preparation.

Course Classification Code (CB11)

Workforce Preparation Enhanced Funding.

Funding Agency Category (CB23)

Not Applicable.

Cooperative Work Experience Education Status (CB10)

Variable Credit Course

Weekly Student Hours

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

Course Student Hours

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

Units and Hours - Weekly Specialty Hours

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

SKIP

No Value

Specifications

Methods of Instruction

Methods of Instruction	Methods of Instruction
Methods of Instruction	Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class Collaborative learning and small group exercises Collaborative projects Guest speakers

Assignments

A. Practice exam covering the topics covered in class.
B. Readings from text.
C. Participation in exercises that demonstrate ability to critically evaluate the proper use of appropriate agile software to complete a given set of project related tasks.

Methods of Evaluation	**Methods of Evaluation**
Methods of Evaluation	A. One or two midterm examinations requiring students to apply topics covered in the lectures and reading. To be evaluated on correctness. B. Final examination requiring students to applying topics covered in the lectures, reading, and assignments. To be evaluated on correctness. C. In-class exercises, group exercises, and/or online exercises demonstrating ability to implement requirement analysis to complete a given set of project related tasks.

Essential Student Materials/Essential College Facilities

Essential Student Materials:

- None

Essential College Facilities:

- None

Examples of Primary Texts and References

Author	Title	Publisher	Date/Edition	ISBN
Elizabeth Larson, Andrea Brockmeier, Richard Larson	PMI-PBA Certification Study Guide	Watermark Learning	2018	978-0578088112

Suggested Reading List

No Value

Learning Outcomes

Course Objectives

Design a business problem using 'problem and opportunity analysis technique' and develop a solution scope statement to provide input to create a business case.

Scrutinize the business analysis activities that will occur within the project. This includes establishing tools, policies, and procedures for the requirements management plan, requirements traceability, change management, document control, and acceptance criteria.

Apply elicitation, analysis, decomposition, acceptance, approval, specification, and validation of the requirements for a product or project.

Demonstrate lifecycle requirements that is comprised of continuous monitoring and documenting of requirements as well as the communication of the requirements status to stakeholders.

Critique how well the delivered solution fulfills the requirements and meets the business need. Tasks within this domain include testing the solution, determining if there are gaps, and obtaining sign-off.

CSLOs

Create business requirements being mindful of customer needs, objectives and change management. Expected SLO Performance: 0.0

Outline

Course Outline

A. Design a business problem using 'problem and opportunity analysis technique' and develop a solution scope statement to provide input to create a business case.
    1. Define or review a business problem or opportunity using problem and opportunity analysis techniques in order to develop a solution scope statement and/or to provide input to create a business case.
    2. Collect and analyze information from a variety of sources using valuation tools and techniques to contribute to determining the value proposition of the initiative.
    3. Collaborate in the development of project goals and objectives by providing clarification of business needs and solution scope in order to align the product with the organization’s goals and objectives.
    4. Identify stakeholders by reviewing goals, objectives, and requirements in order that the appropriate parties are represented, informed and involved.
    5. Determine stakeholder values regarding the product, using elicitation techniques in order to provide a baseline for prioritizing requirements.
B. Scrutinize the business analysis activities that will occur within the project. This includes establishing tools, policies, and procedures for the requirements management plan, requirements traceability, change management, document control, and acceptance criteria.

1. Review the business case, and the project goals and objectives, in order to provide context for business analysis activities.
2. Define strategy for requirements traceability using traceability tools and techniques in order to establish the level of traceability necessary to monitor and validate the requirements.
3. Develop requirements management plan by identifying stakeholders, roles and responsibilities, communication protocols, and methods for eliciting, analyzing, documenting, managing, and approving requirements in order to establish a roadmap for delivering the expected solution.
4. Select methods for requirements change control by identifying channels for communicating requests and processes for managing changes in order to establish standard protocols for incorporation into the change management plan.
5. Select methods for document control by using documentation management tools and techniques in order to establish a standard for requirements traceability and versioning.
6. Define business metrics and acceptance criteria by collaborating with stakeholders for use in evaluating when the solution meets the requirements.

C. Apply elicitation, analysis, decomposition, acceptance, approval, specification, and validation of the requirements for a product or project.
1. Elicit or identify requirements, using individual and group elicitation techniques in order to discover and capture requirements with supporting details (e.g., origin and rationale).
2. Evaluate product options and capabilities by using decision-making and valuation techniques in order to determine which requirements are accepted, deferred, or rejected.
3. Allocate accepted or deferred requirements by balancing scope schedule, budget, and resource constraints with the value proposition using prioritization, dependency analysis, and decision-making tools and techniques in order to create a requirements baseline.
4. Obtain sign-off on requirements baseline using decision-making techniques in order to facilitate stakeholder consensus and achieve stakeholder approval.
5. Write requirements specifications using process (such as use cases, user stories), data, and interface details in order to communicate requirements that are measurable and actionable (that is, suitable for development).
6. Validate requirements using tools and techniques such as documentation review, prototypes, demos, and other validation methods in order to ensure requirements are complete, accurate and aligned with goals, objectives, and value proposition.
7. Elaborate and specify detailed metrics and acceptance criteria using measurement tools and techniques for use in evaluating whether the solution meets requirements.

D. Demonstrate lifecycle requirements that is comprised of continuous monitoring and documenting of requirements as well as the communication of the requirements status to stakeholders.
1. Track requirements using a traceability artifact or tools, capturing the requirements' status, sources and relationships (including dependencies), in order to provide evidence that the requirements are delivered as stated.
2. Monitor requirements throughout their lifecycles using a traceability artifact or tool in order to ensure the appropriate supporting requirements artifacts (such as models, documentation, and test cases) are produced, reviewed and approved at each point in the lifecycle.
3. Update a requirement’s status as it moves through its lifecycle states by communicating with appropriate stakeholders and recording changes in the traceability artifact or tool in order to track requirements towards closure.
4. Communicate requirements status to project manager and other stakeholders using communication methods in order to keep them informed of requirements issues, conflicts, changes, risks, and overall status.
5. Manage changes to requirements by assessing impacts, dependencies, and risks in accordance with the change control plan, and comparing to the requirements baseline in order to maintain the integrity of the requirements and associated artifacts.

E. Critique how well the delivered solution fulfills the requirements and meets the business need. Tasks within this domain include testing the solution, determining if there are gaps, and obtaining sign-off.
1. Validate the solution's test results, reports, and other test evidence against the requirements acceptance criteria in order to determine whether the solution satisfies the requirements.
2. Analyze and communicate the solution's identified gaps and deltas using quality assurance tools and methods in order to enable stakeholders to resolve discrepancies between solution scope, requirements, and developed solution.
3. Obtain stakeholder sign-off on the developed solution using decision-making techniques in order to proceed with deployment.
4. Evaluate the deployed solution using valuation techniques in order to determine how well the solution meets the business case and value proposition.

Blue Form

For changes to the units and hours tab; 1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

- Units: 0
- Lec Hrs: 4
- Lec Load: 0
- Total Load: 0
- Seat Ct: 0
- (mkct 10/14/2025)

Req/Adv

Prerequisite(s):

No Value

Corequisite(s):

No Value

Advisory(ies):

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

Advisory(ies) - Other:

No Value

Limitation(s) on Enrollment:

No Value

Limitation(s) on Enrollment - Other:

No Value

Entrance Skills(s):

No Value

Entrance Skill(s) - Other:

No Value

General Course Statement(s):

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

General Course Statement(s) - Other:

No Value

A-Matrix Form

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

B-Matrix Form

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

Design a business problem using 'problem and opportunity analysis technique' and develop a solution scope statement to provide input to create a business case. Scrutinize the business analysis activities that will occur within the project. This includes establishing tools,

policies, and procedures for the requirements management plan, requirements traceability, change management, document control, and acceptance criteria

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

Design a business problem using 'problem and opportunity analysis technique' and develop a solution scope statement to provide input to create a business case. Scrutinize the business analysis activities that will occur within the project. This includes establishing tools, policies, and procedures for the requirements management plan, requirements traceability, change management, document control, and acceptance criteria.

Objective 2: Develop analytical ideas and topics for essays.

Scrutinize the business analysis activities that will occur within the project. This includes establishing tools, policies, and procedures for the requirements management plan, requirements traceability, change management, document control, and acceptance criteria.

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

Scrutinize the business analysis activities that will occur within the project. This includes establishing tools, policies, and procedures for the requirements management plan, requirements traceability, change management, document control, and acceptance criteria.

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

Design a business problem using 'problem and opportunity analysis technique' and develop a solution scope statement to provide input to create a business case. Apply elicitation, analysis, decomposition, acceptance, approval, specification, and validation of the requirements for a product or project.

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

Design a business problem using 'problem and opportunity analysis technique' and develop a solution scope statement to provide input to create a business case. Apply elicitation, analysis, decomposition, acceptance, approval, specification, and validation of the requirements for a product or project.

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

Demonstrate lifecycle requirements that is comprised of continuous monitoring and documenting of requirements as well as the communication of the requirements status to stakeholders.

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

Demonstrate lifecycle requirements that is comprised of continuous monitoring and documenting of requirements as well as the communication of the requirements status to stakeholders.

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

Apply elicitation, analysis, decomposition, acceptance, approval, specification, and validation of the requirements for a product or project.

Objective 9: Demonstrate appropriate grammar usage and mechanics.

Apply elicitation, analysis, decomposition, acceptance, approval, specification, and validation of the requirements for a product or project.

C-Matrix Form

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

D-Matrix Form

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

No Value

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

No Value

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

No Value

Objective 3: Explore functions.

No Value

Objective 4: Develop linear function models.

No Value

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

No Value

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

No Value

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

No Value

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

No Value

Objective 9: Develop quadratic function models to solve problems.

No Value

Objective 10: Investigate the characteristics of rational expressions.

No Value

Objective 11: Develop skills to work with radical expressions.

No Value

E-Matrix Form

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

No Value

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

No Value

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

No Value

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

No Value

Objective 4: Develop linear function models to solve problems.

No Value

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

No Value

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

No Value

Objective 7: Develop quadratic function models to solve problems.

No Value

Objective 8: Use inequalities to solve real world problems.

No Value

Objective 9: Explore arithmetic sequences and series.

No Value

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

No Value

F-Matrix Form

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

No Value

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

No Value

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

No Value

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

No Value

Objective 4: Solve problems involving operations with signed numbers.

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

G-Matrix Form

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

No Value

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

No Value

H-Matrix Form

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

De Anza GE Form

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Comments

Stage 2: Department Chair

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
9/19/2025	Basics…	General Information & Proposal Details	Required	Course needs to be Online and hybrid and those forms are needed	Y
9/19/2025	Basics…	Course Justification	Required	This is not a noncredit course.	N (Course is non-credit)
9/19/2025	Basics…	DEI Review	Recommended	Uncheck “Specifications - Examples of Primary Texts and References” or change five to six.	Y
9/19/2025	Specifications	Methods of Evaluations	Required	How is ‘B’ the final to be evaluated?	Y

Stage 3: DEI

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
10/05/2025	Basic Course Information	DEI Review	Suggested	This course does meaningfully integrate DEI principles across most facets, and it makes sense that all six boxes are checked. Consider revising the DEI summary to highlight DEI principles as they are seen in this specific COR. For example, “This course provides practical preparation for students from a variety of learning backgrounds and prepares these students to enter the workforce. The course uses a variety of instruction methods that cater to different learning backgrounds/styles, and students can demonstrate their proficiency in a variety of ways. Supporting materials specifically outline contact hours and discuss how instructors will support students who may thrive across different learning modalities (face-to-face versus online). The course outline is designed to help students consider diverse stakeholders and their specific goals and values and to prepare them to lead diverse teams.”	Y

Stage 4: Articulation Officer

No Value

Stage 5: De Anza General Education

No Value

Stage 6: Content Review Matrix Liaison

No Value

Stage 7: Dean of Online Learning

No Value

Stage 8: SLO Coordinator

No Value

Stage 10: Curriculum Committee

No Value

CO

Sort ID (00 < 10; 0 < 100)

No Value

Course Status

No Value

Course Characteristics

- Mirrored Noncredit
- Noncredit Enhanced

Cross-Listed/Related Course Information

No Value

Cross-Listed/Related Course ID's

No Value

DL Approval Date (MM/DD/YYYY)

No Value

Hybrid Approval Date (MM/DD/YYYY)

No Value

Curriculum Office Notes

- 5-year revision year changed to match credit course -mc

De Anza College

Change Report

02/17/2026

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 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.

Section	Changed field
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.
CO	Hybrid Approval Date (MM/DD/YYYY)
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**	• Shameka Walker	• Sukhjit Singh
	Course ID (CB01A and CB01B)	CISD095K	CISD095K
	Course Control Number	CCC000615077	CCC000615077
	Course Title (CB02)	Program Management - A Practicum	Program Management - A Practicum
	Short Course Title	PROGRAM MANGMNT - A PRACTICUM	PROGRAM MANGMNT - A PRACTICUM
	TOP Code (CB03)	0506.00	0506.00 Business Management

Changed	Field	Current Version	Proposed Version
	CIP Code	Business Administration and Management, General	52.0201 Business Administration and Management, General
	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 focuses on the role of a program manager, identifying strategic objectives, manage the program life cycle, manage stakeholder expectations and governance.	This course prepares you to step confidently into the role of a program manager by teaching you how to define strategic objectives, lead programs through their full life cycle, and guide diverse stakeholders toward shared outcomes. You'll learn how to manage governance, align initiatives with organizational goals, and deliver high-value results through strong leadership and coordinated execution. Whether you're advancing your career or stepping into a new leadership path, this course equips you with the tools and insights to drive programs that make a measurable impact.
	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 Information Systems (Computer network installation, microcomputer technology, computer applications)
	Discipline 2	No value	No value

Changed	Field	Current Version	Proposed Version
	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 required for earning a Project Management Practitioner Associate's degree and is in a CTE program that was developed based on labor market data. This course provides a foundation for program management basics using material from the Project Management Institute (PMI). This course is CSU transferable.	This course is required for earning a Project Management Practitioner Associate's degree and is in a CTE program that was developed based on labor market data. This course provides a foundation for program management basics using material from the Project Management Institute (PMI). This course is CSU transferable.

Stand-Alone Statement

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

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

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 is grounded in a commitment to Diversity, Equity, and Inclusion by creating a learning environment where all students feel valued, supported, and empowered to succeed. Course materials and examples reflect a range of perspectives and real-world contexts, assignments offer multiple ways to demonstrate learning, and instructional methods are designed to be accessible and responsive to diverse backgrounds, identities, and learning styles. Evaluation practices are transparent and equitable, ensuring that every student—regardless of prior preparation or lived experience—has a fair and meaningful opportunity to grow, participate, and achieve their goals in this course.
!	**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	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** Project Management Practitioner **Award Type** Certificate of Achievement-Advanced (COA-A)	**Associated Program** Project Management Practitioner **Award Type** Certificate of Achievement-Advanced (COA-A)
		Associated Program Project Management Practitioner **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** Project Management Practitioner **Award Type** Associate in Arts (A.A.) Degree

Transferability & Gen. Ed. Options

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

Weekly Student Hours - Profile Name: Default Profile

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

Course Student Hours - Profile Name: Default Profile

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

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

Speciality Hours

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

Credit / 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

Changed	Field	Current Version	Proposed Version
	Total Laboratory Hours per Term	-	0
	Total Contact Hours per Term	-	0
	Total Credit Units	4	4
	Minimum Credit Units	4	4
	Maximum Credit Units	4	4

SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

Changed	Field	Current Version	Proposed Version
!	**Methods of Instruction**	**Methods of Instruction**	**Methods of Instruction** Methods of Instruction
		Methods of Instruction Collaborative projects Collaborative learning and small group exercises Discussion and problem solving performed in class Discussion of assigned reading Lecture and visual aids Guest speakers Discussion and problem solving performed in class	**Methods of Instruction** Collaborative projects Collaborative learning and small group exercises Discussion and problem solving performed in class Discussion of assigned reading Lecture and visual aids Guest speakers Discussion and problem solving performed in class

Changed	Field	Current Version	Proposed Version
!	**Assignments**	1. Homework assignments include case studies requiring application of Program Management practices. 2. Readings from text. 3. Participation in exercises that demonstrate ability to critically evaluate the proper use of appropriate program management software to complete a given set of computer-related tasks.	1. Strategic Program Opportunity Assessment. Task: Analyze a proposed program and interpret how it supports organizational strategy, objectives, vision, and mission. Identify strategic opportunities, expected benefits, and high-level risks, and explain how program management differs from project management in achieving long-term value. 2. Initial Program Assessment and Alignment. Task: Perform an initial program assessment by defining program objectives, requirements, assumptions, constraints, and risks. Evaluate organizational readiness and capability, and explain how the program aligns with strategic priorities and executive expectations. 3. Program Roadmap and Executive Approval. Task: Develop a high-level program roadmap that includes major milestones, dependencies, and preliminary cost and schedule estimates. Present the roadmap as part of a program charter designed to obtain executive sponsor validation and authorization. 4. Program Charter and Governance Framework. Task: Create a program charter that translates strategic objectives into high-level scope, success criteria, accountability structures, and governance mechanisms. Include stakeholder considerations, integration needs, and alignment with regulatory, ethical, and sustainability constraints.

Changed	Field	Current Version	Proposed Version
			5. Program Lifecycle Planning and Integration. Task: Define program lifecycle activities, including initiating, planning, executing, controlling, and closing. Develop a high-level work breakdown structure, resource requirements, key performance indicators, and integration strategies across people, processes, systems, and operations. 6. Benefits Realization and Transition Planning. Task: Develop a benefits realization plan that identifies financial and non-financial benefits, measurement criteria, and timelines. Create a transition plan that ensures operational sustainability and captures synergies and efficiencies throughout the program lifecycle. 7. Stakeholder, Communication, and Risk Management. Task: Identify key stakeholders and analyze their needs, expectations, and influence. Develop a communication management plan and risk escalation procedures that maintain stakeholder support, manage opposition, and provide decision-making visibility throughout the program. 8. Program Control, Closure, and Continuous Improvement. Task: Demonstrate program control by applying processes to manage scope, schedule, cost, quality, contracts, risks, and rewards. Define project and program closure activities and reflect on lessons learned, explaining how continuous improvement practices prevent

Changed	Field	Current Version	Proposed Version
			recurring risks and strengthen organizational performance.

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. One or two midterm examinations requiring students to apply topics covered in the lectures and reading. To be evaluated on correctness. 2. Exams testing knowledge of Program Management practices. To be evaluated on correctness. 3. Final examination requiring students to apply topics covered in the lectures, reading, and assignments. 4. In-class exercises, group exercises, and/or online exercises demonstrating ability to implement program management software to complete a given set of computer-related tasks.	1. One or two midterm examinations requiring students to apply topics covered in the lectures and reading. To be evaluated on correctness. 2. Exams testing knowledge of Program Management practices. To be evaluated on correctness. 3. Final examination requiring students to apply topics covered in the lectures, reading, and assignments. 4. In-class exercises, group exercises, and/or online exercises demonstrating ability to implement program management software to complete a given set of computer-related tasks.

Changed	Field	Current Version	Proposed Version
!	**Essential Student Materials/Essential College Facilities**	**Essential Student Materials:** • None. **Essential College Facilities:** • None.	**Essential Student Materials:** • None **Essential College Facilities:** • None
!	**Examples of Primary Texts and References**	**Title** No value **Author** The Standard for Program Management, Project Management Institute, 4th edition, 2017 **Publisher** No value **Date/Edition** No value **ISBN** No value	**Title** The Standard for Program Management **Author** Project Management Institute **Publisher** Project Management Institute **Date/Edition** 2017/4th edition **ISBN** Available at PMI.org **Title** Program Management Professionals PgMP Study Guide **Author** DMP Education Group **Publisher** Independently published **Date/Edition** July 14, 2025 **ISBN** 979-8292410454

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	• Interpret opportunities and benefits that achieve the organization's strategic objectives through program implementation. • Demonstrate setup Program Lifecycle and related activities including initiating, planning, executing, controlling and closing. • Outline stakeholder needs and expectations, gaining and maintaining stakeholder support, and mitigating/channeling opposition. • Illustrate processes and procedures for maintaining proactive program management oversight and decision-making support for applicable policies and practices throughout the entire program life cycle.	• Interpret opportunities and benefits that achieve the organization's strategic objectives through program implementation. • Demonstrate setup Program Lifecycle and related activities including initiating, planning, executing, controlling and closing. • Outline stakeholder needs and expectations, gaining and maintaining stakeholder support, and mitigating/channeling opposition. • Illustrate processes and procedures for maintaining proactive program management oversight and decision-making support for applicable policies and practices throughout the entire program life cycle.

Changed	Field	Current Version	Proposed Version
	CSLOs	**CSLOs** Manage programs by identifying strategic objectives, manage program life cycle, manage stakeholder expectations and governance. **Expected SLO Performance** 0.0	**CSLOs** Manage programs by identifying strategic objectives, manage program life cycle, manage stakeholder expectations and governance. **Expected SLO Performance** 0.0

Course Outline

Changed	Field	Current Version	Proposed Version

!	**Course Content**	1. Interpret opportunities and benefits that achieve the organization’s strategic objectives through program implementation.
		    1. Perform an initial program assessment by defining the program objectives, requirements, and risks in order to ensure program alignment with the organization’s strategic plan, objectives, priorities, vision, and mission statement.
		    2. Establish a high-level road map with milestones and preliminary estimates in order to obtain initial validation and approval from the executive sponsor.
		    3. Define the high-level road map/framework in order to set a baseline for program definition, planning, and execution.
		    4. Define the program mission statement by evaluating the stakeholders’ concerns and expectations in order to establish program direction.
		    5. Evaluate the organization’s capability by consulting with organizational leaders in order to develop, validate, and assess the program objectives, priority, feasibility, readiness, and alignment to the organization’s strategic plan.
			1. Interpret opportunities and benefits that achieve the organization’s strategic objectives through program implementation.
			    1. Perform an initial program assessment by defining the program objectives, requirements, and risks in order to ensure program alignment with the organization’s strategic plan, objectives, priorities, vision, and mission statement.
			    2. Establish a high-level road map with milestones and preliminary estimates in order to obtain initial validation and approval from the executive sponsor.
			    3. Define the high-level road map/framework in order to set a baseline for program definition, planning, and execution.
			    4. Define the program mission statement by evaluating the stakeholders’ concerns and expectations in order to establish program direction.
			    5. Evaluate the organization’s capability by consulting with organizational leaders in order to develop, validate, and assess the program objectives, priority, feasibility, readiness, and alignment to the organization’s strategic plan.

Changed	Field	Current Version	Proposed Version
		6. Identify organizational benefits for the potential program using research methods such as market analysis and high-level cost-benefit analysis in order to develop the preliminary program scope and define benefits realization plan. 7. Estimate the high level financial and nonfinancial benefits of the program in order to obtain/maintain funding authorization and drive prioritization of projects within the program. 8. Evaluate program objectives relative to regulatory and legal constraints, social impacts, sustainability, cultural considerations, political climate, and ethical concerns in order to ensure stakeholder alignment and program deliverability. 9. Obtain organizational leadership approval for the program by presenting the program charter with its high-level costs, milestone schedule and benefits in order to receive authorization to initiate the program. 10. Identify and evaluate integration opportunities and needs (for example, human capital and human resource requirements and skill sets, facilities, finance, assets, processes, and systems) within program	6. Identify organizational benefits for the potential program using research methods such as market analysis and high-level cost-benefit analysis in order to develop the preliminary program scope and define benefits realization plan. 7. Estimate the high level financial and nonfinancial benefits of the program in order to obtain/maintain funding authorization and drive prioritization of projects within the program. 8. Evaluate program objectives relative to regulatory and legal constraints, social impacts, sustainability, cultural considerations, political climate, and ethical concerns in order to ensure stakeholder alignment and program deliverability. 9. Obtain organizational leadership approval for the program by presenting the program charter with its high-level costs, milestone schedule and benefits in order to receive authorization to initiate the program. 10. Identify and evaluate integration opportunities and needs (for example, human capital and human resource requirements and skill sets, facilities, finance, assets, processes, and systems) within program

Changed	Field	Current Version	Proposed Version
		activities and operational activities in order to align and integrate benefits within or across the organization. 2. Demonstrate setup Program Lifecycle and related activities including initiating, planning, executing, controlling and closing. 1. Develop program charter using input from all stakeholders, translate strategic objectives into high-level program scope, develop high level milestone plan and an accountability matrix. 2. Define criteria for success for each part of the program and familiarize the organization with the program. 3. Develop a detailed program scope, work breakdown structure, resource requirements and key performance indicators. 4. Monitor key resources and negotiate contracts to meet objectives. 5. Lead HR function by mentoring, reviewing project manager's performance and approving closure of projects. 6. Conduct program kick-off with key stakeholders by holding meetings in order to familiarize the organization with the program and obtain stakeholder buy-in. 7. Exercise program control by incorporating	activities and operational activities in order to align and integrate benefits within or across the organization. 2. Demonstrate setup Program Lifecycle and related activities including initiating, planning, executing, controlling and closing. 1. Develop program charter using input from all stakeholders, translate strategic objectives into high-level program scope, develop high level milestone plan and an accountability matrix. 2. Define criteria for success for each part of the program and familiarize the organization with the program. 3. Develop a detailed program scope, work breakdown structure, resource requirements and key performance indicators. 4. Monitor key resources and negotiate contracts to meet objectives. 5. Lead HR function by mentoring, reviewing project manager's performance and approving closure of projects. 6. Conduct program kick-off with key stakeholders by holding meetings in order to familiarize the organization with the program and obtain stakeholder buy-in. 7. Exercise program control by incorporating

Changed	Field	Current Version	Proposed Version
		processes that control quality, schedule, scope, cost, contracts, risks and rewards. 8. Setup project closing processes ensuring all project goals are met and documented. 3. Outline stakeholder needs and expectations, gaining and maintaining stakeholder support, and mitigating/channeling opposition. 1. Develop benefits plan and its measurement criteria, caputre synergies and efficencies identified through program lifecycle 2. Develop a transition plan to ensure operational sustainability. 3. Identify stakeholder's needs and plan support for needs by establishing a clear acceptance criteria. 4. Define and maintain communication plan for stakeholders to provide program visibility. 4. Illustrate processes and procedures for maintaining proactive program management oversight and decision-making support for applicable policies and practices throughout the entire program life cycle. 1. Develop program management standards being mindful of tools, finance, reporting and governance. 2. Evaluate effectiveness of performance indicators and setup escalation	processes that control quality, schedule, scope, cost, contracts, risks and rewards. 8. Setup project closing processes ensuring all project goals are met and documented. 3. Outline stakeholder needs and expectations, gaining and maintaining stakeholder support, and mitigating/channeling opposition. 1. Develop benefits plan and its measurement criteria, capture synergies and efficiencies identified through program lifecycle 2. Develop a transition plan to ensure operational sustainability. 3. Identify stakeholder's needs and plan support for needs by establishing a clear acceptance criteria. 4. Define and maintain communication plan for stakeholders to provide program visibility. 4. Illustrate processes and procedures for maintaining proactive program management oversight and decision-making support for applicable policies and practices throughout the entire program life cycle. 1. Develop program management standards being mindful of tools, finance, reporting and governance. 2. Evaluate effectiveness of performance indicators and setup escalation

Changed	Field	Current Version	Proposed Version
		procedures to manage risks. 3. Apply lessons learned from previous projects to ensure same risks do not occur twice.	procedures to manage risks. 3. Apply lessons learned from previous projects to ensure same risks do not occur twice.
	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

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

A-Matrix Form

Changed	Questions	Current Version	Proposed Version
	EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	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	Interpret opportunities and benefits that achieve the organization's strategic objectives through program implementation.

Changed	Questions	Current Version	Proposed Version
!	**Objective 2: Develop analytical ideas and topics for essays.**	No Value	Interpret opportunities and benefits that achieve the organization's strategic objectives through program implementation.
!	**Objective 3: Compose and support thesis statements for analytical essays.**	No Value	Demonstrate setup Program Lifecycle and related activities including initiating, planning, executing, controlling and closing.
!	**Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.**	No Value	Interpret opportunities and benefits that achieve the organization's strategic objectives through program implementation. Demonstrate setup Program Lifecycle and related activities including initiating, planning, executing, controlling and closing.
!	**Objective 5: Identify and practice writing for different audiences and purposes.**	No Value	Demonstrate setup Program Lifecycle and related activities including initiating, planning, executing, controlling and closing.
!	**Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.**	No Value	Interpret opportunities and benefits that achieve the organization's strategic objectives through program implementation. Demonstrate setup Program Lifecycle and related activities including initiating, planning, executing, controlling and closing.
!	**Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.**	No Value	Outline stakeholder needs and expectations, gaining and maintaining stakeholder support, and mitigating/channeling opposition. Illustrate processes and procedures for maintaining proactive program management oversight and decision-making support for applicable policies and practices throughout the entire program life cycle.

