



Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Description
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 and Objectives	CSLOs
Curriculum Office	Banner Start Term (202122)
Curriculum Office	Banner Division
Curriculum Office	Catalog Term (21-22)
Curriculum Office	5 Year Revision Year (2021)
Curriculum Office	Effective Quarter
Curriculum Office	Effective Year (2021)
Curriculum Office	Course Status Code
Curriculum Office	Banner Department
Curriculum Office	Course Level
Curriculum Office	College Code
Curriculum Office	CTE Status
Curriculum Office	Emergency Approval
Curriculum Office	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)
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	Noncredit Enhanced Funding Indicator
Curriculum Office	In Service Indicator
Curriculum Office	Sports/Physical Education Course Indicator
Curriculum Office	COA Code
Curriculum Office	Fund Code

Section	Changed field
Curriculum Office	Organization Code
Curriculum Office	Account Code
Curriculum Office	Program Code
Curriculum Office	Percent
Curriculum Office	Print/No Print to Catalog
Summary of Revisions	Basic Course Information
Summary of Revisions	Other
B-Matrix Form	Objective 2: Develop analytical ideas and topics for essays.
B-Matrix Form	Objective 9: Demonstrate appropriate grammar usage and mechanics.
E-Matrix Form	Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.
E-Matrix Form	Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.
Comments	Stage 5: SLO Coordinator
Comments	Stage 7: Content Review Matrix Liaison
Stand-Alone Statement	Stand-Alone Statement
CTE Course	Is this a CTE (Career Technical Education) course?
Honors/Non-honors Course	Is this an honors/non-honors course?
Mirrored Credit/Noncredit Course	Is this a mirrored credit/noncredit course?
Cross-listed Course	Is this a cross-listed course?

General Information

Changed	Field	Current Version	Proposed Version
	Faculty Initiator	• Mike Appio	• Pete Vernazza
	Course ID (CB01A and CB01B)	AUTOD069Y	AUTOD069Y
	Course Control Number	CCC000439469	CCC000439469
	Course Title (CB02)	Smog Check Update	Smog Check Update
	Short Course Title	SMOG CHECK UPDATE	SMOG CHECK UPDATE
	TOP Code (CB03)	0948.00	0948.00 Automotive Technology
	CIP Code	Automobile/Automotive Mechanics Technology/Technician	47.0604 Automobile/Automotive Mechanics Technology/Technician
	Department	AUTO - Automotive Technology	AUTO - Automotive Technology
	Effective Term	Fall 2023	Fall 2023 2025
	SAM Priority Code (CB09)	Clearly Occupational	Clearly Occupational

Changed	Field	Current Version	Proposed Version
	Course Description	Legally mandated course by the California Bureau of Automotive Repair (BAR) to obtain a renewal Smog Check License every two years. This applies to all State Licensed Smog Check Technicians. The latest Smog Check Program changes and updates will be covered. The State Smog Check License renewal examination will be given at the end of the course.	Legally- <u>This is a legally</u> mandated course by the California Bureau of Automotive Repair (BAR) to obtain a renewal Smog Check License every two years. This applies to all State Licensed Smog Check Technicians. The latest Smog Check Program changes and updates will be covered. The State Smog Check License renewal examination will be given at the end of the course- <u>course</u> .
	Course Type (CB27)	No value	<ul style="list-style-type: none"> Lower Division
	Mode of Delivery	<ul style="list-style-type: none"> NA 	<ul style="list-style-type: none"> In person ONLY

Faculty Requirements

Changed	Field	Current Version	Proposed Version
	Discipline 1	No value	<ul style="list-style-type: none"> Automotive Technology
	Discipline 2	No value	No value
	Discipline 3	No value	No value
	FSA	No value	<ul style="list-style-type: none"> FHDA FSA - AUTO TECH

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This is a stand-alone, CSU transferable course. The Smog Update Class is the only means for over 10,000 licensed Smog Check Technicians in the Bay Area to renew their Smog License. De Anza serves a huge part of the community by offering this class every two (2) years.	This is a stand-alone, CSU transferable course. The Smog Update Class is the only means for over 10,000 licensed Smog Check Technicians in the Bay Area to renew their Smog License. De Anza serves a huge part of the community by offering this class every two (2) years.

Stand-Alone Statement

Changed	Field	Current Version	Proposed Version
	Stand-Alone Statement	No value	<u>This course does not fit within an existing degree/certificate program in our department. Previous Smog Check Update classes (Auto 65Q in 2000 and 65X in 2003) were not included in a degree/certificate program. This is optional course designed for students in the Day Program who want to learn more about the Smog inspection and repair industry.</u>

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

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	


CTE Course

Changed	Field	Current Version	Proposed Version
	Is this a CTE (Career Technical Education) course?	No value	<u>Yes</u>

Honors/Non-honors Course

Changed	Field	Current Version	Proposed Version
	Is this an honors/non-honors course?	No value	<u>No</u>

Mirrored Credit/Noncredit Course

Changed	Field	Current Version	Proposed Version
	Is this a mirrored credit/noncredit course?	No value	<u>No</u>

Cross-listed Course

Changed	Field	Current Version	Proposed Version
	Is this a cross-listed course?	No value	<u>No</u>

More Options

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

Changed	Field	Current Version	Proposed Version
	Repeat Limit	0	0
	Grade Options	<ul style="list-style-type: none"> Letter Grade Pass/No Pass 	<ul style="list-style-type: none"> Letter Grade Pass/No Pass
	Allow Students to Gain Credit by Exam/Challenge	<input type="checkbox"/>	<input type="checkbox"/>
	Repeatability Statement	No value	

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

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

Weekly Student Hours - Profile Name: Default Profile			
Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	1.5	1.5
	Lecture Hours - Out of Class	3	3
	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	54	54
	Lecture Hours - Course In-Class (Contact) per Term	18	18
	Lecture Hours - Course Out-of-Class per Term	36	36
	Laboratory Hours - Course In-Class (Contact) per Term	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	18	18
	Total - Course Out-of-Class Hours	36	36
	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)	<input type="checkbox"/>	<input type="checkbox"/>
	Variable Credit Course	<input type="checkbox"/>	<input type="checkbox"/>


Credit Units

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	54	54
	Total Laboratory Hours per Term	-	0
	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	<p>Methods of Instruction</p> <p>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 Instructor lead demonstrations Collaborative learning and small group exercises</p>	<p>Methods of Instruction Methods of Instruction</p> <p>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 Instructor lead demonstrations Collaborative learning and small group exercises</p>
	Assignments	<ol style="list-style-type: none"> 1. Required reading from text and handouts 2. Work sheets that require diagnosis of various repair scenarios 3. Online diesel training module at the Bureau of Automotive Repair (BAR) website. 	<ol style="list-style-type: none"> 1. Required reading from text and handouts 2. Work sheets that require diagnosis of various repair scenarios 3. Online diesel training module at the Bureau of Automotive Repair (BAR) website.

! Methods of Evaluation

Methods of Evaluation	
Methods of Evaluation	<ol style="list-style-type: none"> Objective and written final examination (BAR license renewal exam). This will be evaluated based on the student achieving a score of 70% or higher on the BAR license renewal exam. In-class review of diagnostic repair scenario worksheets. This will be evaluated based on student participation in reviewing worksheets. Verify certificate of completion, from the BAR, for diesel training module. This will be evaluated based on the student showing proof of completion certificate from BAR.

Methods of Evaluation	Methods of Evaluation
Methods of Evaluation	<ol style="list-style-type: none"> Objective and written final examination (BAR license renewal exam). This will be evaluated based on the student achieving a score of 70% or higher on the BAR license renewal exam. In-class review of diagnostic repair scenario worksheets. This will be evaluated based on student participation in reviewing worksheets. Verify certificate of completion, from the BAR, for diesel training module. This will be evaluated based on the student showing proof of completion certificate from BAR.

Essential Student Materials/Essential College Facilities

Essential Student Materials:

- Safety glasses for laboratory demonstrations

Essential College Facilities:

- Classroom with automotive lab access for demonstrations
- Mitchell on demand electronic information system (WEB based)
- All DATA electronic information system (WEB based)

Essential Student Materials:

- Safety glasses for laboratory demonstrations

Essential College Facilities:

- Classroom with automotive lab access for demonstrations
- Mitchell on demand electronic information system (WEB based)
- All DATA electronic information system (WEB based)

! Examples of Primary Texts and References

Title	No value
Author	"Smog Check Inspection Manual", Sacramento, CA. BAR, 2014.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	"Smog Check Reference Guide", Sacramento, CA. BAR, 2015.
Publisher	No value
Date/Edition	No value
ISBN	No value

No value

Changed	Field	Current Version	Proposed Version								
!	Suggested Reading List	<table border="1"> <tr> <td>Reading List</td> <td>Mitchell on demand electronic information system (WEB based)</td> </tr> <tr> <td>May include, but are not limited to</td> <td>No value</td> </tr> </table> <table border="1"> <tr> <td>Reading List</td> <td>All DATA electronic information system (WEB based)</td> </tr> <tr> <td>May include, but are not limited to</td> <td>No value</td> </tr> </table>	Reading List	Mitchell on demand electronic information system (WEB based)	May include, but are not limited to	No value	Reading List	All DATA electronic information system (WEB based)	May include, but are not limited to	No value	No value
Reading List	Mitchell on demand electronic information system (WEB based)										
May include, but are not limited to	No value										
Reading List	All DATA electronic information system (WEB based)										
May include, but are not limited to	No value										

Learning Outcomes and Objectives

Changed	Field	Current Version	Proposed Version								
	Course Objectives	<ul style="list-style-type: none"> • Discuss the latest BAR updates that affect the state's Smog Check Inspection Program • Review of powertrain control management (PCM) systems • Review controller area network (CAN) systems • Explain on-board diagnostics II (OBDII) - Mode 6 diagnostics • Explain how to use fuel trim values as they pertain to emissions repairs • Discuss PCM re-flashing 	<ul style="list-style-type: none"> • Discuss the latest BAR updates that affect the state's Smog Check Inspection Program • Review of powertrain control management (PCM) systems • Review controller area network (CAN) systems • Explain on-board diagnostics II (OBDII) - Mode 6 diagnostics • Explain how to use fuel trim values as they pertain to emissions repairs • Discuss PCM re-flashing 								
!	CSLOs	<table border="1"> <tr> <td>CSLOs</td> <td>Student will be able to answer correctly, selected questions on the final exam concerning CA Bureau of Automotive Repair smog inspection rules, regulations and procedures updates.</td> </tr> <tr> <td>Expected SLO Performance</td> <td>0.0</td> </tr> </table>	CSLOs	Student will be able to answer correctly, selected questions on the final exam concerning CA Bureau of Automotive Repair smog inspection rules, regulations and procedures updates.	Expected SLO Performance	0.0	<table border="1"> <tr> <td>CSLOs</td> <td>Answer correctly, selected questions on the final exam concerning CA Bureau of Automotive Repair smog inspection rules, regulations and procedures updates.</td> </tr> <tr> <td>Expected SLO Performance</td> <td>0.0</td> </tr> </table>	CSLOs	Answer correctly, selected questions on the final exam concerning CA Bureau of Automotive Repair smog inspection rules, regulations and procedures updates.	Expected SLO Performance	0.0
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Expected SLO Performance	0.0										
CSLOs	Answer correctly, selected questions on the final exam concerning CA Bureau of Automotive Repair smog inspection rules, regulations and procedures updates.										
Expected SLO Performance	0.0										

