

# Glendale College

## Course Outline of Record Report

Course ID 000103  
Revision - March 2025

### ABSE21 : ARITHMETIC 1A

#### General Information

Author:	<ul style="list-style-type: none"> <li>Jesus Carino</li> <li>Perner, Kimberli</li> </ul>
Course Code (CB01) :	ABSE21
Course Title (CB02) :	ARITHMETIC 1A
Department:	ABSE
Proposal Start:	Spring 2026
TOP Code (CB03) :	(4930.62) Secondary Education (Grades 9-12) and G.E.D.
CIP Code:	(53.0201) High School Equivalence Certificate Program.
SAM Code (CB09) :	E - Non-Occupational
Distance Education Approved:	No
Will this course be taught asynchronously?:	Yes
Course Control Number (CB00) :	CCC000335702
Curriculum Committee Approval Date:	05/08/2024
Board of Trustees Approval Date:	06/18/2024
Last Cyclical Review Date:	05/08/2024
Course Description and Course Note:	ABSE 21 introduces students to whole number, fraction, decimal, and percent computation. This course is designed to meet the needs of students who wish to improve their basic math skills and to earn high school credit. Laboratory 100 hours. Note: This is a self-paced course in an open-entry, open-exit lab environment. Successful completion of the course results in 5 high school credits.
Justification:	Mandatory Revision
Academic Career:	<ul style="list-style-type: none"> <li>Noncredit</li> </ul>
Mode of Delivery:	<ul style="list-style-type: none"> <li>Online</li> </ul>
Author:	No value
Course Family:	No value

#### Academic Senate Discipline

Primary Discipline:	<ul style="list-style-type: none"> <li>Mathematics-Basic Skills: Non-Credit</li> </ul>
Alternate Discipline:	No value
Alternate Discipline:	No value

### Course Development

**Basic Skill Status (CB08)**

Course is a basic skills course.

Allow Students to Gain Credit by Exam/Challenge

**Course Special Class Status (CB13)**

Course is not a special class.

**Pre-Collegiate Level (CB21)**

Not applicable.

**Grading Basis**

- Grade Only

**Course Support Course Status (CB26)**

Course is not a support course

### General Education and C-ID

**General Education Status (CB25)**

Not Applicable

**Transferability**

Not transferable

**Transferability Status**

Not transferable

### Units and Hours

#### Summary

<b>Minimum Credit Units (CB07)</b>	0
<b>Maximum Credit Units (CB06)</b>	0
<b>Total Course In-Class (Contact) Hours</b>	100
<b>Total Course Out-of-Class Hours</b>	0
<b>Total Student Learning Hours</b>	100

#### Credit / Non-Credit Options

**Course Type (CB04)**

Non-Credit

**Noncredit Course Category (CB22)**

Elementary and Secondary Basic Skills.

**Noncredit Special Characteristics**

No Value

**Course Classification Code (CB11)**

Other Non-Credit Enhanced Funding.

Variable Credit Course

**Funding Agency Category (CB23)**

Not Applicable.

Cooperative Work Experience Education

Status (CB10)

#### Weekly Student Hours

	In Class	Out of Class
Lecture Hours	0	0
Laboratory Hours	100	0
Studio Hours	0	0

#### Course Student Hours

<b>Course Duration (Weeks)</b>	18
<b>Hours per unit divisor</b>	54
<b>Course In-Class (Contact) Hours</b>	
Lecture	0

Laboratory	100
Studio	0
<b>Total</b>	100
<b>Course Out-of-Class Hours</b>	
Lecture	0
Laboratory	0
Studio	0
<b>Total</b>	0

**Time Commitment Notes for Students**

This is a self-paced course in an open-entry, open-exit lab environment.

**Units and Hours - Weekly Specialty Hours**

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

**Prerequisites, Corequisites, Recommended Corequisites, and Recommended Preparation**

**Advisory**

ESL30 - ENGLISH AS A SECOND LANGUAGE LEVEL 3 (in-development)

Objectives

- Develop coherence and mechanical accuracy.
- Demonstrate mastery of grammatical structures studied at a level sufficient to pass unit tests and the divisional grammar mastery test for this level.
- Converse at a functional level adequate for everyday use on the campus and in the community.

**Entry Standards**

Entry Standards	Description
No value	No value

Course Limitations	
Cross Listed or Equivalent Course	Description
No value	No value

Requisite Validation
<b>Upload Statistical Validation and/or other documents (if necessary)</b>
No Value

Specifications				
<b>Methods of Instruction</b>				
Methods of Instruction	Independent Study			
Methods of Instruction	Multimedia			
Methods of Instruction	Discussion			
<b>Out of Class Assignments</b>				
N/A				
<b>Methods of Evaluation</b>	<b>Description of Activity/Interaction</b>			
Other	Completion of individualized contract			
Exam/Quiz/Test	Unit tests			
<b>Textbook Rationale</b>				
No updated editions of Common Core textbooks are available.				
<b>Textbooks</b>				
<b>Author</b>	<b>Title</b>	<b>Publisher</b>	<b>Date</b>	<b>ISBN</b>
McKeague, Charles.	Basic College Mathematics.			