Changed	Questions	Current Version	Proposed Version
!	**Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.**	No Value	Outline stakeholder needs and expectations, gaining and maintaining stakeholder support, and mitigating/channeling opposition.
!	**Objective 9: Demonstrate appropriate grammar usage and mechanics.**	No Value	Illustrate processes and procedures for maintaining proactive program management oversight and decision-making support for applicable policies and practices throughout the entire program life cycle.

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

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

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

F-Matrix Form

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

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

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

G-Matrix Form

Changed	Questions	Current Version	Proposed Version
	If the requisite 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

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)	CIS 095K	CIS 095K
	Course Status	New	New
	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)**	05/28/2019	No Value

Changed	Questions	Current Version	Proposed Version
	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**
			01/21/2026	Specifications	Examples of Primary Texts and References	Suggested	Thanks for providing these two texts! - I believe you mentioned in the fall that there was no representative OER text that was appropriate for your course. If this is still the case, please let me know in the initiator response box for records. Also, the new book " PgMP: Program Management Professional Exam Study Guide" is around $10 dollars on amazon, which places it in line with De Anza's low cost textbook parameters -- this is great. - Are these texts accessible for students with disabilities? I think the answer is likely yes, but I didn't see any notes on accessibility when I researched the books. Please confirm this in the initiator response box for records -- thank you!	Added OER Text. Yes

Changed	Questions	Current Version	Proposed Version				
						Thanks for this list of assignments! Do any of these assignments provide choices in how students demonstrate proficiency, encourage students to connect course content to their own	No Assignment list is proviided in this course. But I added one.
			01/21/2026	Specifications	Assignments	Suggested	life, background, and experiences, and/or provide students the opportunity to revise their work based on instructor feedback, peer feedback, or self-reflection? If so, please consider adding this to the relevant.appropriate assignments.	Now regarding your question on 'demonstrating proficnecy' - would likely be handled in Methods of Evaluation.
			01/21/2026	Specifications	Methods of Evaluation	Suggested	It's great to see so much detail here about the evaluation methods -- this is fantastic. Are there instances where students might be able to see examples/models of successful assignments as references? If so, consider noting this in the relevant assignments. If not possible/appropriate, please let me know in the Initiator Response box.	Case studies tend to change depending on Faculty teaching the class or updates to employment environmental factors, so solutions are not provided.
	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	CISD095K
	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	CCC000615077

Articulation

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

De Anza College

Course Outline of Record Report

02/20/2026

CTED064. : Work Experience Education Internship

General Information

Faculty Initiator:	• Trisha Tran
Attachments:	Online_CTE_64_2026F.pdf
Course ID (CB01A and CB01B) :	CTED064.
Short Course Title:	No value
Course Title (CB02) :	Work Experience Education Internship
Department:	CTE - Career Technical Education
Effective Term:	Fall 2026
TOP Code (CB03) :	(4932.00) General Work Experience
CIP Code:	(32.0105) Job-Seeking/Changing Skills.
SAM Priority Code (CB09) :	{{getSamCode(proposedCourse.course.courseSpecifics[courseIndex].samCode)}}
Distance Education Approved:	Yes
Course Control Number:	No value
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2026
Course Description:	This course provides supervised workplace learning through a structured workplace project that supports equitable access to career development. Students apply academic knowledge in real-world settings while developing professional skills, problem-solving strategies, and reflective practices. Faculty oversight and employer collaboration ensure meaningful learning experiences aligned with diverse student goals and career pathways.
Course Type (CB27) :	• Lower Division
Mode of Delivery:	• Online
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements

Discipline 1:	• By Discipline (Complete Learning Agreement)
Discipline 2:	No value
Discipline 3:	No value
FSA:	• FHDA FSA - INTERDISCIPLINARY STUDIES

Formerly Statement

Formerly Statement

No Value

Course Justification

Course Justification

This is a CTE stand-alone CSU transferable course. This course provides a student the opportunity translate knowledge provided in the classroom into the work environment while garnering valuable experience learning about needs across business and industry to streamline entry into the workforce.

Stand-Alone Statement

Stand-Alone Statement

This course has been identified as a stand-alone course, which means that it is not listed on any current GE pattern and/or a certificate and degree program. The course could reside in a certificate/degree or GE in the future at the discretion of the discipline faculty, but at this time, is intended to complement existing course work across the college's curriculum, allowing for students to earn unit(s) credit, while infusing valuable on-the-job training opportunities in preparation for entry into the workforce. The intended audience will be primarily career technical education students, although General Education students seeking employer experience through an approved internship may also benefit.

Course Philosophy

Course Philosophy

No Value

CTE Course

Is this a CTE (Career Technical Education) course?

Yes

Honors/Non-honors Course

Is this an honors/non-honors course?

No

Mirrored Credit/Noncredit Course

Is this a mirrored credit/noncredit course?

No

Cross-listed Course

Is this a cross-listed course?

No

Foothill Equivalency

Does the course have a Foothill equivalent?

No

Foothill Faculty Consultation Name

No Value

Foothill Course ID

No Value

DEI Review

Please check all areas in the COR that address DEI.

- [x] 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.

This work experience education internship provides professional development opportunities for students and narrows equity gaps in job preparedness by helping students from diverse backgrounds enter the workforce. Regular faculty and peer interaction helps students stay on track as they work to master new professional and technical skills (when applicable). The course employs a variety of instruction and evaluation methods, which will help the most student communities demonstrate their knowledge and performance.

Course Development Options

Basic Skill Status (CB08)

Course is not a basic skills course.

Course Special Class Status (CB13)

Course is not a special class.

Grade Options

- Letter Grade
- Pass/No Pass

Repeat Limit

0

Course Prior To College Level

Not applicable.

Repeatability Statement

No value

Course Support Status (CB26)

Course is not a support course

Associated Programs

☐ Course is part of a program

Associated Program	Award Type	Active
No value	No value	

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Y

Transferability (CB05)

Transferable to CSU only

Transferability Status

Pending

UC Transferable and/or Lower-Division Major Requirement

Will the course be UC transferable?

No

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

No Value

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

No

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

No Value

Units and Hours

Summary

Minimum Credit Units	1
Maximum Credit Units	1
Total Course In-Class (Contact) Hours	36
Total Course Out-of-Class Hours	0
Total Student Learning Hours	36

Credit / Non-Credit Options

Course Credit Status (CB04)

Credit - Degree Applicable

Course Non Credit Category (CB22)

Credit Course.

Course Classification Code (CB11)

Credit Course.

Funding Agency Category (CB23)

Not Applicable.

☐ Cooperative Work Experience Education Status (CB10)

☐ Variable Credit Course

Weekly Student Hours

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

Course Student Hours

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

Units and Hours - Weekly Specialty Hours

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

SKIP

No Value

Specifications

Methods of Instruction

Methods of Instruction	Methods of Instruction
Methods of Instruction	Supervised workplace learning and hands-on project implementation Faculty-guided project planning, monitoring, and evaluation Individual conferences with faculty to review progress and outcomes Workplace supervisor guidance and feedback Reflective documentation and assessment related to workplace experience

Assignments

A. Initial Professional Resume Submission: Submit a current, industry-aligned resume tailored to the internship role, including clearly stated skills, experience, and learning objectives.
B. Internship Schedule and Work Plan: Create and submit a structured schedule outlining workdays, hours, major duties, and 3–5 measurable learning objectives aligned with academic goals.
C. Mandatory Internship Hours Completion: Complete the required number of internship hours based on units enrolled (e.g., 60–300 hours depending on paid/unpaid status and unit load).
D. Weekly Internship Hours Log: Maintain and submit a detailed log of dates worked, tasks performed, and total hours, with supervisor verification/signature.
E. Midterm Reflective Essay: Submit a written reflection analyzing skills developed, challenges encountered, connections to coursework, and progress toward learning objectives.
F. Updated Professional Resume Submission: Revise and resubmit the resume to incorporate internship experience, quantified achievements, and enhanced professional presentation.
G. Final Self-Evaluation and Learning Assessment: Complete a comprehensive self-evaluation assessing achievement of learning objectives, professional growth, strengths, and areas for improvement.
H. Employer/Supervisor Performance Evaluation: Submit a completed supervisor evaluation form assessing professionalism, communication, technical skills, reliability, and overall performance.

Methods of Evaluation	**Methods of Evaluation**
Methods of Evaluation	A. Faculty evaluation based on worksite supervisor feedback and interview with the student. B. Identify specific, measurable, action-oriented, and realistic workplace objectives involving problem solving and include a firm schedule to complete the workplace tasks. C. Upon completion of the mandatory workplace hours, write a college-level essay with an introduction, body, and conclusion which explains how each workplace objective was accomplished, analyze the process, and evaluate the outcomes. D. Complete a self-evaluation of the internship. E. Submit a revised or updated copy of the student's resume with the addition of the completed work experience education.

Essential Student Materials/Essential College Facilities

Essential Student Materials:

- None

Essential College Facilities:

- None

Examples of Primary Texts and References

Author	Title	Publisher	Date/Edition	ISBN
No Value	No Value	No Value	No Value	No Value

Suggested Reading List

No Value

Learning Outcomes

Course Objectives

Design and complete a supervised workplace project that addresses an identified organizational need.

Analyze workplace situations and apply problem-solving and decision-making strategies in a professional environment.

Demonstrate employment readiness and professional conduct appropriate to the workplace.

Evaluate learning, performance, and professional growth in relation to workplace experience and career goals.

CSLOs

Develop and implement a workplace project to enhance career knowledge, skills, and abilities. Expected SLO Performance: 0.0

Outline

Course Outline

A. Design and complete a supervised workplace project that addresses an identified organizational need.
   1. Students will design and complete a supervised workplace project that addresses an identified organizational need
   2. Identify a workplace problem, need, or opportunity in collaboration with the employer or supervisor
   3. Develop measurable project goals aligned with workplace expectations
   4. Complete assigned project tasks within established timelines and document outcomes

B. Analyze workplace situations and apply problem-solving and decision-making strategies in a professional environment.
   1. Students will apply problem-solving and decision-making strategies in a professional work environment
   2. Analyze workplace situations using structured problem-solving models
   3. Evaluate alternative solutions and their implications
   4. Make informed decisions based on workplace constraints, feedback, and goals

C. Demonstrate employment readiness and professional conduct appropriate to the workplace.
   1. Students will demonstrate employment readiness and professional competencies appropriate to the workplace.
   2. Demonstrate effective communication, teamwork, responsibility, and ethical conduct
   3. Apply workplace policies, safety procedures, and legal requirements

4. Engage constructively with supervisors and colleagues

D. Evaluate learning, performance, and professional growth in relation to workplace experience and career goals.
   1. Students will evaluate and reflect on learning, performance, and professional development within the workplace.
   2. Assess personal strengths and areas for improvement in the work environment
   3. Incorporate employer and faculty feedback into professional practice
   4. Articulate connections between workplace experience, academic learning, and career goals

Blue Form

For changes to the units and hours tab; 1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

- Units: 1
- Lab Hrs: 3
- Load: .016?
- Seat Ct: 0?
- (mkct 02/20/2026)

Req/Adv

Prerequisite(s):

Enrollment is limited to students who have secured an approved internship or workplace learning placement prior to enrollment. Approval must be granted by the designated faculty coordinator or department-authorized representative in consultation with the employer or supervisor to ensure the placement meets course learning objectives and institutional requirements.

Corequisite(s):

No Value

Advisory(ies):

No Value

Advisory(ies) - Other:

No Value

Limitation(s) on Enrollment:

No Value

Limitation(s) on Enrollment - Other:

Students must meet with the Career Center's staff/faculty before enrolling into the class.

Entrance Skills(s):

No Value

Entrance Skill(s) - Other:

No Value

General Course Statement(s):

No Value

General Course Statement(s) - Other:

No Value

A-Matrix Form

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

B-Matrix Form

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

No Value

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

No Value

Objective 2: Develop analytical ideas and topics for essays.

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

Objective 9: Demonstrate appropriate grammar usage and mechanics.

No Value

C-Matrix Form

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

D-Matrix Form

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

No Value

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

No Value

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

No Value

Objective 3: Explore functions.

No Value

Objective 4: Develop linear function models.

No Value

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

No Value

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

No Value

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

No Value

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

No Value

Objective 9: Develop quadratic function models to solve problems.

No Value

Objective 10: Investigate the characteristics of rational expressions.

No Value

Objective 11: Develop skills to work with radical expressions.

No Value

E-Matrix Form

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

No Value

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

No Value

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

No Value

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

No Value

Objective 4: Develop linear function models to solve problems.

No Value

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

No Value

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

No Value

Objective 7: Develop quadratic function models to solve problems.

No Value

Objective 8: Use inequalities to solve real world problems.

No Value

Objective 9: Explore arithmetic sequences and series.

No Value

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

No Value

F-Matrix Form

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

No Value

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

No Value

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

No Value

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

No Value

Objective 4: Solve problems involving operations with signed numbers.

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

G-Matrix Form

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

No Value

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

No Value

H-Matrix Form

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

This course does not require admission to a specific CTE program.

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

No Value

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

No Value

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

No Value

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

No Value

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

Limitation on Enrollment: Enrollment is limited to students who have secured an **approved internship or workplace learning placement** prior to enrollment. Reason for Limitation: This course is based on supervised workplace learning and requires an appropriate placement to ensure that students can meet course objectives, receive employer supervision, and complete required project and hour documentation. How Students Meet the Requirement: Students obtain approval through the **designated faculty coordinator or department-authorized representative**, in consultation with the employer or supervisor, to verify that the placement aligns with course learning objectives and institutional requirements.

De Anza GE Form

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Comments

Stage 2: Department Chair

No Value

Stage 3: DEI

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
09/04/2025	Basic Course Information	Course Description	Suggested	Consider a few small changes that reframe the description in student centered language that clearly states what students will gain from this internship opportunity and how they will work with faculty. For example, "This internship is a structured work experience education opportunity with an organization or company. The student and faculty member will work together with a third party to provide the student with valuable work experience education. Through this internship, students will gain professional workplace skills in addition to targeted technical skills as appropriate."	Y
09/04/2025	Basic Course Information	DEI Review	Suggested	This COR is doing a lot of excellent work related to Equity/DEI, even beyond the course description. If you're comfortable with it, I'd suggest also checking off "Specifications - Methods of Instruction" and "Specifications - Methods of Evaluation" in the DEI review box. Additionally, you could expand the DEI summary to include something like this: “This work experience education internship provides professional development opportunities for students and narrows equity gaps in job preparedness by helping students from diverse backgrounds enter the workforce. Regular faculty and peer interaction helps students stay on track as they work to master new professional and technical skills (when applicable). The course employs a variety of instruction and evaluation methods, which will help the most student communities demonstrate their knowledge and performance.”	Y

Stage 4: Articulation Officer

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

09/23/2025	Req/Adv	Prerequisites/Corequisites	Question/Suggestion	Question: will CTE be finding internships for students signing up for this course? Or do students need to have an internship lined up to request this class? Not an articulation issue, but without anything listed in this area, I'm curious how enrollment is going to work. DO they enroll and get assigned something on the first day? Are they required to have an internship or meet with anyone prior? Thank you.	Y
09/25/2025	Req/Adv	Prereqs/Coreqs	Suggestion	Just sending it back to consider adding an enrollment limitation so it's not a free-for-all, since the Career Center will be helping place students in to internships	

Stage 5: De Anza General Education

No Value

Stage 6: Content Review Matrix Liaison

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
10/1/25	Matrix H		Required	Please Complete Matrix H for your Limitation on Enrollment	incomplete 10/2 - complete 2/18
10/6/25	Matrix H	Objective 2	Required	Please remove all entries currently in Matrix H, then under Objective 2 write, "Students must meet with the Career Center's staff/faculty before enrolling into the class. "	incomplete 10/7 - complete 2/18
2/18/26	Req/Adv		Requirement	Move the statement you have under the Prerequisite field to the Limitation on Enrollment - other field	incomplete 2/19

Stage 7: Dean of Online Learning

Date	Name - Role OR Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
10/14/25	James Capurso on behalf of COOL Members	Basic Information - Proposal Details – Attachments: Hybrid Course Delivery Request	Required	For purposes of this form, percentage of Online vs. Face-to-Face are more in line with an Online course. Please replace the form with the Online Course Delivery Request Form. Please refer to the https://www.deanza.edu/curriculum/elumen/documents/eLumen_DE_Online_Nov2024_Guide.pdf for guidance.	Y
10/15/25	James Capurso on behalf of COOL	Basic Information - Proposal Details – Attachments: Hybrid Course Delivery Request	Required	Same issue as before. Hybrid form is still attached when it should be the Online form. Replace the Hybrid Course Delivery with the Online Course Delivery form as the mode of delivery percentages are in line with an Online course not a Hybrid. Additionally, the rationale language should reflect this is an online course and not a hybrid course. Review the Hybrid and Online Guides for assistance here: https://www.deanza.edu/curriculum/elumen/	y
10/16/25	James Capurso on behalf of COOL	Basic Information - Proposal Details – Attachments: Online Course Delivery Request	Required	Correct form has been attached and rationale language has been updated. However, 1) Course # and 2) Course Title have been left blank in the Course Information section on this updated form. Please update to complete the course information section.	y

Stage 8: SLO Coordinator

No Value

Stage 10: Curriculum Committee

No Value

CO

Sort ID (00 < 10; 0 < 100)

No Value

Course Status

No Value

Course Characteristics

No Value

Cross-Listed/Related Course Information

No Value

Cross-Listed/Related Course ID's

No Value

DL Approval Date (MM/DD/YYYY)

No Value

Hybrid Approval Date (MM/DD/YYYY)

No Value

Curriculum Office Notes

No Value

De Anza College

Change Report

02/17/2026

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
Course Outline	Lab Outline
B-Matrix Form	Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.
B-Matrix Form	Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.
B-Matrix Form	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.
F-Matrix Form	Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.
CO	Hybrid Approval Date (MM/DD/YYYY)

Section	Changed field
Comments	Stage 3: DEI
Comments	Stage 6: Content Review Matrix Liaison
Comments	Stage 8: SLO Coordinator
Foothill Equivalency	Foothill Faculty Consultation Name
Foothill Equivalency	Foothill Course ID
Foothill Equivalency	Does the course have a Foothill equivalent?
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	• Saied Rafati • Nguyen, Vinh
	Course ID (CB01A and CB01B)	ENGRD010.	ENGRD010.
	Course Control Number	CCC000524534	CCC000524534
	Course Title (CB02)	Introduction to Engineering	Introduction to Engineering
	Short Course Title	INTRO ENGINEERNG	INTRO ENGINEERNG
	TOP Code (CB03)	0901.00	0901.00 Engineering, General (requires Calculus) (Transfer)
	CIP Code	Engineering, General.	14.0101 Engineering, General.
	Department	ENGR - Engineering	ENGR - Engineering
!	**Effective Term**	Fall 2025	Fall ~~2025~~ 2027

Changed	Field	Current Version	Proposed Version
	SAM Priority Code (CB09)	E - Non-Occupational	E - Non-Occupational
!	**Course Description**	This course is an introduction to engineering design through a variety of team projects, including experimentation, data analysis, and the development of computer skills. Students will be exposed to several engineering disciplines through project design and problem solving for the purpose of providing information to assist them in choosing a major.	Students in this course will be introduced to the exciting world of engineering through collaborative, hands-on design projects. They will explore the engineering design process, conduct experiments, analyze data, and develop essential computer and problem-solving skills. By engaging with real-world challenges and learning about various engineering disciplines, students gain valuable insight to help them choose an engineering major that best fits their interests and goals.
	Course Type (CB27)	• Lower Division	• Lower Division
!	**Mode of Delivery**	• Hybrid	• In person ONLY

Faculty Requirements

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

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 degree required course, transferable to UC and CSU universities. This course is on De Anza Liberal Arts A.A. Its purpose is twofold: to introduce the student to the engineering profession and to familiarize the student with several basic engineering tools of analysis and synthesis.	This is a degree required course, transferable to UC and CSU universities. This course is on De Anza Liberal Arts A.A. Its purpose is twofold: to introduce the student to the engineering profession and to familiarize the student with several basic engineering tools of analysis and synthesis.

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	Sarah Parikh
	Foothill Course ID	No value	ENGR 10

Changed	Field	Current Version	Proposed Version
!	**Does the course have a Foothill equivalent?**	No	~~No~~ Yes

DEI Review

Changed	Field	Current Version	Proposed Version
	Please summarize the ways in which your course includes DEI.	No value	1)Basic Course Information- Course Description Encourages inclusion through collaborative, hands-on projects that connect diverse student interests to real-world engineering challenges and career paths. 2)Specification- Assignment Team-based projects and reflective essays promote collaboration, ethical awareness, and respect for diverse perspectives, while software and hardware simulations ensure equitable access to applied learning. 3)Specifications – Methods of Instruction Lectures, discussions, guest speakers, and group projects address varied learning styles and expose students to diverse engineering experiences and professional voices. 4)Specifications – Methods of Evaluation Multiple evaluation methods—projects, reports, and presentations—offer equitable ways for students to demonstrate technical, ethical, and communication skills across different formats. 5)Outline – Course Outline Integrates teamwork, communication, and problem-solving activities that build an inclusive learning community and support students with different strengths and backgrounds. 6)Specification- Examples of Primary Texts and References Although there are no representative texts that are OER, students have the option to purchase/rent older revisions that cost less or use publisher discount code

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 • Outline - Course Outline • Specifications - Methods of Evaluation • Specifications - Methods of Instruction • 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?	Yes	Yes

Associated Programs

Changed	Field	Current Version	Proposed Version
	Course is part of a program	**Associated Program**: Engineering (Electrical Engineering Track) (In Development) **Award Type**: Associate in Science (A.S.) Degree	**Associated Program**: Engineering (Electrical Engineering Track) (In Development) **Award Type**: Associate in Science (A.S.) 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) (In Development) **Award Type**: Associate in Arts (A.A.) Degree	**Associated Program**: Liberal Arts (Science, Math and Engineering Emphasis) (In Development) **Award Type**: Associate in Arts (A.A.) Degree

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	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	5	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	168	168

Changed	Field	Current Version	Proposed Version
	Lecture Hours - Course In-Class (Contact) per Term	36	36
	Lecture Hours - Course Out-of-Class per Term	72	72
	Laboratory Hours - Course In-Class (Contact) per Term	60	60
	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	72	72
	Total Credit Units - Minimum Credit Units	4.5	4.5

Changed	Field	Current Version	Proposed Version
	Total Credit Units - Maximum Credit Units	4.5	4.5

Speciality Hours

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

Credit / Non-Credit Options

Changed	Field	Current Version	Proposed Version
	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.
	Course Credit Status (CB04)	Credit - Degree Applicable	Credit - Degree Applicable
	Course Non Credit Category (CB22)	Credit Course.	Credit Course.
	Funding Agency Category (CB23)	Not Applicable.	Not Applicable.
	Cooperative Work Experience Education Status (CB10)	☐	☐
	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	60	60
	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
		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 Guest speakers Collaborative projects	**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 Guest speakers Collaborative projects

Changed	Field	Current Version	Proposed Version

	Assignments	1. Required reading to develop a product proposal
		2. Simulate and emulate real world problems using software and hardware
		3. Team projects
		  1. Brian-storm to identify real world problems and their constrains
		  2. Propose solutions based on the demographics, human factor,time to market, and resources.
		  3. Build/assemble the project and verify the actual duration of the project vs the proposal
		  4. Identify the unanticipated obstacles and propose how to avoid them and optimize the process in the future
		  5. Present the project orally and write a comprehensive report
		4. Individual EXCEL assignments relating to the math concepts introduced in class
		5. Write an essay on engineering ethical issues on how to prevent and the cost of it to the community
		Interview mentor to help to find the right mentor and start professional networking
		Write an essay to express opinions professionally when disagree with a topic/concept/process
			1. Required reading to develop a product proposal
			2. Simulate and emulate real world problems using software and hardware
			3. Team projects
			  1. Brian-storm to identify real world problems and their constrains
			  2. Propose solutions based on the demographics, human factor,time to market, and resources.
			  3. Build/assemble the project and verify the actual duration of the project vs the proposal
			  4. Identify the unanticipated obstacles and propose how to avoid them and optimize the process in the future
			  5. Present the project orally and write a comprehensive report
			4. Individual EXCEL assignments relating to the math concepts introduced in class
			5. Write an essay on engineering ethical issues on how to prevent and the cost of it to the community
			Interview mentor to help to find the right mentor and start professional networking
			Write an essay to express opinions professionally when disagree with a topic/concept/process

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. Project proposal will be grade based on completeness, accuracy,and adhering engineering design process 2. Software specific, hardware, and projects which will require the student to demonstrate techniques for data optimization and analysis from problems in various areas of Engineering disciplines. 3. A comprehensive final project requiring a written and oral report to demonstrate abilities to summarize, integrate, and analyze concepts that have been introduced and studied throughout the course. 4. Quizzes evaluated comprehension of excel base calculations based on real	**Methods of Evaluation** 1. Project proposal will be grade based on completeness, accuracy,and adhering engineering design process 2. Software specific, hardware, and projects which will require the student to demonstrate techniques for data optimization and analysis from problems in various areas of Engineering disciplines. 3. A comprehensive final project requiring a written and oral report to demonstrate abilities to summarize, integrate, and analyze concepts that have been introduced and studied throughout the course. 4. Quizzes evaluated comprehension of excel base calculations based on real

Changed	Field	Current Version	Proposed Version
		world problems evaluated for correctness and understanding of related software 5. Report will be evaluated on the students demonstrating the difference between ethical and legal engineering issues. In addition to how to develop their opinions to communicate constructively as well as degree of networking with technology professionals.	world problems evaluated for correctness and understanding of related software 5. Report will be evaluated on the students demonstrating the difference between ethical and legal engineering issues. In addition to how to develop their opinions to communicate constructively as well as degree of networking with technology professionals.
	Essential Student Materials/Essential College Facilities	**Essential Student Materials:** • Scientific calculator (TI 89 recommended) **Essential College Facilities:** • A laboratory equipped with a sufficient number of computers • A CAD package software	**Essential Student Materials:** • Scientific calculator (TI 89 recommended) **Essential College Facilities:** • A laboratory equipped with a sufficient number of computers • A CAD package software

Changed	Field	Current Version	Proposed Version
!	**Examples of Primary Texts and References**	**Title**: No value **Author**: Introduction to Engineering, McGraw-Hill Education, ISBN# 978-1-307-00917-0, 7th edition, 2017 **Publisher**: No value **Date/Edition**: No value **ISBN**: No value	**Title**: Introduction to Engineering **Author**: Arvid R. Eide, Steven K. Mickelson, Cheryl L. Eide, Roland D. Jenison, Larry L. Northup **Publisher**: McGraw Hill **Date/Edition**: 2023/8th **ISBN**: 978-1-264-15355-8
!	**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**	• Develop student strategies for academic success in engineering • Examine engineering problems using simple mathematical models • Identify and resolve a variety of ethical problems • Design and perform simple experiments • Introduce students to a variety of engineering disciplines • Analyze data with reference to classroom activities or experiments.	• Develop strategies for academic success in engineering. • Apply simple mathematical models to examine engineering problems. • Identify and resolve a variety of ethical problems in engineering practice. • Design and conduct simple experiments. • Explore various engineering disciplines to understand their scope and applications. • Analyze data obtained from classroom activities or experiments. • Explore the basic concepts of Arduino microcontrollers and their applications in simple engineering projects. • Develop introductory skills in 3D modeling to visualize and communicate engineering designs. • Examine the fundamental principles and applications of solar cell technology.