Course Outline

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Changed	Field	Current Version	Proposed Version
	Course Content	<ol style="list-style-type: none"> Discuss the latest BAR updates that affect the state's Smog Check Inspection Program <ol style="list-style-type: none"> Revisions to Smog Check Inspection Manual Changes to smog test procedures Updated rules and regulations as they pertain to the Smog Check Inspection Program Review of powertrain control management (PCM) systems <ol style="list-style-type: none"> Overview of engine management system Examining sensor inputs and actuator outputs System operation under various loads and speeds Review controller area network (CAN) systems <ol style="list-style-type: none"> Overview of vehicle computer networks Use of wiring diagrams to locate various connectors to isolate network into smaller units for diagnosis Describe how to diagnose a "no communication" fault on a CAN System Explain on-board diagnostics II (OBDII) - Mode 6 diagnostics <ol style="list-style-type: none"> Overview of Mode 6 diagnostics Describe how to confirm a repair using Mode 6 diagnostics Explain hexadecimal conversions using Windows calculator Explain how to use fuel trim values as they pertain to emissions repairs <ol style="list-style-type: none"> Describe how to access fuel trim data via a scan tool Explain how to use fuel trim data to assist in identifying emissions failures Discuss PCM re-flashing <ol style="list-style-type: none"> Examine the various procedures used to re-flash a PCM Overview of re-flashing to repair emissions failures Describe the tools available to perform the re-flash 	<ol style="list-style-type: none"> Discuss the latest BAR updates that affect the state's Smog Check Inspection Program <ol style="list-style-type: none"> Revisions to Smog Check Inspection Manual Changes to smog test procedures Updated rules and regulations as they pertain to the Smog Check Inspection Program Review of powertrain control management (PCM) systems <ol style="list-style-type: none"> Overview of engine management system Examining sensor inputs and actuator outputs System operation under various loads and speeds Review controller area network (CAN) systems <ol style="list-style-type: none"> Overview of vehicle computer networks Use of wiring diagrams to locate various connectors to isolate network into smaller units for diagnosis Describe how to diagnose a "no communication" fault on a CAN System Explain on-board diagnostics II (OBDII) - Mode 6 diagnostics <ol style="list-style-type: none"> Overview of Mode 6 diagnostics Describe how to confirm a repair using Mode 6 diagnostics Explain hexadecimal conversions using Windows calculator Explain how to use fuel trim values as they pertain to emissions repairs <ol style="list-style-type: none"> Describe how to access fuel trim data via a scan tool Explain how to use fuel trim data to assist in identifying emissions failures Discuss PCM re-flashing <ol style="list-style-type: none"> Examine the various procedures used to re-flash a PCM Overview of re-flashing to repair emissions failures Describe the tools available to perform the re-flash
	Lab Component in this Course	No	No
	Lab Outline	No value	No value

Req/Adv			
Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	No Value	No Value
	Corequisite(s):	No Value	No Value
	Advisory(ies):	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra
	Advisory(ies) - Other:	Current CA Smog Check License	Current CA Smog Check License
	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

Curriculum Office

Changed	Questions	Current Version	Proposed Version
!	Banner Start Term (202122)	202122	No Value
!	Banner Division	2AT	No Value
!	Catalog Term (21-22)	23-24	No Value
!	5 Year Revision Year (2021)	2018	No Value
!	Effective Quarter	Fall	No Value
!	Effective Year (2021)	2023	No Value
	Sort ID (00 < 10; 0 < 100)	AUTO 069Y	AUTO 069Y
	Course Status	Non-substantial	Non-substantial
!	Course Status Code	A	No Value
!	Banner Department	AUTO	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
!	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	236503	No Value
!	Account Code	1320	No Value
!	Program Code	094800	No Value
!	Percent	100	No Value
	Curriculum Office Notes	<ul style="list-style-type: none"> • Course reinstatement (effect. F18)-mkct • Requisite change appr. 1/17/23 (effect. F23).-cc 	<ul style="list-style-type: none"> • Course reinstatement (effect. F18)-mkct • Requisite change appr. 1/17/23 (effect. F23).-cc
!	Print/No Print to Catalog	Yes	No Value
	Checklist	No Value	No Value

Summary of Revisions

Changed	Questions	Current Version	Proposed Version
!	Basic Course Information	No Value	Description update
	Units and Hours	No Value	No Value
	Specifications	No Value	No Value
	Outline	No Value	No Value
!	Other	No Value	The course content is mandated by the Bureau of Automotive Repair. I do not have the authority to change the content.

Blue Form

Changed	Questions	Current Version	Proposed Version
	<p>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.</p>	No Value	No Value
	<p>1. Is the unit(s) change required for articulation?</p>	No Value	No Value
	<p>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.</p>	No Value	No Value
	<p>3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.</p>	No Value	No Value
	<p>Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.</p>	No Value	No Value
	<p>Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.</p>	No Value	No Value
	<p>Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.</p>	No Value	No Value


A-Matrix Form

Changed	Questions	Current Version	Proposed Version
	<p>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.</p>	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
i	Objective 2: Develop analytical ideas and topics for essays.	No Value	Outline B.3. Review of powertrain control management (PCM) systems. 3. System operation under various loads and speeds. Outline C - Review controller area network (CAN) systems.
	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	Outline B.2. Review of powertrain control management (PCM) systems. 2. Examining sensor inputs and actuator outputs.

C-Matrix Form

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

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

D-Matrix Form

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

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

E-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
!	Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.	No Value	Outline C.3. - Review controller area network (CAN) systems. 3. Describe how to diagnose a "no communication" fault on a CAN System. Using a systematic approach, write a step-by-step tutorial on how to diagnose a no communication fault on a CAN network. Outline C.2. Review controller area network (CAN) systems. 2. Use of wiring diagrams to locate various connectors to isolate network into smaller units for diagnosis. Illustrate how to use a systematic, problem-solving method to isolating a network into smaller branches for the purposes of finding where the network is failing to communicate. Outline E.2. Explain how to use fuel trim values as they pertain to emissions repairs. 2. Explain how to use fuel trim data to assist in identifying emissions failures. Using a systematic approach, illustrate how to use Short Term and Long Term Fuel Trim (STFT, LTFT) data to diagnose emissions failures.
!	Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.	No Value	Outline D.3. - Explain on-board diagnostics II (OBDII) - Mode 6 diagnostics. 3. Explain hexadecimal conversions using Windows calculator. Using hexadecimal data via the scan tool, convert this data to pressure, temperature, amperage, and voltage.

Changed	Questions	Current Version	Proposed Version
	Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 4: Develop linear function models to solve problems.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real-world problems.	No Value	No Value
	Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 7: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 8: Use inequalities to solve real world problems.	No Value	No Value
	Objective 9: Explore arithmetic sequences and series.	No Value	No Value
	Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

F-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
	Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.	No Value	No Value
	Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.	No Value	No Value
	Objective 3: Apply the order of operations to evaluate signed numerical expressions.	No Value	No Value
	Objective 4: Solve problems involving operations with signed numbers.	No Value	No Value
	Objective 5: Explore the characteristics and properties of real numbers.	No Value	No Value
	Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.	No Value	No Value
	Objective 7: Explore rates and ratios and use proportions to solve problems.	No Value	No Value
	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, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. If a requisite falling under Matrix G is being removed, provide an explanation as to why.	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 Prerequisites 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, i.e. such as a course.	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
	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

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

Comments

Changed	Questions	Current Version	Proposed Version										
	Stage 2: Department Chair	No Value	No Value										
	Stage 3: Division Curriculum Representative	No Value	No Value										
	Stage 4: Division Dean	No Value	No Value										
!	Stage 5: SLO Coordinator	No Value	<table border="1"> <thead> <tr> <th></th> <th>Name - Role OR Tab</th> <th>Part - Field</th> <th>Type of Edit</th> <th>Edit</th> </tr> </thead> <tbody> <tr> <td>2/9/2024</td> <td>Mary Pape - SLO Coordinator</td> <td>Learning Outcomes - CSLO #1</td> <td>Required</td> <td>Start the outcome with a Bloom's Taxonomy (https://www.google.com/search?q=bloom%27s+taxonomy&rlz=1C1CHBF_enUS894US894&oq=bloom%278) word. Suggestion: Answer correctly, selected questions on the final exam</td> </tr> </tbody> </table>		Name - Role OR Tab	Part - Field	Type of Edit	Edit	2/9/2024	Mary Pape - SLO Coordinator	Learning Outcomes - CSLO #1	Required	Start the outcome with a Bloom's Taxonomy (https://www.google.com/search?q=bloom%27s+taxonomy&rlz=1C1CHBF_enUS894US894&oq=bloom%278) word. Suggestion: Answer correctly, selected questions on the final exam
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!	Stage 7: Content Review Matrix Liaison	No Value	<table border="1"> <thead> <tr> <th>Date</th> <th>Name - Role OR Tab</th> <th>Part - Field</th> <th>Type of Edit</th> <th>Edit</th> </tr> </thead> <tbody> <tr> <td>2/27/24</td> <td>Zack Judson - Content Review Liaison</td> <td>Matrix B</td> <td>Required</td> <td>Please indicate where these essays can be found in the curriculum</td> </tr> </tbody> </table>	Date	Name - Role OR Tab	Part - Field	Type of Edit	Edit	2/27/24	Zack Judson - Content Review Liaison	Matrix B	Required	Please indicate where these essays can be found in the curriculum
Date	Name - Role OR Tab	Part - Field	Type of Edit	Edit									
2/27/24	Zack Judson - Content Review Liaison	Matrix B	Required	Please indicate where these essays can be found in the curriculum									
	Stage 8: AVP - Instruction	No Value	No Value										
	Stage 9: Articulation Officer	No Value	No Value										
	Stage 11: ESGC Faculty Coordinator	No Value	No Value										
	Stage 14: 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	AUTOD069Y
	Distance Education Approved	No
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	
	Time to Next Review	Sep 1, 2023 12:00:00 AM
	External Review Approval Date	Sep 1, 2018 12:00:00 AM
	Course Control Number	CCC000439469

Articulation

Changed	Field	Current Version
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	Course Crosswalk CRS-DEPT-NAME	
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	Course Crosswalk CRS-NUMBER	
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De Anza College
Change Report
05/31/2024




Summary of Changes




Section	Changed field
General Information	Faculty Initiator
General Information	Course Title (CB02)
General Information	Effective Term
General Information	Course Description
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 and Objectives	CSLOs
Curriculum Office	Banner Start Term (202122)
Curriculum Office	Banner Division
Curriculum Office	Catalog Term (21-22)
Curriculum Office	5 Year Revision Year (2021)
Curriculum Office	Effective Quarter
Curriculum Office	Effective Year (2021)
Curriculum Office	Course Status Code
Curriculum Office	Banner Department

Section	Changed field
Curriculum Office	Course Level
Curriculum Office	College Code
Curriculum Office	CTE Status
Curriculum Office	Emergency Approval
Curriculum Office	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)
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	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
Summary of Revisions	Basic Course Information
Summary of Revisions	Specifications
B-Matrix Form	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.
E-Matrix Form	Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.



Section	Changed field
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.
Comments	Stage 5: SLO Coordinator
Comments	Stage 7: 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?

General Information

Changed	Field	Current Version	Proposed Version
	Faculty Initiator	• Mike Appio	• Brett Johnson
	Course ID (CB01A and CB01B)	AUTOD094A	AUTOD094A
	Course Control Number	CCC000574786	CCC000574786
	Course Title (CB02)	Principles of Four Stroke Cycle Gas and Diesel Engines	Principles of Four Stroke Cycle Gas and Diesel Engines <u>Automotive Machining and Diesel Engines Engine Service</u>
	Short Course Title	FOUR STROKE CYCLE ENGINE	FOUR STROKE CYCLE ENGINE
	TOP Code (CB03)	0948.00	0948.00 Automotive Technology
	CIP Code	Automobile/Automotive Mechanics Technology/Technician	47.0604 Automobile/Automotive Mechanics Technology/Technician
	Department	AUTO - Automotive Technology	AUTO - Automotive Technology
	Effective Term	Fall 2023	Fall 2023 <u>2025</u>

Changed	Field	Current Version	Proposed Version
	SAM Priority Code (CB09)	Clearly Occupational	Clearly Occupational
	Course Description	Shop operations specific to engine repair and rebuilding including safety and hazardous waste management. Emphasis on theory, diagnosis, disassembly, cleaning, inspection and failure analysis.	Shop <u>This course shows shop</u> operations specific to engine repair and rebuilding including safety and hazardous waste management. Emphasis <u>The course content provides emphasis</u> on theory, diagnosis, disassembly, cleaning, inspection and failure analysis.
	Course Type (CB27)	No value	<ul style="list-style-type: none"> • Lower Division
	Mode of Delivery	<ul style="list-style-type: none"> • NA 	<ul style="list-style-type: none"> • In person ONLY

Faculty Requirements

Changed	Field	Current Version	Proposed Version
	Discipline 1	No value	<ul style="list-style-type: none"> • Automotive Technology
	Discipline 2	No value	No value
	Discipline 3	No value	No value
	FSA	No value	<ul style="list-style-type: none"> • FHDA FSA - AUTO TECH

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This CTE, CSU transferable course belongs on the Certificate of Achievement-Advanced and AS degree in Automotive Technology. It is also a recommendation from industry advisory committees to help better prepare students for the automotive job market, with a better foundation of engine theory.	This CTE, CSU transferable course belongs on the Certificate of Achievement-Advanced and AS degree in Automotive Technology. It is also a recommendation from industry advisory committees to help better prepare students for the automotive job market, with a better foundation of engine theory.