San Louis Obispo: 2015 978-1630980078  
 XYZ Textbooks,

**Other Instructional Materials (i.e. OER, handouts)**

<b>Description</b>	Instructor-generated background information on the mathematics being studied; duplicated handouts from books with copyright permission.
<b>Author</b>	No value
<b>Citation</b>	No value
<b>Online Resource(s)</b>	No value

**Learning Outcomes**

**Course Objectives**

Identify properties of addition and multiplication.

Perform the indicated operations and reduce answers to lowest terms.

Simplify expressions.

Find the perimeter and area of the figures.

Convert decimals to percent.

Write each percent as a fraction or a mixed number in lowest terms.

**SLOs**

**Perform operations with all real numbers as needed for success in the real world and upper level mathematics.** Expected Outcome Performance: 70.0

*ABSE*  
 NCR AHS Diploma Apply mathematical ways of thinking to real world issues and challenges using mathematical modeling and problem solving techniques.

*ABSE*  
 NCR Adult Basic Education Compute and solve real world problems using basic operations with whole numbers, fractions, decimals, and percents.

*ILOs*  
 Core ILOs Use quantitative and/or analytical mathematical skills to solve problems and to interpret, evaluate, and process information and data to draw logical conclusions and support claims.

**Demonstrate conceptual understanding of the equivalency, comparison and conversion of fractions, decimals and percent.**

Expected Outcome Performance: 70.0

ABSE NCR AHS Diploma	Apply mathematical ways of thinking to real world issues and challenges using mathematical modeling and problem solving techniques.
ABSE NCR Adult Basic Education	Compute and solve real world problems using basic operations with whole numbers, fractions, decimals, and percents.
ILOs Core ILOs	Use quantitative and/or analytical mathematical skills to solve problems and to interpret, evaluate, and process information and data to draw logical conclusions and support claims.

**Determine ratios and proportions and use them to solve real world problems.**

Expected Outcome Performance: 70.0

ABSE NCR AHS Diploma	Apply mathematical ways of thinking to real world issues and challenges using mathematical modeling and problem solving techniques.
ABSE NCR Adult Basic Education	Compute and solve real world problems using basic operations with whole numbers, fractions, decimals, and percents.
ILOs Core ILOs	Use quantitative and/or analytical mathematical skills to solve problems and to interpret, evaluate, and process information and data to draw logical conclusions and support claims.

**Additional SLO Information**

**Does this proposal include revisions that might improve student attainment of course learning outcomes?**

No

**Is this proposal submitted in response to learning outcomes assessment data?**

No

**If yes was selected in either of the above questions for learning outcomes, explain and attach evidence of discussions about learning outcomes.**

No Value

**SLO Evidence**

No Value

**Course Content**

**Lecture Content**

No value

**Laboratory/Studio Content**

**Whole Numbers (20 hours)**

- Place value and names for numbers
  - large numbers
  - expanded form

- writing numbers in words
  - sets and the number line
- Addition with whole numbers and perimeter
  - facts of addition
  - variables
  - vocabulary
  - properties of addition
  - solving equations
- Rounding numbers and estimating answers
  - rounding
  - estimating
- Subtraction with whole numbers
  - vocabulary
  - the meaning of subtraction
  - subtraction with borrowing
- Multiplication with whole numbers and area
  - notation
  - vocabulary
  - multiplication with whole numbers
  - solving equations
- Division with whole numbers
  - notation
  - vocabulary
  - the meaning of division
  - division by two-digit numbers
  - division by zero
- Exponents and order of operations
  - order of operations
  - meaning of exponents

#### **Fractions and Mixed Numbers (20 hours)**

- The meaning and properties of fractions
  - fractions on the number line
  - the number "1" and fractions
- Prime numbers, factors, and reducing to lowest terms
- Multiplication and division with fractions
- Addition and subtraction with fractions
- Mixed-number notation
  - notation
  - changing improper fractions to mixed numbers
- Multiplication and division with mixed numbers
- Addition and subtraction with mixed numbers
- Combination of operations and complex fractions

#### **Decimals (20 hours)**

- Decimal notation and place value
  - decimal place value
  - rounding decimal numbers
- Addition and subtraction with decimals
- Multiplication with decimals
  - estimating
  - combined operations
- Division with decimals
- Fractions and decimals
  - converting fractions to decimals
  - problems containing both fractions and decimals
- Square roots and the Pythagorean theorem

#### **Ratio and Proportion (20 hours)**

- Ratios
- Rates and unit pricing
- Solving equations by division
- Proportions
- Applications of proportions

#### **Percent (20 hours)**

- Percents, decimals, and fractions
  - the meaning of percent
  - changing percents to decimals
  - changing decimals to percents
  - changing percents to fractions
  - changing fractions to percents
- Basic percent problems
  - solving percent problems using equations
  - solving percent problems using proportions
- General applications of percent
- Sales tax and commission
- Percent increase or decrease and discount
- Interest

**Total hours: 100**

### Additional Information

**Repeatability**

Repeatable

**Justification (if repeatable was chosen above)**

Non-credit courses

**Is it possible this course will have a material fee?**

No

**I have contacted my library liaison (<https://campusguides.glendale.edu/faculty/liasons>):**

Yes

**What term(s) will this course be offered?**

Fall/Winter/Spring/Summer

**Will any additional resources be needed for this course? (Click all that apply)**

- No

**If additional resources are needed, add a brief description and cost in the box provided.**

No Value