Changed	Field	Current Version	Proposed Version
!	CSLOs	**CSLOs** Analyze, graph and develop a formula for a given data set. **Expected SLO Performance** 0.0	**CSLOs** Analyze, graph and develop a formula for a given data set. **Expected SLO Performance** 0.0
		CSLOs Prepare and write technical specifications and documentation, and be able to orally present them. **Expected SLO Performance** 0.0	**CSLOs** Prepare and write technical specifications and documentation, and be able to orally present them. **Expected SLO Performance** 0.0
		CSLOs Work collaboratively on an engineering team. **Expected SLO Performance** 0.0	**CSLOs** Demonstrate the ability to function effectively on an engineering team to achieve project objectives **Expected SLO Performance** 0.0

Course Outline

Changed	Field	Current Version	Proposed Version

!	**Course Content**	1. Develop student strategies for academic success in engineering
		  1. Compare academic success strategies
		  2. Assess academic strengths and weaknesses
		  3. Set goals, and develop a plan / timeline to achieve these goals
		  4. Analyze the student chapters of the various engineering professional societies
		  5. Appraise the dynamics of team work
		2. Examine engineering problems using simple mathematical models
		  1. Estimate and approximate by using finite differences, polynomial interpolation, integration, Trapezoidal method, and Gaussian Quadrature
		  2. Check the consistency of units in engineering problems
		  3. Draw graphs manually and with Microsoft EXCEL 2016
		  4. Curve fit data using 1st and 2nd degree equations, power, and exponential functions
		  5. Use the Newton-Raphson and Bairstow's methods for the estimation of the solution of engineering systems
			1. Develop strategies for academic success in engineering.
			  1. Compare academic success strategies
			  2. Assess academic strengths and weaknesses
			  3. Set goals, and develop a plan / timeline to achieve these goals
			  4. Analyze the student chapters of the various engineering professional societies
			  5. Appraise the dynamics of team work
			2. Apply simple mathematical models to examine engineering problems.
			  1. Apply basic algebraic and graphical methods to represent engineering relationships.
			  2. Check the consistency of units in engineering problems
			  3. Draw graphs manually and with Microsoft EXCEL 2016
			  4. Curve fit data using 1st and 2nd degree equations, power, and exponential functions
			  5. Apply dimensional analysis to check the consistency and scaling of engineering equations.
			  6. Propose project time-line diagrams
			  7. Assemble constraints and criteria for the evaluation of the project
			3. Identify and resolve a variety of ethical problems in engineering practice, including issues related to equity, inclusion, bias, and systemic barriers.
			  1. Examine cases involving ethical dilemmas in engineering practice—including inequities, discrimination, bias, accessibility concerns, or barriers to inclusion—and

Changed	Field	Current Version	Proposed Version
		described by polynomial and transcendental equations 6. Propose project time-line diagrams 7. Assemble constraints and criteria for the evaluation of the project 3. Identify and resolve a variety of ethical problems 1. Examine cases and comment on the course of action that he/she would have taken to resolve the problem 2. Construct alternate solutions 4. Design and perform simple experiments 1. Design a "product" to be marketed 2. Collect, evaluate, and analyze data 3. Perform rudimentary data analysis by computing the mean, median, and standard deviation 4. Draw conclusions based on the above statistical measures 5. Learn and distinguish engineering disciplines 1. Summarize the different types of engineers and their job functions 2. Classify the types of problems different engineers solve 6. Analyze data with reference to classroom activities or experiments. 1. Experiment with various methods of	comment on the course of action that he/she would have taken to resolve the problem in a fair, ethical, and socially responsible manner. 2. Construct alternate solutions that address the ethical issue while promoting equity, inclusion, public safety, and professional responsibility, and evaluate the potential impact of these solutions on diverse stakeholders. 4. Design and conduct simple experiments. 1. Design a "product" to be marketed 2. Collect, evaluate, and analyze data 5. Explore various engineering disciplines to understand their scope and applications. 1. Summarize the different types of engineers and their job functions 2. Classify the types of problems different engineers solve 6. Analyze data obtained from classroom activities or experiments. 1. Experiment with various methods of data collection 2. Interpret the collected data 3. Analyze alternate solutions 7. Explore the basic concepts of Arduino microcontrollers and their applications in simple engineering projects. 1. Recognize the components and functions of an Arduino board. 2. Demonstrate basic programming to control LEDs, sensors, or motors. 3. Assemble a simple Arduino-based circuit to collect or display data.

Changed	Field	Current Version	Proposed Version
		data collection 2. Interpret the collected data 3. Analyze alternate solutions	4. Discuss how microcontrollers are used across different engineering fields. 8. Develop introductory skills in 3D modeling to visualize and communicate engineering designs. 1. Identify the basic features and tools of 3D modeling software (e.g., OnShape, or SolidWorks). 2. Create simple 3D parts and assemblies to represent engineering concepts. 3. Modify and export 3D models for visualization or prototyping. 4. Discuss the role of 3D modeling in the engineering design process. 9. Examine the fundamental principles and applications of solar cell technology. 1. Describe the basic operation of photovoltaic (PV) cells and how they convert sunlight into electricity. 2. Identify different types of solar cell materials and configurations. 3. Construct and test simple solar cell arrays in series and parallel configurations. 4. Measure and analyze voltage and current outputs to verify theoretical predictions. 5. Discuss real-world applications of solar energy systems in engineering design.
	Lab Component in this Course	Yes	Yes

Changed	Field	Current Version	Proposed Version
!	**Lab Outline**	1. Microsoft excel based calculations 2. Learning Styles: Using on-line software to identify student learning styles 3. Voltage/ Current Calculation in a DC circuit. 4. Investigation of the head distribution in a disk brake using interpolation techniques 5. Black body radiation calculations using various techniques of finding the area under the curve. 6. Calculating the average current of a sinusoidal wave form using simple integration techniques. 7. Using Curve fitting methods to calculate the stress/strain of a column 8. Using the the Newton-Raphson method with Van Der Waals equation to calculate the PVT relationship of gaseous substances 9. Calculation of the mean, median, and mode of defective items coming out of an assembly line 10. Team project 1: Analysis- reverse engineer a simple electromechanical object to identify its parts and their function. 11. Team project 2: Synthesis- build an object and document the various stages of the project.	1. Perform Microsoft Excel–based calculations to analyze and organize engineering data. 2. Identify personal learning styles using online software and reflect on strategies to enhance learning. 3. Calculate voltage and current in DC circuits using fundamental electrical principles. 4. Explore the basic operation of solar cells and verify the electrical output of series and parallel configurations through experimental measurement. 5. Construct and program simple Arduino-based circuits to collect and display sensor data. 6. Develop introductory 3D models of engineering components using computer-aided design (CAD) software to visualize and communicate design concepts. 7. Design and construct a functional object as part of a team project, and document each stage of the design and development process.

Blue Form

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

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

Req/Adv

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

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

A-Matrix Form

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

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

B-Matrix Form

Changed	Questions	Current Version	Proposed Version
	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
!	**Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.**	No Value	Outline E. Explore various engineering disciplines to understand their scope and applications. 1. Summarize the different types of engineers and their job functions
	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	outline B. Apply simple mathematical models to examine engineering problems. 7. Assemble constraints and criteria for the evaluation of the project
	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	Outline A. Develop strategies for academic success in engineering. 3. Set goals, and develop a plan / timeline to achieve these goals outlineD. Design and conduct simple experiments. 2. Collect, evaluate, and analyze data
	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

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

Changed	Questions	Current Version	Proposed Version
	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

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	Course outline B Apply simple mathematical models to examine engineering problems.
	Objective 3: Apply the order of operations to evaluate signed numerical expressions.	No Value	No Value

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

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

G-Matrix Form

Changed	Questions	Current Version	Proposed Version
	If the requisite 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

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)	ENGR 010	ENGR 010
	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)**	10/27/2020	No Value

Changed	Questions	Current Version	Proposed Version
	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**
			12/8/2025	Specifications	Examples of primary texts and references (/DEI Box)	Suggested	I believe when we met, you mentioned that there were no Open Educational Resources (OERs) that were Representative Textbooks (textbooks appropriate for the class). Consider writing this clearly in the DEI box (Basic Course Information) -- that way it is documented that you considered OER, but there were no appropriate options. Something like this: "Specification- Examples of Primary Texts and References: Although there are no representative texts that are OER, students have the option to purchase/rent older revisions that cost less or use publisher discount code."	Y
			12/08/2025	Outline	Course Outline	Suggested	Additionally, if the textbook discusses diverse voices and perspectives, consider noting it in the DEI box. The course outline notes "Identify and resolve a variety of ethical problems in engineering practice", which may speak to inequities/racism/barriers to inclusion, but consider making this more explicit if appropriate.	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** 1/26 **Tab** Matrix F **Part - Field** **Type of Edit** Required **Edit** Complete Matrix G for your math 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	**Date** 2/3/2026 **Tab** Learning Outcomes **Part - Field** CSLO #3 **Type of Edit** Required **Edit** Change “ Demonstrate the skills necessary to have Change to an assessable statement that begins with a Bloom’s Taxonomy verb and states what the learner will be working on. One suggestion “Demonstrate the ability to function effectively on an engineering team to achieve project objectives.” **Initiator - Indicate "Y" When Completed or Initiator's Response** 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	ENGRD010.
	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	CCC000524534

Articulation

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

De Anza College

Change Report

02/17/2026

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
Learning Outcomes	Course Objectives
Course Outline	Lab Outline
Req/Adv	Prerequisite(s):
Comments	Stage 3: DEI
Foothill Equivalency	Foothill Course ID
Foothill Equivalency	Does the course have a Foothill equivalent?
Foothill Equivalency	Foothill Faculty Consultation Name
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	• Saied Rafati • Nguyen, Vinh

Changed	Field	Current Version	Proposed Version
	Course ID (CB01A and CB01B)	ENGRD035.	ENGRD035.
	Course Control Number	CCC000165305	CCC000165305
	Course Title (CB02)	Statics	Statics
	Short Course Title	STATICS	STATICS
	TOP Code (CB03)	0901.00	0901.00 Engineering, General (requires Calculus) (Transfer)
	CIP Code	Engineering, General.	14.0101 Engineering, General.
	Department	ENGR - Engineering	ENGR - Engineering
!	**Effective Term**	Fall 2025	Fall ~~2025~~ 2027
	SAM Priority Code (CB09)	E - Non-Occupational	E - Non-Occupational
!	**Course Description**	This course covers the principles of statics as applied to particles and rigid bodies in two and three dimensions; vector solutions for concentrated and distributed loads; the determination of centroids and moments of inertia and the effects of dry friction; and programming computer solutions.	Students in this course will be introduced to the fundamental principles of statics and their applications in engineering design. Students will explore how forces act on particles and rigid bodies in two and three dimensions, use vectors to solve problems involving loads, and determine centroids and moments of inertia. The course also examines the effects of friction and incorporates computer-based problem solving to strengthen analytical and practical engineering skills.
	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	• Engineering
	Discipline 2	No value	No value
	Discipline 3	No value	No value
!	**FSA**	No value	• FHDA FSA - ENGINEERING

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 belongs on the Liberal Arts AA degree. This course introduces students to the foundational principles and concepts related to friction and inertia.	This course is CSU and UC transferable and belongs on the Liberal Arts AA degree. This course introduces students to the foundational principles and concepts related to friction and inertia.

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 Course ID	No value	ENGR 35
!	**Does the course have a Foothill equivalent?**	No	~~No~~ Yes
	Foothill Faculty Consultation Name	No value	Sarah Parikh

DEI Review

Changed	Field	Current Version	Proposed Version
	Please summarize the ways in which your course includes DEI.	No value	1)Basic Course Information -Course Description Introduces fundamental statics concepts through real-world applications, ensuring all students, regardless of background, can connect theory to practical engineering problems. Computer-based problem solving provides equitable hands-on experience. 2)Specification - Assignment Assignments include readings, problem-solving exercises, and lab reports using Microsoft Office, accommodating diverse learning styles and ensuring access to tools for all students. 3)Specifications – Methods of Instruction Lectures, visual aids, in-class discussions, problem-solving, and computer labs address multiple learning styles and encourage collaborative, inclusive participation. 4)Specifications – Methods of Evaluation Multiple assessment methods (quizzes, exams, lab reports) emphasize reasoning, accuracy, and communication, offering fair opportunities for all students to demonstrate mastery. 5)Course Outline Progression from basic principles to advanced topics provides scaffolded learning. Integration of analytical, computational, and graphical methods ensures multiple pathways for understanding and success for all students. 6)Specification- Examples of Primary Texts and References Although there are no representative texts that are OER, students have the option to purchase/rent older revisions that cost less or use publisher discount code

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	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	No
	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	

Associated Programs

Changed	Field	Current Version	Proposed Version
	Course is part of a program	**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) (In Development) **Award Type**: Associate in Arts (A.A.) Degree	**Associated Program**: Liberal Arts (Science, Math and Engineering Emphasis) (In Development) **Award Type**: Associate in Arts (A.A.) Degree

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
	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

Changed	Field	Current Version	Proposed Version
	Total - Course In-Class (Contact) Hours	72	72
	Total - Course Out-of-Class Hours	72	72
	Total Credit Units - Minimum Credit Units	4	4
	Total Credit Units - Maximum Credit Units	4	4

Speciality Hours

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

Credit / Non-Credit Options

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

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

Credit Units

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

SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

Changed	Field	Current Version	Proposed Version
	Methods of Instruction	**Methods of Instruction** | Methods of Instruction **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 experience which involve students in the analysis of problems using Excel	**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 experience which involve students in the analysis of problems using Excel
	Assignments	1. Required reading in the textbook 2. Solution of assigned problems 3. Write Lab Reports using Microsoft Office	1. Required reading in the textbook 2. Solution of assigned problems 3. Write Lab Reports using Microsoft Office

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

Changed	Field	Current Version	Proposed Version
	Methods of Evaluation	1. Midterm exams that appraise comprehension and require synthesis and application of textbook reading and other course material. 2. Grading assigned problems or quizzes to evaluate comprehension and application of course concepts based on completion, demonstration of logical steps, accuracy of solution, and clarity if descriptive elements. 3. Lab report evaluation based on completion, organization, accuracy of computational results, and clarity of descriptive elements. 4. Comprehensive final examination which shows the students ability to integrate and analyze the concepts developed	**Methods of Evaluation** 1. Midterm exams that appraise comprehension and require synthesis and application of textbook reading and other course material. 2. Grading assigned problems or quizzes to evaluate comprehension and application of course concepts based on completion, demonstration of logical steps, accuracy of solution, and clarity if descriptive elements. 3. Lab report evaluation based on completion, organization, accuracy of computational results, and clarity of descriptive elements. 4. Comprehensive final examination which shows the students ability to integrate and analyze the concepts developed

Changed	Field	Current Version	Proposed Version
		throughout the course.	throughout the course.
	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:** BeerVector Mechanics for Engineers: Statics **Author:** Beer, Johnston, Mazurek **Publisher:** McGraw Hill **Date/Edition:** 2018, 12th Ed. **ISBN:** No value	**Title:** Vector Mechanics for Engineer: Statics **Author:** Beer, Johnston, Mazurka **Publisher:** McGraw Hill **Date/Edition:** 2024/13 **ISBN:** ISBN13: 978-126-6706523
!	**Suggested Reading List**	**Reading List:** Hibbeler, "Engineering Statics" 14th Ed., Pearson, 2016 **May include, but are not limited to:** No value	No value

Learning Outcomes

Changed	Field	Current Version	Proposed Version
!	**Course Objectives**	• Review the basic principles of statics • Identify concurrent force systems • Employ statics of particle • Examine equivalent force/moment systems • Analyze centroids and center of gravity • Apply equilibrium of rigid bodies • Analyze trusses, frames, and machines • Examine friction • Examine Moment of Inertia	• Review and explain the fundamental principles of statics • Identify and classify concurrent, parallel, and general force systems • Apply the principles of particle equilibrium to solve statics problems • Evaluate equivalent force and moment systems for simplified analysis. • Determine centroids and centers of gravity for composite bodies • Apply the conditions of equilibrium to analyze rigid bodies • Analyze trusses, frames, and machines using appropriate methods • Examine the effects of friction on static equilibrium. • Compute the moment of inertia for areas and mass distributions.
	CSLOs	**CSLOs**: Analyze two- and three-dimensional force systems on rigid bodies in static equilibrium using vector and scalar analysis methods. **Expected SLO Performance**: 0.0	**CSLOs**: Analyze two- and three-dimensional force systems on rigid bodies in static equilibrium using vector and scalar analysis methods. **Expected SLO Performance**: 0.0

Course Outline

Changed	Field	Current Version	Proposed Version
!	**Course Content**	1. Review the basic principles of statics 1. Fundamental quantities 2. Units of measurement 3. Dimensional considerations 4. Significance of numerical results 2. Identify concurrent force systems 1. Forces and their characteristics 2. Concurrent forces 3. Resolution of forces into components 3. Employ statics of particle 1. Free-body diagrams 2. Equilibrium of particle 4. Examine equivalent force/moment systems 1. Moments and their characteristics 2. Vector representation of moments 3. Couples 4. Wrench 5. Resolution of a force into a force and a couple 6. Couple systems 5. Analyze centroids and center of gravity 1. Center of mass and center of gravity 2. Centroids of volumes 3. Centroids of composite bodies 4. Pappus theorem 5. Distributed loads on beams 6. Apply equilibrium of rigid bodies 1. Equilibrium in two dimensions 2. Equilibrium in three dimensions 7. Analyze trusses, frames, and machines	1. Review and explain the fundamental principles of statics 1. Fundamental quantities 2. Units of measurement 3. Dimensional considerations 4. Significance of numerical results 2. Identify and classify concurrent, parallel, and general force systems 1. Forces and their characteristics 2. Concurrent forces 3. Resolution of forces into components 3. Apply the principles of particle equilibrium to solve statics problems 1. Free-body diagrams 2. Equilibrium of particle 4. Evaluate equivalent force and moment systems for simplified analysis. 1. Moments and their characteristics 2. Vector representation of moments 3. Couples 4. Wrench 5. Resolution of a force into a force and a couple 6. Couple systems 5. Determine centroids and centers of gravity for composite bodies. 1. Center of mass and center of gravity 2. Centroids of volumes 3. Centroids of composite bodies 4. Pappus theorem 5. Distributed loads on beams 6. Apply the conditions of equilibrium to analyze rigid bodies 1. Equilibrium in two dimensions 2. Equilibrium in three dimensions

Changed	Field	Current Version	Proposed Version
		1. Plane truss 2. Space truss 3. Frames and machines 8. Examine friction 1. Characteristics of coulomb friction 2. Dry friction 3. Rolling resistance 9. Examine Moment of Inertia 1. Second moment, moment of inertia of an area 2. Radius of Gyration, Parallel-Axis Theorem.	7. Analyze trusses, frames, and machines using appropriate methods 1. Plane truss 2. Space truss 3. Frames and machines 8. Examine the effects of friction on static equilibrium 1. Characteristics of coulomb friction 2. Dry friction 3. Rolling resistance 9. Compute the moment of inertia for areas and mass distributions 1. Second moment, moment of inertia of an area 2. Radius of Gyration, Parallel-Axis Theorem.
	Lab Component in this Course	Yes	Yes

Changed	Field	Current Version	Proposed Version
❗	**Lab Outline**	1. Units and measurements 2. Concurrent force systems 3. Equilibrium of particle 4. Equilibrium of rigid bodies 5. Distributed forces, centroid 6. Trusses and frames 7. Internal forces and structural analysis	1. Apply units and measurements to perform dimensional analysis and interpret numerical results in engineering problems. 2. Analyze concurrent force systems by resolving forces into components and determining their resultant effects. 3. Apply the principles of particle equilibrium to construct free-body diagrams and solve for unknown forces. 4. Evaluate the equilibrium of rigid bodies in two and three dimensions using equations of equilibrium. 5. Determine distributed forces and locate centroids and centers of gravity for composite bodies. 6. Analyze trusses and frames to identify internal member forces and assess structural stability. 7. Compute internal forces and bending moments to assess structural behavior under various loading conditions.

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):**	ENGR D010., MATH D001B or MATH D01BH and PHYS D004A	ENGR D010., MATH D001B or MATH D01BH, and PHYS D004A
	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

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

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

B-Matrix Form

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

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

Changed	Questions	Current Version	Proposed Version
	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

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

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

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

G-Matrix Form

Changed	Questions	Current Version	Proposed Version
	If the requisite 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)	ENGR 035	ENGR 035
	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	Tech. change only appr. 2/25/25 - change of one word in the objectives (effect. F25). -mkct	Tech. change only appr. 2/25/25 - change of one word in the objectives (effect. F25). -mkct

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**
			12/08/2025	Specifications	Examples of Primary Texts and References (DEI Box)	Suggested	I believe when we met, you mentioned that there were no Open Educational Resources (OERs) that were Representative Textbooks (textbooks appropriate for the course). Consider writing this clearly in the DEI box (Basic Course Information) -- that way it is documented that you considered OER, but there were no appropriate options. Something like this: "Specification-Examples of Primary Texts and References: Although there are no representative texts that are OER, students have the option to purchase/rent older revisions that cost less or use publisher discount code."	Y
			12/08/2025	Specifications	Assignments	Suggested	Additionally, if the textbook discusses diverse voices and perspectives, consider noting it in the DEI box. No opportunities for choice or revision are listed, consider adding these if appropriate for the course.	not applicable

Changed	Questions	Current Version	Proposed Version				
			12/08/2025 Specifications	Methods of Evaluation	Suggested	Evaluation methods (Midterm exams, problems/quizzes, lab reports, final exams) primarily look at written work. Consider listing non-reading/writing assignments if appropriate.	not applicable
			12/08/2025 Outline	Course Outline	Suggested	Consider adding a place for students to reflect on possible barriers to inclusion or inequity in the field/discipline if appropriate.	I want to emphasize this is a highly technical course and I am concern addressing your comments in this section, may affect the accreditation process.
	Stage 4: Articulation Officer	No Value	No Value				
	Stage 5: De Anza General Education	No Value	No Value				
	Stage 6: Content Review Matrix Liaison	No Value	No Value				
	Stage 7: Dean of Online Learning	No Value	No Value				
	Stage 8: SLO Coordinator	No Value	No Value				
	Stage 10: Curriculum Committee	No Value	No Value				

Course Administration Codes

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

Changed	Field	Current Version
	Curriculum ID	ENGRD035.
	Distance Education Approved	No
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	Feb 25, 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	CCC000165305

Articulation

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

De Anza College

Change Report

02/17/2026

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
Curriculum Office	Banner Start Term (202122)
Curriculum Office	Banner Division
Curriculum Office	Catalog Term (21-22)
Curriculum Office	5 Year Revision Year (2021)
Curriculum Office	Effective Quarter
Curriculum Office	Effective Year (2021)
Curriculum Office	Course Status Code
Curriculum Office	Banner Department

Section	Changed field
Curriculum Office	Course Level
Curriculum Office	College Code
Curriculum Office	CTE Status
Curriculum Office	Hybrid Approval Date (MM/DD/YYYY)
Curriculum Office	Emergency Approval
Curriculum Office	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)
Curriculum Office	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)
Curriculum Office	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 4: Articulation Officer
Foothill Equivalency	Foothill Course ID
Foothill Equivalency	Does the course have a Foothill equivalent?

Section	Changed field
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.
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	• Saied Rafati • Nguyen, Vinh
	Course ID (CB01A and CB01B)	ENGRD037.	ENGRD037.
	Course Control Number	CCC000082271	CCC000082271
	Course Title (CB02)	Introduction to Circuit Analysis	Introduction to Circuit Analysis
	Short Course Title	INTRO TO CIRCUIT ANALYSIS	INTRO TO CIRCUIT ANALYSIS
	TOP Code (CB03)	0901.00	0901.00 Engineering, General (requires Calculus) (Transfer)
	CIP Code	Engineering, General.	14.0101 Engineering, General.
	Department	ENGR - Engineering	ENGR - Engineering

Changed	Field	Current Version	Proposed Version
❗	**Effective Term**	Fall 2021	Fall ~~2021~~ 2027
	SAM Priority Code (CB09)	E - Non-Occupational	E - Non-Occupational
❗	**Course Description**	This course introduces the analysis of linear circuits; first- and second-order differential equations describing RLC circuits; the natural and forced response of simple circuits; the development of steady-state sinusoidal circuit analysis for the network differential equations; and the study of Thevenin, Norton, and operational amplifiers.	Students in this course will be introduced to the fundamentals of electrical circuit analysis and how engineers model and understand real-world systems. Students will explore linear circuits, examine RLC circuits using first- and second-order differential equations, and study natural and forced responses. The course also covers steady-state sinusoidal analysis, Thevenin and Norton equivalent circuits, and the role of operational amplifiers, helping students build a strong foundation in circuit theory and problem-solving.
❗	**Course Type (CB27)**	No value	• Lower Division
❗	**Mode of Delivery**	• Hybrid	• In person ONLY

Faculty Requirements

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

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This course is CSU and UC transferable and belongs on the Liberal Arts AA degree. This course introduces students to basic concepts and foundations in circuit analysis.	This course is CSU and UC transferable and belongs on the Liberal Arts AA degree. This course introduces students to basic concepts and foundations in circuit analysis.

Foothill Equivalency

Changed	Field	Current Version	Proposed Version
	Foothill Course ID	No value	ENGR 37
!	**Does the course have a Foothill equivalent?**	No	~~No~~ Yes
	Foothill Faculty Consultation Name	No value	Sarah Parikh

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	• Specifications - Methods of Instruction • Basic Course Information - Course Description • Specifications - Assignments • 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	1)Basic Course Information- Course Description The course presents circuit theory through modeling real-world systems, making the content relevant and accessible to students from diverse backgrounds. 2)Specification- Assignment The course uses a mix of textbook reading, problem sets, quizzes, and computer simulations — providing multiple pathways for students with different strengths and resources to engage and succeed. 3)Specifications – Methods of Instruction The course combines lectures, visual aids, in-class discussion, problem solving, and circuit simulations to support varied learning styles and promote inclusive participation. 4)Specifications – Methods of Evaluation The course utilizes quizzes, exams, simulation reports, and a final comprehensive exam, allowing students to demonstrate understanding through different formats and ensuring fair assessment of conceptual and practical skills. 5)Outline- Course Outline The course builds step-by-step from fundamentals to advanced circuit concepts, offering scaffolded learning and multiple approaches (analytical, computational, simulation) so that students with different preparation levels can succeed. 6)Specification- Examples of Primary Texts and References Although there are no representative texts that are OER, students have the option to purchase/rent older revisions that cost less or use publisher discount code.

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
❗	**Will the course be UC transferable?**	No value	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 value	No

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

Associated Programs

Changed	Field	Current Version	Proposed Version
	Course is part of a program	**Associated Program** Engineering (Electrical Engineering Track) (In Development) **Award Type** Associate in Science (A.S.) Degree	**Associated Program** Engineering (Electrical Engineering Track) (In Development) **Award Type** Associate in Science (A.S.) 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) (In Development) **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** Liberal Arts (Science, Math and Engineering Emphasis) (In Development) **Award Type** Associate in Arts (A.A.) Degree

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	5	5
	Lecture Hours - Out of Class	10	10
	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	180	180
	Lecture Hours - Course In-Class (Contact) per Term	60	60
	Lecture Hours - Course Out-of-Class per Term	120	120
	Laboratory Hours - Course In-Class (Contact) per Term	0	0
	Laboratory Hours - Course Out-of-Class per Term	0	0
	NA Hours - Course In-Class (Contact) per Term	0	0
	NA Hours - Course Out-of-Class per Term	0	0

Changed	Field	Current Version	Proposed Version
	Total - Course In-Class (Contact) Hours	60	60
	Total - Course Out-of-Class Hours	120	120
	Total Credit Units - Minimum Credit Units	5	5
	Total Credit Units - Maximum Credit Units	5	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	180	180
	Total Laboratory Hours per Term	-	0
	Total Contact Hours per Term	-	0
	Total Credit Units	5	5
	Minimum Credit Units	5	5
	Maximum Credit Units	5	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; Quiz and examination review performed in class; Homework; Discussion and problem solving performed in class; Demonstration of simulated circuits	**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; Discussion and problem solving performed in class; Demonstration of simulated circuits
	Assignments	1. Required reading in the textbook 2. Solution of assigned problems 3. Required quizzes 4. Computer simulations of circuits assignments	1. Required reading in the textbook 2. Solution of assigned problems 3. Required quizzes 4. Computer simulations of circuits assignments

Changed	Field	Current Version	Proposed Version
!	**Methods of Evaluation**	**Methods of Evaluation** **Methods of Evaluation** 1. Quizzes and exams are based on the reading and problems and will evaluate material comprehension and accuracy of calculation based questions 2. Comprehensive final examination which shows the students ability to integrate and analyze the concepts developed throughout the course. 3. Grading quizzes that evaluate comprehension and application of class concepts and accuracy of the calculations. 4. Simulated circuit reports will be evaluated on the content and the practically of the working circuits.	**Methods of Evaluation** Methods of Evaluation **Methods of Evaluation** 1. Quizzes and exams are based on the reading and problems and will evaluate material comprehension and accuracy of calculation based questions 2. Comprehensive final examination which shows the students ability to integrate and analyze the concepts developed throughout the course. 3. Grading quizzes that evaluate comprehension and application of class concepts and accuracy of the calculations. 4. Simulated circuit reports will be evaluated on the content and the practically of the working circuits.

Changed	Field	Current Version	Proposed Version
!	**Essential Student Materials/Essential College Facilities**	**Essential Student Materials:** • Scientific calculator (TI 89 recommended) **Essential College Facilities:** • None.	**Essential Student Materials:** • Scientific calculator (TI 89 recommended) **Essential College Facilities:** • None
!	**Examples of Primary Texts and References**	**Title**: No value **Author**: Fundamentals of Electric Circuits, Charles Alexander, Matthew Sadiku. MacGrawHill 6th Ed. 2017 **Publisher**: No value **Date/Edition**: No value **ISBN**: No value	**Title**: Fundamentals of Electric Circuits **Author**: Charles Alexander & Matthew Sadiku **Publisher**: McGraw Hill **Date/Edition**: 2021/ 7th **ISBN**: 978-1-260-22640-9
!	**Suggested Reading List**	**Reading List**: Floyd, Thomas, "Principles of Electric Circuits "10th Ed. Prentice Hall 2019 **May include, but are not limited to**: No value	No value

Learning Outcomes

Changed	Field	Current Version	Proposed Version
!	**Course Objectives**	• Identify basic concept and circuit elements. • Analyze resistive circuits • Apply nodal and loop Analysis • Calculate capacitance and inductance • Analyze first and second order transient circuits • Examine AC steady-state analysis: current and voltage across elements	• Define basic concepts and circuit elements. • Analyze resistive circuits using appropriate circuit laws and theorems. • Apply nodal and loop analysis techniques to electrical circuits. • Calculate capacitance, inductance, and related quantities in electric circuits. • Evaluate the transient response of first- and second-order circuits. • Examine AC power and AC steady-state analysis by determining current and voltage across circuit elements.