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	


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	


CTE Course

Changed	Field	Current Version	Proposed Version
	Is this a CTE (Career Technical Education) course?	No value	<u>Yes</u>


Honors/Non-honors Course

Changed	Field	Current Version	Proposed Version
	Is this an honors/non-honors course?	No value	<u>No</u>

Mirrored Credit/Noncredit Course

Changed	Field	Current Version	Proposed Version
	Is this a mirrored credit/noncredit course?	No value	<u>No</u>

Cross-listed Course

Changed	Field	Current Version	Proposed Version
	Is this a cross-listed course?	No value	<u>No</u>

More Options

Changed	Field	Current Version	Proposed Version
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.
	Course Prior To College Level	Not applicable.	Not applicable.
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.
	Course Support Status (CB26)	Course is not a support course	Course is not a support course
	Repeat Limit	0	0
	Grade Options	<ul style="list-style-type: none"> • Letter Grade • Pass/No Pass 	<ul style="list-style-type: none"> • Letter Grade • Pass/No Pass
	Allow Students to Gain Credit by Exam/Challenge	<input type="checkbox"/>	<input type="checkbox"/>
	Repeatability Statement	No value	

Associated Programs

Changed	Field	Current Version	Proposed Version
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Course is part of a program

Associated Program Automotive Machining and Engine Repair (In Development)

Associated Program Automotive Machining and Engine Repair (In Development)

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

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

Associated Program Automotive Machining and Engine Repair

Associated Program Automotive Machining and Engine Repair

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

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

Associated Program Automotive Machining and Engine Repair

Associated Program Automotive Machining and Engine Repair

Award Type Associate in Science (A.S.) Degree

Award Type Associate in Science (A.S.) Degree

Associated Program Automotive Machining and Engine Repair (In Development)

Associated Program Automotive Machining and Engine Repair (In Development)

Award Type Associate in Science (A.S.) Degree

Award Type Associate in Science (A.S.) Degree

Transferability & Gen. Ed. Options

Changed	Field	Current Version	Proposed Version
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Transfer Status (CB05)

Transferable to CSU only

Transferable to CSU only

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

Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	4	4
	Lecture Hours - Out of Class	8	8
	Laboratory Hours - In Class	6	6
	Laboratory Hours - Out of Class	0	0
	NA Hours - In Class	0	0
	NA Hours - Out of Class	0	0

Course Student Hours - Profile Name: Default Profile

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

Changed	Field	Current Version	Proposed Version
	Hours per unit divisor	36	36
	Total Student Learning Hours	216	216
	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	72	72
	Laboratory Hours - Course Out-of-Class per Term	0	0
	NA Hours - Course In-Class (Contact) per Term	0	0
	NA Hours - Course Out-of-Class per Term	0	0
	Total - Course In-Class (Contact) Hours	120	120

Changed	Field	Current Version	Proposed Version
	Total - Course Out-of-Class Hours	96	96
	Total Credit Units - Minimum Credit Units	6	6
	Total Credit Units - Maximum Credit Units	6	6

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)	<input type="checkbox"/>	<input type="checkbox"/>

Changed	Field	Current Version	Proposed Version
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	Variable Credit Course	<input type="checkbox"/>	<input type="checkbox"/>
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Credit Units

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

	Total Lecture Hours per Term	144	144
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	Total Laboratory Hours per Term	72	72
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	Total Contact Hours per Term	-	0
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	Total Credit Units	6	6
--	---------------------------	---	---

	Minimum Credit Units	6	6
--	-----------------------------	---	---

	Maximum Credit Units	6	6
--	-----------------------------	---	---

SKIP

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

Changed Field

Current Version

Proposed Version



Methods of Instruction

Methods of Instruction

Methods of Instruction Lecture and visual aids
Homework and extended projects
Laboratory experience which involve students in formal exercises of data collection and analysis
Discussion and problem solving performed in class

Methods of Instruction

Methods of Instruction

Methods of Instruction Lecture and visual aids
Homework and extended projects
Laboratory experience which involve students in formal exercises of data collection and analysis
Discussion and problem solving performed in class

Assignments

1. Reading from text and handouts
2. Homework based on readings
3. Lab assignments per expanded National Automotive Technology Education Foundation (NATEF) task list
4. Lab journal entered into Engine Log Book

1. Reading from text and handouts
2. Homework based on readings
3. Lab assignments per expanded National Automotive Technology Education Foundation (NATEF) task list
4. Lab journal entered into Engine Log Book

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. Lab assignments, per NATEF task list, entered on repair orders and checked for correctness. Tasks are weighted according to the time the task should take to complete
2. Objective, multiple-choice examinations covering each lecture unit and text readings
3. Objective, multiple-choice, comprehensive final examination
4. Lab journal consisting of specifications and notes, and then entered into the Engine Log Book and graded on completeness and accuracy.
5. Short answer questions at the end of each chapter based on the readings and lectures, graded for

**Methods
of
Evaluation**

1. Lab assignments, per NATEF task list, entered on repair orders and checked for correctness. Tasks are weighted according to the time the task should take to complete
2. Objective, multiple-choice examinations covering each lecture unit and text readings
3. Objective, multiple-choice, comprehensive final examination
4. Lab journal consisting of specifications and notes, and then entered into the Engine Log Book and graded on completeness and accuracy.
5. Short answer questions at the end of each chapter based on the readings and lectures, graded for

Changed	Field	Current Version	Proposed Version
		completeness and accuracy	completeness and accuracy

Essential Student Materials/Essential College Facilities

- Essential Student Materials:**
- Basic tool set
 - Shop clothing, safety glasses and work shoes
- Essential College Facilities:**
- Automotive machine shop laboratory
 - Computers and required software (ProSIS information system www.prosispro.com and Engine Analyzer Ver. 3.2, Performance Trends Inc.)

- Essential Student Materials:**
- Basic tool set
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- Automotive machine shop laboratory
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Examples of Primary Texts and References

Title	No value
Author	Lewis, W.G. "Automotive Machining and Engine Service." Engine Books, 2016.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	"Automotive Machining and Engine Service"
Author	Lewis, W.G.
Publisher	Engine Books
Date/Edition	2020
ISBN	No value

Changed Field

Current Version

Proposed Version



**Suggested
Reading List**

No value

Reading List ProSIS information system.
www.prosispro.com

May include, but are not limited to No value

Reading List Alldata information system.
www.alldata.com

May include, but are not limited to No value

Reading List Shop-key information system.
www.mitchell1.com

May include, but are not limited to No value

Reading List "Engine Build Log Book," Performance Trends Inc. 2010.
Software installed locally

Changed Field

Current Version

Proposed Version

May include, but are not limited to No value

Learning Outcomes and Objectives

Changed	Field	Current Version	Proposed Version
	Course Objectives	<ul style="list-style-type: none"> • Summarize safety and hazardous waste management and pass written exams with scores of 100% • List and demonstrate basic machining principles that apply to automotive machining • Explain the operation of automotive measuring tools and how to interpret the readings • Compare the different types of automotive fasteners and their uses • List the different engine types and explain the operation and theory for each • Explain the diagnostic techniques used for various engine malfunctions • List the proper procedures for engine disassembly • Summarize the proper techniques and cleaning agents used for cleaning engine parts of different materials while maintaining a safe environment • Analyze valve training components through various inspection techniques, concentrating on failure analysis • Analyze engine block components using various inspection techniques, concentrating on failure analysis 	<ul style="list-style-type: none"> • Summarize safety and hazardous waste management and pass written exams with scores of 100% • List and demonstrate basic machining principles that apply to automotive machining • Explain the operation of automotive measuring tools and how to interpret the readings • Compare the different types of automotive fasteners and their uses • List the different engine types and explain the operation and theory for each • Explain the diagnostic techniques used for various engine malfunctions • List the proper procedures for engine disassembly • Summarize the proper techniques and cleaning agents used for cleaning engine parts of different materials while maintaining a safe environment • Analyze valve training components through various inspection techniques, concentrating on failure analysis • Analyze engine block components using various inspection techniques, concentrating on failure analysis

Changed Field

Current Version

Proposed Version



CSLOs

CSLOs

After studying the theory of a 4-stroke cycle, internal combustion engine, the student will be able to explain in detail each of the four strokes, valve overlap, and blowdown. This will be done using a cut-away engine.

Expected SLO Performance 0.0

CSLOs

Given a cut-away 4-stroke cycle, internal combustion engine, explain in detail each of the four strokes, valve overlap, and blowdown.

Expected SLO Performance 0.0

Course Outline

Changed	Field	Current Version	Proposed Version
Course Content		<ol style="list-style-type: none"> 1. Summarize safety and hazardous waste management and pass written exams with scores of 100% <ol style="list-style-type: none"> 1. Lifting hazards 2. Accidents during installation 3. Substance abuse in the workplace 4. Safety guidelines 5. Handling hazardous materials 2. List and demonstrate basic machining principles that apply to automotive machining <ol style="list-style-type: none"> 1. Machining processes 2. Tool materials 3. Cutting tool glossary 4. Single point tools 5. Milling cutters 6. Drills, reamers and other drilling tools 7. Grinding and honing 8. Speeds and feeds 9. Machine installation and set-up 10. Correcting alignment between centers 11. Tramming spindles 3. Explain the operation of automotive measuring tools and how to interpret the readings <ol style="list-style-type: none"> 1. Understanding specifications and tolerances 2. Calculating thermal expansion 3. Comparing units of measurement 4. Using micrometers 5. Making transfer measurements 6. Using dial indicators 7. Using dial bore gauges 8. Using vernier calipers 9. Checking alignments 10. Measuring surface finishes using a 	<ol style="list-style-type: none"> 1. Summarize safety and hazardous waste management and pass written exams with scores of 100% <ol style="list-style-type: none"> 1. Lifting hazards 2. Accidents during installation 3. Substance abuse in the workplace 4. Safety guidelines 5. Handling hazardous materials 2. List and demonstrate basic machining principles that apply to automotive machining <ol style="list-style-type: none"> 1. Machining processes 2. Tool materials 3. Cutting tool glossary 4. Single point tools 5. Milling cutters 6. Drills, reamers and other drilling tools 7. Grinding and honing 8. Speeds and feeds 9. Machine installation and set-up 10. Correcting alignment between centers 11. Tramming spindles 3. Explain the operation of automotive measuring tools and how to interpret the readings <ol style="list-style-type: none"> 1. Understanding specifications and tolerances 2. Calculating thermal expansion 3. Comparing units of measurement 4. Using micrometers 5. Making transfer measurements 6. Using dial indicators 7. Using dial bore gauges 8. Using vernier calipers 9. Checking alignments 10. Measuring surface finishes using a

Changed	Field	Current Version	Proposed Version
		profilometer	profilometer
		11. Measuring thicknesses of castings using an ultrasonic thickness tester	11. Measuring thicknesses of castings using an ultrasonic thickness tester
		4. Compare the different types of automotive fasteners and their uses	4. Compare the different types of automotive fasteners and their uses
		1. Determining the strength of fasteners	1. Determining the strength of fasteners
		2. Comparing clamping force and torque when using torque-to-yield fasteners	2. Comparing clamping force and torque when using torque-to-yield fasteners
		3. Identifying threads	3. Identifying threads
		4. Using pipe threads and fittings	4. Using pipe threads and fittings
		5. Removing broken fasteners	5. Removing broken fasteners
		6. Installing helicoils	6. Installing helicoils
		7. Removing broken tools	7. Removing broken tools
		5. List the different engine types and explain the operation and theory for each	5. List the different engine types and explain the operation and theory for each
		1. The four-stroke cycle	1. The four-stroke cycle
		2. Compression ignition engines	2. Compression ignition engines
		3. Valve timing and camshafts, including variable phasing, lift, and duration systems	3. Valve timing and camshafts, including variable phasing, lift, and duration systems
		4. Valve train configurations	4. Valve train configurations
		5. Valve lifters and lash compensators	5. Valve lifters and lash compensators
		6. Engine oiling	6. Engine oiling
		7. Engine oils	7. Engine oils
		8. Engine measurements	8. Engine measurements
		9. Fits and clearances	9. Fits and clearances
		10. Cooling system operation	10. Cooling system operation
		11. Combustion efficiency	11. Combustion efficiency
		6. Explain the diagnostic techniques used for various engine malfunctions	6. Explain the diagnostic techniques used for various engine malfunctions
		1. Looking for signs of engine war	1. Looking for signs of engine war
		2. Checking the block assembly	2. Checking the block assembly
		3. Testing power balance	3. Testing power balance