Changed	Field	Current Version		Proposed Version	
	CSLOs	**CSLOs**	Analyze circuits containing resistive, capacitive, inductive passive elements, along with op-amps interconnected to voltage and current sources.	**CSLOs**	Analyze circuits containing resistive, capacitive, inductive passive elements, along with op-amps interconnected to voltage and current sources.
		Expected SLO Performance	0.0	**Expected SLO Performance**	0.0
		CSLOs	Use circuit laws and network theorems to solve DC steady state circuits, RC, RL, and RLC DC circuit transients and sinusoidal AC steady state circuits.	**CSLOs**	Use circuit laws and network theorems to solve DC steady state circuits, RC, RL, and RLC DC circuit transients and sinusoidal AC steady state circuits.
		Expected SLO Performance	0.0	**Expected SLO Performance**	0.0

Course Outline

Changed	Field	Current Version	Proposed Version
!	**Course Content**	1. Identify basic concept and circuit elements. 1. System units 2. Basic quantities 3. Circuit elements 1. Resistor 2. Inductor 3. Capacitor 4. Dependent sources 5. Independent sources 4. Terminal characteristics 1. Current 2. Voltage 2. Analyze resistive circuits 1. Ohm's law 2. Kirchhoff' law 3. Single-loop circuits 4. Single-node-pair circuits 5. Series and parallel resistor combinations 6. Wye to delta transformations 7. Circuits With Dependent Sources 3. Apply nodal and loop Analysis 1. Nodal Analysis 2. Loop Analysis 3. Solve circuits involving operational amplifiers 4. Superposition 5. Thevenin's and Norton's theorems 6. Maximum power transfer 4. Calculate capacitance and inductance 1. Capacitors 2. Inductors 3. Capacitor and inductor combinations 4. RC operational amplifier circuit 5. Analyze first and second order transient circuits 1. First-order circuits 2. Second-order circuits transient analysis 3. Steady-state analysis	1. Define basic concepts and circuit elements. 1. System units 2. Basic quantities 3. Circuit elements 1. Resistor 2. Inductor 3. Capacitor 4. Dependent sources 5. Independent sources 4. Terminal characteristics 1. Current 2. Voltage 2. Analyze resistive circuits using appropriate circuit laws and theorems. 1. Ohm's law 2. Kirchhoff' law 3. Single-loop circuits 4. Single-node-pair circuits 5. Series and parallel resistor combinations 6. Wye to delta transformations 7. Circuits With Dependent Sources 3. Apply nodal and loop analysis techniques to electrical circuits. 1. Nodal Analysis 2. Loop Analysis 3. Solve circuits involving operational amplifiers 4. Superposition 5. Thevenin's and Norton's theorems 6. Maximum power transfer 4. Calculate capacitance, inductance, and related quantities in electric circuits. 1. Capacitors 2. Inductors 3. Capacitor and inductor combinations 4. RC operational amplifier circuit 5. Evaluate the transient response of first- and second-order

Changed	Field	Current Version	Proposed Version
		6. Examine AC steady-state analysis: current and voltage across elements 1. Phasors 2. Sinusoids 3. Sinusoidal and complex forcing functions	circuits. 1. First-order circuits 2. Second-order circuits transient analysis 3. Steady-state analysis 6. Examine AC power and AC steady-state analysis by determining current and voltage across circuit elements. 1. Phasors 2. Sinusoids 3. Sinusoidal and complex forcing functions 4. AC power Calculation
	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**	2PS	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)	ENGR 037	ENGR 037
	Course Status	Non-substantial	Non-substantial

Changed	Questions	Current Version	Proposed Version
!	**Course Status Code**	A	No Value
!	**Banner Department**	ENGR	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)**	10/27/2020	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).)**	Five hours lecture (60 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**	235010	No Value
!	**Account Code**	1320	No Value
!	**Program Code**	090100	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):	MATH D001D or MATH D01DH; and PHYS D004B (may be taken concurrently)	MATH D001D or MATH D01DH; and PHYS D004B (may be taken concurrently)
	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

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

Blue Form

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

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

A-Matrix Form

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

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

B-Matrix Form

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

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

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

C-Matrix Form

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

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

Changed	Questions	Current Version	Proposed Version
	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

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

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

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

G-Matrix Form

Changed	Questions	Current Version	Proposed Version
	If the requisite 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
12/08/2025	Basic Course Information	Course Description	Suggested	Consider defining "RLC" in "RLC Circuits".	At this point the students will know RLC is
12/08/2025	Specifications	Examples of Primary Texts and References (DEI Box)	Suggested	I believe when we met, you mentioned that there were no Open Educational Resources (OERs) that were Representative Textbooks (textbooks appropriate for the course). Consider writing this clearly in the DEI box (Basic Course Information) -- that way it is documented that you considered OER, but there were no appropriate options. Something like this: "Specification- Examples of Primary Texts and References: Although there are no representative texts that are OER, students have the option to purchase/rent older revisions that cost less or use publisher discount code." Additionally, if the textbook discusses diverse voices and perspectives, consider noting it in the DEI box.	Y

Changed	Questions	Current Version	Proposed Version				
			12/08/2025	Specifications	Assignments	Suggested	Assignments (reading, solution of assigned problems, written lab reports) do not appear to provide opportunities for choice or revisions listed. Consider adding these aspects if appropriate.	not appicable
			12/08/2025	Specifications	Methods of Evaluation	Suggested	Evaluation methods (Midterm exams, problems/quizzes, lab reports, final exams) primarily look at written work. Consider listing non-reading/writing assignments if appropriate.	not applicable.
			12/08/2025	Outline	Course Outline	Suggested	Consider adding a place for students to reflect on possible barriers to inclusion or inequity in the field/discipline if appropriate. If not appropriate, you can disregard - this is a suggested edit.	I want to emphasize this is a highly technical course and I am concern addressing your comments in this section, may affect the accreditation process.
	Stage 4: Articulation Officer	No Value	**Date**	**Tab**	**Part - Field**	**Type of Edit**	**Edit**	**Initiator - Indicate "Y" When Completed or Initiator's Response**
			01/20/26	Learning Objectives and Outline	Course Objectives and Course Outlines	Suggested	In our meeting today, we discussed adding AC power to the course objectives and the course outline to try to align a bit better with the statewide C-ID - thank you!	
	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	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	ENGRD037.
	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

Changed	Field	Current Version
	Course Control Number	CCC000082271

Articulation

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

De Anza College

Change Report

02/17/2026

Summary of Changes

Section	Changed field

General Information

Changed	Field	Current Version	Proposed Version
	Faculty Initiator	• eLumenData, eLumenData	• Milena Grozeva
	Course ID (CB01A and CB01B)	F/TVD029.	F/TVD029.
	Course Control Number	CCC000068225	CCC000068225
	Course Title (CB02)	Lighting for Film and Television	Lighting for Film and Television
	Short Course Title	LIGHTING FOR FILM AND TV	LIGHTING FOR FILM AND TV
	TOP Code (CB03)	0604.20	0604.20 Television (including combined TV/film/video)
	CIP Code	Radio and Television	09.0701 Radio and Television
	Department	F/TV - Film and TV Prod.	F/TV - Film and TV Prod.
	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 is an introduction to the basic principles of studio and location lighting for film, television, animated, and composited production. Aesthetic style and techniques of lighting in professional productions will be analyzed and applied through practical exercises filmed in the sound stage or on location. The focus will be on set-based principles involving basic electricity, lighting instruments, dimming equipment, color, recording media, and grip equipment.	This course is an introduction to the basic principles of studio and location lighting for film, television, animated, and composited production. Students will gain a solid understanding of, as well as acquire hands-on experience in working with an arsenal of professional equipment for lighting. Students will analyze different genre-appropriate aesthetic styles and techniques of lighting used in professional productions. Students will apply their newly acquire knowledge in practical exercises filmed in the sound stage or on location. Students will learn important set-based principles involving safety on set, working with electricity, setup of professional lighting and grip equipment, the appropriate use of color, and keying and compositing. Upon successful completion of the course, students will be better prepared to apprentice or work on film sets and in other spaces in the film and video industry.
	Course Type (CB27)	No value	• Lower Division
	Mode of Delivery	• NA	• Online • Hybrid

Faculty Requirements

Changed	Field	Current Version	Proposed Version
	Discipline 1	No value	• Mass Communication
	Discipline 2	No value	No value
	Discipline 3	No value	No value
	FSA	No value	• FHDA FSA - FILM/TV

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This course provides professional, hands-on experience in the cinematography field in line with our department's CTE mission and advisory data. It is also intended to meet the requirement of the AA degree and certificates in Film/TV: Production as well as serve as a UC and CSU transferable undergraduate course. In the class, students learn specific professional set procedures and cinematography and lighting techniques while working in small crews on practical digital video exercises.	This CTE course provides professional, hands-on experience in the cinematography field in line with our department's CTE mission and advisory data. It is also intended to meet the requirement of the AA degree and certificates in Film/TV: Production as well as serve as a UC and CSU transferable undergraduate course. In the class, students learn specific professional set procedures and cinematography and lighting techniques while working in small crews on practical digital video exercises.

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 F/TV D012.)	(Formerly F/TV D012.)

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	In the basic course information, I added language to clarify the course content from the student's perspective, as well as what students would be able to accomplish upon successful completion of the course, such as be better prepared for apprenticing or jobs in the industry. In the methods of instruction, evaluation and assignments sections, language was added to indicate the availability of choices for students and multiple ways of testing the various diverse learners in the classroom. From an equity perspective, textbooks were generally under $50, which is considered a low-cost textbook at De Anza. The current single OERI textbook was deemed not ideal as a resource to students in this course, however, the textbook is not required but recommended instead. There are also two copies placed on reserve at the De Anza library for students to access and check out.
!	**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.

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	No value
	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 UC/CSU campus, course and major.	No value	
❗	**Will the course be UC transferable?**	No value	Yes

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

Associated Programs

Changed	Field	Current Version	Proposed Version

Transferability & Gen. Ed. Options

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

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	126	126
	Total Laboratory Hours per Term	18	18

Changed	Field	Current Version	Proposed Version
	Total Contact Hours per Term	-	0
	Total Credit Units	4	4
	Minimum Credit Units	4	4
	Maximum Credit Units	4	4

SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

Changed	Field	Current Version	Proposed Version
	Methods of Instruction	**Methods of Instruction** **Methods of Instruction**: Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class In-class exploration of Internet sites Quiz and examination review performed in class Field observation and field trips Guest speakers In-class screening and critique of assignments and lab 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 In-class exploration of Internet sites Quiz and examination review performed in class Field observation and field trips Guest speakers In-class screening and critique of assignments and lab exercises

Changed	Field	Current Version	Proposed Version
	Assignments	1. Assigned Reading 1. Textbook 2. Distributed materials 3. Current industry websites 2. Writing 1. Written reports analyzing specific aesthetic and story appropriate choices for lighting schemes and their execution 2. Script breakdown and scene analysis for lighting 3. Laboratory projects 1. Group projects analyzing and demonstrating the craft of lighting scenes and cinematography. 2. Group projects implementing various techniques for modifying light to craft a story-specific mood. 3. Group projects demonstrating effective application of the script breakdown into a lighting plot. 4. Group projects examining ability to light properly for the green screen and for a product shot.	1. Assigned Reading 1. Textbook 2. Distributed materials 3. Current industry websites 2. Writing 1. Written reports analyzing specific aesthetic and story appropriate choices for lighting schemes and their execution 2. Scene analysis for lighting, lighting plots and overhead diagrams 3. Hands-on audio-visual laboratory projects where student groups can choose between various options for implementing lighting for aesthetic, storytelling, and emotional objectives that reflect personal backgrounds and experiences 1. Group projects analyzing and demonstrating the craft of lighting scenes and cinematography. 2. Group projects implementing various techniques for modifying light to craft a story-specific mood. 3. Group projects demonstrating effective application of the script breakdown into a lighting plot. 4. Group projects examining ability to light properly for the green screen and for a product shot.

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

Changed	Field	Current Version	Proposed Version
	Methods of Evaluation	1. Midterm and final exams based on assigned reading, in class discussions, and lecture topics that demonstrate analysis of concepts learned in the course 2. Instructor evaluation of lighting plots, script breakdowns, and final project clearly indicating understanding of lighting as a concept, how it relates to a script, and how to execute those concepts practically 3. In-class laboratory assignment evaluations and critique of group lighting projects assessing visual quality and the decisions behind lighting choices and how they enhance the image	**Methods of Evaluation** 1. Midterm and final exams based on assigned reading, in-class discussions, and lecture topics that demonstrate analysis of concepts learned in the course 2. Instructor evaluation of lighting plots, script breakdowns, and final project clearly indicating understanding of lighting as a concept, how it relates to a script, and how to execute those concepts practically. Example assignments are available as resources. 3. In-class laboratory assignment evaluations and critique of group lighting projects assessing visual quality and the decisions behind lighting choices and how they

Changed	Field	Current Version	Proposed Version
			enhance the image. Example assignments are available as resources.
	Essential Student Materials/Essential College Facilities	**Essential Student Materials:** • A pair of heavy-duty work gloves, preferably double-lined or leather **Essential College Facilities:** • Sound stage, video cameras, lighting kits, grip and gaff equipment	**Essential Student Materials:** • A pair of heavy-duty work gloves, preferably double-lined or leather **Essential College Facilities:** • Sound stage, video cameras, lighting kits, grip and gaff equipment

Changed	Field	Current Version	Proposed Version
	Examples of Primary Texts and References	**Title** No value **Author** Brown, Blain. "Motion Picture and Video Lighting for Cinematographers, Gaffers and Lighting Technicians." 3rd ed. Focal Press: Routledge, 2018. **Publisher** No value **Date/Edition** No value **ISBN** No value **Title** No value **Author** Mathias, Harry. "The Death & Rebirth of Cinema: Mastering the Art of Cinematography in the Digital Cinema Age." 1st ed. Waterfront Digital Press, 2016. **Publisher** No value **Date/Edition** No value **ISBN** No value **Title** No value	**Title** Motion Picture and Video Lighting **Author** Brown, Blain **Publisher** Routledge **Date/Edition** December 20, 2023/4th edition **ISBN** 1032370343 **Title** Shaping Light for Video in the Age of LEDs: A Practical Guide to the Art and Craft of Lighting **Author** Steinheimer, Alan **Publisher** Routledge **Date/Edition** September 23, 2020/2nd edition **ISBN** 0367819090 **Title** Cinematography Beyond Technique: A Story-First Approach to Moving Images **Author** Lazar, Tal **Publisher** Routledge **Date/Edition** December 22, 2025/1st edition **ISBN** 1041137273 **Title** American Cinematographer Manual

Changed	Field	Current Version	Proposed Version
		Author Steinheimer, Alan. "Shaping Light for Video in the Age of LEDs: A Practical Guide to the Art, Craft, and Business of Lighting." 1st ed. Aarhus Publishing, 2018.	**Author** Mullen, M. David, Hummel, Rob
		Publisher No value	**Publisher** American Cinematographer
		Date/Edition No value	**Date/Edition** May 19, 2023/11th edition
		ISBN No value	**ISBN** 979-8985212310
			Title The Grip Book
			Author Uva, Michael
			Publisher Routledge
			Date/Edition June 22, 2023/7th edition
			ISBN 1032255862

Changed	Field	Current Version	Proposed Version
	Suggested Reading List	**Reading List**: Alton, John. "Painting with Light." Berkeley: University of California Press, 2013. **May include, but are not limited to**: No value **Reading List**: Box, Harry. "Set Lighting Technician's Handbook: Film Lighting Equipment, Practice, and Electrical Distribution." 4th ed. Focal Press: Routledge, 2013. **May include, but are not limited to**: No value **Reading List**: Brown, Blain. "Cinematography: Theory and Practice: Image Making for Cinematographers." 3rd ed. Focal Press: Routledge, 2016. **May include, but are not limited to**: No value	No value

Changed	Field	Current Version	Proposed Version
	Reading List	Goi, Michael, ed. "American Cinematographer Manual." 10th ed. Hollywood: The ASC Press, 2013.	
	May include, but are not limited to	No value	
	Reading List	Jackman, John. "Lighting for Digital Video and Television." 4th ed. Woburn, Mass.: Focal Press, 2019.	
	May include, but are not limited to	No value	
	Reading List	Landau, David. "Lighting for Cinematography: A Practical Guide to the Art and Craft of Lighting for the Moving Image." 1st ed. Bloomsbury Academic, 2014.	
	May include, but are not limited to	No value	

Changed	Field	Current Version	Proposed Version
		Reading List Malkiewicz, Kris. "Film Lighting: Talks with Hollywood's Cinematographers and Gaffers." New York: Touchstone, 2012.	
		May include, but are not limited to No value	
		Reading List Schaefer, Dennis, and Larry Salvato. "Masters of Light: Conversations with Contemporary Cinematographers." Berkeley: University of California Press, 2013.	
		May include, but are not limited to No value	
		Reading List Storaro, Vittorio. "Writing with Light: Volume 1: The Light." (Bilingual Edition) London: Aperture, 2002.	
		May include, but are not limited to No value	

Changed	Field	Current Version	Proposed Version
		Reading List Viera, Dave, and Maria Viera. "Lighting for Film and Electronic Cinematography." 2nd ed. Stamford: Cengage, 2004.	
		May include, but are not limited to No value	
		Reading List Uva, Michael G. "The Grip Book." 5th ed. Focal Press: Routledge, 2013.	
		May include, but are not limited to No value	

Learning Outcomes

Changed	Field	Current Version	Proposed Version
	Course Objectives	• Evaluate the characteristics and limitations of film and video-based cinematography with particular emphasis on how cameras interpret light differently. • Analyze and demonstrate knowledge of professional techniques of lighting. • Demonstrate knowledge of basic electricity and electrical safety and employ mathematics formulas relating to alternating current. • Apply use of lighting board/studio dimming systems, lighting measurement tools, and grip and gaff equipment in studio and remote production settings. • Design lighting plots based on film and TV scripts that illustrate light and color theory in conjunction with industry technical standards in various production settings. • Develop skills needed to work in a professional, crew-based studio setting.	• Evaluate the characteristics and limitations of film and video-based cinematography with particular emphasis on how cameras interpret light differently. • Analyze and demonstrate knowledge of professional techniques of lighting. • Demonstrate knowledge of basic electricity and electrical safety and employ mathematics formulas relating to alternating current. • Apply use of lighting board/studio dimming systems, lighting measurement tools, and grip and gaff equipment in studio and remote production settings. • Design lighting plots based on film and TV scripts that illustrate light and color theory in conjunction with industry technical standards in various production settings. • Develop skills needed to work in a professional, crew-based studio setting.

Changed	Field	Current Version		Proposed Version	
	CSLOs	**CSLOs**	Develop and execute circuit mapping and lighting plot for studio and location shooting.	**CSLOs**	Develop and execute circuit mapping and lighting plot for studio and location shooting.
		Expected SLO Performance	0.0	**Expected SLO Performance**	0.0
		CSLOs	Identify and learn to operate safely a variety of different lighting and grip instruments and utilize them for controlled aesthetic effects.	**CSLOs**	Identify and learn to operate safely a variety of different lighting and grip instruments and utilize them for controlled aesthetic effects.
		Expected SLO Performance	0.0	**Expected SLO Performance**	0.0

Course Outline

Changed	Field	Current Version	Proposed Version
	Course Content	1. Evaluate the characteristics and limitations of film and video-based cinematography with particular emphasis on how cameras interpret light differently. 1. The additive and subtractive nature of light as it applies to human and artificial receptors. 1. Human eye as a light receptor 2. Sensitivity to light and color 3. Comparisons to media receptors 4. Electromagnetic spectrum 5. Tonal (value) gradation and contrast 6. Light color addition and subtraction 7. Hue, saturation and brightness 2. Sensitivity to and variations in light responses between cameras. 1. Film and video cameras' responses to brightness 2. Color as interpreted by film and video media 3. Contrast ratios 4. Dynamic range 5. Zones and f-stop 3. Film speed, light, color emulsions, gamma and densitometry. 1. Film speed and sensitivity to light 2. Color emulsion standards, hue, saturation and	1. Evaluate the characteristics and limitations of film and video-based cinematography with particular emphasis on how cameras interpret light differently. 1. The additive and subtractive nature of light as it applies to human and artificial receptors. 1. Human eye as a light receptor 2. Sensitivity to light and color 3. Comparisons to media receptors 4. Electromagnetic spectrum 5. Tonal (value) gradation and contrast 6. Light color addition and subtraction 7. Hue, saturation and brightness 2. Sensitivity to and variations in light responses between cameras. 1. Film and video cameras' responses to brightness 2. Color as interpreted by film and video media 3. Contrast ratios 4. Dynamic range 5. Zones and f-stop 3. Film speed, light, color emulsions, gamma and densitometry. 1. Film speed and sensitivity to light 2. Color emulsion standards, hue, saturation and

Changed	Field	Current Version	Proposed Version
		brightness limits, and contrast ratio 4. Methods of controlling the image. 1. Lens selection 2. Depth of field 3. The interaction between ISO, shutter, and aperture 4. Determining proper gamma or LOG 2. Analyze and demonstrate knowledge of professional techniques of lighting. 1. Identification and replication of lighting styles and techniques used by cinematographers. 1. Key, fill, back and background 2. Styles (look and feel) 3. Lighting for movement 4. Low key and high key lighting schemes 5. Cross Back Keys 6. Upstage and downstage lighting 7. Lighting for the green screen and compositing 2. Examination of the development of techniques used by cinematographers to enhance the look and feel of the image when shooting a scene using the sun as the primary light source. 1. Reflectors 2. Butterflies and overheads 3. Golden hour	brightness limits, and contrast ratio 4. Methods of controlling the image. 1. Lens selection 2. Depth of field 3. The interaction between the different technical components of the image, such as ISO, shutter, and aperture 4. Determining gamma as part of various color spaces and understanding how to shoot in LOG 2. Analyze and demonstrate knowledge of professional techniques of lighting. 1. Identification and replication of lighting styles and techniques used by cinematographers. 1. Key, fill, back and background 2. Styles (look and feel) 3. Lighting for movement 4. Low key and high key lighting schemes 5. Cross Back Keys 6. Upstage and downstage lighting 7. Lighting for the green screen and compositing 2. Examination of the development of techniques used by cinematographers to enhance the look and feel of the image when

Changed	Field	Current Version	Proposed Version
		4. Positive fill and negative fill 3. Examination of the development of techniques used by cinematographers to enhance the look and feel of the image when shooting a scene using artificial lighting sources. 1. Types of fixtures, sizes and their proper application 2. Reflected light and its application 3. Types of lenses 4. Color correction and theatrical gels 5. Photometric charts and detail 6. Proper set-up of the C-stand 7. Implementation of clamps, such as the A-clamp, C-clamp, Cardellini, Mafer and scizzor clamp 8. Types of light modifiers, such as cucoloris 3. Demonstrate knowledge of basic electricity and electrical safety and employ mathematics formulas relating to alternating current. 1. Gaff and power distribution. 1. Electricity and formulas 2. Distribution circuits 3. Mapping of electrical circuits 2. Voltage control devices and their effect on image quality. 1. Color shifts	shooting a scene using the sun as the primary light source. 1. Reflectors 2. Butterflies and overheads 3. Golden hour 4. Positive fill and negative fill 3. Examination of the development of techniques used by cinematographers to enhance the look and feel of the image when shooting a scene using artificial lighting sources. 1. Types of fixtures, sizes and their proper application 2. Reflected light and its application 3. Types of lenses 4. Color correction and theatrical gels 5. Photometric charts 6. Proper set-up of the C-stand 7. Implementation of clamps, such as the A-clamp, C-clamp, Cardellini, Mafer and scizzor clamp 8. Types of light modifiers, such as egg crates and cucoloris 3. Demonstrate knowledge of basic electricity and electrical safety and employ mathematics formulas relating to alternating current. 1. Gaff and power distribution. 1. Electricity and formulas 2. Distribution circuits

Changed	Field	Current Version	Proposed Version
		2. Manual and computerized dimming control 3. Basics of exterior shooting and basic generator safety use overview. 4. Apply use of lighting board/studio dimming systems, lighting measurement tools, and grip and gaff equipment in studio and remote production settings. 1. Studio and location dimming boards and lighting control systems. 2. Light meters. 1. Determining f-stop 2. Incident light measurement 3. Reflected light measurement 4. Exposure zones and mapping exposure 5. Determining contrast ratio 3. Waveform monitor. 1. Scales and settings 2. Gamma and IRE scales 3. Reference whites and blacks 4. Exposure index equivalents 4. Vectorscope monitor. 1. Scales and settings 2. Determination of skin tone readings 5. Demonstration of methods of controlling light quantity and quality. 1. Inverse square law 2. Implementation of grip equipment, such as flags and nets	3. Mapping of electrical circuits 2. Voltage control devices and their effect on image quality. 1. Color shifts 2. Manual and computerized dimming control 3. Basics of exterior shooting and basic generator safety use overview. 4. Apply use of lighting board/studio dimming systems, lighting measurement tools, and grip and gaff equipment in studio and remote production settings. 1. Studio and location dimming boards and lighting control systems. 2. Light meters. 1. Determining f-stop 2. Incident light measurement 3. Reflected light measurement 4. Exposure zones and mapping exposure 5. Determining contrast ratio 3. Waveform monitor. 1. Scales and settings 2. Gamma and IRE scales 3. Reference whites and blacks 4. Exposure index equivalents 4. Vectorscope monitor. 1. Scales and settings 2. Determination of skin tone readings 5. Demonstration of methods of controlling light quantity and quality.