Changed	Field	Current Version	Proposed Version
		<ol style="list-style-type: none"> 4. Testing compression, both cranking and running 5. Testing cylinder leakage 6. Checking valve timing 7. Testing manifold vacuum 8. Testing exhaust back pressure 9. Diagnosing engine noises 10. Measuring exhaust gas pressure 11. Testing engine oil pressure 12. Testing cooling systems 13. Diagnose engine conditions using a pressure transducer and a labscope 	<ol style="list-style-type: none"> 4. Testing compression, both cranking and running 5. Testing cylinder leakage 6. Checking valve timing 7. Testing manifold vacuum 8. Testing exhaust back pressure 9. Diagnosing engine noises 10. Measuring exhaust gas pressure 11. Testing engine oil pressure 12. Testing cooling systems 13. Diagnose engine conditions using a pressure transducer and a labscope
		<ol style="list-style-type: none"> 7. List the proper procedures for engine disassembly <ol style="list-style-type: none"> 1. Hints for disassembly in the chassis 2. Disassembling cylinder heads 3. Numbering connecting rods 4. Ridge reaming 5. Removing piston and rod assemblies 6. Removing the timing chain and sprockets 7. Removing the crankshaft 8. Removing cams and lifters from pushrod engines 9. Removing camshaft bearings 10. Removing oil plugs and core plugs 	<ol style="list-style-type: none"> 7. List the proper procedures for engine disassembly <ol style="list-style-type: none"> 1. Hints for disassembly in the chassis 2. Disassembling cylinder heads 3. Numbering connecting rods 4. Ridge reaming 5. Removing piston and rod assemblies 6. Removing the timing chain and sprockets 7. Removing the crankshaft 8. Removing cams and lifters from pushrod engines 9. Removing camshaft bearings 10. Removing oil plugs and core plugs
		<ol style="list-style-type: none"> 8. Summarize the proper techniques and cleaning agents used for cleaning engine parts of different materials while maintaining a safe environment <ol style="list-style-type: none"> 1. Using solvent and cold solutions 2. Cleaning in hot tanks 3. Degreasing in ovens 	<ol style="list-style-type: none"> 8. Summarize the proper techniques and cleaning agents used for cleaning engine parts of different materials while maintaining a safe environment <ol style="list-style-type: none"> 1. Using solvent and cold solutions 2. Cleaning in hot tanks 3. Degreasing in ovens

Changed	Field	Current Version	Proposed Version
		<ol style="list-style-type: none"> 4. Using airless shot blasters 5. Bead blasting 6. Small parts tumbling 7. Using hand and power tools 8. Removing rust and scale 9. Working under regulations 9. Analyze valve training components through various inspection techniques, concentrating on failure analysis <ol style="list-style-type: none"> 1. Determining valve guide wear 2. Checking valves 3. Testing valve springs 4. Inspecting the camshafts, lifters, and followers 5. Checking timing chains and gears 6. Inspecting rocker arms and pushrods 7. Checking cylinder head castings 10. Analyze engine block components using various inspection techniques, concentrating on failure analysis <ol style="list-style-type: none"> 1. Measuring cylinder wear 2. Measuring piston clearance 3. Checking piston clearance 4. Checking pistons 5. Checking piston pin clearances 6. Checking cylinder block flatness 7. Measuring main bearing bores 8. Checking the crankshaft 9. Measuring connecting rod bores 	<ol style="list-style-type: none"> 4. Using airless shot blasters 5. Bead blasting 6. Small parts tumbling 7. Using hand and power tools 8. Removing rust and scale 9. Working under regulations 9. Analyze valve training components through various inspection techniques, concentrating on failure analysis <ol style="list-style-type: none"> 1. Determining valve guide wear 2. Checking valves 3. Testing valve springs 4. Inspecting the camshafts, lifters, and followers 5. Checking timing chains and gears 6. Inspecting rocker arms and pushrods 7. Checking cylinder head castings 10. Analyze engine block components using various inspection techniques, concentrating on failure analysis <ol style="list-style-type: none"> 1. Measuring cylinder wear 2. Measuring piston clearance 3. Checking piston clearance 4. Checking pistons 5. Checking piston pin clearances 6. Checking cylinder block flatness 7. Measuring main bearing bores 8. Checking the crankshaft 9. Measuring connecting rod bores
	Lab Component in this Course	Yes	Yes

Changed	Field	Current Version	Proposed Version
	Lab Outline	<ol style="list-style-type: none"> 1. Fastener identification and thread repair: fractional and metric 2. Engine diagnostic tests: performing each diagnostic test 3. Engine disassembly: demonstrate disassembly of each system 4. Cleaning engine parts and castings: ferrous and non-ferrous 5. Valve train inspection: inspect each valve train component for wear 6. Block inspection: inspect each engine block component for wear 	<ol style="list-style-type: none"> 1. Fastener identification and thread repair: fractional and metric 2. Engine diagnostic tests: performing each diagnostic test 3. Engine disassembly: demonstrate disassembly of each system 4. Cleaning engine parts and castings: ferrous and non-ferrous 5. Valve train inspection: inspect each valve train component for wear 6. Block inspection: inspect each engine block component for wear

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	No Value	No Value
	Corequisite(s):	No Value	No Value
	Advisory(ies):	<p>ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005.</p> <p>Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra</p>	<p>ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005.</p> <p>Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra</p>
	Advisory(ies) - Other:	No Value	No Value
	Limitation(s) on Enrollment:	(Approved Automotive Technology Course Sequence Contract required.)	(Approved Automotive Technology Course Sequence Contract required.)
	Limitation(s) on Enrollment - Other:	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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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
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Banner Start Term (202122)

202122

No Value



Banner Division

2AT

No Value



Catalog Term (21-22)

23-24

No Value



5 Year Revision Year (2021)

2018

No Value



Effective Quarter

Fall

No Value



Effective Year (2021)

2023

No Value

Sort ID (00 < 10; 0 < 100)

AUTO 094A

AUTO 094A

Course Status

Non-substantial

Non-substantial



Course Status Code

A

No Value

Changed	Questions	Current Version	Proposed Version
!	Banner Department	AUTO	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
!	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	236503	No Value
!	Account Code	1320	No Value
!	Program Code	094800	No Value
!	Percent	100	No Value
	Curriculum Office Notes	<ul style="list-style-type: none"> Requisite change appr. 1/17/23 (effect. F23).-cc 	<ul style="list-style-type: none"> Requisite change appr. 1/17/23 (effect. F23).-cc
!	Print/No Print to Catalog	Yes	No Value

Changed	Questions	Current Version	Proposed Version
	Checklist	No Value	No Value

Summary of Revisions

Changed	Questions	Current Version	Proposed Version
!	Basic Course Information	No Value	Description update
	Units and Hours	No Value	No Value
!	Specifications	No Value	Updated textbooks and references to reflect current publications
	Outline	No Value	No Value
	Other	No Value	No Value

Blue Form

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

Changed	Questions	Current Version	Proposed Version
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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
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**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
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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

Changed

Questions

Current Version

Proposed Version



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

No Value

From Outline: E. List the different engine types and explain the operation and theory for each 1. The four-stroke cycle 2. Compression ignition engines 3. Valve timing and camshafts, including variable phasing, lift, and duration systems 4. Valve train configurations 5. Valve lifters and lash compensators 6. Engine oiling 7. Engine oils Demonstrate the knowledge of the importance and order of valve events and piston position as it relates to engine four stroke theory and engine operation. List the steps of mechanical functions that create movement in the valve train, create a workflow of hydraulic operations that are involved with lifter movement and function, discuss the potential component failures as a result of a single component not contributing in the order of operations listed previously.

**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
	<p>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.</p>	No Value	No Value
	<p>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.</p>	No Value	No Value
	<p>Objective 2: Investigate the use of mathematics in real world.</p>	No Value	No Value
	<p>Objective 3: Explore functions.</p>	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
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	Objective 10: Investigate the characteristics of rational expressions.	No Value	No Value
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	Objective 11: Develop skills to work with radical expressions.	No Value	No Value
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E-Matrix Form

Changed	Questions	Current Version	Proposed Version
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	Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
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Changed	Questions	Current Version	Proposed Version
!	Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.	No Value	From Outline: C. Explain the operation of automotive measuring tools and how to interpret the readings 1. Understanding specifications and tolerances 2. Calculating thermal expansion 3. Comparing units of measurement 4. Using micrometers
	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
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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

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

G-Matrix Form

Changed	Questions	Current Version	Proposed Version
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	<p>If the requisite does not fall under an A-F Matrix, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. If a requisite falling under Matrix G is being removed, provide an explanation as to why.</p>	No Value	No Value
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H-Matrix Form

Changed	Questions	Current Version	Proposed Version
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	<p>Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.</p>	No Value	Approved Course Sequence Contract (required for every class, except classes with a prerequisite) See Attachment.
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	<p>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.</p>	No Value	No Value
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Changed	Questions	Current Version	Proposed Version
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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 Prerequisites 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, i.e. such as a course.

No Value

No Value

De Anza GE Form

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

No Value

No Value

Changed	Questions	Current Version	Proposed Version
	<p>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.)</p>	No Value	No Value
	<p>Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	<p>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.)</p>	No Value	No Value
	<p>Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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	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
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De Anza GE - ESGC Form

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

Changed	Questions	Current Version	Proposed Version
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	<p>Criteria 5: Demonstrate an understanding of how the student's personal activities impact the environment and communities by participating in actions to create a more environmentally sustainable and equitable future.</p>	No Value	No Value
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Comments

Changed	Questions	Current Version	Proposed Version
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	<p>Stage 2: Department Chair</p>	No Value	No Value
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	<p>Stage 3: Division Curriculum Representative</p>	No Value	No Value
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	<p>Stage 4: Division Dean</p>	No Value	No Value
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Changed Questions **Current Version** **Proposed Version**



Stage 5: SLO Coordinator

No Value

	Name - Role OR Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
3/5/2024	Mary Pape - SLO Coordinator	Learning Outcomes - CSLO	Required	Change the CSLO so that the words "Student will" are removed. Suggestion: Given a cut-away 4-stroke cycle, internal combustion engine, explain in detail each of the four strokes, valve overlap, and blowdown.	Y



Stage 7: Content Review Matrix Liaison

No Value

Date	Name - Role OR Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
3/27/24	Zack Judson H	Matrix	Required	add the phrase "see attachment" then upload a copy of the contract under Basic Course Information	Y
3/27/24	Zack Judson B	Matrix	Required	Please explain how listing different engine types and explaining their operation and theory requires students to be able to use a multi-step writing process (i.e. outline, rough draft, revisions, final draft, etc.)	Y

Changed	Questions	Current Version	Proposed Version
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	Stage 8: AVP - Instruction	No Value	No Value
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	Stage 9: Articulation Officer	No Value	No Value
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	Stage 11: ESGC Faculty Coordinator	No Value	No Value
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	Stage 14: Curriculum Committee	No Value	No Value
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Course Administration Codes

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

Changed	Field	Current Version
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	Curriculum ID	AUTOD094A
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	Distance Education Approved	No
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	Board of Trustees Approval Date	
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	Curriculum Committee Approval Date	
--	---	--

	Time to Next Review	Sep 1, 2023 12:00:00 AM
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	External Review Approval Date	Sep 1, 2018 12:00:00 AM
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	Course Control Number	CCC000574786
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Articulation

Changed	Field	Current Version
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	Course Crosswalk CRS-DEPT- NAME	
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	Course Crosswalk CRS-NUMBER	
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De Anza College
Change Report
05/31/2024

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Course Title (CB02)
General Information	Effective Term
General Information	Course Description
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 and Objectives	CSLOs
Curriculum Office	Banner Start Term (202122)
Curriculum Office	Banner Division
Curriculum Office	Catalog Term (21-22)
Curriculum Office	5 Year Revision Year (2021)
Curriculum Office	Effective Quarter
Curriculum Office	Effective Year (2021)
Curriculum Office	Course Status Code
Curriculum Office	Banner Department
Curriculum Office	Course Level

Section	Changed field
Curriculum Office	College Code
Curriculum Office	CTE Status
Curriculum Office	Emergency Approval
Curriculum Office	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)
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	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
Summary of Revisions	Basic Course Information
Summary of Revisions	Specifications
Summary of Revisions	Outline
B-Matrix Form	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.
E-Matrix Form	Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.
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.

Section	Changed field
Comments	Stage 5: SLO Coordinator
Comments	Stage 7: 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?