Changed	Field	Current Version	Proposed Version
		3. Use of soft boxes and chimeras to modify the quality of the light 5. Design lighting plots based on film and TV scripts that illustrate light and color theory in conjunction with industry technical standards in various production settings. 1. Lighting plots for the sound stage/studio settings. 2. Lighting plots for remote locations. 3. Interpreting a script to create an appropriate aesthetic and technical plan of lighting execution. 6. Develop skills needed to work in a professional, crew-based studio setting. 1. Understanding various crew positions as they pertain to the director of photography, grip and electrical departments, and their hierarchy. 2. On-set procedures for calling shots and setting up scenes efficiently. 3. On-set safety procedures.	1. Inverse square law 2. Implementation of grip equipment, such as flags and nets 3. Use of soft boxes and chimeras to modify the quality of the light 5. Design lighting plots based on film and TV scripts that illustrate light and color theory in conjunction with industry technical standards in various production settings. 1. Lighting plots for the sound stage/studio settings. 2. Lighting plots for remote locations. 3. Interpreting a script to create an appropriate aesthetic and technical plan of lighting execution. 6. Develop skills needed to work in a professional, crew-based studio setting. 1. Understanding various crew positions as they pertain to the director of photography, grip and electrical departments, and their hierarchy, as well as discussing power and hiring imbalances related to gender, while equipping students with tools to be successful in the industry. 2. On-set procedures for calling shots and setting up scenes efficiently. 3. On-set safety procedures.
	Lab Component in this Course	Yes	Yes

Changed	Field	Current Version	Proposed Version
	Lab Outline	1. Identifying and Safely Operating Lighting Equipment 2. Identifying and Safely Operating Various Grip Equipment 3. Lighting with Artificial Sources 4. Lighting using the Sun or Exterior Sources 5. Color in Lighting and Gels 6. Operating Lighting and Dimming Boards 7. Electrical and Set Safety 8. Interpreting and Executing a Lighting Plot 9. Executing and Drawing a Circuit Map of a Location	1. Identifying and Safely Operating Lighting Equipment 2. Identifying and Safely Operating Various Grip Equipment 3. Lighting with Artificial Sources 4. Lighting using the Sun or Exterior Sources 5. Color in Lighting and Gels 6. Operating Lighting and Dimming Boards 7. Electrical and Set Safety 8. Interpreting and Executing a Lighting Plot 9. Executing and Drawing a Circuit Map of a Location

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	F/TV D020.	F/TV D020.
	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

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

Curriculum Office

Changed	Questions	Current Version	Proposed Version
!	**Banner Start Term (202122)**	202122	No Value
!	**Banner Division**	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)	F/TV 029	F/TV 029
	Course Status	Non-substantial	Non-substantial
!	**Course Status Code**	A	No Value
!	**Banner Department**	F/TV	No Value
!	**Course Level**	DU	No Value
!	**College Code**	DA	No Value
	Course Characteristics	CTE	CTE

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

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 and one-half hours lecture, one and one-half hours laboratory (60 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**	231011	No Value
!	**Account Code**	1320	No Value
!	**Program Code**	060420	No Value

Changed	Questions	Current Version	Proposed Version
!	**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

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

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

B-Matrix Form

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

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

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

C-Matrix Form

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

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

Changed	Questions	Current Version	Proposed Version
	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

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

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

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

G-Matrix Form

Changed	Questions	Current Version	Proposed Version
	If the requisite 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**
			01/15/2026	Specifications	Assignments	Suggested	Consider if possible noting any opportunities for students to revise their work based on instructor feedback, peer feedback, or self-reflection (I believe we may have talked about this -- can you use the Initiator Response box to remind me? Thanks!)	Y - based on our conversation, I have included the following statement: " Example assignments are available as resources." Please let me know if I need to elaborate further.
	Stage 4: Articulation Officer	No Value	No Value					
	Stage 5: De Anza General Education	No Value	No Value					
	Stage 6: Content Review Matrix Liaison	No Value	No Value					
	Stage 7: Dean of Online Learning	No Value	No Value					
	Stage 8: SLO Coordinator	No Value	No Value					

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

Course Administration Codes

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

Changed	Field	Current Version
	Curriculum ID	F/TVD029.
	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	CCC000068225

Articulation

Changed	Field	Current Version

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

De Anza College

Change Report

02/17/2026

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	Course Objectives
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
Course Justification	Course Justification
CTE Course	Is this a CTE (Career Technical Education) course?
Honors/Non-honors Course	Is this an honors/non-honors course?
Mirrored Credit/Noncredit Course	Is this a mirrored credit/noncredit course?
Cross-listed Course	Is this a cross-listed course?
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	• Maureen Miramontes
	Course ID (CB01A and CB01B)	HTECD074A	HTECD074A
	Course Control Number	CCC000556456	CCC000556456
	Course Title (CB02)	Medical Transcription with Editing I	Medical Transcription with Editing I
	Short Course Title	MEDICAL TRANSCRIPT/EDITING I	MEDICAL TRANSCRIPT/EDITING I
	TOP Code (CB03)	1208.00	1208.00 Medical Assisting
	CIP Code	Medical/Clinical Assistant	51.0801 Medical/Clinical Assistant
	Department	HTEC - Health Technologies	HTEC - Health Technologies
❗	**Effective Term**	Fall 2021	Fall ~~2021~~ 2027
	SAM Priority Code (CB09)	C - Clearly Occupational	C - Clearly Occupational
❗	**Course Description**	This course focuses on the development of basic medical transcription skills for a facility using actual dictation from Gastroenterology and Dermatology specialties; along with the basic skills for speech recognition editing.	This course focuses on building foundational medical transcription skills using actual dictation from Gastroenterology and Dermatology specialties. Students will learn to transcribe, edit, and format medical reports while applying basic speech-recognition editing techniques. Emphasis is placed on accuracy, medical terminology, specialty-specific vocabulary, and adherence to professional transcription standards.
❗	**Course Type (CB27)**	No value	• Lower Division
❗	**Mode of Delivery**	• NA	• Online

Faculty Requirements

Changed	Field	Current Version	Proposed Version
❗	**Discipline 1**	No value	• Health Care Ancillaries (Medical assisting, hospice worker, home care aide, certified nurse aide, health aide, ward clerk, central service technology, childbirth educator, primary care associate, massage therapy)
	Discipline 2	No value	No value
	Discipline 3	No value	No value
❗	**FSA**	No value	• FHDA FSA - HEALTH CARE SERVICES

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This course is part of a CTE program. It was developed based on the California Certifying Board for Medical Assistant's Accreditation Standards required for Health Technology training programs. This course belongs on the Associate's degree in Health Technologies. The medical transcription with a speech recognition editing course provides the student with an understanding of the creation and accuracy of Gastroenterology and Dermatology medical documentation.	This CSU transferable course is part of a CTE program. It was developed based on the California Certifying Board for Medical Assistant's Accreditation Standards required for Health Technology training programs. This course belongs on the Associate's degree in Health Technologies. The medical transcription with a speech recognition editing course provides the student with an understanding of the creation and accuracy of Gastroenterology and Dermatology medical documentation.

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	(Formerly HTEC D074.)	(Formerly HTEC D074.)

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

Cross-listed Course

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

DEI Review

Changed	Field	Current Version	Proposed Version
	Please summarize the ways in which your course includes DEI.	No value	This course advances Diversity, Equity, and Inclusion (DEI) by integrating medical dictations and case scenarios that reflect a broad range of patient identities, including diverse ages, genders, cultural backgrounds, and socioeconomic experiences within gastroenterology and dermatology specialties. Students are taught to apply inclusive, respectful, and bias-free language in medical documentation to support equitable patient care and culturally responsive communication. Instructional methods incorporate Universal Design for Learning (UDL) practices, providing accessible course materials, structured transcription models, and varied opportunities to build mastery. Students can demonstrate skills through multiple formats, supporting different learning needs and linguistic backgrounds. Transparent grading rubrics ensure consistent evaluation and equitable expectations. The course further emphasizes awareness of cultural, gender, and linguistic factors that may influence dictation, terminology usage, or provider communication.
	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

More Options

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

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

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	

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	**Associated Program** Medical Assisting **Award Type** Certificate of Achievement-Advanced (COA-A)	**Associated Program** Medical Assisting **Award Type** Certificate of Achievement-Advanced (COA-A)
		Associated Program Medical Assisting **Award Type** Associate in Science (A.S.) Degree	**Associated Program** Medical Assisting **Award Type** Associate in Science (A.S.) Degree
		Associated Program Medical Transcribing with Editing **Award Type** Certificate of Achievement (COA)	**Associated Program** Medical Transcribing with Editing **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	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	54	54
	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	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	30	30
	Total - Course Out-of-Class Hours	24	24
	Total Credit Units - Minimum Credit Units	1.5	1.5
	Total Credit Units - Maximum Credit Units	1.5	1.5

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.

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	36	36
	Total Laboratory Hours per Term	18	18
	Total Contact Hours per Term	-	0
	Total Credit Units	1.5	1.5
	Minimum Credit Units	1.5	1.5
	Maximum Credit Units	1.5	1.5

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 transcription Discussion and problem solving performed in class Quiz review performed in class Transcription and terminology homework	**Methods of Instruction** Methods of Instruction **Methods of Instruction** Lecture and visual aids Discussion of assigned transcription Discussion and problem solving performed in class Quiz review performed in class Transcription and terminology homework

Changed	Field	Current Version	Proposed Version
!	**Assignments**	1. Reading: 1. Required readings from the text as preparation for application of concepts in Transcription of assigned dictations and editing. 2. Assignments from text and supplemental sources in preparation for class discussion 2. Writing: 1. Assignments from student mastery manual including key terminology assessment, evaluation of performance, and critical thinking. 2. Complete worksheets that include observations, results and critical analysis	1. Reading Assignments: 1. Required readings from the textbook to prepare for application of transcription and editing concepts. 2. Supplemental readings to support class discussions and terminology review. 2. Writing Assignments: 1. Student Mastery Manual activities including terminology assessments, performance evaluations, and critical thinking exercises. 2. Worksheets involving observations, results, and analytical responses. 3. Skills-Based Assignments: 1. Transcription of audio dictations from Gastroenterology and Dermatology providers. 2. Speech-recognition editing of draft medical reports. 3. Listening comprehension exercises with varying accents, speeds, and dictation clarity. 4. Identification and correction of errors in sample medical documents. 5. Use of medical reference tools to verify terminology, drug names, procedures, homonyms, and specialty vocabulary. 6. Formatting practice for H&P, consultation, and procedure reports. 4. Performance Assessments: 1. Timed transcription activities simulating workplace expectations. 2. A final performance-based transcription and editing assessment demonstrating mastery. 5. Opportunities for Revision: 1. Students will have opportunities to revise selected transcription and

Changed	Field	Current Version	Proposed Version
			editing assignments based on instructor feedback. 2. Revision activities include correcting errors in draft medical documents, improving accuracy in speech-recognition editing tasks, and resubmitting practice transcription exercises to reinforce mastery of skills.
!	**Methods of Evaluation**	**Methods of Evaluation** **Methods of Evaluation** 1. Quizzes- Objective/subjective quizzes that test comprehension of course material on a routine basis and help identify areas that may need extra attention. Evaluated using a rubric. 2. Lab Activity- Practice and demonstration of transcription and editing designed to demonstrate critical thinking and to solve as required. Evaluated using a rubric. 3. Comprehensive Final Examination- Transcription requiring the student to demonstrate their ability to transcribe and edit medical dictation using appropriate format, style, and medical terminology. Evaluated using a rubric.	**Methods of Evaluation** Methods of Evaluation **Methods of Evaluation** 1. Quizzes- Objective/subjective quizzes that test comprehension of course material on a routine basis and help identify areas that may need extra attention. Evaluated using a rubric. 2. Lab Activity- Practice and demonstration of transcription and editing designed to demonstrate critical thinking and to solve as required. Evaluated using a rubric. 3. Comprehensive Final Examination- Transcription requiring the student to demonstrate their ability to transcribe and edit medical dictation using appropriate format, style, and medical terminology. Evaluated using a rubric.

Changed	Field	Current Version	Proposed Version
	Essential Student Materials/Essential College Facilities	**Essential Student Materials:** • Headset **Essential College Facilities:** • Computers, printers, transcription equipment	**Essential Student Materials:** • Headset **Essential College Facilities:** • Computers, printers, transcription equipment
!	**Examples of Primary Texts and References**	**Title** No value **Author** Diehl, Marcy O. "Medical Transcription: Techniques and Procedures." 7th Edition, Elsevier, 2012. **Publisher** No value **Date/Edition** No value **ISBN** No value **Title** No value **Author** Hamilton, Byron, "Electronic Health Records", 3rd Edition, McGraw Hill, 2013. **Publisher** No value **Date/Edition** No value **ISBN** No value	**Title** Medical Transcription: Techniques and Procedures. **Author** Diehl, Marcy O . **Publisher** Elsevier **Date/Edition** 2012, 7th Edition **ISBN** No value **Title** Electronic Health Records **Author** Hamilton, Byron **Publisher** McGraw Hill **Date/Edition** 2013, 3rd Edition **ISBN** No value

Changed	Field	Current Version	Proposed Version
!	**Suggested Reading List**	**Reading List**: Chabner, Davi-Ellen. "The Language of Medicine". Philadelphia, PA: W. B. Saunders Co., 10th Edition, 2013. **May include, but are not limited to**: No value **Reading List**: AHDI, "The Book Of Style" Modesto, CA: AHDI, 3rd Edition, 2005 **May include, but are not limited to**: No value	No value

Learning Outcomes

Changed	Field	Current Version	Proposed Version
!	**Course Objectives**	• Define terms relevant to medical transcription • Identify the medical references available for medical transcription • Demonstrate gastroenterology and dermatology transcription and editing of medical dictation to provide a permanent record of patient care. • Demonstrate an understanding of the medicolegal implications and responsibilities related to the transcription of patient records to protect the patient and the medical facility. • Compare and review policies and procedures related to medicolegal matters. • Compare and contrast policies and procedures to contribute to the efficiency of the medical transcription department • Demonstrate job-related knowledge and skills to improve performance and adjust to change • Evaluate interpersonal skills effectively to build and maintain cooperative working relationships • Recognize medical transcription and editing alternative perspectives of the delivery of health care with regard to gender, persons of different cultural backgrounds and persons with disabilities.	• Define terms relevant to medical transcription. • Identify the medical references available for medical transcription. • Demonstrate gastroenterology and dermatology transcription and editing of medical dictation to provide a permanent record of patient care. • Demonstrate an understanding of the medicolegal implications and responsibilities related to the transcription of patient records to protect the patient and the medical facility. • Compare and review policies and procedures related to medicolegal matters. • Compare and contrast policies and procedures to contribute to the efficiency of the medical transcription department. • Demonstrate job-related knowledge and skills to improve performance and adjust to change. • Evaluate interpersonal skills effectively to build and maintain cooperative working relationships. • Recognize medical transcription and editing alternative perspectives of the delivery of health care with regard to gender, persons of different cultural backgrounds and persons with disabilities.
	CSLOs	**CSLOs** Demonstrate knowledge of medical documentation, transcription, and editing skills. **Expected SLO Performance** 0.0	**CSLOs** Demonstrate knowledge of medical documentation, transcription, and editing skills. **Expected SLO Performance** 0.0

Course Outline

Changed	Field	Current Version	Proposed Version
❗	**Course Content**	1. Define terms relevant to medical transcription 1. Define the right of privacy 2. Differentiate between retention of records 2. Identify the medical references available for medical transcription 1. Compare resources for medical specialties, terminology, and pharmaceutical words 2. Locate reference books that contain antonyms, eponyms, homonyms, synonyms 3. Identify style guide for medical transcription 3. Demonstrate gastroenterology and dermatology transcription and editing of medical dictation to provide a permanent record of patient care. 1. Demonstrate the application of knowledge of medical terminology, anatomy and physiology, and English language rules to the transcription and editing of medical dictation from originators with various diverse backgrounds. 2. Recognize, interpret, and evaluate inconsistencies, discrepancies, and inaccuracies in medical dictation 3. Demonstrate clarification of dictation seeking assistance if necessary 4. Illustrate formats of reports according to guidelines 4. Demonstrate an understanding of the medicolegal implications and responsibilities related to the transcription of patient records to protect the patient and the medical facility. 1. Identifies discrepancies in dictation and patient records. 2. Recognize report problems and errors	1. Define terms relevant to medical transcription. 1. Define the right of privacy 2. Differentiate between retention of records 2. Identify the medical references available for medical transcription. 1. Compare resources for medical specialties, terminology, and pharmaceutical words 2. Locate reference books that contain antonyms, eponyms, homonyms, synonyms 3. Identify style guide for medical transcription 3. Demonstrate gastroenterology and dermatology transcription and editing of medical dictation to provide a permanent record of patient care. 1. Demonstrate the application of knowledge of medical terminology, anatomy and physiology, and English language rules to the transcription and editing of medical dictation from originators with various diverse backgrounds. 2. Recognize, interpret, and evaluate inconsistencies, discrepancies, and inaccuracies in medical dictation 3. Demonstrate clarification of dictation seeking assistance if necessary 4. Illustrate formats of reports according to guidelines 4. Demonstrate an understanding of the medicolegal implications and responsibilities related to the transcription of patient records to protect the patient and the medical facility. 1. Identifies discrepancies in dictation and patient records. 2. Recognize report problems and errors

Changed	Field	Current Version	Proposed Version
		5. Compare and review policies and procedures related to medicolegal matters. 1. Evaluate the confidentiality and patient's rights policy. 2. Assess the medical records and release of information policies. 3. List and explain medical transcription equipment 6. Compare and contrast policies and procedures to contribute to the efficiency of the medical transcription department 1. Compare and contrast the policies, procedures, and priorities of a medical transcription department 2. Analyze and prioritize transcription cassettes to accommodate schedule 7. Demonstrate job-related knowledge and skills to improve performance and adjust to change 1. Demonstrate trends and developments in medicine, English usage, technology, and transcription practices and demonstrate these topics to group 2. Compose new and revised terminology definitions, styles, and practices for reference 3. Analyze and select books, publications, and other reference materials 8. Evaluate interpersonal skills effectively to build and maintain cooperative working relationships 1. Organize a positive and cooperative manner with manager and coworkers 2. Compare and contrast group efforts in medical transcription 3. Prepare and handle difficult and sensitive situations tactfully 9. Recognize medical transcription and editing alternative perspectives of the delivery of health care with	5. Compare and review policies and procedures related to medicolegal matters. 1. Evaluate the confidentiality and patient's rights policy. 2. Assess the medical records and release of information policies. 3. List and explain medical transcription equipment 6. Compare and contrast policies and procedures to contribute to the efficiency of the medical transcription department. 1. Compare and contrast the policies, procedures, and priorities of a medical transcription department 2. Analyze and prioritize transcription cassettes to accommodate schedule 7. Demonstrate job-related knowledge and skills to improve performance and adjust to change 1. Demonstrate trends and developments in medicine, English usage, technology, and transcription practices and demonstrate these topics to group. 2. Compose new and revised terminology definitions, styles, and practices for reference 3. Analyze and select books, publications, and other reference materials 8. Evaluate interpersonal skills effectively to build and maintain cooperative working relationships. 1. Organize a positive and cooperative manner with manager and coworkers 2. Compare and contrast group efforts in medical transcription 3. Prepare and handle difficult and sensitive situations tactfully 9. Recognize medical transcription and editing alternative perspectives of the delivery of health care with

Changed	Field	Current Version	Proposed Version
		regard to gender, persons of different cultural backgrounds and persons with disabilities. 1. Identify cultural differences 2. Compare gender differences 3. Describe various techniques for working with co-workers with disabilities 4. Compare various techniques for working with patients with disabilities	regard to gender, persons of different cultural backgrounds and persons with disabilities. 1. Identify cultural differences 2. Compare gender differences 3. Describe various techniques for working with co-workers with disabilities 4. Compare various techniques for working with patients with disabilities
	Lab Component in this Course	Yes	Yes
	Lab Outline	1. Speech recognition editing 2. Medical references available for medical transcription 3. Retention of records 4. Style guides for Medical Transcription	1. Speech recognition editing 2. Medical references available for medical transcription 3. Retention of records 4. Style guides for Medical Transcription

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	HTEC D061.	HTEC D061.
	Corequisite(s):	HTEC D101H	HTEC D101H
	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

Curriculum Office

Changed	Questions	Current Version	Proposed Version
!	**Banner Start Term (202122)**	202122	No Value
!	**Banner Division**	2BH	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)	HTEC 074A	HTEC 074A
	Course Status	Non-substantial	Non-substantial
!	**Course Status Code**	A	No Value
!	**Banner Department**	HTEC	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)	No Value	No Value
!	**Emergency Approval**	No	No Value
!	**Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)**	N	No Value
!	**Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)**	N	No Value

Changed	Questions	Current Version	Proposed Version
❗	**Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)**	One hour lecture, one and one-half hours laboratory (30 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**	237003	No Value
❗	**Account Code**	1320	No Value
❗	**Program Code**	120800	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

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
11/24/2025	Basic Course Information	Course Description	Suggested	Consider making small revisions to this course description that detail the specific skills students will learn/come away with, or what they will be prepared to do following the completion of this course. For example, "This course focuses on the development of basic medical transcription skills for a facility using actual dictation from Gastroenterology and Dermatology specialties; along with the basic skills for speech recognition editing. **Following the completion of the course, students will be able to...(insert skills)**"	Y

Changed	Questions	Current Version	Proposed Version				
			11/24/2025	Basic Course Information	DEI Review	Suggested	Consider adding to this DEI Review to highlight additional aspects of the course that support DEI efforts. For example, "This course supports Diversity, Equity, and Inclusion (DEI) by using medical dictations and examples from patients of different ages, genders, cultures, and backgrounds in gastroenterology and dermatology settings. Students learn to apply inclusive, respectful, and bias-free language in medical documentation. Course materials and activities are designed to be accessible and support students with varied learning needs **(in keeping with best practices from universal design for learning, specifically action and expression)** promoting equity and professionalism in healthcare communication. **Assignments are graded using a rubric to clearly communicate information to all students. The course outline specifically discusses recognizing, identifying, and supporting cultural and gender differences.**"	Y

Changed	Questions	Current Version	Proposed Version			
			11/24/2025 SpecificationsAssignments Suggested	I appreciate the detail provided for each type of assignment! Are there other assignments or assessments that occur in the course that are not based on reading/writing? If so, would you be open to highlighting them here? Listing additional types of assignments here adds ways for students to demonstrate their knowledge (additional means of action and expression)and promotes diverse learning styles.	Y	
			12/10/2025 SpecificationsAssignments Suggested	**New suggested edit (12/10/2025):** No opportunities for revision are listed, consider adding these if appropriate for the course. Revision not required.	Thank you for the suggestion. This course does include natural opportunities for revision through its transcription and editing activities. Students regularly revise draft documents, correct errors, and apply instructor feedback to improve accuracy in both manual transcription and speech-recognition editing assignments. These revision opportunities support skill development and align with workplace expectations. We have added a brief statement to reflect this.	

Changed	Questions	Current Version	Proposed Version					
			11/24/2025	Specifications	Examples of Primary Texts and References	Required	Thanks for providing these two examples of primary texts and references. Are there OER options, or ways for students to obtain these materials at low cost, or to rent them for less money than it costs to buy them? Title 5 requirements and recommendations advocate for OER and/or other cost conscious and accessible options. **Your answer in Initiator's Response satisfies the required part of this - thanks!**	Students have a choice of renting the textbooks, getting e-books, checking a book at the library and making copies.
	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**
			1/26	Basic Course Information	Attachments	Required	Complete and upload Matrix G's for HTEC 61 and HTEC 101H	Y
			1/28	Basic Course Information	Attachments	Required	Please clarify what your requisites are for this course and attach the appropriate matrices (The matrices you submitted were for HTEC 101C as a corequisite for HTEC 61, HTEC 60A as an advisory for HTEC 61 and HTEC 74A as a corequisite for HTEC 101A. None of those matrices apply to this course.)	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	HTECD074A
	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	CCC000556456

Articulation

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

De Anza College

Change Report

02/17/2026

Summary of Changes

Section	Changed field
General Information	Effective Term
Learning Outcomes	Course Objectives
CO	DL Approval Date (MM/DD/YYYY)
Comments	Stage 3: DEI
Comments	Stage 6: Content Review Matrix Liaison
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	• Maureen Miramontes	• Maureen Miramontes
	Course ID (CB01A and CB01B)	HTECD374A	HTECD374A
	Course Control Number	CCC000656611	CCC000656611
	Course Title (CB02)	Medical Transcription with Editing I	Medical Transcription with Editing I
	Short Course Title	MEDICAL TRANSCRIPT/EDITING I	MEDICAL TRANSCRIPT/EDITING I
	TOP Code (CB03)	1208.00	1208.00 *Medical Assisting
	CIP Code	Medical/Clinical Assistant.	51.0801 Medical/Clinical Assistant.
	Department	HTEC - Health Technologies	HTEC - Health Technologies

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**	This course focuses on the development of basic medical transcription skills for a facility using actual dictation from Gastroenterology and Dermatology specialties; along with the basic skills for speech recognition editing.	This course focuses on building foundational medical transcription skills using actual dictation from Gastroenterology and Dermatology specialties. Students will learn to transcribe, edit, and format medical reports while applying basic speech-recognition editing techniques. Emphasis is placed on accuracy, medical terminology, specialty-specific vocabulary, and adherence to professional transcription standards.
	Course Type (CB27)	• Lower Division	• Lower Division
	Mode of Delivery	• Online	• Online

Faculty Requirements

Changed	Field	Current Version	Proposed Version
	Discipline 1	• Health Care Ancillaries (Medical assisting, hospice worker, home care aide, certified nurse aide, health aide, ward clerk, central service technology, childbirth educator, primary care associate, massage therapy)	• Health Care Ancillaries (Medical assisting, hospice worker, home care aide, certified nurse aide, health aide, ward clerk, central service technology, childbirth educator, primary care associate, massage therapy)
	Discipline 2	No value	No value
	Discipline 3	No value	No value
	FSA	• FHDA FSA - HEALTH CARE SERVICES	• FHDA FSA - HEALTH CARE SERVICES

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This course is a stand-alone course. This is a noncredit CTE course. It was developed based on the California Certifying Board for Medical Assistant's Accreditation Standards required for Health Technology training programs. The medical transcription with a speech recognition editing course provides the student with an understanding of the creation and accuracy of Gastroenterology and Dermatology medical documentation.	This course is a stand-alone course. This is a noncredit CTE course. It was developed based on the California Certifying Board for Medical Assistant's Accreditation Standards required for Health Technology training programs. The medical transcription with a speech recognition editing course provides the student with an understanding of the creation and accuracy of Gastroenterology and Dermatology medical documentation.

Stand-Alone Statement

Changed	Field	Current Version	Proposed Version
	Stand-Alone Statement	The purpose of this course is demonstrate knowledge of medical documentation, transcription, and editing skills. The audience will be the Health Technologies students.	The purpose of this course is demonstrate knowledge of medical documentation, transcription, and editing skills. The audience will be the Health Technologies students.

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

CTE Course

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

Honors/Non-honors Course

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

Mirrored Credit/Noncredit Course

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

Cross-listed Course

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

Foothill Equivalency

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

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

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
	Please summarize the ways in which your course includes DEI.	No value	This course advances Diversity, Equity, and Inclusion (DEI) by integrating medical dictations and case scenarios that reflect a broad range of patient identities, including diverse ages, genders, cultural backgrounds, and socioeconomic experiences within gastroenterology and dermatology specialties. Students are taught to apply inclusive, respectful, and bias-free language in medical documentation to support equitable patient care and culturally responsive communication. Instructional methods incorporate Universal Design for Learning (UDL) practices, providing accessible course materials, structured transcription models, and varied opportunities to build mastery. Students can demonstrate skills through multiple formats, supporting different learning needs and linguistic backgrounds. Transparent grading rubrics ensure consistent evaluation and equitable expectations. The course further emphasizes awareness of cultural, gender, and linguistic factors that may influence dictation, terminology usage, or provider communication.

More Options

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

UC Transferable and/or Lower-Division Major Requirement

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

Associated Programs

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

Transferability & Gen. Ed. Options

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

Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	1	1
	Lecture Hours - Out of Class	2	2
	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	30	30
	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	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	30	30
	Total - Course Out-of-Class Hours	24	24

Changed	Field	Current Version	Proposed Version
	Total Credit Units - Minimum Credit Units	0	0
	Total Credit Units - Maximum Credit Units	0	0

Speciality Hours

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

Credit / Non-Credit Options

Changed	Field	Current Version	Proposed Version
	COURSE CLASSIFICATION STATUS	Non-Enhanced Funding.	Non-Enhanced Funding.
	Course Credit Status (CB04)	Non-Credit	Non-Credit
	Course Non Credit Category (CB22)	Workforce Preparation.	Workforce Preparation.
	Funding Agency Category (CB23)	Not Applicable.	Not Applicable.
	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	18	18
	Total Contact Hours per Term	-	0
	Total Credit Units	-	0
	Minimum Credit Units	-	0
	Maximum Credit Units	-	0

SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

Changed	Field	Current Version	Proposed Version
	Methods of Instruction	**Methods of Instruction** Methods of Instruction **Methods of Instruction** Lecture and visual aids Discussion of assigned transcription Discussion and problem solving performed in class Quiz review performed in class Transcription and terminology homework	**Methods of Instruction** Methods of Instruction **Methods of Instruction** Lecture and visual aids Discussion of assigned transcription Discussion and problem solving performed in class Quiz review performed in class Transcription and terminology homework

Changed	Field	Current Version	Proposed Version
❗	**Assignments**	1. Reading: 1. Required readings from the text as preparation for application of concepts in Transcription of assigned dictations and editing. 2. Assignments from text and supplemental sources in preparation for class discussion 2. Writing: 1. Assignments from student mastery manual including key terminology assessment, evaluation of performance, and critical thinking. 2. Complete worksheets that include observations, results and critical analysis	1. Reading Assignments: 1. Required readings from the textbook to prepare for application of transcription and editing concepts. 2. Supplemental readings to support class discussions and terminology review. 2. Writing Assignments: 1. Student Mastery Manual activities including terminology assessments, performance evaluations, and critical thinking exercises. 2. Worksheets involving observations, results, and analytical responses. 3. Skills-Based Assignments: 1. Transcription of audio dictations from Gastroenterology and Dermatology providers. 2. Speech-recognition editing of draft medical reports. 3. Listening comprehension exercises with varying accents, speeds, and dictation clarity. 4. Identification and correction of errors in sample medical documents. 5. Use of medical reference tools to verify terminology, drug names, procedures, homonyms, and specialty vocabulary. 6. Formatting practice for H&P, consultation, and procedure reports. 4. Performance Assessments: 1. Timed transcription activities simulating workplace expectations. 2. A final performance-based transcription and editing assessment demonstrating mastery. 5. Opportunities for Revision: 1. Students will have opportunities to revise selected transcription and

Changed	Field	Current Version	Proposed Version
			editing assignments based on instructor feedback. 2. Revision activities include correcting errors in draft medical documents, improving accuracy in speech-recognition editing tasks, and resubmitting practice transcription exercises to reinforce mastery of skills.
	Methods of Evaluation	**Methods of Evaluation** Methods of Evaluation **Methods of Evaluation** 1. Quizzes- Objective/subjective quizzes that test comprehension of course material on a routine basis and help identify areas that may need extra attention. Evaluated using a rubric. 2. Lab Activity- Practice and demonstration of transcription and editing designed to demonstrate critical thinking and to solve as required. Evaluated using a rubric. 3. Comprehensive Final Examination- Transcription requiring the student to demonstrate their ability to transcribe and edit medical dictation using appropriate format, style, and medical terminology. Evaluated using a rubric.	**Methods of Evaluation** Methods of Evaluation **Methods of Evaluation** 1. Quizzes- Objective/subjective quizzes that test comprehension of course material on a routine basis and help identify areas that may need extra attention. Evaluated using a rubric. 2. Lab Activity- Practice and demonstration of transcription and editing designed to demonstrate critical thinking and to solve as required. Evaluated using a rubric. 3. Comprehensive Final Examination- Transcription requiring the student to demonstrate their ability to transcribe and edit medical dictation using appropriate format, style, and medical terminology. Evaluated using a rubric.

Changed	Field	Current Version	Proposed Version
	Essential Student Materials/Essential College Facilities	**Essential Student Materials:** • Headset **Essential College Facilities:** • Computers, printers, transcription equipment	**Essential Student Materials:** • Headset **Essential College Facilities:** • Computers, printers, transcription equipment
	Examples of Primary Texts and References	**Title**: Classic "Medical Transcription: Techniques and Procedures." **Author**: Diehl, Marcy O. **Publisher**: Elsevier **Date/Edition**: 2012, 7th Edition **ISBN**: No value **Title**: Classic "Electronic Health Records" **Author**: Hamilton, Byron **Publisher**: McGraw Hill **Date/Edition**: 2013, 3rd Edition. **ISBN**: No value	**Title**: Classic "Medical Transcription: Techniques and Procedures." **Author**: Diehl, Marcy O. **Publisher**: Elsevier **Date/Edition**: 2012, 7th Edition **ISBN**: No value **Title**: Classic "Electronic Health Records" **Author**: Hamilton, Byron **Publisher**: McGraw Hill **Date/Edition**: 2013, 3rd Edition. **ISBN**: No value
	Suggested Reading List	No value	No value

Learning Outcomes

Changed	Field	Current Version	Proposed Version
!	**Course Objectives**	• Define terms relevant to medical transcription • Identify the medical references available for medical transcription • Demonstrate gastroenterology and dermatology transcription and editing of medical dictation to provide a permanent record of patient care. • Demonstrate an understanding of the medicolegal implications and responsibilities related to the transcription of patient records to protect the patient and the medical facility. • Compare and review policies and procedures related to medicolegal matters. • Compare and contrast policies and procedures to contribute to the efficiency of the medical transcription department • Demonstrate job-related knowledge and skills to improve performance and adjust to change • Evaluate interpersonal skills effectively to build and maintain cooperative working relationships • Recognize medical transcription and editing alternative perspectives of the delivery of health care with regard to gender, persons of different cultural backgrounds and persons with disabilities.	• Define terms relevant to medical transcription. • Identify the medical references available for medical transcription. • Demonstrate gastroenterology and dermatology transcription and editing of medical dictation to provide a permanent record of patient care. • Demonstrate an understanding of the medicolegal implications and responsibilities related to the transcription of patient records to protect the patient and the medical facility. • Compare and review policies and procedures related to medicolegal matters. • Compare and contrast policies and procedures to contribute to the efficiency of the medical transcription department. • Demonstrate job-related knowledge and skills to improve performance and adjust to change. • Evaluate interpersonal skills effectively to build and maintain cooperative working relationships. • Recognize medical transcription and editing alternative perspectives of the delivery of health care with regard to gender, persons of different cultural backgrounds and persons with disabilities.
	CSLOs	**CSLOs** Demonstrate knowledge of medical documentation, transcription, and editing skills. **Expected SLO Performance** 0.0	**CSLOs** Demonstrate knowledge of medical documentation, transcription, and editing skills. **Expected SLO Performance** 0.0

Course Outline

Changed	Field	Current Version	Proposed Version
❗	**Course Content**	1. Define terms relevant to medical transcription 1. Define the right of privacy 2. Differentiate between retention of records 2. Identify the medical references available for medical transcription 1. Compare resources for medical specialties, terminology, and pharmaceutical words 2. Locate reference books that contain antonyms, eponyms, homonyms, synonyms 3. Identify style guide for medical transcription 3. Demonstrate gastroenterology and dermatology transcription and editing of medical dictation to provide a permanent record of patient care. 1. Demonstrate the application of knowledge of medical terminology, anatomy and physiology, and English language rules to the transcription and editing of medical dictation from originators with various diverse backgrounds. 2. Recognize, interpret, and evaluate inconsistencies, discrepancies, and inaccuracies in medical dictation 3. Demonstrate clarification of dictation seeking assistance if necessary 4. Illustrate formats of reports according to guidelines 4. Demonstrate an understanding of the medicolegal implications and responsibilities related to the transcription of patient records to protect the patient and the medical facility. 1. Identifies discrepancies in dictation and patient records. 2. Recognize report problems and errors	1. Define terms relevant to medical transcription. 1. Define the right of privacy 2. Differentiate between retention of records 2. Identify the medical references available for medical transcription. 1. Compare resources for medical specialties, terminology, and pharmaceutical words 2. Locate reference books that contain antonyms, eponyms, homonyms, synonyms 3. Identify style guide for medical transcription 3. Demonstrate gastroenterology and dermatology transcription and editing of medical dictation to provide a permanent record of patient care. 1. Demonstrate the application of knowledge of medical terminology, anatomy and physiology, and English language rules to the transcription and editing of medical dictation from originators with various diverse backgrounds. 2. Recognize, interpret, and evaluate inconsistencies, discrepancies, and inaccuracies in medical dictation 3. Demonstrate clarification of dictation seeking assistance if necessary 4. Illustrate formats of reports according to guidelines 4. Demonstrate an understanding of the medicolegal implications and responsibilities related to the transcription of patient records to protect the patient and the medical facility. 1. Identifies discrepancies in dictation and patient records. 2. Recognize report problems and errors

Changed	Field	Current Version	Proposed Version
		5. Compare and review policies and procedures related to medicolegal matters. 1. Evaluate the confidentiality and patient's rights policy. 2. Assess the medical records and release of information policies. 3. List and explain medical transcription equipment 6. Compare and contrast policies and procedures to contribute to the efficiency of the medical transcription department 1. Compare and contrast the policies, procedures, and priorities of a medical transcription department 2. Analyze and prioritize transcription cassettes to accommodate schedule 7. Demonstrate job-related knowledge and skills to improve performance and adjust to change 1. Demonstrate trends and developments in medicine, English usage, technology, and transcription practices and demonstrate these topics to group 2. Compose new and revised terminology definitions, styles, and practices for reference 3. Analyze and select books, publications, and other reference materials 8. Evaluate interpersonal skills effectively to build and maintain cooperative working relationships 1. Organize a positive and cooperative manner with manager and coworkers 2. Compare and contrast group efforts in medical transcription 3. Prepare and handle difficult and sensitive situations tactfully 9. Recognize medical transcription and editing alternative perspectives of the delivery of health care with	5. Compare and review policies and procedures related to medicolegal matters. 1. Evaluate the confidentiality and patient's rights policy. 2. Assess the medical records and release of information policies. 3. List and explain medical transcription equipment 6. Compare and contrast policies and procedures to contribute to the efficiency of the medical transcription department. 1. Compare and contrast the policies, procedures, and priorities of a medical transcription department 2. Analyze and prioritize transcription cassettes to accommodate schedule 7. Demonstrate job-related knowledge and skills to improve performance and adjust to change. 1. Demonstrate trends and developments in medicine, English usage, technology, and transcription practices and demonstrate these topics to group 2. Compose new and revised terminology definitions, styles, and practices for reference 3. Analyze and select books, publications, and other reference materials 8. Evaluate interpersonal skills effectively to build and maintain cooperative working relationships. 1. Organize a positive and cooperative manner with manager and coworkers 2. Compare and contrast group efforts in medical transcription 3. Prepare and handle difficult and sensitive situations tactfully 9. Recognize medical transcription and editing alternative perspectives of the delivery of health care with

Changed	Field	Current Version	Proposed Version
		regard to gender, persons of different cultural backgrounds and persons with disabilities. 1. Identify cultural differences 2. Compare gender differences 3. Describe various techniques for working with co-workers with disabilities 4. Compare various techniques for working with patients with disabilities	regard to gender, persons of different cultural backgrounds and persons with disabilities. 1. Identify cultural differences 2. Compare gender differences 3. Describe various techniques for working with co-workers with disabilities 4. Compare various techniques for working with patients with disabilities
	Lab Component in this Course	Yes	Yes
	Lab Outline	1. Speech recognition editing 2. Medical references available for medical transcription 3. Retention of records 4. Style guides for Medical Transcription	1. Speech recognition editing 2. Medical references available for medical transcription 3. Retention of records 4. Style guides for Medical Transcription

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.	• Units: 0 • Lec Hrs: 1 • Lab Hrs: 1.5 • Load: 0 • Seat Ct: 0 • (mkct 05/06/2025)	• Units: 0 • Lec Hrs: 1 • Lab Hrs: 1.5 • Load: 0 • Seat Ct: 0 • (mkct 05/06/2025)

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	HTEC D361.	HTEC D361.
	Corequisite(s):	HTEC D301H	HTEC D301H
	Advisory(ies):	No Value	No Value
	Advisory(ies) - Other:	No Value	No Value

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):	NONCREDIT: (This is a noncredit, stand-alone course.)	NONCREDIT: (This is a noncredit, stand-alone course.)
	General Course Statement(s) - Other:	No Value	No Value

A-Matrix Form

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

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
	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)	HTEC 374A	HTEC 374A
	Course Status	New Stand-Alone	New Stand-Alone
	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)**	06/17/2025	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
	Curriculum Office Notes	• Changed 5-year revision to match credit course – ACE	• Changed 5-year revision to match credit course – ACE

Comments

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

Changed	Questions	Current Version	Proposed Version					
❗	**Stage 3: DEI**	No Value						
			Date	**Tab**	**Part - Field**	**Type of Edit**	**Edit**	**Initiator - Indicate "Y" When Completed or Initiator's Response**
			12/10/2025	Basic Course Information	Course Description	Suggested	***Same edit as suggested (and completed) for HTECD074A*** Consider making small revisions to this course description that detail the specific skills students will learn/come away with, or what they will be prepared to do following the completion of this course. For example, "This course focuses on the development of basic medical transcription skills for a facility using actual dictation from Gastroenterology and Dermatology specialties; along with the basic skills for speech recognition editing. **Following the completion of the course, students will be able to...(insert skills)**"	Y

Changed	Questions	Current Version	Proposed Version				
						Please consider copying your DEI statement from HTECD074A to align the CORs. Consider adding to this DEI Review to highlight additional aspects of the course that support DEI efforts. For example, "This course supports Diversity, Equity, and Inclusion (DEI) by using medical dictations and examples from patients of different ages, genders, cultures, and backgrounds in gastroenterology and dermatology settings. Students learn to apply inclusive, respectful, and bias-free language in medical	
12/10/2025	Basic Course Information	DEI Review	Suggested	documentation. Course materials and activities are designed to be accessible and support students with varied learning needs **(in keeping with best practices from universal design for learning, specifically action and expression)** promoting equity and professionalism in healthcare communication. **Assignments are graded using a rubric to clearly communicate information to all students. The course outline specifically discusses recognizing, identifying, and supporting cultural and gender differences.**"	Y

Changed	Questions	Current Version	Proposed Version		
			12/10/2025 SpecificationsAssignmentsSuggested	***Same edit as suggested (and completed) for HTECD074A*** I appreciate the detail provided for each type of assignment! Are there other assignments or assessments that occur in the course that are not based on reading/writing? If so, would you be open to highlighting them here? Listing additional types of assignments here adds ways for students to demonstrate their knowledge (additional means of action and expression)and promotes diverse learning styles.	Y
			12/10/2025 SpecificationsAssignmentsSuggested	**New suggested edit (12/10/2025):** No opportunities for revision are listed, consider adding these if appropriate for the course. Revision not required.	Thank you for the suggestion. This course does include natural opportunities for revision through its transcription and editing activities. Students regularly revise draft documents, correct errors, and apply instructor feedback to improve accuracy in both manual transcription and speech-recognition editing assignments. These revision opportunities support skill development and align with workplace expectations. We have added a brief statement to reflect this.

Changed	Questions	Current Version	Proposed Version					
			12/10/2025	Specifications	Examples of Primary Texts and References	Required	***Same edit as suggested for HTECD074A. Please provide the same response in Initiator's Response that you provided for HTECD074A.* Your answer in Initiator's Response will satisfy the required part of this - thanks!** Thanks for providing these two examples of primary texts and references. Are there OER options, or ways for students to obtain these materials at low cost, or to rent them for less money than it costs to buy them? Title 5 requirements and recommendations advocate for OER and/or other cost conscious and accessible options.	Students have a choice of renting the textbooks, getting e-books, checking a book at the library and making copies.
	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**
			1/26	Basic Course Information	Attachments	Required	Remove what you have written in your Matrix G's after "List all courses meeting the requisite her." This line is only to be used if students need only meet one of the requisites. In the case of your course you want them to meet both.	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	HTECD374A
	Distance Education Approved	Yes
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	Jun 17, 2025 12:00:00 AM
	Time to Next Review	Sep 1, 2025 12:00:00 AM
	External Review Approval Date	Sep 1, 2020 12:00:00 AM
	Course Control Number	CCC000656611

Articulation

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

De Anza College

Change Report

02/17/2026

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

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
Course Justification	Course Justification
CTE Course	Is this a CTE (Career Technical Education) course?
Honors/Non-honors Course	Is this an honors/non-honors course?
Mirrored Credit/Noncredit Course	Is this a mirrored credit/noncredit course?
Cross-listed Course	Is this a cross-listed course?
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 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	• Maureen Miramontes
	Course ID (CB01A and CB01B)	HTECD076A	HTECD076A
	Course Control Number	CCC000545326	CCC000545326
	Course Title (CB02)	Advanced Medical Coding I	Advanced Medical Coding I
	Short Course Title	ADVANCED MEDICAL CODING I	ADVANCED MEDICAL CODING I
	TOP Code (CB03)	1208.00	1208.00 *Medical Assisting
	CIP Code	Medical/Clinical Assistant.	51.0801 Medical/Clinical Assistant.
	Department	HTEC - Health Technologies	HTEC - Health Technologies
!	**Effective Term**	Fall 2021	Fall ~~2021~~ 2027
	SAM Priority Code (CB09)	B - Advanced Occupational	B - Advanced Occupational
!	**Course Description**	This course introduces advance concepts and guidelines from the (AHA) American Hospital Association, (AHIMA) American Health Information Association, and (AMA) American Medical Association: ICD-10-CM Coding System.	This course introduces advanced concepts and professional guidelines established by the American Hospital Association (AHA), American Health Information Management Association (AHIMA), and American Medical Association (AMA), preparing students for continued coursework, certification pathways, and entry-level roles in healthcare settings.

Changed	Field	Current Version	Proposed Version
❗	**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	• Health Care Ancillaries (Medical assisting, hospice worker, home care aide, certified nurse aide, health aide, ward clerk, central service technology, childbirth educator, primary care associate, massage therapy)
	Discipline 2	No value	No value
	Discipline 3	No value	No value
❗	**FSA**	No value	• FHDA FSA - HEALTH CARE SERVICES

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This CTE course belongs on the Health Technologies Insurance and Coding Certificate of Achievement. It is a major preparation requirement in the discipline for using ICD-10-CM and to develop an understanding of coding and classification systems in order to assign valve diagnostic and/or procedures codes.	This CSU transferable CTE course belongs on the Health Technologies Insurance and Coding Certificate of Achievement. It is a major preparation requirement in the discipline for using ICD-10-CM and to develop an understanding of coding and classification systems in order to assign valve diagnostic and/or procedures codes.

Foothill Equivalency

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

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Stand-Alone Statement

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

CTE Course

Changed	Field	Current Version	Proposed Version
❗	**Is this a CTE (Career Technical Education) course?**	No value	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 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
	Please summarize the ways in which your course includes DEI.	No value	This course supports Diversity, Equity, Inclusion, Accessibility, and Anti-Racism (IDEAA) by incorporating medical coding case studies and documentation drawn from patients with diverse cultural, linguistic, socioeconomic, gender, and ability backgrounds. Students learn how patient identity, social determinants of health, and variations in healthcare access can influence diagnostic information, coding accuracy, and provider documentation. Instruction emphasizes identifying and avoiding bias in medical records and coding, promoting patient-centered and respectful representation in all coded data. The course applies Universal Design for Learning (UDL) principles by offering multiple means of engagement, including written examples, coding practice scenarios, visual references, and step-by-step guided instruction. All online materials are designed to be accessible, supporting students with varied learning styles and accommodation needs. Collaborative coding reviews and discussions further promote inclusive professional communication, equitable learning opportunities, and a deeper understanding of how accurate coding impacts healthcare quality and equity.

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
!	**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

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

Associated Programs

Changed	Field	Current Version	Proposed Version
	Course is part of a program	**Associated Program**: Insurance and Coding **Award Type**: Certificate of Achievement (COA)	**Associated Program**: Insurance and Coding **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

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	54	54
	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	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	30	30
	Total - Course Out-of-Class Hours	24	24
	Total Credit Units - Minimum Credit Units	1.5	1.5
	Total Credit Units - Maximum Credit Units	1.5	1.5

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	36	36
	Total Laboratory Hours per Term	18	18
	Total Contact Hours per Term	-	0
	Total Credit Units	1.5	1.5
	Minimum Credit Units	1.5	1.5
	Maximum Credit Units	1.5	1.5

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 Quiz and examination review performed in class Discussion of assigned reading Coding exercises in the class	**Methods of Instruction** Methods of Instruction **Methods of Instruction** Lecture and visual aids Quiz and examination review performed in class Discussion of assigned reading Coding exercises in the class
!	**Assignments**	1. Reading: 1. Required readings from the text as preparation for class discussion and application of concepts in written analysis 2. Assignments from the text and supplemental sources in preparation for class discussion 2. Coding: 1. Complete coding assignments from the textbooks. 2. Applying the coding guidelines and sequencing of codes.	1. Reading: Required readings from the text and supplemental sources in preparation for class discussion and application of concepts through written analysis and applied practice scenarios. 2. Assignments: Assignments from the text and supplemental sources, including case-based coding practice scenarios, in preparation for class discussion and application of coding concepts. 3. Coding: Complete coding assignments from the textbooks, including analysis of case scenarios, selection and sequencing of appropriate codes, and application of coding guidelines.

Changed	Field	Current Version	Proposed Version
❗	**Methods of Evaluation**	**Methods of Evaluation** **Methods of Evaluation** 1. Quizzes- Objective/Subjective quizzes that test comprehension of course material on a routine basis and help identify areas that may need extra attention, evaluated using a rubric. 2. Final Exam-Written test requiring the student to demonstrate their ability to summarize, integrate and critically analyze concepts throughout the course, evaluated using a rubric.	**Methods of Evaluation** Methods of Evaluation

Changed	Field	Current Version	Proposed Version
			Methods of Evaluation 1. Quizzes: Objective and subjective quizzes that assess comprehension of course material on a routine basis and help identify areas that may need additional attention. Quizzes are evaluated using a rubric. 2. Final Exam: A written examination requiring students to demonstrate their ability to summarize, integrate, and critically analyze concepts covered throughout the course. The final exam is evaluated using a rubric. 3. Applied Coding Exercises and Case Scenarios: Evaluation of students' ability to apply coding guidelines through case-based coding scenarios, including accurate code selection and sequencing.

Changed	Field	Current Version	Proposed Version
			These applied exercises assess practical competency and are evaluated using a rubric.
	Essential Student Materials/Essential College Facilities	**Essential Student Materials:** • None. **Essential College Facilities:** • None.	**Essential Student Materials:** • None **Essential College Facilities:** • None

Changed	Field	Current Version	Proposed Version
!	**Examples of Primary Texts and References**	**Title** No value **Author** Buck, Carol. "Step-by-Step Medical Coding". Elsevier, 2019. **Publisher** No value **Date/Edition** No value **ISBN** No value	**Title** Step-by-Step Medical Coding **Author** Buck, Carol **Publisher** Elsevier **Date/Edition** 2024/2025 **ISBN** No value
		Title No value **Author** "CPT Professional Edition". American Medical Association, 2019. **Publisher** No value **Date/Edition** No value **ISBN** No value	**Title** CPT Professional Edition **Author** American Medical Association **Publisher** AMA **Date/Edition** 2024/2025 **ISBN** No value
		Title No value **Author** "ICD-10". Optum360, 2019. **Publisher** No value **Date/Edition** No value **ISBN** No value	
		Title No value **Author** "HCPCS Level II". Optum360, 2019. **Publisher** No value **Date/Edition** No value **ISBN** No value	

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	• Determine the history of ICD-10-CM Coding System • Analyze the advance purpose of ICD-10-CM Coding Systems books • Interpret coding conventions and guidelines from AHA, AMA, and AHIMA Associations • Identify the correct sequence of ICD-10-CM codes according to (AHA) American Hospital Association, (AMA) American Medical Association, and (AHIMA) American Health Information Management Association • Recognize the (PPS) Prospective Payment Systems; reimbursement methodologies • Evaluate hypothetical patient situations, analyze treatments information to code the diagnoses • Describe the ethical standards practice while coding • Apply the generic components of the content, use and structure of health care data and data sets and how these components relate to primary and secondary diagnostic codes • Recognize coding knowledge in the medical reimbursement and payment systems appropriate to all health care settings (acute, ambulatory, long-term care, behavioral health) and manage care • Identify the CPT Manual, coding conventions and guidelines	• Determine the history of ICD-10-CM Coding System • Analyze the advance purpose of ICD-10-CM Coding Systems books • Interpret coding conventions and guidelines from AHA, AMA, and AHIMA Associations • Identify the correct sequence of ICD-10-CM codes according to (AHA) American Hospital Association, (AMA) American Medical Association, and (AHIMA) American Health Information Management Association • Recognize the (PPS) Prospective Payment Systems; reimbursement methodologies • Evaluate hypothetical patient situations, analyze treatments information to code the diagnoses • Describe the ethical standards practice while coding • Apply the generic components of the content, use and structure of health care data and data sets and how these components relate to primary and secondary diagnostic codes • Recognize coding knowledge in the medical reimbursement and payment systems appropriate to all health care settings (acute, ambulatory, long-term care, behavioral health) and manage care • Identify the CPT Manual, coding conventions and guidelines

Changed	Field	Current Version		Proposed Version	
	CSLOs	**CSLOs**	Demonstrate ability to code diagnosis and procedures using ICD-10 and CPT Coding Systems.	**CSLOs**	Demonstrate ability to code diagnosis and procedures using ICD-10 and CPT Coding Systems.
		Expected SLO Performance	0.0	**Expected SLO Performance**	0.0

Course Outline

Changed	Field	Current Version	Proposed Version

❗	**Course Content**	1. Determine the history of ICD-10-CM Coding System
		  1. Explain the principle coding systems that link the medical profession and the insurance system
		  2. Identify four purposes of numerical diagnostic and procedural coding
		2. Analyze the advance purpose of ICD-10-CM Coding Systems books
		  1. Categorize and identify patient diseases
		  2. Compare the different guidelines for inpatient and outpatient visits.
		3. Interpret coding conventions and guidelines from AHA, AMA, and AHIMA Associations
		  1. Measure the structure and conventions of the classifications.
		  2. Evaluate the structure and conventions of the general guidelines.
		4. Identify the correct sequence of ICD-10-CM codes according to (AHA) American Hospital Association, (AMA) American Medical Association, and (AHIMA) American Health Information Management Association
		  1. Review ten steps for coding from the electronic medical record
		  2. Demonstrate the guidelines of sequencing of ICD-10-CM and CPT4 codes for outpatient visits.
		5. Recognize the (PPS) Prospective Payment Systems; reimbursement methodologies
		  1. Practice reimbursement formulas
		  2. Name reimbursement methodologies for services rendered.
		6. Evaluate hypothetical patient situations, analyze treatments
			1. Determine the history of ICD-10-CM Coding System
			  1. Explain the principle coding systems that link the medical profession and the insurance system
			  2. Identify four purposes of numerical diagnostic and procedural coding
			2. Analyze the advance purpose of ICD-10-CM Coding Systems books
			  1. Categorize and identify patient diseases
			  2. Compare the different guidelines for inpatient and outpatient visits.
			3. Interpret coding conventions and guidelines from AHA, AMA, and AHIMA Associations
			  1. Measure the structure and conventions of the classifications.
			  2. Evaluate the structure and conventions of the general guidelines.
			4. Identify the correct sequence of ICD-10-CM codes according to (AHA) American Hospital Association, (AMA) American Medical Association, and (AHIMA) American Health Information Management Association
			  1. Review ten steps for coding from the electronic medical record
			  2. Demonstrate the guidelines of sequencing of ICD-10-CM and CPT4 codes for outpatient visits.
			5. Recognize the (PPS) Prospective Payment Systems; reimbursement methodologies
			  1. Practice reimbursement formulas
			  2. Name reimbursement methodologies for services rendered.
			6. Evaluate hypothetical patient situations, analyze treatments

Changed	Field	Current Version	Proposed Version
		information to code the diagnoses 1. Analyze treatments according to different patient scenarios 2. Apply the difference of coding with ICD-10-CM and CPT4 systems for inpatient admissions and outpatient visits 7. Describe the ethical standards practice while coding 1. Rate the dignity, status, integrity, competence and standards of the profession 2. Record properly the diagnosis coding and reporting of outpatient visits and inpatient admissions. 8. Apply the generic components of the content, use and structure of health care data and data sets and how these components relate to primary and secondary diagnostic codes 1. Review primary diagnostic codes 2. Name the secondary diagnostic codes 9. Recognize coding knowledge in the medical reimbursement and payment systems appropriate to all health care settings (acute, ambulatory, long-term care, behavioral health) and manage care 1. Estimate medical reimbursement and payment services for acute care 2. Describe medical reimbursement and payment services for an ambulatory care 3. List medical reimbursement and payment services for long term care 4. Assess the medical reimbursement and payment services for behavioral health care	information to code the diagnoses 1. Analyze treatments according to different patient scenarios 2. Apply the difference of coding with ICD-10-CM and CPT4 systems for inpatient admissions and outpatient visits 7. Describe the ethical standards practice while coding 1. Rate the dignity, status, integrity, competence and standards of the profession 2. Record properly the diagnosis coding and reporting of outpatient visits and inpatient admissions. 8. Apply the generic components of the content, use and structure of health care data and data sets and how these components relate to primary and secondary diagnostic codes 1. Review primary diagnostic codes 2. Name the secondary diagnostic codes 9. Recognize coding knowledge in the medical reimbursement and payment systems appropriate to all health care settings (acute, ambulatory, long-term care, behavioral health) and manage care 1. Estimate medical reimbursement and payment services for acute care 2. Describe medical reimbursement and payment services for an ambulatory care 3. List medical reimbursement and payment services for long term care 4. Assess the medical reimbursement and payment services for behavioral health care

Changed	Field	Current Version	Proposed Version
		10. Identify the CPT Manual, coding conventions and guidelines 1. Prepare the Place-Of-Service codes for professional claims 2. Recognize when add-on codes and modifiers are needed	10. Identify the CPT Manual, coding conventions and guidelines 1. Prepare the Place-Of-Service codes for professional claims 2. Recognize when add-on codes and modifiers are needed 11. Patient Scenarios, Ethics, and Documentation 1. Evaluate hypothetical patient situations by analyzing clinical documentation and treatment information to accurately code diagnoses. 2. Analyze how patient identity, social determinants of health, and variations in healthcare access influence diagnostic information, provider documentation, and coding accuracy.
	Lab Component in this Course	Yes	Yes
	Lab Outline	1. Coding Patient Medical Records 2. Researching medical conditions, diagnosis by way of ICD-10 coding book	1. Coding Patient Medical Records 2. Researching medical conditions, diagnosis by way of ICD-10 coding book

Curriculum Office

Changed	Questions	Current Version	Proposed Version
❗	**Banner Start Term (202122)**	202122	No Value
❗	**Banner Division**	2BH	No Value
❗	**Catalog Term (21-22)**	21-22	No Value
❗	**5 Year Revision Year (2021)**	2020	No Value

Changed	Questions	Current Version	Proposed Version
❗	**Effective Quarter**	Fall	No Value
❗	**Effective Year (2021)**	2020	No Value
	Sort ID (00 < 10; 0 < 100)	HTEC 076A	HTEC 076A
	Course Status	Non-substantial	Non-substantial
❗	**Course Status Code**	A	No Value
❗	**Banner Department**	HTEC	No Value
❗	**Course Level**	DU	No Value
❗	**College Code**	DA	No Value
	Course Characteristics	CTE	CTE
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
❗	**CTE Status**	Yes	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
❗	**Emergency Approval**	No	No Value

Changed	Questions	Current Version	Proposed Version
❗	**Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)**	N	No Value
❗	**Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)**	N	No Value
❗	**Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)**	One hour lecture, one and one-half hours laboratory (30 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**	237003	No Value
❗	**Account Code**	1320	No Value
❗	**Program Code**	120800	No Value
❗	**Percent**	100	No Value
	Curriculum Office Notes	• 3/13/18 - tech. change appr. to revise an SLO only (effect. F18).- mkct	• 3/13/18 - tech. change appr. to revise an SLO only (effect. F18).- mkct
❗	**Print/No Print to Catalog**	Yes	No Value

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	HTEC D072.	HTEC D072.
	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

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

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

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

G-Matrix Form

Changed	Questions	Current Version	Proposed Version
	If the requisite 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
1/7/2026	Basic Course Information	Course Description	Suggested	Consider minor revisions to this course description to highlight the perspective of the student, and to showcase how the course prepares students for certain careers, future courses, or other next steps. For example, "Students in this course will be introduced to advanced concepts and guidelines from the (AHA) American Hospital Association, (AHIMA) American Health Information Association, and (AMA) American Medical Association. Following the completion of the course, students will be prepared to... (insert)"	Y
1/7/2026	Specifications	Examples of Primary Texts and References	Required	Thanks for providing these examples of primary texts and references. Are there any representative (appropriate) OER options? Title 5 requirements and recommendations advocate for OER and/or other cost conscious and accessible options. One of the examples of primary texts is around $17 dollars, so this certainly counts as low textbook cost, which is great! If there are no appropriate OER representative texts, please note this in the Initiator Response box. This will satisfy the "required" element of this edit. Thank you!	At this time, there are no fully equivalent OER texts that cover the required professional guidelines from the American Hospital Association (AHA), American Health Information Management Association (AHIMA), and American Medical Association (AMA). The selected primary text is low-cost (approximately $17) and aligns with Title 5 recommendations for affordability. Additional instructor-created and publicly available resources are used to further minimize student cost.