General Information			
Changed	Field	Current Version	Proposed Version
!	Faculty Initiator	• Betty Inoue	• Brett Johnson
	Course ID (CB01A and CB01B)	AUTOD094B	AUTOD094B
	Course Control Number	CCC000574785	CCC000574785
!	Course Title (CB02)	Automotive Machining and Engine Service	Automotive Machining and Engine Service <u>Mechanical Engine Service Diagnostics</u>
	Short Course Title	MACHINING & ENGIN SERVIC	MACHINING & ENGIN SERVIC
	TOP Code (CB03)	0948.00	0948.00 Automotive Technology
	CIP Code	Automobile/Automotive Mechanics Technology/Technician	47.0604 Automobile/Automotive Mechanics Technology/Technician
	Department	AUTO - Automotive Technology	AUTO - Automotive Technology
!	Effective Term	Fall 2023	Fall 2023 <u>2025</u>
	SAM Priority Code (CB09)	Clearly Occupational	Clearly Occupational

Changed	Field	Current Version	Proposed Version
!	Course Description	Reconditioning cylinder heads and related valve train components including crack detection, repair, testing and assembly. Resurfacing cylinder heads.	Reconditioning This course shows how to <u>recondition</u> cylinder heads and related valve train components including crack detection, repair, testing and assembly. Resurfacing This course <u>also includes resurfacing</u> cylinder heads.
!	Course Type (CB27)	No value	<ul style="list-style-type: none"> Lower Division
!	Mode of Delivery	<ul style="list-style-type: none"> NA 	<ul style="list-style-type: none"> In person ONLY

Faculty Requirements			
Changed	Field	Current Version	Proposed Version
!	Discipline 1	No value	<ul style="list-style-type: none"> Automotive Technology
	Discipline 2	No value	No value
	Discipline 3	No value	No value
!	FSA	No value	<ul style="list-style-type: none"> FHDA FSA - AUTO TECH

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

Course Justification			

Changed	Field	Current Version	Proposed Version
	Course Justification	This CTE, CSU transferable course belongs on the Certificate of Achievement-Advanced and AS degree in Automotive Technology. It is also a recommendation from industry advisory committees to help better prepare students for the automotive job market, using the basic measuring and machining skills learned.	This CTE, CSU transferable course belongs on the Certificate of Achievement-Advanced and AS degree in Automotive Technology. It is also a recommendation from industry advisory committees to help better prepare students for the automotive job market, using the basic measuring and machining skills learned.


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	

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	


CTE Course

Changed	Field	Current Version	Proposed Version
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	Is this a CTE (Career Technical Education) course?	No value	<u>Yes</u>
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Honors/Non-honors Course

Changed	Field	Current Version	Proposed Version
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	Is this an honors/non-honors course?	No value	<u>No</u>
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Mirrored Credit/Noncredit Course

Changed	Field	Current Version	Proposed Version
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	Is this a mirrored credit/noncredit course?	No value	<u>No</u>
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Cross-listed Course

Changed	Field	Current Version	Proposed Version
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	Is this a cross-listed course?	No value	<u>No</u>
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More Options

Changed	Field	Current Version	Proposed Version
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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	<ul style="list-style-type: none"> • Letter Grade • Pass/No Pass 	<ul style="list-style-type: none"> • Letter Grade • Pass/No Pass
	Allow Students to Gain Credit by Exam/Challenge	<input type="checkbox"/>	<input type="checkbox"/>
	Repeatability Statement	No value	

Associated Programs

Empty area for associated programs.

Changed Field**Current Version****Proposed Version****Course is part of a program****Associated Program** Automotive Machining and Engine Repair (In Development)**Award Type** Certificate of Achievement-Advanced (COA-A)**Associated Program** Automotive Machining and Engine Repair (In Development)**Award Type** Certificate of Achievement-Advanced (COA-A)**Associated Program** Automotive Machining and Engine Repair**Award Type** Certificate of Achievement-Advanced (COA-A)**Associated Program** Automotive Machining and Engine Repair**Award Type** Certificate of Achievement-Advanced (COA-A)**Associated Program** Automotive Machining and Engine Repair**Award Type** Associate in Science (A.S.) Degree**Associated Program** Automotive Machining and Engine Repair**Award Type** Associate in Science (A.S.) Degree**Associated Program** Automotive Machining and Engine Repair (In Development)**Award Type** Associate in Science (A.S.) Degree**Associated Program** Automotive Machining and Engine Repair (In Development)**Award Type** Associate in Science (A.S.) 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

Changed	Field	Current Version	Proposed Version
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	GE Information	No value	No value
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Weekly Student Hours - Profile Name: Default Profile

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

	Laboratory Hours - In Class	6	6
--	--	---	---

	Laboratory Hours - Out of Class	0	0
--	--	---	---

	NA Hours - In Class	0	0
--	--------------------------------	---	---

	NA Hours - Out of Class	0	0
--	------------------------------------	---	---

Course Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
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	Course Duration (Weeks)	12	12
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	Hours per unit divisor	36	36
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	Total Student Learning Hours	216	216
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Changed	Field	Current Version	Proposed Version
	Lecture Hours - Course In-Class (Contact) per Term	48	48
	Lecture Hours - Course Out-of-Class per Term	96	96
	Laboratory Hours - Course In-Class (Contact) per Term	72	72
	Laboratory Hours - Course Out-of-Class per Term	0	0
	NA Hours - Course In-Class (Contact) per Term	0	0
	NA Hours - Course Out-of-Class per Term	0	0
	Total - Course In-Class (Contact) Hours	120	120
	Total - Course Out-of-Class Hours	96	96
	Total Credit Units - Minimum Credit Units	6	6
	Total Credit Units - Maximum Credit Units	6	6

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)	<input type="checkbox"/>	<input type="checkbox"/>
	Variable Credit Course	<input type="checkbox"/>	<input type="checkbox"/>

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	72	72
	Total Contact Hours per Term	-	0
	Total Credit Units	6	6
	Minimum Credit Units	6	6
	Maximum Credit Units	6	6

SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

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Changed Field

Current Version

Proposed Version



Methods of Instruction

Methods of Instruction

Methods of Instruction Lecture and visual aids
Homework and extended projects
Collaborative learning and small group exercises
Laboratory experience which involve students in formal exercises of data collection and analysis

Methods of Instruction

Methods of Instruction

Methods of Instruction Lecture and visual aids
Homework and extended projects
Collaborative learning and small group exercises
Laboratory experience which involve students in formal exercises of data collection and analysis

Assignments

1. Reading from text and handouts
2. Lab assignments per expanded National Automotive Technology Education Foundation (NATEF) task list
3. Lab journal
4. Homework based on readings

1. Reading from text and handouts
2. Lab assignments per expanded National Automotive Technology Education Foundation (NATEF) task list
3. Lab journal
4. Homework based on readings



Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

1. Lab assignments per NATEF task list. Scores are weighted based on the time it should take to complete
2. Four objective examinations covering each unit, graded for accuracy
3. Multiple choice objective final examination, graded for accuracy
4. Written lab journal consisting of specifications and notes, then entered in to Engine Log Book, graded for completeness
5. Short answer questions at the end of each chapter based on the readings and lecture, graded for completeness and accuracy

Methods of Evaluation

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1. Lab assignments per NATEF task list. Scores are weighted based on the time it should take to complete.
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3. Multiple choice objective final examination, graded for accuracy.
4. Written lab journal consisting of specifications and notes, then entered in to Engine Log Book, graded for completeness.
5. Short answer questions at the end of each chapter based on the readings and lecture, graded for completeness and accuracy.

Changed Field**Current Version****Proposed Version****Essential Student Materials/Essential College Facilities****Essential Student Materials:**

- Basic tool set
- Shop clothing, safety glasses and work shoes

Essential College Facilities:

- Automotive machine shop laboratory
- Computers and required software (ProSIS information system www.prosispro.com and Engine Analyzer Ver. 3.2, Performance Trends Inc.)

Essential Student Materials:

- Basic tool set
- Shop clothing, safety glasses and work shoes

Essential College Facilities:

- Automotive machine shop laboratory
- Computers and required software (ProSIS information system www.prosispro.com and Engine Analyzer Ver. 3.2, Performance Trends Inc.)

**Examples of Primary Texts and References**

Title	No value
Author	Lewis, W.G. "Automotive Machining and Engine Service." Engine Books, 2016
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	"Automotive Machining and Engine Service"
Author	Lewis, W.G.
Publisher	Engine Books
Date/Edition	2020
ISBN	No value

Changed Field

Current Version

Proposed Version



Suggested Reading List

No value

Reading List ProSIS information system.
www.prosispro.com

May include, but are not limited to No value

Reading List Alldata information system.
www.alldata.com

May include, but are not limited to No value


Reading List Shop-key information system.
www.mitchell1.com

May include, but are not limited to No value

Reading List "Engine Log Book Ver 3.2" Performance Trends Inc 2010. Software locally installed.

Changed	Field	Current Version	Proposed Version
		<p>May include, but are not limited to</p> <p>No value</p>	

Learning Outcomes and Objectives

Changed	Field	Current Version	Proposed Version								
	Course Objectives	<ul style="list-style-type: none"> • Compare the different methods of crack detection and repair based on the material of the casting • Write parts ordering forms and repair orders • Demonstrate the processes of reconditioning valve train components • Demonstrate the processes for resurfacing cylinder heads and blocks 	<ul style="list-style-type: none"> • Compare the different methods of crack detection and repair based on the material of the casting • Write parts ordering forms and repair orders • Demonstrate the processes of reconditioning valve train components • Demonstrate the processes for resurfacing cylinder heads and blocks 								
	CSLOs	<table border="1"> <tr> <td>CSLOs</td> <td>Student will set up and grind a valve face with the proper surface finish, while maintaining a margin thickness of no less than 1/16".</td> </tr> <tr> <td>Expected SLO Performance</td> <td>0.0</td> </tr> </table>	CSLOs	Student will set up and grind a valve face with the proper surface finish, while maintaining a margin thickness of no less than 1/16".	Expected SLO Performance	0.0	<table border="1"> <tr> <td>CSLOs</td> <td>Demonstrate setting up and grinding a valve face with the proper surface finish, while maintaining a margin thickness of no less than 1/16".</td> </tr> <tr> <td>Expected SLO Performance</td> <td>0.0</td> </tr> </table>	CSLOs	Demonstrate setting up and grinding a valve face with the proper surface finish, while maintaining a margin thickness of no less than 1/16".	Expected SLO Performance	0.0
CSLOs	Student will set up and grind a valve face with the proper surface finish, while maintaining a margin thickness of no less than 1/16".										
Expected SLO Performance	0.0										
CSLOs	Demonstrate setting up and grinding a valve face with the proper surface finish, while maintaining a margin thickness of no less than 1/16".										
Expected SLO Performance	0.0										

Course Outline

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Changed	Field	Current Version	Proposed Version
!	Course Content	<ol style="list-style-type: none"> 1. Compare the different methods of crack detection and repair based on the material of the casting <ol style="list-style-type: none"> 1. Using dry magnetic particle testing 2. Using wet magnetic particle testing 3. Using dye penetrants 4. Pressure testing castings 5. Repairing with threaded taper pins 6. Stop drilling 7. Welding head and block castings 8. Sealing castings 2. Write parts ordering forms and repair orders <ol style="list-style-type: none"> 1. Completing repair orders 2. Jobber, dealer, and retail pricing 3. Requisitioning by part number 4. Using interchange, numerical, and progressive size catalog information 5. Checking orders received and handling returns 3. Demonstrate the processes of reconditioning valve train components <ol style="list-style-type: none"> 1. Removing and replacing valve guides 2. Knurling valve guides 3. Fitting oversized valve stems 4. Replacing integral valve guide 5. Refacing valves and valve stems 6. Grinding valve seats 7. Cutting valve seats 8. Installing valve seats 9. Fitting valve seals 10. Replacing rocker arm studs 11. Correcting installed spring height 12. Correcting installed stem height 	<ol style="list-style-type: none"> 1. Compare the different methods of crack detection and repair based on the material of the casting <ol style="list-style-type: none"> 1. Using dry magnetic particle testing 2. Using wet magnetic particle testing 3. Using dye penetrants 4. Pressure testing castings 5. Repairing with threaded taper pins 6. Stop drilling 7. Welding head and block castings 8. Sealing castings 2. Write parts ordering forms and repair orders <ol style="list-style-type: none"> 1. Completing repair orders 2. Jobber, dealer, and retail pricing 3. Requisitioning by part number 4. Using interchange, numerical, and progressive size catalog information 5. Checking orders received and handling returns 3. Demonstrate the processes of reconditioning valve train components <ol style="list-style-type: none"> 1. Removing and replacing valve guides 2. Knurling valve guides 3. Fitting oversized valve stems 4. Replacing integral valve guide 5. Refacing valves and valve stems 6. Grinding valve seats 7. Cutting valve seats 8. Installing valve seats 9. Fitting valve seals 10. Replacing rocker arm studs 11. Correcting installed spring height 12. Correcting installed stem height

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

- | Changed Field | Current Version | Proposed Version |
|-------------------------------------|---|---|
| | 13. Refacing rocker arms
14. Straightening aluminum heads
15. Correcting overhead camshaft center lines
16. Installing thin-wall bronze valve guide liners
4. Demonstrate the processes for resurfacing cylinder heads and blocks <ol style="list-style-type: none"> 1. Comparing resurfacing machines 2. General precautions 3. Correcting v-block intake manifold alignment 4. Determining v-block ratios 5. Resurfacing overhead cam cylinder heads 6. Resurfacing diesel cylinder heads 7. Resurfacing air cooled cylinder heads | 13. Refacing rocker arms
14. Straightening aluminum heads
15. Correcting overhead camshaft center lines
16. Installing thin-wall bronze valve guide liners
4. Demonstrate the processes for resurfacing cylinder heads and blocks <ol style="list-style-type: none"> 1. Comparing resurfacing machines 2. General precautions 3. Calculating and correcting v-block intake manifold alignment 4. Determining v-block ratios 5. Resurfacing overhead cam cylinder heads 6. Resurfacing diesel cylinder heads 7. Resurfacing air cooled cylinder heads |
| Lab Component in this Course | Yes | Yes |
| Lab Outline | 1. Testing castings for cracks: cast iron and aluminum
2. Crack repair techniques: Stitching pins
3. Creating repair orders and parts orders: written and electronic
4. Reconditioning valve train components: to prepare for performance assessment
5. Resurfacing cylinder heads and blocks: check using profilometer | 1. Testing castings for cracks: cast iron and aluminum
2. Crack repair techniques: Stitching pins
3. Creating repair orders and parts orders: written and electronic
4. Reconditioning valve train components: to prepare for performance assessment
5. Resurfacing cylinder heads and blocks: check using profilometer |

Req/Adv**Changed****Questions****Current Version****Proposed Version**

Prerequisite(s): No Value

No Value

Changed	Questions	Current Version	Proposed Version
	Corequisite(s):	No Value	No Value
	Advisory(ies):	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra
	Advisory(ies) - Other:	No Value	No Value
	Limitation(s) on Enrollment:	(Approved Automotive Technology Course Sequence Contract required.)	(Approved Automotive Technology Course Sequence Contract required.)
	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	2AT	No Value
❗	Catalog Term (21-22)	23-24	No Value
❗	5 Year Revision Year (2021)	2018	No Value

Changed	Questions	Current Version	Proposed Version
!	Effective Quarter	Fall	No Value
!	Effective Year (2021)	2023	No Value
	Sort ID (00 < 10; 0 < 100)	AUTO 094B	AUTO 094B
	Course Status	Non-substantial	Non-substantial
!	Course Status Code	A	No Value
!	Banner Department	AUTO	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
!	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	236503	No Value

Changed	Questions	Current Version	Proposed Version
!	Account Code	1320	No Value
!	Program Code	094800	No Value
!	Percent	100	No Value
	Curriculum Office Notes	<ul style="list-style-type: none"> Requisite change appr. 1/17/23 (effect. F23).-cc 	<ul style="list-style-type: none"> Requisite change appr. 1/17/23 (effect. F23).-cc
!	Print/No Print to Catalog	Yes	No Value
	Checklist	No Value	No Value

Summary of Revisions

Changed	Questions	Current Version	Proposed Version
!	Basic Course Information	No Value	Title update Description update
	Units and Hours	No Value	No Value
!	Specifications	No Value	Updated textbooks and references to reflect current publications
!	Outline	No Value	Updated content within course objective(s)
	Other	No Value	No Value

Blue Form

Blue Form content area (empty).

Changed	Questions	Current Version	Proposed Version
	<p>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.</p>	No Value	No Value
	<p>1. Is the unit(s) change required for articulation?</p>	No Value	No Value
	<p>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.</p>	No Value	No Value
	<p>3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.</p>	No Value	No Value
	<p>Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.</p>	No Value	No Value
	<p>Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.</p>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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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
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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
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**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
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**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	From Outline: B. Write parts ordering forms and repair orders 1. Completing repair orders 2. Jobber, dealer, and retail pricing 3. Requisitioning by part number 4. Using interchange, numerical, and progressive size catalog information 5. Checking orders received and handling returns

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

Changed	Questions	Current Version	Proposed Version
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	ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
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Changed	Questions	Current Version	Proposed Version
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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
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	Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.		
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No Value

No Value

D-Matrix Form

Changed	Questions	Current Version	Proposed Version
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	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.		
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No Value

No Value

Changed	Questions	Current Version	Proposed Version
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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

From Outline: D. Demonstrate the processes for resurfacing cylinder heads and blocks 1. Comparing resurfacing machines 2. General precautions 3. Calculating and correcting v-block intake manifold alignment 4. Determining v-block ratios

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

No Value

No Value

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

F-Matrix Form

Changed	Questions	Current Version	Proposed Version
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	Pre-algebra or equivalent (or higher), or appropriate placement beyond pre- algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
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Changed	Questions	Current Version	Proposed Version
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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
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Objective 7:
Explore rates and ratios and use proportions to solve problems.

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

Changed	Questions	Current Version	Proposed Version
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	If the requisite does not fall under an A-F Matrix, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. If a requisite falling under Matrix G is being removed, provide an explanation as to why.	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	Approved Course Sequence Contract (required for every class, except classes with a prerequisite) See Attachment.
	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 Prerequisites 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, i.e. such as a course.	No Value	No Value

De Anza GE Form

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

No Value

No Value

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

De Anza GE - ESGC Form

Changed	Questions	Current Version	Proposed Version
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	Criteria 1: Explain the interconnectivity of economic prosperity, social equity and environmental quality.	No Value	No Value
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Changed	Questions	Current Version	Proposed Version
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	Criteria 2: Identify the most serious environmental, equity, and social justice problems globally and locally and explain their underlying causes and possible consequences.	No Value	No Value
--	---	----------	----------

	Criteria 3: Explain some significant ways students can make a difference in making a positive impact, locally, at a state level, or globally in making the world more environmentally sustainable and socially just.	No Value	No Value
--	---	----------	----------

	Criteria 4: Analyze how the well being of human society is dependent on sustainable social and ecological systems.	No Value	No Value
--	---	----------	----------

Changed	Questions	Current Version	Proposed Version
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**Criteria 5:
Demonstrate an understanding of how the student's personal activities impact the environment and communities by participating in actions to create a more environmentally sustainable and equitable future.**

No Value

No Value

Comments

Changed	Questions	Current Version	Proposed Version
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**Stage 2:
Department
Chair**

No
Value

No Value

**Stage 3:
Division
Curriculum
Representative**

No
Value

No Value

**Stage 4:
Division Dean**

No
Value

No Value

Changed Questions Current Version Proposed Version



Stage 5: SLO
Coordinator

No
Value

DATE	Name - Role OR Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
3/11/2024 & 3/12/2024	Mary Pape - SLO Coordinator	Learning Outcomes - CSLO #1	Required	Change the CSLO so that the words "Student will" are removed. Suggestion "Demonstrate setting up and grinding a valve face with the proper surface finish, while maintaining a margin thickness of no less than 1/16".	



Stage 7:
Content
Review Matrix
Liaison

No
Value

Date	Name - Role OR Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
4/4/24	Zack Judson	Matrix H	Required	Please upload a copy of the contract in the Basic Course Information tab	Y

Stage 8: AVP -
Instruction

No
Value

No Value

Stage 9:
Articulation
Officer

No
Value

No Value

Stage 11:
ESGC Faculty
Coordinator

No
Value

No Value

Stage 14:
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
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	Curriculum ID	AUTOD094B
--	---------------	-----------

	Distance Education Approved	No
--	-----------------------------	----

	Board of Trustees Approval Date	
--	---------------------------------	--

	Curriculum Committee Approval Date	
--	------------------------------------	--

	Time to Next Review	Sep 1, 2023 12:00:00 AM
--	---------------------	-------------------------

	External Review Approval Date	Sep 1, 2018 12:00:00 AM
--	-------------------------------	-------------------------

	Course Control Number	CCC000574785
--	-----------------------	--------------

Articulation

Changed	Field	Current Version
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	Course Crosswalk CRS-DEPT-NAME	
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	Course Crosswalk CRS-NUMBER	
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De Anza College
Change Report
05/31/2024

Summary of Changes




Section	Changed field
General Information	Faculty Initiator
General Information	Course Title (CB02)
General Information	Effective Term
General Information	Course Description
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 and Objectives	Course Objectives
Req/Adv	Limitation(s) on Enrollment:
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



Section	Changed field
Curriculum Office	Banner Department
Curriculum Office	Course Level
Curriculum Office	College Code
Curriculum Office	CTE Status
Curriculum Office	Emergency Approval
Curriculum Office	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)
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	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
Summary of Revisions	Basic Course Information
Summary of Revisions	Specifications
Summary of Revisions	Outline
B-Matrix Form	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.

Section	Changed field
E-Matrix Form	Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.
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.
Comments	Stage 7: 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?

General Information

Changed	Field	Current Version	Proposed Version
!	Faculty Initiator	• Betty Inoue	• Brett Johnson
	Course ID (CB01A and CB01B)	AUTOD094C	AUTOD094C
	Course Control Number	CCC000574784	CCC000574784
!	Course Title (CB02)	Automotive Machining and Engine Service	<u>Introductory_ Automotive Machining and Engine Service</u> Machining and Engine Service <u>Machining</u>
	Short Course Title	MACHINING & ENGIN SERVIC	MACHINING & ENGIN SERVIC
	TOP Code (CB03)	0948.00	0948.00 Automotive Technology
	CIP Code	Automobile/Automotive Mechanics Technology/Technician	47.0604 Automobile/Automotive Mechanics Technology/Technician
	Department	AUTO - Automotive Technology	AUTO - Automotive Technology
!	Effective Term	Fall 2023	Fall 2023 <u>2025</u>

Changed	Field	Current Version	Proposed Version
	SAM Priority Code (CB09)	Clearly Occupational	Clearly Occupational
	Course Description	Reconditioning engine short block assemblies and components including balancing, assembly and testing.	Reconditioning <u>This course shows the process of reconditioning</u> engine short block assemblies and components including balancing, assembly and testing.
	Course Type (CB27)	No value	<ul style="list-style-type: none"> • Lower Division
	Mode of Delivery	<ul style="list-style-type: none"> • NA 	<ul style="list-style-type: none"> • In person ONLY

Faculty Requirements			
Changed	Field	Current Version	Proposed Version
	Discipline 1	No value	<ul style="list-style-type: none"> • Automotive Technology
	Discipline 2	No value	No value
	Discipline 3	No value	No value
	FSA	No value	<ul style="list-style-type: none"> • FHDA FSA - AUTO TECH

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

Course Justification			

Changed

Field

Current Version

Proposed Version

**Course
Justification**

This CTE, CSU transferable course belongs on the Certificate of Achievement-Advanced and AS degree in Automotive Technology. It is also a recommendation from industry advisory committees to help better prepare students for the automotive job market with skills in engine assembly and testing.

This CTE, CSU transferable course belongs on the Certificate of Achievement-Advanced and AS degree in Automotive Technology. It is also a recommendation from industry advisory committees to help better prepare students for the automotive job market with skills in engine assembly and testing.

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

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	


CTE Course

Changed	Field	Current Version	Proposed Version
	Is this a CTE (Career Technical Education) course?	No value	<u>Yes</u>

Honors/Non-honors Course

Changed	Field	Current Version	Proposed Version
	Is this an honors/non-honors course?	No value	<u>No</u>

Mirrored Credit/Noncredit Course

Changed	Field	Current Version	Proposed Version
	Is this a mirrored credit/noncredit course?	No value	<u>No</u>

Cross-listed Course

Changed	Field	Current Version	Proposed Version
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Changed	Field	Current Version	Proposed Version
---------	-------	-----------------	------------------



Is this a cross-listed course?