Changed	Questions	Current Version	Proposed Version				
			1/7/2026	Specifications	Examples of Primary Texts and References	Suggested	This may not be applicable/possible for this course, but do examples of primary texts and references reflect diverse authors, voices, and perspectives, or discuss current debates/situations in the field? If this is not appropriate given the style of texts used for this class, please disregard - thanks!	The primary texts and references used in this course consist primarily of nationally recognized professional guidelines and standards published by organizations such as the American Hospital Association (AHA), American Health Information Management Association (AHIMA), and American Medical Association (AMA). While these materials are not authored by individuals, they reflect diverse professional perspectives developed through multidisciplinary committees and are regularly updated to address current practices, ethical considerations, and evolving issues within the healthcare field.
			1/7/2026	Specifications	Assignments	Suggested	Consider providing a bit more information about the coding assignment format. In the DEI Statement, coding practice scenarios are listed -- are these a part of this assignment? If so, adding this information broadens the means of engagement (demonstrates that this assignment has non-written parts). If not applicable/appropriate, please disregard.	Y

Changed	Questions	Current Version	Proposed Version				
			1/7/2026 Specifications	Methods of Evaluation	Suggested	It's great to see detailed information about what students will be tested on, and thanks for noting that students will be graded using a rubric! I think all of the evaluation methods listed are writing (but I could be mistaken!). Are there other evaluation methods used in the course that are not quiz/test/writing based? For example, the instruction methods and assignments include class discussion and coding scenarios -- are students evaluated in these settings? If yes, consider adding these as methods of evaluation. If this is not possible/appropriate, please disregard.	Y
			1/7/2026 Outline	Course Outline	Suggested	The DEI statement mentions that, as part of the course, "Students learn how patient identity, social determinants of health, and variations in healthcare access can influence diagnostic information, coding accuracy, and provider documentation." This is great! Consider adding this in the course outline if possible/appropriate.	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**	**Tab**	**Part - Field**	**Type of Edit**	**Edit**	**Initiator - Indicate "Y" When Completed or Initiator's Response**
			1/26	Basic Course Information	Attachments	Required	Complete and Upload Matrix G for your HTEC 72 prerequsite	Y
			1/26	Basic Course Information	Attachments	Required	On your Matrix G please check the box for this course to be a prerequisite	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	HTECD076A
	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	CCC000545326

Articulation

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

De Anza College

Change Report

02/20/2026

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Type (CB27)
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
Learning Outcomes	Course Objectives
Curriculum Office	Banner Start Term (202122)
Curriculum Office	Banner Division
Curriculum Office	Catalog Term (21-22)
Curriculum Office	5 Year Revision Year (2021)
Curriculum Office	Effective Quarter
Curriculum Office	Effective Year (2021)
Curriculum Office	Course Status Code
Curriculum Office	Banner Department
Curriculum Office	Course Level
Curriculum Office	College Code
Curriculum Office	CTE Status
Curriculum Office	DL Approval Date (MM/DD/YYYY)

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
Course Justification	Course Justification
CTE Course	Is this a CTE (Career Technical Education) course?
Honors/Non-honors Course	Is this an honors/non-honors course?
Mirrored Credit/Noncredit Course	Is this a mirrored credit/noncredit course?
Cross-listed Course	Is this a cross-listed course?
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 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	• Maureen Miramontes
	Course ID (CB01A and CB01B)	HTECD076B	HTECD076B
	Course Control Number	CCC000545327	CCC000545327
	Course Title (CB02)	Advanced Medical Coding II	Advanced Medical Coding II
	Short Course Title	ADVANCED MEDICAL CODING II	ADVANCED MEDICAL CODING II
	TOP Code (CB03)	1208.00	1208.00 *Medical Assisting
	CIP Code	Medical/Clinical Assistant.	51.0801 Medical/Clinical Assistant.
	Department	HTEC - Health Technologies	HTEC - Health Technologies
!	**Effective Term**	Fall 2021	Fall ~~2021~~ 2027
	SAM Priority Code (CB09)	B - Advanced Occupational	B - Advanced Occupational

Changed	Field	Current Version	Proposed Version
❗	**Course Description**	This course introduces the advanced concepts and guidelines from the (AHA) American Hospital Association, (AHIMA) American Health Information Association, and (AMA) American Medical Association: ICD-10-CM Coding Systems. (AMA) American Medical Association CPT4 (Current Procedural Terminology) and HCPCS (Healthcare Common Procedure Coding Systems) Outpatient procedure coding systems.	This course introduces students to advanced medical coding concepts and nationally recognized guidelines used in healthcare settings. Students learn to apply coding standards from the American Hospital Association (AHA), American Health Information Management Association (AHIMA), and American Medical Association (AMA) while working with ICD-10-CM diagnosis codes, CPT4 (Current Procedural Terminology) outpatient procedure codes, and HCPCS Level II coding systems. Through guided practice and real-world coding scenarios, students develop the ability to interpret medical documentation and accurately assign diagnostic and procedural codes used for outpatient healthcare services.
❗	**Course Type (CB27)**	No value	• Lower Division
	Mode of Delivery	• Online	• Online

Faculty Requirements

Changed	Field	Current Version	Proposed Version
❗	**Discipline 1**	No value	• Health Care Ancillaries (Medical assisting, hospice worker, home care aide, certified nurse aide, health aide, ward clerk, central service technology, childbirth educator, primary care associate, massage therapy)
	Discipline 2	No value	No value
	Discipline 3	No value	No value
❗	**FSA**	No value	• FHDA FSA - HEALTH CARE SERVICES

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	The course is in a CTE program that was developed based on the AHA, AHIMA, and AMA. It is a major preparation requirement in the discipline for using ICD-10-CM and to define the valuable information about the organization, financing, and delivery of the health care services in this essential course. This course belongs on the Insurance and Coding Certificate of Achievement.	The CSU transferable course is in a CTE program that was developed based on the AHA, AHIMA, and AMA. It is a major preparation requirement in the discipline for using ICD-10-CM and to define the valuable information about the organization, financing, and delivery of the health care services in this essential course. This course belongs on the Insurance and Coding Certificate of Achievement.

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

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 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
	Please summarize the ways in which your course includes DEI.	No value	This course is designed with equity, accessibility, and inclusion in mind. Instructional materials follow universal design principles by presenting content through multiple modalities, clearly defining technical terminology, and providing structured practice opportunities to support varied learning styles and educational experiences. Examples and case studies reflect diverse patient populations and healthcare settings to promote inclusive, culturally responsive learning. The course emphasizes ethical, accurate, and equitable medical coding practices and prepares students to work effectively within diverse healthcare teams and communities.

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	No value	

UC Transferable and/or Lower-Division Major Requirement

Changed	Field	Current Version	Proposed Version
❗	**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
	If yes, identify the UC/CSU campus, course and major.	No value	

Associated Programs

Changed	Field	Current Version	Proposed Version
	Course is part of a program	**Associated Program** Insurance and Coding **Award Type** Certificate of Achievement (COA)	**Associated Program** Insurance and Coding **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	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	54	54
	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	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	30	30
	Total - Course Out-of-Class Hours	24	24
	Total Credit Units - Minimum Credit Units	1.5	1.5
	Total Credit Units - Maximum Credit Units	1.5	1.5

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	36	36
	Total Laboratory Hours per Term	18	18

Changed	Field	Current Version	Proposed Version
	Total Contact Hours per Term	-	0
	Total Credit Units	1.5	1.5
	Minimum Credit Units	1.5	1.5
	Maximum Credit Units	1.5	1.5

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 Quiz and examination reviews Discussion of assigned reading Lecture and visual aids	**Methods of Instruction**: Methods of Instruction **Methods of Instruction**: Lecture and visual aids Quiz and examination reviews Discussion of assigned reading

Changed	Field	Current Version	Proposed Version
❗	**Assignments**	1. Reading: 1. Required readings from the text as preparation for class discussion and application of concepts in written analysis 2. Assignments from the text and supplemental sources in preparation for class discussion 2. Writing: 1. Assignments from student mastery manual including key terminology assessment, evaluation of performance, and critical thinking 2. Complete worksheets that include observations, results, and critical analysis 3. Perform laboratory procedures as outlined in the student mastery manual	1. Reading and Preparation 1. Required readings from the course text and supplemental sources to prepare for class discussion and applied learning activities 2. Review of coding guidelines and reference materials in preparation for coding practice 2. Applied Coding & Skill-Based Assignments 1. Coding exercises from the student mastery manual requiring students to interpret medical documentation and assign ICD-10-CM, CPT4, and HCPCS codes 2. Scenario-based outpatient coding activities reflecting real-world healthcare documentation 3. Writing, Analysis, and Reflection 1. Written assignments and worksheets assessing key terminology, coding accuracy, and critical thinking 2. Analytical worksheets requiring documentation review, coding rationale, results, and interpretation 3. Reflective components allowing students to explain coding decisions and connect course concepts to prior coursework, work experience, or career goals 4. Feedback and Revision: Instructor feedback is provided on applied and written assignments, and selected assignments allow students to revise their work to improve accuracy and reasoning

Changed	Field	Current Version	Proposed Version
❗	**Methods of Evaluation**	**Methods of Evaluation** **Methods of Evaluation** 1. Quizzes- Objective/Subjective quizzes that test comprehension of course material on a routine basis and help identify areas that may need extra attention, evaluated using a rubric. 2. Final Exam- Written test requiring the student to demonstrate their ability to summarize, integrate, and critically analyze concepts throughout the course, evaluated using a rubric.	**Methods of Evaluation** Methods of Evaluation

Changed	Field	Current Version	Proposed Version
			Methods of Evaluation 1. Quizzes: Objective and subjective quizzes assess student comprehension of course material and the accurate application of coding guidelines. Quizzes include applied coding scenarios requiring students to assign correct ICD-10-CM, CPT4, and HCPCS codes based on provided documentation. Evaluated using a rubric emphasizing accuracy, guideline adherence, and reasoning. 2. Final Exam: A comprehensive exam requiring students to apply, integrate, and analyze course concepts through applied coding scenarios and written explanations of coding decisions. Evaluation focuses on correct code selection, interpretation of medical documentation, and critical thinking, and is assessed using a rubric.

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

Changed	Field	Current Version	Proposed Version
!	Examples of Primary Texts and References	**Title** No value **Author** Buck, Carol. "Step-by-Step Medical Coding". Elsevier, 2019. **Publisher** No value **Date/Edition** No value **ISBN** No value	**Title** Step-by-Step Medical Coding **Author** Buck, Carol **Publisher** Elsevier **Date/Edition** 2024/2025 **ISBN** No value
		Title No value **Author** "CPT Professional Edition". American Medical Association, 2019. **Publisher** No value **Date/Edition** No value **ISBN** No value	**Title** CPT Professional Edition **Author** American Medical Association **Publisher** AMA **Date/Edition** 2024/2025 **ISBN** No value
		Title No value **Author** "ICD-10". Optum360, 2019. **Publisher** No value **Date/Edition** No value **ISBN** No value	**Title** ICD 10CM **Author** American Medical Association **Publisher** AMA **Date/Edition** 2024/2025 **ISBN** No value
		Title No value **Author** "HCPCS Level II". Optum360, 2019. **Publisher** No value **Date/Edition** No value **ISBN** No value	

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**	• Apply CPT4/HCPCS coding conventions and national guidelines to correctly assign procedures and services codes to operative reports, clinical notes, and other medical record documentation • Explain the advance purpose of ICD-10-CM and CPT4/HCPCS coding Systems • Review the differences between billing for physicians professional services and applicable coding • Describe the concept of medical necessity and importance of the link between ICD-10-CM and CPT4/HCPCS in coding patient records • Analyze the advanced coding conventions and guidelines from AHA, AMA, and AHIMA Associations • Demonstrate the correct sequence of ICD-10-CM codes according to (AHA)American Hospital Association,(AMA)American Medical Association, and (AHIMA) American Health Information Management Association • Identify the (PPS) Prospective Payment Systems; reimbursement methodologies • Explain advance explanation insurance terms • Explain the significance of HMO's, PPO's, Medicare, IPA's MediCal, and other health plans • Evaluate advance hypothetical patient situations and analyze treatments information to code the diagnoses • Describe the advanced explanation of ethical standard practice while coding • Compute the generic components of the content, use and structure of health care data and data sets and how these components relate to primary and secondary diagnostic codes, and CPT codes • List the valuable information about the organizations financing and	• Apply CPT4/HCPCS coding conventions and national guidelines to correctly assign procedures and services codes to operative reports, clinical notes, and other medical record documentation • Explain the advance purpose of ICD-10-CM and CPT4/HCPCS coding Systems • Review the differences between billing for physicians professional services and applicable coding • Describe the concept of medical necessity and importance of the link between ICD-10-CM and CPT4/HCPCS in coding patient records • Demonstrate the correct sequence of ICD-10-CM codes according to (AHA)American Hospital Association,(AMA)American Medical Association, and (AHIMA) American Health Information Management Association • Analyze the advanced coding conventions and guidelines from AHA, AMA, and AHIMA Associations • Evaluate advance hypothetical patient situations and analyze treatments information to code the diagnoses components relate to primary and secondary diagnostic codes, and CPT codes • Describe the advanced explanation of ethical standard practice while coding • Compute the generic components of the content, use and structure of health care data and data sets and how these components relate to primary and secondary diagnostic codes, and CPT codes • List the valuable information about the organizations financing and delivery of the health care services • Discuss coding knowledge in the medical reimbursement and payment systems appropriate to all health care settings (acute, ambulatory, long-term care,

Changed	Field	Current Version	Proposed Version
		delivery of the health care services • Discuss coding knowledge in the medical reimbursement and payment systems appropriate to all health care settings (acute, ambulatory, long-term care, behavioral health) and manage care	behavioral health) and manage care
	CSLOs	**CSLOs** Explain the purpose of ICD-10-CM coding systems. **Expected SLO Performance** 0.0	**CSLOs** Explain the purpose of ICD-10-CM coding systems. **Expected SLO Performance** 0.0

Course Outline

Changed	Field	Current Version	Proposed Version
!	**Course Content**	1. Apply CPT4/HCPCS coding conventions and national guidelines to correctly assign procedures and services codes to operative reports, clinical notes, and other medical record documentation 1. Apply guidelines for procedures and service codes for operative reports 2. List the guidelines for procedures and service codes clinical notes 2. Explain the advance purpose of ICD-10-CM and CPT4/HCPCS coding Systems 1. Identify patient diseases 2. Categorize the different guidelines for inpatient and outpatient visits 3. Review the differences between billing for physicians professional services and applicable coding 1. Interpret the rules governing coding in various health care settings 2. Recognize billing guidelines 4. Describe the concept of medical necessity and importance of the link between ICD-10-CM and CPT4/HCPCS in coding patient records 1. Explain diseases 2. Learn procedures 5. Analyze the advanced coding conventions and guidelines from AHA, AMA, and AHIMA Associations 1. Evaluate the structure and conventions of the classifications 2. Examine the structure and conventions of the general guidelines 6. Demonstrate the correct sequence of ICD-10-CM codes according to (AHA)American Hospital Association,(AMA)American Medical Association, and (AHIMA) American Health Information Management Association	1. Apply CPT4/HCPCS coding conventions and national guidelines to correctly assign procedures and services codes to operative reports, clinical notes, and other medical record documentation 1. Apply guidelines for procedure and service codes for operative reports, considering variations in documentation across healthcare settings and patient populations. 2. List and apply guidelines for procedure and service codes in clinical notes, including discussion of how incomplete or biased documentation may affect coding accuracy and patient care outcomes. 2. Explain the advance purpose of ICD-10-CM and CPT4/HCPCS coding Systems 1. Identify patient diseases and conditions using ICD-10-CM, with attention to how clinical documentation quality may vary across patient populations. 2. Categorize the different guidelines for inpatient and outpatient visits 3. Review the differences between billing for physicians professional services and applicable coding 1. Interpret the rules governing coding in various health care settings 2. Recognize billing guidelines and discuss how regulatory, financial, and systemic factors can influence reimbursement outcomes and patient access to services. 4. Describe the concept of medical necessity and importance of the link between ICD-10-CM and CPT4/HCPCS in coding patient records 1. Explain diseases

Changed	Field	Current Version	Proposed Version
		1. Review the ten steps for coding from the electronic medical record 2. Define the guidelines of sequencing of ICD-10-CM and CPT4 codes for outpatient visits 7. Identify the (PPS) Prospective Payment Systems; reimbursement methodologies 1. Practice reimbursement formulas 2. Learn reimbursement methodologies for services rendered 8. Explain advance explanation insurance terms 1. Explain Medicare 2. Describe Medicaid 3. Identify HMO'S 4. Name PPO's 9. Explain the significance of HMO's, PPO's, Medicare, IPA's MediCal, and other health plans 1. Recognize the characteristics of HMO's, IPA's, and PPO's 2. Differentiate the characteristics between Medical, Medicare, and other insurance health plans 10. Evaluate advance hypothetical patient situations and analyze treatments information to code the diagnoses 1. Apply the difference of coding with ICD-10CM and CPT4 systems 2. Analyze treatment according to different patient scenarios 11. Describe the advanced explanation of ethical standard practice while coding 1. Identify the regulations, certifications, and licensing requirements applicable to professional work 2. Review and respect existing federal, state and local laws 12. Compute the generic components of the content, use and structure of health care data and data sets and	2. Identify and apply procedure codes, with attention to how documentation quality and medical necessity support fair and accurate reimbursement. 5. Demonstrate the correct sequence of ICD-10-CM codes according to (AHA)American Hospital Association,(AMA)American Medical Association, and (AHIMA) American Health Information Management Association 1. Review the ten steps for coding from the electronic medical record 2. Define the guidelines of sequencing of ICD-10-CM and CPT4 codes for outpatient visits 6. Analyze the advanced coding conventions and guidelines from AHA, AMA, and AHIMA Associations 1. Evaluate the structure and conventions of the classifications 2. Examine the structure and conventions of the general guidelines 7. Evaluate advance hypothetical patient situations and analyze treatments information to code the diagnoses 1. Apply the difference of coding with ICD-10CM and CPT4 systems 2. Analyze treatment according to different patient scenarios 8. Describe the advanced explanation of ethical standard practice while coding 1. Identify the regulations, certifications, and licensing requirements applicable to professional work 2. Review and apply existing federal, state, and local laws, with discussion of how ethical coding supports patient protection, regulatory

Changed	Field	Current Version	Proposed Version
		how these components relate to primary and secondary diagnostic codes, and CPT codes 1. Recognize the content to determine the primary diagnostic code 2. Review the content to determine the secondary diagnostic code 13. List the valuable information about the organizations financing and delivery of the health care services 1. List information about the organization 2. Review information about the financing of the health care services 3. Compare information about the delivery of health care services 14. Discuss coding knowledge in the medical reimbursement and payment systems appropriate to all health care settings (acute, ambulatory, long-term care, behavioral health) and manage care 1. Express knowledge in medical reimbursement and payment services in an acute setting 2. Practice medical reimbursement and payment services for ambulatory care 3. Comprehend medical reimbursement and payment services for long term care 4. Examine medical reimbursement and payment services for behavioral health care	compliance, and fair access to healthcare services. 9. Compute the generic components of the content, use and structure of health care data and data sets and how these components relate to primary and secondary diagnostic codes, and CPT codes 1. Recognize the content to determine the primary diagnostic code 2. Review documentation content to determine secondary diagnosis codes and discuss how missing or inconsistent data may impact coding outcomes and patient services. 10. List the valuable information about the organizations financing and delivery of the health care services 1. List information about the organization 2. Review information about the financing of the health care services 3. Compare information about the delivery of health care services 11. Discuss coding knowledge in the medical reimbursement and payment systems appropriate to all health care settings (acute, ambulatory, long-term care, behavioral health) and manage care 1. Express knowledge in medical reimbursement and payment services in an acute setting 2. Practice medical reimbursement and payment services for ambulatory care 3. Comprehend medical reimbursement and payment services for long term care 4. Examine medical reimbursement and payment services for behavioral health care

Changed	Field	Current Version	Proposed Version
	Lab Component in this Course	Yes	Yes
	Lab Outline	1. Coding Patient Medical Records 2. Researching medical conditions, diagnosis by way of ICD-10 coding book 3. Researching the procedures done for various medical procedures and finding the appropriate CPT codes	1. Coding Patient Medical Records 2. Researching medical conditions, diagnosis by way of ICD-10 coding book 3. Researching the procedures done for various medical procedures and finding the appropriate CPT codes

Curriculum Office

Changed	Questions	Current Version	Proposed Version
!	**Banner Start Term (202122)**	202122	No Value
!	**Banner Division**	2BH	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)	HTEC 076B	HTEC 076B
	Course Status	Non-substantial	Non-substantial
!	**Course Status Code**	A	No Value
!	**Banner Department**	HTEC	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)**	06/15/2021	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
!	**Emergency Approval**	No	No Value
!	**Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)**	N	No Value

Changed	Questions	Current Version	Proposed Version
❗	**Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)**	N	No Value
❗	**Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)**	One hour lecture, one and one-half hours laboratory (30 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**	237003	No Value
❗	**Account Code**	1320	No Value
❗	**Program Code**	120800	No Value
❗	**Percent**	100	No Value

Changed	Questions	Current Version	Proposed Version
	Curriculum Office Notes	• DE updated 08/30/2022.MK.	• DE updated 08/30/2022.MK.
!	**Print/No Print to Catalog**	Yes	No Value

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	HTEC D076A	HTEC D076A
	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
	Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.	No Value	No Value

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

D-Matrix Form

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

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

E-Matrix Form

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

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

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

F-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Pre-algebra or 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
1/29/2026	Basic Course Information	Course Description	Suggested	Consider small revisions to reframe the course from a slightly more student centered perspective (what will students learn? what will they do in the class?), and to add some additional details about what skills students can expect to learn/gain at the successful completion of the course (even if it is moving to the next section of the sequence).	Y

Changed	Questions	Current Version	Proposed Version				
1/29/2026	Specifications	Examples of Primary Texts and References	Required	Thanks for providing these examples of primary texts and references. Are there any representative (appropriate) OER options? Title 5 requirements and recommendations advocate for OER and/or other cost conscious and accessible options. If there are no representative OERs, do any of these texts meet De Anza's Low Textbook Cost threshold (under $50.00). This will satisfy the "required" element of this edit. **Thanks for this information -- 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 (i.e., under $50.00), and consider adding this information to the DEI Box if appropriate. Your answer will satisfy the required component of this edit.**	Students have a choice of renting the textbooks, getting e-books, checking a book at the library and making copies. There is no representative OER textbook available for this course at this time. The required textbook is low cost (under $50.00), which supports affordability and equitable access for students.

Changed	Questions	Current Version	Proposed Version			
			1/29/2026 Specifications	Examples of Suggested Primary Texts and References	Do course materials meet universal design course standards (accessible and inclusive language, explanations of technical terms, etc.), and they reflect diverse authors, voices, and perspectives, and discuss current debates in the field that are relevant to students? Please let curriculum committee know in the instructor response box, and consider updating the DEI statement if appropriate.	Yes. Course materials meet universal design standards and are designed to be accessible, inclusive, and student-centered. Content is scaffolded to support students from diverse educational backgrounds and learning styles. The course reflects diverse professional voices and perspectives by incorporating nationally recognized guidelines and standards developed by the American Hospital Association (AHA), American Health Information Management Association (AHIMA), and American Medical Association (AMA), which represent multidisciplinary collaboration across healthcare, coding, compliance, and clinical documentation fields. Students engage with current, real-world coding practices and discussions relevant to today's healthcare environment, including outpatient coding accuracy, regulatory compliance, evolving coding guidelines, and the impact of documentation

Changed	Questions	Current Version	Proposed Version				
							quality on reimbursement and patient care. Emphasis is placed on ethical coding practices, equity in healthcare documentation, and preparation for diverse healthcare work settings. The DEI statement has been updated to reflect universal design, inclusive language, and diverse perspectives relevant to medical coding and healthcare practice.
			1/29/2026	Specifications	Methods of Instruction	Suggested	Lectures and visual aids are listed twice, consider removing one of them.	Y

Changed	Questions	Current Version	Proposed Version			
					Are there other assignment types besides reading and writing? If so, consider including them on this list -- different assignment types support students in showing their knowledge in diverse ways (maximizing success for all learning styles). DEI Statement notes that "Assessments allow students to demonstrate mastery in various ways" -- consider making this more explicit in the assignment section. Also, do	
1/29/2026	Specifications	Assignments	Suggested	assignments provide students with choices in how they demonstrate proficiency and encourage students to connect course content to their own life, background, and experiences, and do one or more course assignments provide students the opportunity to revise their work based on instructor feedback, peer feedback, or self-reflection? If so, consider noting this with relevant assignments.		Y

Changed	Questions	Current Version	Proposed Version				
			1/29/2026	Specifications	Methods of Evaluation	Suggested	Thanks for noting the use of a rubric. Both methods of evaluation are reading/writing based. Are there other methods of evaluation that are not based in reading and writing? If so, consider adding them here. The assignments mention "laboratory procedures" -- are these evaluated through reading and writing, or through in person demonstration? Also, consider (if appropriate) providing examples of successful assignments for students. If not appropriate, please disregard. Consider moving the definitions for AMA, AHA, etc. to the first time these acronyms are used in the outline. Also, if appropriate, consider including space in the outline to reflect on inequities, racism, or other barriers to inclusion specific to the course subject. The DEI statement notes that "This course integrates IDEAA by using coding case studies that reflect diverse patient backgrounds, ages, cultures, and health conditions" -- this is great, is it possible to mention this in the outline or somewhere else in the COR? Y
			1/29/2026	Outline	Course Outline	Suggested	Y
	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	**Date**: **2/14/26**; **Tab**: Basic Course Information; **Part - Field**: Attachments; **Type of Edit**: Required; **Edit**: Complete and Upload Matrix G for your HTEC 76A prerequisite; **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	HTECD076B
	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	CCC000545327

Articulation

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

De Anza College

Change Report

02/17/2026

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	Course Objectives
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
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?
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	• Maureen Miramontes
	Course ID (CB01A and CB01B)	HTECD101H	HTECD101H
	Course Control Number	CCC000553601	CCC000553601
	Course Title (CB02)	Skill Building in Medical Transcription and Editing I	Skill Building in Medical Transcription and Editing I
	Short Course Title	SKILL BLDG MED TRANS/EDIT I	SKILL BLDG MED TRANS/EDIT I
	TOP Code (CB03)	1208.00	1208.00 Medical Assisting
	CIP Code	Medical/Clinical Assistant	51.0801 Medical/Clinical Assistant
	Department	HTEC - Health Technologies	HTEC - Health Technologies
!	**Effective Term**	Fall 2021	Fall ~~2021~~ 2027
	SAM Priority Code (CB09)	C - Clearly Occupational	C - Clearly Occupational
!	**Course Description**	This course develops speed and accuracy in medical transcription skills for a medical facility using actual dictation for dermatology medical specialties, along with the basic skills for speech recognition editing.	This course develops speed and accuracy in medical transcription using actual dermatology dictations, along with foundational skills in speech-recognition editing. Upon completion of the course, students will be able to accurately transcribe dermatology reports, edit speech-recognition drafts, apply correct medical terminology and formatting standards, and produce professional-quality documentation for use in a medical facility.
!	**Course Type (CB27)**	No value	• Lower Division
!	**Mode of Delivery**	• NA	• Online

Faculty Requirements

Changed	Field	Current Version	Proposed Version
!	**Discipline 1**	No value	• Health Care Ancillaries (Medical assisting, hospice worker, home care aide, certified nurse aide, health aide, ward clerk, central service technology, childbirth educator, primary care associate, massage therapy)
	Discipline 2	No value	No value
	Discipline 3	No value	No value
!	**FSA**	No value	• FHDA FSA - HEALTH CARE SERVICES

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	The medical transcription with speech recognition editing lab provides the student with an understanding of the creation and accuracy of medical documentation for the dermatology specialty. It is part of a CTE program and was developed based on the California Certifying Board for Medical Assistant's Accreditation Standards required for Health Technologies training programs. This course belongs on the Associate's Degree in Health Technologies.	The medical transcription with speech recognition editing lab provides the student with an understanding of the creation and accuracy of medical documentation for the dermatology specialty. It is part of a CTE program and was developed based on the California Certifying Board for Medical Assistant's Accreditation Standards required for Health Technologies training programs. This course belongs on the Associate's Degree in Health Technologies.

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

Cross-listed Course

Changed	Field	Current Version	Proposed Version
❗	**Is this a cross-listed course?**	No value	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 (DEI) by incorporating medical dictations and case examples that represent patients from varied cultural, linguistic, and socioeconomic backgrounds. Students learn how cultural differences and social determinants of health can influence communication, terminology, and documentation in healthcare settings. Instruction emphasizes respectful, patient-centered, and bias-free language when transcribing and editing medical reports. The course follows principles of Universal Design for Learning (UDL) by providing accessible materials, audio and written resources, and multiple ways for students to engage with transcription content. Practice activities, guided examples, and flexible learning supports accommodate different learning styles and skill levels.
❗	**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

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	• 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	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

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

Associated Programs

Changed	Field	Current Version	Proposed Version
	Course is part of a program	**Associated Program** Medical Assisting **Award Type** Certificate of Achievement-Advanced (COA-A)	**Associated Program** Medical Assisting **Award Type** Certificate of Achievement-Advanced (COA-A)
		Associated Program Medical Assisting **Award Type** Associate in Science (A.S.) Degree	**Associated Program** Medical Assisting **Award Type** Associate in Science (A.S.) Degree
		Associated Program Medical Transcribing with Editing **Award Type** Certificate of Achievement (COA)	**Associated Program** Medical Transcribing with Editing **Award Type** Certificate of Achievement (COA)

Transferability & Gen. Ed. Options

Changed	Field	Current Version	Proposed Version
	Transfer Status (CB05)	Not transferable	Not transferable

Changed	Field	Current Version	Proposed Version
	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	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

Changed	Field	Current Version	Proposed Version
	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**: Visual aids Discussion of assigned transcription Discussion and problem solving performed in class Quiz review performed in class Transcription and terminology exercises	**Methods of Instruction**: Methods of Instruction **Methods of Instruction**: Visual aids Discussion of assigned transcription Discussion and problem solving performed in class Quiz review performed in class Transcription and terminology exercises

Changed	Field	Current Version	Proposed Version
!	**Assignments**	1. Reading: 1. Required readings from the text as preparation for application of concepts in transcription of assigned dictations and editing. 2. Assignments from text and supplemental sources in preparation for class discussion. 2. Writing: 1. Completion of medical terminology spelling and definition study materials. 2. Transcription of assigned dictations, including drafting and editing for final draft.	1. Reading Assignments: 1. Required readings from the textbook in preparation for applying concepts in transcription and editing. 2. Assignments from the text and supplemental sources in preparation for class discussion. 2. Writing Assignments: 1. Completion of medical terminology spelling and definition study materials. 2. Transcription of assigned dictations, including drafting, revising, and editing for final submission. 3. Skills-Based Assignments: 1. Listening-based transcription exercises using audio dictations to build speed and accuracy. 2. Editing practice using speech-recognition generated drafts to identify and correct errors. 3. Timed transcription drills to reinforce workflow efficiency. 4. Technology-based tasks using transcription software and playback tools. 5. Peer review activities involving analysis and feedback on sample reports. 4. Performance Assessments: 1. Timed transcription activities simulating workplace expectations. 2. A final performance-based transcription and editing assessment demonstrating mastery. 5. Opportunities for Revision: 1. Students will have opportunities to revise selected transcription and editing assignments based on instructor feedback. 2. Revision activities include correcting errors in draft medical documents, improving accuracy in speech-recognition editing tasks, and

Changed	Field	Current Version	Proposed Version
			resubmitting practice transcription exercises to reinforce mastery of skills.
	Methods of Evaluation	**Methods of Evaluation** **Methods of Evaluation** 1. Quizzes-Objective/Subjective quizzes that test comprehension of course material on a routine basis and help identify areas that may need extra attention. Evaluated using a rubric. 2. Lab Activity-Practice and demonstration of transcription of editing designed to demonstrate critical thinking and to problem solve as required. Evaluated using a rubric. 3. Comprehensive Final Examination-Transcription requiring the student to demonstrate their ability to transcribe and edit medical dictation using appropriate format, style, and medical terminology. Evaluated using a rubric.	**Methods of Evaluation** Methods of Evaluation **Methods of Evaluation** 1. Quizzes-Objective/Subjective quizzes that test comprehension of course material on a routine basis and help identify areas that may need extra attention. Evaluated using a rubric. 2. Lab Activity-Practice and demonstration of transcription of editing designed to demonstrate critical thinking and to problem solve as required. Evaluated using a rubric. 3. Comprehensive Final Examination-Transcription requiring the student to demonstrate their ability to transcribe and edit medical dictation using appropriate format, style, and medical terminology. Evaluated using a rubric.
	Essential Student Materials/Essential College Facilities	**Essential Student Materials:** • Headset **Essential College Facilities:** • Computers, printers, and transcription equipment	**Essential Student Materials:** • Headset **Essential College Facilities:** • Computers, printers, and transcription equipment

Changed	Field	Current Version	Proposed Version
❗	**Examples of Primary Texts and References**	**Title** No value **Author** Diehl, Marcy O. "Medical Transcription: Techniques and Procedures", 7th Edition, Elsevier, Philadelphia, PA, ISBN: 978-1-4377-0439-6, 2012 **Publisher** No value **Date/Edition** No value **ISBN** No value **Title** No value **Author** Hamilton, Byron, "Electronic Health Records", 3rd Edition, McGraw Hill, 2013. **Publisher** No value **Date/Edition** No value **ISBN** No value	**Title** Medical Transcription: Techniques and Procedures **Author** Diehl, Marcy O **Publisher** Philadelphia **Date/Edition** 7th Edition, 2012 **ISBN** No value **Title** Electronic Health Records **Author** Hamilton, Byron **Publisher** McGraw Hill **Date/Edition** 2013, 3rd Edition **ISBN** No value

Changed	Field	Current Version	Proposed Version
!	**Suggested Reading List**	**Reading List**: Chabner, Davi-Ellen. "The Language of Medicine". Philadelphia, PA: W. B. Saunders Co., 10th Edition, 2013. **May include, but are not limited to**: No value **Reading List**: AHDI, "The Book Of Style" 3rd Edition, Modesto, CA: AHDI 2005 **May include, but are not limited to**: No value	No value

Learning Outcomes

Changed	Field	Current Version	Proposed Version
!	**Course Objectives**	• Define terms relevant to medical transcription and speech recognition editing • Demonstrate dermatology transcription and editing of medical dictation to provide a permanent record of patient care.	• Define terms relevant to medical transcription and speech recognition editing. • Demonstrate dermatology transcription and editing of medical dictation to provide a permanent record of patient care. • Demonstrate inclusive practice competencies.

Changed	Field	Current Version		Proposed Version	
	CSLOs	**CSLOs**	Demonstrate knowledge of medical documentation, transcription, and editing skills.	**CSLOs**	Demonstrate knowledge of medical documentation, transcription, and editing skills.
		Expected SLO Performance	0.0	**Expected SLO Performance**	0.0

Course Outline

Changed	Field	Current Version	Proposed Version

❗	**Course Content**	1. Define terms relevant to medical transcription and speech recognition editing
		  1. Explain the right of privacy.
		  2. Differentiate between retention of records
		2. Demonstrate dermatology transcription and editing of medical dictation to provide a permanent record of patient care.
		  1. Recognize, interpret, and evaluate inconsistencies, discrepancies, and inaccuracies in medical dictation
		  2. Draw clarification from dictation and if necessary, seek assistance
		  3. Illustrates formats of reports according to guidelines
			1. Define terms relevant to medical transcription and speech recognition editing
			  1. Explain the right of privacy.
			  2. Differentiate between retention of records
			2. Demonstrate dermatology transcription and editing of medical dictation to provide a permanent record of patient care.
			  1. Recognize, interpret, and evaluate inconsistencies, discrepancies, and inaccuracies in medical dictation
			  2. Draw clarification from dictation and if necessary, seek assistance
			  3. Illustrates formats of reports according to guidelines
			3. Recognize medical transcription and editing alternative perspectives of the delivery of health care with regard to gender, persons of different cultural backgrounds and persons with disabilities.
			  1. Recognize how medical transcription and editing relate to diverse genders, cultural backgrounds, and persons with disabilities.
			  2. Apply respectful, patient-centered, and bias-free language in all medical documentation.

	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):	HTEC D074A	HTEC D074A

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**	2BH	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)	HTEC 101H	HTEC 101H
	Course Status	Non-substantial	Non-substantial

Changed	Questions	Current Version	Proposed Version
!	**Course Status Code**	A	No Value
!	**Banner Department**	HTEC	No Value
!	**Course Level**	DU	No Value
!	**College Code**	DA	No Value
	Course Characteristics	CTE	CTE
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
!	**CTE Status**	Yes	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
!	**Emergency Approval**	No	No Value
!	**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 laboratory (36 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**	237003	No Value
❗	**Account Code**	1320	No Value
❗	**Program Code**	120800	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

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

A-Matrix Form

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

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

D-Matrix Form

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

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

E-Matrix Form

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

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
11/24/2025	Basic Course Information	Course Description	Suggested	Consider making small revisions to this course description that detail the specific skills students will learn/come away with, or what they will be prepared to do following the completion of this course. For example, "This course develops speed and accuracy in medical transcription skills for a medical facility using actual dictation for dermatology medical specialties, along with the basic skills for speech recognition editing. **Following the completion of the course, students will be able to... (insert)"**	Y

Changed	Questions	Current Version	Proposed Version				
			11/24/2025	Basic Course Information	DEI Review	Suggested	Consider adding to this DEI Review to highlight additional aspects of the course that support DEI efforts. For example, "This course includes Diversity, Equity, and Inclusion (DEI) by using medical dictations and case studies that reflect patients from different cultural, linguistic, and socioeconomic backgrounds. Students learn to recognize how these differences can affect communication, terminology, and healthcare documentation. Instruction encourages respectful, bias-free, and patient-centered language. Accessible materials and flexible learning options support students with varied learning styles and needs, creating an inclusive and supportive classroom environment **(in keeping with best practices from universal design for learning, especially engagement, action, and expression)**. **Assignments are graded using a rubric to clearly communicate information to all students. "** Y

Changed	Questions	Current Version	Proposed Version				
			11/24/2025	Specifications	Assignments	Suggested	I appreciate the detail provided for each type of assignment! Are there other assignments or assessments that occur in the course that are not based on reading/writing? If so, would you be open to highlighting them here? Listing additional types of assignments here adds ways for students to demonstrate their knowledge (additional means of action and expression) and promotes diverse learning styles. ***New Revision suggested 12/10/2025:*** Consider noting opportunities for students to revise work if appropriate. If not appropriate, you can disregard - this is a suggested edit.	Y
			12/10/2025	Specifications	Assignments	Suggested		Y
			11/24/2025	Specifications	Examples of Primary Texts and References	Required	Thanks for providing these two examples of primary texts and references. Are there OER options, or ways for students to obtain these materials at low cost, or to rent them for less money than it costs to buy them? Title 5 requirements and recommendations advocate for OER and/or other cost conscious and accessible options. **Your response in Initiator's Comments meets the requirement of this section. Thank you!**	The primary text is offered in an **e-book format**, which is typically lower in cost compared to the printed edition. Students also have access to a **library copy** of the textbook in the De Anza College Library, where they may use the book on site and make photocopies or scans of the sections needed for their coursework.

Changed	Questions	Current Version	Proposed Version					
			11/24/2025 Outline	Course Outline	Suggested	If possible/appropriate, consider adding to this course outline to include a discussion of the interface between medical transcription and diverse genders, cultural backgrounds, and persons with disabilities. This was articulated incredibly well in HTECD074A ("Recognize medical transcription and editing alternative perspectives of the delivery of health care with regard to gender, persons of different cultural backgrounds and persons with disabilities.") If not appropriate/possible, let me know!	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**	
			1/26 Basic Course Information	Attachments	Required	Complete and Upload Matrix G for your HTEC 74A requisite	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	HTECD101H
	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	CCC000553601

Articulation

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

De Anza College

Change Report

02/17/2026

Summary of Changes

Section	Changed field
General Information	Effective Term
Learning Outcomes	Course Objectives
CO	Course Characteristics
CO	DL Approval Date (MM/DD/YYYY)
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	• Maureen Miramontes	• Maureen Miramontes
	Course ID (CB01A and CB01B)	HTECD301H	HTECD301H
	Course Control Number	CCC000656610	CCC000656610
	Course Title (CB02)	Skill Building in Medical Transcription and Editing I	Skill Building in Medical Transcription and Editing I
	Short Course Title	SKILL BLDG MED TRANS/EDIT I	SKILL BLDG MED TRANS/EDIT I
	TOP Code (CB03)	1208.00	1208.00 *Medical Assisting
	CIP Code	Medical/Clinical Assistant.	51.0801 Medical/Clinical Assistant.
	Department	HTEC - Health Technologies	HTEC - Health Technologies

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**	This course develops speed and accuracy in medical transcription skills for a medical facility using actual dictation for dermatology medical specialties, along with the basic skills for speech recognition editing.	This course develops speed and accuracy in medical transcription using actual dermatology dictations, along with foundational skills in speech-recognition editing. Upon completion of the course, students will be able to accurately transcribe dermatology reports, edit speech-recognition drafts, apply correct medical terminology and formatting standards, and produce professional-quality documentation for use in a medical facility.
	Course Type (CB27)	• Lower Division	• Lower Division
	Mode of Delivery	• Online	• Online

Faculty Requirements

Changed	Field	Current Version	Proposed Version
	Discipline 1	• Health Care Ancillaries (Medical assisting, hospice worker, home care aide, certified nurse aide, health aide, ward clerk, central service technology, childbirth educator, primary care associate, massage therapy)	• Health Care Ancillaries (Medical assisting, hospice worker, home care aide, certified nurse aide, health aide, ward clerk, central service technology, childbirth educator, primary care associate, massage therapy)
	Discipline 2	No value	No value
	Discipline 3	No value	No value
	FSA	• FHDA FSA - HEALTH CARE SERVICES	• FHDA FSA - HEALTH CARE SERVICES

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This course is a stand-alone course. This is a noncredit CTE course. The medical transcription with speech recognition editing lab provides the student with an understanding of the creation and accuracy of medical documentation for the dermatology specialty. It was developed based on the California Certifying Board for Medical Assistant's Accreditation Standards required for Health Technologies training programs.	This course is a stand-alone course. This is a noncredit CTE course. The medical transcription with speech recognition editing lab provides the student with an understanding of the creation and accuracy of medical documentation for the dermatology specialty. It was developed based on the California Certifying Board for Medical Assistant's Accreditation Standards required for Health Technologies training programs.

Stand-Alone Statement

Changed	Field	Current Version	Proposed Version
	Stand-Alone Statement	The purpose of this course is demonstrate knowledge of medical documentation, transcription, and editing skills. The audience will be the Health Technologies students.	The purpose of this course is demonstrate knowledge of medical documentation, transcription, and editing skills. The audience will be the Health Technologies students.

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

CTE Course

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

Honors/Non-honors Course

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

Mirrored Credit/Noncredit Course

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

Cross-listed Course

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

Foothill Equivalency

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

Changed	Field	Current Version	Proposed Version
	Foothill Course ID	No value	

DEI Review

Changed	Field	Current Version	Proposed Version
!	**Please check all areas in the COR that address DEI.**	No value	• Basic Course Information - Course Description • 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	This course supports Diversity, Equity, and Inclusion (DEI) by incorporating medical dictations and case examples that represent patients from varied cultural, linguistic, and socioeconomic backgrounds. Students learn how cultural differences and social determinants of health can influence communication, terminology, and documentation in healthcare settings. Instruction emphasizes respectful, patient-centered, and bias-free language when transcribing and editing medical reports. The course follows principles of Universal Design for Learning (UDL) by providing accessible materials, audio and written resources, and multiple ways for students to engage with transcription content. Practice activities, guided examples, and flexible learning supports accommodate different learning styles and skill levels.

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	99	99
	Grade Options	• Pass/No Pass	• Pass/No Pass
	Allow Students to Gain Credit by Exam/Challenge	☐	☐
	Repeatability Statement	(No limit on student re-enrollment for 0 unit courses.)	(No limit on student re-enrollment for 0 unit courses.)

UC Transferable and/or Lower-Division Major Requirement

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

Associated Programs

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

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	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
	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	0	0

Changed	Field	Current Version	Proposed Version
	Total Credit Units - Maximum Credit Units	0	0

Speciality Hours

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

Credit / Non-Credit Options

Changed	Field	Current Version	Proposed Version
	COURSE CLASSIFICATION STATUS	Non-Enhanced Funding.	Non-Enhanced Funding.
	Course Credit Status (CB04)	Non-Credit	Non-Credit
	Course Non Credit Category (CB22)	Workforce Preparation.	Workforce Preparation.
	Funding Agency Category (CB23)	Not Applicable.	Not Applicable.
	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	-	0
	Total Laboratory Hours per Term	36	36
	Total Contact Hours per Term	-	0
	Total Credit Units	-	0
	Minimum Credit Units	-	0
	Maximum Credit Units	-	0

SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

Changed	Field	Current Version	Proposed Version
	Methods of Instruction	**Methods of Instruction** Methods of Instruction **Methods of Instruction** Visual aids Discussion of assigned transcription Discussion and problem solving performed in class Quiz review performed in class Transcription and terminology exercises	**Methods of Instruction** Methods of Instruction **Methods of Instruction** Visual aids Discussion of assigned transcription Discussion and problem solving performed in class Quiz review performed in class Transcription and terminology exercises

Changed	Field	Current Version	Proposed Version
❗	**Assignments**	1. Reading: 1. Required readings from the text as preparation for application of concepts in transcription of assigned dictations and editing. 2. Assignments from text and supplemental sources in preparation for class discussion. 2. Writing: 1. Completion of medical terminology spelling and definition study materials. 2. Transcription of assigned dictations, including drafting and editing for final draft.	1. Reading Assignments: 1. Required readings from the textbook in preparation for applying concepts in transcription and editing. 2. Assignments from the text and supplemental sources in preparation for class discussion. 2. Writing Assignments: 1. Completion of medical terminology spelling and definition study materials. 2. Transcription of assigned dictations, including drafting, revising, and editing for final submission. 3. Skills-Based Assignments: 1. Listening-based transcription exercises using audio dictations to build speed and accuracy. 2. Editing practice using speech-recognition generated drafts to identify and correct errors. 3. Timed transcription drills to reinforce workflow efficiency. 4. Technology-based tasks using transcription software and playback tools. 5. Peer review activities involving analysis and feedback on sample reports. 4. Performance Assessments: 1. Timed transcription activities simulating workplace expectations. 2. A final performance-based transcription and editing assessment demonstrating mastery. 5. Opportunities for Revision: 1. Students will have opportunities to revise selected transcription and editing assignments based on instructor feedback. 2. Revision activities include correcting errors in draft medical documents, improving accuracy in speech-recognition editing tasks, and

Changed	Field	Current Version	Proposed Version
			resubmitting practice transcription exercises to reinforce mastery of skills.
	Methods of Evaluation	**Methods of Evaluation** Methods of Evaluation **Methods of Evaluation** 1. Quizzes-Objective/Subjective quizzes that test comprehension of course material on a routine basis and help identify areas that may need extra attention. Evaluated using a rubric. 2. Lab Activity-Practice and demonstration of transcription of editing designed to demonstrate critical thinking and to problem solve as required. Evaluated using a rubric. 3. Comprehensive Final Examination-Transcription requiring the student to demonstrate their ability to transcribe and edit medical dictation using appropriate format, style, and medical terminology. Evaluated using a rubric.	**Methods of Evaluation** Methods of Evaluation **Methods of Evaluation** 1. Quizzes-Objective/Subjective quizzes that test comprehension of course material on a routine basis and help identify areas that may need extra attention. Evaluated using a rubric. 2. Lab Activity-Practice and demonstration of transcription of editing designed to demonstrate critical thinking and to problem solve as required. Evaluated using a rubric. 3. Comprehensive Final Examination-Transcription requiring the student to demonstrate their ability to transcribe and edit medical dictation using appropriate format, style, and medical terminology. Evaluated using a rubric.
	Essential Student Materials/Essential College Facilities	**Essential Student Materials:** • Headset **Essential College Facilities:** • Computers, printers, and transcription equipment	**Essential Student Materials:** • Headset **Essential College Facilities:** • Computers, printers, and transcription equipment

Changed	Field	Current Version	Proposed Version
	Examples of Primary Texts and References	**Title** "Medical Transcription: Techniques and Procedures" **Author** Diehl, Marcy O. **Publisher** Elsevier **Date/Edition** 2012,7th Edition **ISBN** No value	**Title** "Medical Transcription: Techniques and Procedures" **Author** Diehl, Marcy O. **Publisher** Elsevier **Date/Edition** 2012,7th Edition **ISBN** No value
		Title "Electronic Health Records" **Author** Hamilton, Byron **Publisher** McGraw Hill **Date/Edition** 2013, 3rd Edition **ISBN** No value	**Title** "Electronic Health Records" **Author** Hamilton, Byron **Publisher** McGraw Hill **Date/Edition** 2013, 3rd Edition **ISBN** No value
	Suggested Reading List	No value	No value

Learning Outcomes

Changed	Field	Current Version	Proposed Version
!	Course Objectives	• Define terms relevant to medical transcription and speech recognition editing • Demonstrate dermatology transcription and editing of medical dictation to provide a permanent record of patient care.	• Define terms relevant to medical transcription and speech recognition editing. • Demonstrate dermatology transcription and editing of medical dictation to provide a permanent record of patient care. • Demonstrate inclusive practice competencies.

Changed	Field	Current Version		Proposed Version	
	CSLOs	**CSLOs**	Demonstrate knowledge of medical documentation, transcription, and editing skills.	**CSLOs**	Demonstrate knowledge of medical documentation, transcription, and editing skills.
		Expected SLO Performance	0.0	**Expected SLO Performance**	0.0

Course Outline

Changed	Field	Current Version	Proposed Version

❗	**Course Content**	1. Define terms relevant to medical transcription and speech recognition editing
		  1. Explain the right of privacy.
		  2. Differentiate between retention of records
		2. Demonstrate dermatology transcription and editing of medical dictation to provide a permanent record of patient care.
		  1. Recognize, interpret, and evaluate inconsistencies, discrepancies, and inaccuracies in medical dictation
		  2. Draw clarification from dictation and if necessary, seek assistance
		  3. Illustrates formats of reports according to guidelines
			1. Define terms relevant to medical transcription and speech recognition editing.
			  1. Explain the right of privacy.
			  2. Differentiate between retention of records
			2. Demonstrate dermatology transcription and editing of medical dictation to provide a permanent record of patient care.
			  1. Recognize, interpret, and evaluate inconsistencies, discrepancies, and inaccuracies in medical dictation
			  2. Draw clarification from dictation and if necessary, seek assistance
			  3. Illustrates formats of reports according to guidelines
			3. Recognize medical transcription and editing alternative perspectives of the delivery of health care with regard to gender, persons of different cultural backgrounds and persons with disabilities.
			  1. Recognize how medical transcription and editing relate to diverse genders, cultural backgrounds, and persons with disabilities.
			  2. Apply respectful, patient-centered, and bias-free language in all medical documentation.

	Lab Component in this Course	No	No
	Lab Outline	No value	No value

Blue Form

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

Changed	Questions	Current Version	Proposed Version
	Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	• Units: 0 • Lab Hrs: 3 • Load: 0 • Seat Ct: 0 • (mkct 05/06/2025)	• Units: 0 • Lab Hrs: 3 • Load: 0 • Seat Ct: 0 • (mkct 05/06/2025)

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	No Value	No Value
	Corequisite(s):	HTEC D374A	HTEC D374A
	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):	NONCREDIT: (This is a noncredit, stand-alone course.)	NONCREDIT: (This is a noncredit, stand-alone course.)
	General Course Statement(s) - Other:	No Value	No Value

A-Matrix Form

Changed	Questions	Current Version	Proposed Version
	EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.	No Value	No Value
	Objective 2: Compose essays drawn from personal experience and assigned texts.	No Value	No Value
	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
	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
	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)	HTEC 301H	HTEC 301H
	Course Status	New Stand-Alone	New Stand-Alone
!	**Course Characteristics**	CTE Mirrored Noncredit	CTE

Changed	Questions	Current Version	Proposed Version
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
!	**DL Approval Date (MM/DD/YYYY)**	05/27/2025	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
	Curriculum Office Notes	• Changed 5-year revision to match credit course – ACE	• Changed 5-year revision to match credit course – ACE

Comments

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

Changed	Questions	Current Version	Proposed Version
❗	**Stage 3: DEI**	No Value	

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
11/24/2025	Basic Course Information	Course Description	Suggested	***Revision suggested (and completed) for HTECD101H*** Consider making small revisions to this course description that detail the specific skills students will learn/come away with, or what they will be prepared to do following the completion of this course. For example, "This course develops speed and accuracy in medical transcription skills for a medical facility using actual dictation for dermatology medical specialties, along with the basic skills for speech recognition editing. **Following the completion of the course, students will be able to... (insert)"**	Y

Changed	Questions	Current Version	Proposed Version				
			11/24/2025	Basic Course Information	DEI Review	Suggested	***Consider matching the DEI statement from HTECD101H*** Consider adding to this DEI Review to highlight additional aspects of the course that support DEI efforts. For example, "This course includes Diversity, Equity, and Inclusion (DEI) by using medical dictations and case studies that reflect patients from different cultural, linguistic, and socioeconomic backgrounds. Students learn to recognize how these differences can affect communication, terminology, and healthcare documentation. Instruction encourages respectful, bias-free, and patient-centered language. Accessible materials and flexible learning options support students with varied learning styles and needs, creating an inclusive and supportive classroom environment **(in keeping with best practices from universal design for learning, especially engagement, action, and expression)**. **Assignments are graded using a rubric to clearly communicate information to all students. "**

Changed	Questions	Current Version	Proposed Version				
			11/24/2025	Specifications	Assignments	Suggested	***Revision suggested (and completed) for HTECD101H*** I appreciate the detail provided for each type of assignment! Are there other assignments or assessments that occur in the course that are not based on reading/writing? If so, would you be open to highlighting them here? Listing additional types of assignments here adds ways for students to demonstrate their knowledge (additional means of action and expression) and promotes diverse learning styles.	Y
			12/10/2025	Specifications	Assignments	Suggested	***New Revision suggested 12/10/2025:*** Consider noting opportunities for students to revise work if appropriate. If not appropriate, you can disregard - this is a suggested edit.	Y
			11/24/2025	Specifications	Examples of Primary Texts and References	Required	Thanks for providing these two examples of primary texts and references. Are there OER options, or ways for students to obtain these materials at low cost, or to rent them for less money than it costs to buy them? Title 5 requirements and recommendations advocate for OER and/or other cost conscious and accessible options. ***Please provide the same Initiator Response that you did for HTECD101H*** **This response in Initiator's Comments will meet the "required" part of this section. Thank you!**	The primary text is offered in an **e-book format**, which is typically lower in cost compared to the printed edition. Students also have access to a **library copy** of the textbook in the De Anza College Library, where they may use the book on site and make photocopies or scans of the sections needed for their coursework.

Changed	Questions	Current Version	Proposed Version				
			11/24/2025 Outline	Course Outline	Suggested	***Revision suggested (and completed) for HTECD101H*** If possible/appropriate, consider adding to this course outline to include a discussion of the interface between medical transcription and diverse genders, cultural backgrounds, and persons with disabilities. This was articulated incredibly well in HTECD074A ("Recognize medical transcription and editing alternative perspectives of the delivery of health care with regard to gender, persons of different cultural backgrounds and persons with disabilities.") If not appropriate/possible, let me know!	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	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	HTECD301H
	Distance Education Approved	Yes
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	May 27, 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	CCC000656610

Articulation

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