No value

No

More Options

Changed	Field	Current Version	Proposed Version
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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

Associated Programs

Changed	Field	Current Version	Proposed Version
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Course is part of a program

Associated Program Automotive Machining and Engine Repair (In Development)

Associated Program Automotive Machining and Engine Repair (In Development)

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

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

Associated Program Automotive Machining and Engine Repair

Associated Program Automotive Machining and Engine Repair

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

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

Associated Program Automotive Machining and Engine Repair

Associated Program Automotive Machining and Engine Repair

Award Type Associate in Science (A.S.) Degree

Award Type Associate in Science (A.S.) Degree

Associated Program Automotive Machining and Engine Repair (In Development)

Associated Program Automotive Machining and Engine Repair (In Development)

Award Type Associate in Science (A.S.) Degree

Award Type Associate in Science (A.S.) Degree

Transferability & Gen. Ed. Options

Changed	Field	Current Version	Proposed Version
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Transfer Status (CB05)

Transferable to CSU only

Transferable to CSU only

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

Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	4	4
	Lecture Hours - Out of Class	8	8
	Laboratory Hours - In Class	6	6
	Laboratory Hours - Out of Class	0	0
	NA Hours - In Class	0	0
	NA Hours - Out of Class	0	0

Course Student Hours - Profile Name: Default Profile

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

Changed	Field	Current Version	Proposed Version
	Hours per unit divisor	36	36
	Total Student Learning Hours	216	216
	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	72	72
	Laboratory Hours - Course Out-of-Class per Term	0	0
	NA Hours - Course In-Class (Contact) per Term	0	0
	NA Hours - Course Out-of-Class per Term	0	0
	Total - Course In-Class (Contact) Hours	120	120

Changed	Field	Current Version	Proposed Version
	Total - Course Out-of-Class Hours	96	96
	Total Credit Units - Minimum Credit Units	6	6
	Total Credit Units - Maximum Credit Units	6	6

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)	<input type="checkbox"/>	<input type="checkbox"/>

Changed	Field	Current Version	Proposed Version
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	Variable Credit Course	<input type="checkbox"/>	<input type="checkbox"/>
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Credit Units

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

	Total Lecture Hours per Term	144	144
--	-------------------------------------	-----	-----

	Total Laboratory Hours per Term	72	72
--	--	----	----

	Total Contact Hours per Term	-	0
--	-------------------------------------	---	---

	Total Credit Units	6	6
--	---------------------------	---	---

	Minimum Credit Units	6	6
--	-----------------------------	---	---

	Maximum Credit Units	6	6
--	-----------------------------	---	---

SKIP

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

Changed Field

Current Version

Proposed Version



Methods of Instruction

Methods of Instruction

Methods of Instruction Lecture and visual aids
Homework and extended projects
Collaborative learning and small group exercises
Laboratory experience which involve students in formal exercises of data collection and analysis

Methods of Instruction

Methods of Instruction

Methods of Instruction Lecture and visual aids
Homework and extended projects
Collaborative learning and small group exercises
Laboratory experience which involve students in formal exercises of data collection and analysis

Assignments

1. Reading from text and handouts
2. Lab assignments per expanded National Automotive Technology Education Foundation (NATEF) task list
3. Lab journal entered into Engine Log Book
4. Homework based on readings

1. Reading from text and handouts
2. Lab assignments per expanded National Automotive Technology Education Foundation (NATEF) task list
3. Lab journal entered into Engine Log Book
4. Homework based on readings

Changed **Field**

Current Version

Proposed Version



**Methods of
Evaluation**

**Methods
of
Evaluation**

**Methods
of
Evaluation**

Methods of
Evaluation

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

1. Lab assignments per NATEF task list. Scores are weighted based on the time it should take to complete
2. Multiple choice objective examinations covering each lecture unit and readings
3. Multiple choice objective final examination covering all units
4. Lab journal consisting of specifications and notes, then entered in the Engine Log Book and graded on completeness
5. Short answer questions at the end of each chapter based on the readings and lectures, graded for completeness and accuracy

**Methods
of
Evaluation**

1. Lab assignments per NATEF task list. Scores are weighted based on the time it should take to complete
2. Multiple choice objective examinations covering each lecture unit and readings
3. Multiple choice objective final examination covering all units
4. Lab journal consisting of specifications and notes, then entered in the Engine Log Book and graded on completeness
5. Short answer questions at the end of each chapter based on the readings and lectures, graded for completeness and accuracy

Changed Field**Current Version****Proposed Version****Essential Student Materials/Essential College Facilities****Essential Student Materials:**

- Basic tool set
- Shop clothing, safety glasses and work shoes

Essential College Facilities:

- Automotive machine shop laboratory
- Computers and required software (ProSIS information system www.prosispro.com and Engine Analyzer Ver. 3.2, Performance Trends Inc.)

Essential Student Materials:

- Basic tool set
- Shop clothing, safety glasses and work shoes

Essential College Facilities:

- Automotive machine shop laboratory
- Computers and required software (ProSIS information system www.prosispro.com and Engine Analyzer Ver. 3.2, Performance Trends Inc.)

**Examples of Primary Texts and References**

Title	No value
Author	Lewis, W. G. "Automotive Machining and Engine Service." Engine Books, 2016
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	"Automotive Machining and Engine Service"
Author	Lewis, W.G.
Publisher	Engine Books
Date/Edition	2020
ISBN	No value

Changed Field

Current Version

Proposed Version



Suggested Reading List

No value

Reading List Shop-key information system.
www.mitchell1.com

May include, but are not limited to No value

Reading List Alldata information systems.
www.alldata.com

May include, but are not limited to No value


Reading List ProSIS specification software.
www.prosispro.com

May include, but are not limited to No value

Reading List "Engine Log Book" Performance Trends Inc. 2010. Software installed locally

Changed	Field	Current Version	Proposed Version
		<p>May No value include, but are not limited to</p>	

Learning Outcomes and Objectives

Changed	Field	Current Version	Proposed Version
	Course Objectives	<ul style="list-style-type: none"> • Demonstrate the processes for reconditioning engine block components • Compute the proper balancing formula and balance the engine assembly • Assemble an engine using the proper sequence • Perform all necessary engine testing in a run-in stand 	<ul style="list-style-type: none"> • Demonstrate the processes for reconditioning engine block components • Compute the proper balancing formula and balance the engine assembly • Assemble an engine using the proper sequence • Perform and record all necessary engine testing in a run-in stand
CSLOs		<p>CSLOs Student will set up and hone a cylinder to a specified size, with the proper surface finish depending on the type of piston rings being used.</p> <p>Expected SLO Performance 0.0</p>	<p>CSLOs Student will set up and hone a cylinder to a specified size, with the proper surface finish depending on the type of piston rings being used.</p> <p>Expected SLO Performance 0.0</p>

Course Outline


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Changed	Field	Current Version	Proposed Version
!	Course Content	<ol style="list-style-type: none"> 1. Demonstrate the processes for reconditioning engine block components <ol style="list-style-type: none"> 1. Honing cylinders for overhaul 2. Knurling pistons 3. Reboring and honing cylinders 4. Sleeving cylinders 5. Line boring and honing 6. Fitting piston pins 7. Resurfacing engine blocks 8. Resizing connecting rod housing bores 9. Assembling and aligning pistons and connecting rods 10. Regrinding camshafts and related operations 11. Regrinding and polishing crankshafts 12. Overhauling oil pumps 13. Resurfacing flywheels and replacing ring gears 2. Compute the proper balancing formula and balance the engine assembly <ol style="list-style-type: none"> 1. Weighing connecting rods and pistons 2. Balancing connecting rods 3. Balancing pistons and pins 4. Balancing crankshafts 5. Balancing flywheels and clutches 6. Balancing torque converters 7. Balancing with heavy metal 8. Suggestions for minimum balancing 3. Assemble an engine using the proper sequence <ol style="list-style-type: none"> 1. Cleaning and deburring for assembly 	<ol style="list-style-type: none"> 1. Demonstrate the processes for reconditioning engine block components <ol style="list-style-type: none"> 1. Honing cylinders for overhaul 2. Knurling pistons 3. Reboring and honing cylinders 4. Sleeving cylinders 5. Line boring and honing 6. Fitting piston pins 7. Resurfacing engine blocks 8. Resizing connecting rod housing bores 9. Assembling and aligning pistons and connecting rods 10. Regrinding camshafts and related operations 11. Regrinding and polishing crankshafts 12. Overhauling oil pumps 13. Resurfacing flywheels and replacing ring gears 2. Compute the proper balancing formula and balance the engine assembly <ol style="list-style-type: none"> 1. Weighing connecting rods and pistons 2. Balancing connecting rods 3. Balancing pistons and pins 4. Balancing crankshafts 5. Balancing flywheels and clutches 6. Balancing torque converters 7. Balancing with heavy metal 8. Suggestions for minimum balancing 3. Assemble an engine using the proper sequence <ol style="list-style-type: none"> 1. Cleaning and deburring for assembly

Changed	Field	Current Version	Proposed Version
		2. Assembling cylinder heads	2. Assembling cylinder heads
		3. Installing core plugs	3. Installing core plugs
		4. Installing camshaft bearings and camshaft	4. Installing camshaft bearings and camshaft
		5. Installing oil galley plugs	5. Installing oil galley plugs
		6. Sealing rotating shafts; the basics	6. Sealing rotating shafts; the basics
		7. Fitting the rear main seal	7. Fitting the rear main seal
		8. Installing the main bearings and the crankshaft	8. Installing the main bearings and the crankshaft
		9. Setting valve timing	9. Setting valve timing
		10. Installing piston rings	10. Installing piston rings
		11. Installing piston and connecting rod assemblies	11. Installing piston and connecting rod assemblies
		12. Assembling cylinder heads to engine blocks	12. Assembling cylinder heads to engine blocks
		13. Installing rocker arms	13. Installing rocker arms
		14. Adjusting valves	14. Adjusting valves
		15. Installing the oil pump	15. Installing the oil pump
		16. Pre-oiling the engine	16. Pre-oiling the engine
		17. Hints on gaskets, seals, and sealants	17. Hints on gaskets, seals, and sealants
		18. Engine assembly checklists	18. Engine assembly checklists
		19. Attaching bellhousings	19. Attaching bellhousings
		4. Perform all necessary engine testing in a run-in stand	4. Perform and record all necessary engine testing in a run-in stand
		1. Preparing engine sub-assemblies	1. Preparing engine sub-assemblies
		2. Pre-oiling	2. Pre-oiling
		3. Testing oil pressure, circulation, and piston ring oil control	3. Testing oil pressure, circulation, and piston ring oil control
		4. Checking for noise	4. Checking for noise
		5. Checking lifter rotation	5. Checking lifter rotation
		6. Checking guide sealing	6. Checking guide sealing
		7. Adjusting valves and checking valve timing	7. Adjusting valves and checking valve timing
		8. Testing compression	8. Testing compression
			9. Complete comprehensive engine assembly repair order with testing results

Changed	Field	Current Version	Proposed Version
	Lab Component in this Course	Yes	Yes
	Lab Outline	1. Reconditioning block components 2. Engine balancing 3. Engine assembly: assembly checklist 4. Engine testing and break-in	1. Reconditioning block components 2. Engine balancing 3. Engine assembly: assembly checklist 4. Engine testing and break-in

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	AUTO D094A	AUTO D094A
	Corequisite(s):	No Value	No Value
	Advisory(ies):	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra
	Advisory(ies) - Other:	No Value	No Value
	Limitation(s) on Enrollment:	No Value	(Approved Automotive Technology Course Sequence Contract required.)
	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
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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
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Banner Start Term (202122)

202122

No Value



Banner Division

2AT

No Value



Catalog Term (21-22)

23-24

No Value



5 Year Revision Year (2021)

2018

No Value



Effective Quarter

Fall

No Value



Effective Year (2021)

2023

No Value

Sort ID (00 < 10; 0 < 100)

AUTO 094C

AUTO 094C

Course Status

Non-substantial

Non-substantial



Course Status Code

A

No Value



Banner Department

AUTO

No Value



Course Level

DU




No Value



College Code

DA

No Value

Changed	Questions	Current Version	Proposed Version
	Course Characteristics	CTE	CTE
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
	CTE Status	Yes	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	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
!	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	236503	No Value
!	Account Code	1320	No Value
!	Program Code	094800	No Value
!	Percent	100	No Value
	Curriculum Office Notes	<ul style="list-style-type: none"> Requisite change appr. 1/17/23 (effect. F23).-cc 	<ul style="list-style-type: none"> Requisite change appr. 1/17/23 (effect. F23).-cc
!	Print/No Print to Catalog	Yes	No Value

Changed	Questions	Current Version	Proposed Version
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	Checklist	No Value	No Value
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Summary of Revisions

Changed	Questions	Current Version	Proposed Version
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	Basic Course Information	No Value	Description update
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	Units and Hours	No Value	No Value
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	Specifications	No Value	Updated textbooks and references to reflect current publications
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	Outline	No Value	Updated content within course objective(s)
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	Other	No Value	No Value
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Blue Form

Changed	Questions	Current Version	Proposed Version
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	<p>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.</p>	No Value	No Value
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Changed Questions Current Version Proposed Version

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

A-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
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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
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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

Changed

Questions

Current Version

Proposed Version



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

No Value

From Outline: D. Perform and record all necessary engine testing in a run-in stand 1. Preparing engine sub-assemblies 2. Pre-oiling 3. Testing oil pressure, circulation, and piston ring oil control 4. Checking for noise 5. Checking lifter rotation 6. Checking guide sealing 7. Adjusting valves and checking valve timing 8. Testing compression 9. Complete comprehensive engine assembly repair order with testing results Create a workflow for engine testing after assembly that will accurately test and confirm repair to the internal engine systems in the order that they occur and based on importance to overall successful engine operation. This list will demonstrate the understanding of engine hydraulic, mechanical, pressure, and cooling systems.

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

Changed	Questions	Current Version	Proposed Version
	<p>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.</p>	No Value	No Value
	<p>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.</p>	No Value	No Value
	<p>Objective 2: Investigate the use of mathematics in real world.</p>	No Value	No Value
	<p>Objective 3: Explore functions.</p>	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
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	Objective 10: Investigate the characteristics of rational expressions.	No Value	No Value
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	Objective 11: Develop skills to work with radical expressions.	No Value	No Value
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E-Matrix Form

Changed	Questions	Current Version	Proposed Version
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	Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
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Changed	Questions	Current Version	Proposed Version
!	Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.	No Value	From Outline: B. Compute the proper balancing formula and balance the engine assembly 1. Weighing connecting rods and pistons 2. Balancing connecting rods 3. Balancing pistons and pins 4. Balancing crankshafts 5. Balancing flywheels and clutches 6. Balancing torque converters 7. Balancing with heavy metal 8. Suggestions for minimum balancing
	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
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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

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

G-Matrix Form

Changed	Questions	Current Version	Proposed Version
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If the requisite does not fall under an A-F Matrix, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. If a requisite falling under Matrix G is being removed, provide an explanation as to why.

No Value

No Value

H-Matrix Form

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

No Value

Approved Course Sequence Contract (required for every class, except classes with a prerequisite) See Attachment.

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
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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 Prerequisites 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, i.e. such as a course.

No Value

No Value

De Anza GE Form

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

No Value

No Value

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

Changed	Questions	Current Version	Proposed Version
	<p>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.)</p>	No Value	No Value
	<p>Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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	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
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De Anza GE - ESGC Form

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

Changed	Questions	Current Version	Proposed Version
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**Criteria 5:
Demonstrate an understanding of how the student's personal activities impact the environment and communities by participating in actions to create a more environmentally sustainable and equitable future.**

No Value

No Value

Comments

Changed	Questions	Current Version	Proposed Version
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**Stage 2:
Department
Chair**

No Value

No Value

**Stage 3:
Division
Curriculum
Representative**

No Value

No Value

**Stage 4:
Division Dean**

No Value

No Value

**Stage 5: SLO
Coordinator**

No Value

No Value

Changed	Questions	Current Version	Proposed Version
!	Stage 7: Content Review Matrix Liaison	No Value	3/27/24 Zack Matrix JudsonG Required
			3/27/24 zj Matrix B Required
			3/27/24 zj Matrix G Recommended
			<p>Zack, can I have some clarification on the Matrix G corrections that you requested? I didn't input any data into Matrix G as it doesn't pertain to this course and I am unsure what you are referencing to with the "left hand column". Thank you.</p>
			<p>Under the Basic Course Information tab you have uploaded a file " ReqAdv_G_AUTO_94C_2025F_1.pdf " This file is required for your Auto 94A prerequisite. The comments are in reference to how this document has been filled out. If you have additional questions, please</p>

The left hand column should come from the Course Objectives not from the course outline Explain why students need to be able to view writing as a multi-step (i.e. outline, rough draft, revisions etc.) in order to perform and record engine testing You may consider indicating the section (i.e. Outline B.) then paraphrasing the information rather than copy and pasting the entire objective and expanded content

Changed	Questions	Current Version	Proposed Version
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fill free to email me and we can set up a time to meet on campus or even over zoom if you prefer.

	Stage 8: AVP - Instruction	No Value	No Value
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	Stage 9: Articulation Officer	No Value	No Value
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	Stage 11: ESGC Faculty Coordinator	No Value	No Value
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	Stage 14: Curriculum Committee	No Value	No Value
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Course Administration Codes

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

Changed	Field	Current Version
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	Curriculum ID	AUTOD094C
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	Distance Education Approved	No
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	Board of Trustees Approval Date	
--	--	--

	Curriculum Committee Approval Date	
--	---	--

	Time to Next Review	Sep 1, 2023 12:00:00 AM
--	----------------------------	-------------------------

	External Review Approval Date	Sep 1, 2018 12:00:00 AM
--	--------------------------------------	-------------------------

Changed	Field	Current Version
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	Course Control Number	
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		CCC000574784
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Articulation

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

De Anza College
Change Report
05/31/2024

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Course Title (CB02)
General Information	Effective Term
General Information	Course Description
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 and Objectives	CSLOs
Curriculum Office	Banner Start Term (202122)
Curriculum Office	Banner Division
Curriculum Office	Catalog Term (21-22)
Curriculum Office	5 Year Revision Year (2021)
Curriculum Office	Effective Quarter
Curriculum Office	Effective Year (2021)
Curriculum Office	Course Status Code
Curriculum Office	Banner Department
Curriculum Office	Course Level

Section	Changed field
Curriculum Office	College Code
Curriculum Office	CTE Status
Curriculum Office	Emergency Approval
Curriculum Office	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)
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	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
Summary of Revisions	Basic Course Information
Summary of Revisions	Specifications
B-Matrix Form	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.
E-Matrix Form	Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.
Comments	Stage 5: SLO Coordinator
Comments	Stage 7: Content Review Matrix Liaison
CTE Course	Is this a CTE (Career Technical Education) course?

Section**Changed field**

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?

General Information

Changed	Field	Current Version	Proposed Version
!	Faculty Initiator	• Betty Inoue	• Brett Johnson
	Course ID (CB01A and CB01B)	AUTOD094D	AUTOD094D
	Course Control Number	CCC000574783	CCC000574783
!	Course Title (CB02)	Automotive Machining and Engine Service	Intermediate Automotive Machining and Engine Service <u>Machining</u>
	Short Course Title	MACHINING & ENGIN SERVIC	MACHINING & ENGIN SERVIC
	TOP Code (CB03)	0948.00	0948.00 Automotive Technology
	CIP Code	Automobile/Automotive Mechanics Technology/Technician	47.0604 Automobile/Automotive Mechanics Technology/Technician
	Department	AUTO - Automotive Technology	AUTO - Automotive Technology
!	Effective Term	Fall 2023	Fall 2023 <u>2025</u>
	SAM Priority Code (CB09)	Clearly Occupational	Clearly Occupational
!	Course Description	Precision and performance engine preparation with emphasis on improvements in volumetric efficiency. Includes selection and matching of components for maximum efficiency within mandated emissions requirements.	Precision- <u>This course shows precision</u> and performance engine preparation with emphasis on improvements in volumetric efficiency. Includes- <u>This course includes</u> selection and matching of components for maximum efficiency within mandated emissions requirements.

Changed	Field	Current Version	Proposed Version
!	Course Type (CB27)	No value	<ul style="list-style-type: none"> Lower Division
!	Mode of Delivery	<ul style="list-style-type: none"> NA 	<ul style="list-style-type: none"> In person ONLY

Faculty Requirements			
Changed	Field	Current Version	Proposed Version
!	Discipline 1	No value	<ul style="list-style-type: none"> Automotive Technology
	Discipline 2	No value	No value
	Discipline 3	No value	No value
!	FSA	No value	<ul style="list-style-type: none"> FHDA FSA - AUTO TECH

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

Course Justification			
Changed	Field	Current Version	Proposed Version
	Course Justification	<p>This CTE, CSU transferable course belongs on the Certificate of Achievement-Advanced and AS degree in Automotive Technology. It is also a recommendation from industry advisory committees to help better prepare students in engine repair for the automotive job market.</p>	<p>This CTE, CSU transferable course belongs on the Certificate of Achievement-Advanced and AS degree in Automotive Technology. It is also a recommendation from industry advisory committees to help better prepare students in engine repair for the automotive job market.</p>

Stand-Alone Statement

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

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

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

	Foothill Course ID	No value	
--	--------------------	----------	--

CTE Course

Changed	Field	Current Version	Proposed Version
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	Is this a CTE (Career Technical Education) course?	No value	<u>Yes</u>
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Honors/Non-honors Course

Changed	Field	Current Version	Proposed Version
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Is this an honors/non-honors course?

No value

No

Mirrored Credit/Noncredit Course

Changed	Field	Current Version	Proposed Version
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Is this a mirrored credit/noncredit course?

No value

No

Cross-listed Course

Changed	Field	Current Version	Proposed Version
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Is this a cross-listed course?

No value

No

More Options

Changed	Field	Current Version	Proposed Version
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Basic Skill Status (CB08)

Course is not a basic skills course.

Course is not a basic skills course.

Course Prior To College Level

Not applicable.

Not applicable.

Course Special Class Status (CB13)

Course is not a special class.

Course is not a special class.

Course Support Status (CB26)

Course is not a support course

Course is not a support course

Repeat Limit

0

0

Changed	Field	Current Version	Proposed Version
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	Grade Options	<ul style="list-style-type: none">• Letter Grade• Pass/No Pass	<ul style="list-style-type: none">• Letter Grade• Pass/No Pass
--	----------------------	---	---

	Allow Students to Gain Credit by Exam/Challenge	<input type="checkbox"/>	<input type="checkbox"/>
--	--	--------------------------	--------------------------

	Repeatability Statement	No value	
--	--------------------------------	----------	--

Associated Programs

Changed Field**Current Version****Proposed Version****Course is part of a program****Associated Program** Automotive Machining and Engine Repair (In Development)**Award Type** Certificate of Achievement-Advanced (COA-A)**Associated Program** Automotive Machining and Engine Repair (In Development)**Award Type** Certificate of Achievement-Advanced (COA-A)**Associated Program** Automotive Machining and Engine Repair**Award Type** Certificate of Achievement-Advanced (COA-A)**Associated Program** Automotive Machining and Engine Repair**Award Type** Certificate of Achievement-Advanced (COA-A)**Associated Program** Automotive Machining and Engine Repair**Award Type** Associate in Science (A.S.) Degree**Associated Program** Automotive Machining and Engine Repair**Award Type** Associate in Science (A.S.) Degree**Associated Program** Automotive Machining and Engine Repair (In Development)**Award Type** Associate in Science (A.S.) Degree**Associated Program** Automotive Machining and Engine Repair (In Development)**Award Type** Associate in Science (A.S.) 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

Changed	Field	Current Version	Proposed Version
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	GE Information	No value	No value
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Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
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	Lecture Hours - In Class	4	4
--	-------------------------------------	---	---

	Lecture Hours - Out of Class	8	8
--	---	---	---

	Laboratory Hours - In Class	6	6
--	--	---	---

	Laboratory Hours - Out of Class	0	0
--	--	---	---

	NA Hours - In Class	0	0
--	--------------------------------	---	---

	NA Hours - Out of Class	0	0
--	------------------------------------	---	---

Course Student Hours - Profile Name: Default Profile

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

	Hours per unit divisor	36	36
--	-----------------------------------	----	----

	Total Student Learning Hours	216	216
--	---	-----	-----

Changed	Field	Current Version	Proposed Version
	Lecture Hours - Course In-Class (Contact) per Term	48	48
	Lecture Hours - Course Out-of-Class per Term	96	96
	Laboratory Hours - Course In-Class (Contact) per Term	72	72
	Laboratory Hours - Course Out-of-Class per Term	0	0
	NA Hours - Course In-Class (Contact) per Term	0	0
	NA Hours - Course Out-of-Class per Term	0	0
	Total - Course In-Class (Contact) Hours	120	120
	Total - Course Out-of-Class Hours	96	96
	Total Credit Units - Minimum Credit Units	6	6
	Total Credit Units - Maximum Credit Units	6	6

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)	<input type="checkbox"/>	<input type="checkbox"/>
	Variable Credit Course	<input type="checkbox"/>	<input type="checkbox"/>

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	72	72
	Total Contact Hours per Term	-	0
	Total Credit Units	6	6
	Minimum Credit Units	6	6
	Maximum Credit Units	6	6

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

Specifications			

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

Methods of Instruction Lecture and visual aids
Homework and extended projects
Collaborative learning and small group exercises
Laboratory experience which involve students in formal exercises of data collection and analysis

Methods of Instruction

Methods of Instruction

Methods of Instruction Lecture and visual aids
Homework and extended projects
Collaborative learning and small group exercises
Laboratory experience which involve students in formal exercises of data collection and analysis

Assignments

1. Reading from text and handouts
2. Engine service projects per expanded National Automotive Technology Education Foundation (NATEF) task list
3. Lab journal entered into the Engine Log Book.
4. Computer engine performance analysis project using Engine Analyzer software

1. Reading from text and handouts
2. Engine service projects per expanded National Automotive Technology Education Foundation (NATEF) task list
3. Lab journal entered into the Engine Log Book.
4. Computer engine performance analysis project using Engine Analyzer software



Methods of Evaluation

Methods of Evaluation

- Methods of Evaluation**
1. Multiple choice objective examinations covering each lecture unit and text readings
 2. Multiple choice comprehensive objective final examination
 3. Lab journal of NATEF tasks. Scores are weighted based on the manufacturer's repair time and accuracy
 4. Final project with computer engine analysis graded using rubric

Methods of Evaluation

Methods of Evaluation

- Methods of Evaluation**
1. Multiple choice objective examinations covering each lecture unit and text readings
 2. Multiple choice comprehensive objective final examination
 3. Lab journal of NATEF tasks. Scores are weighted based on the manufacturer's repair time and accuracy
 4. Final project with computer engine analysis graded using rubric

Essential Student Materials/Essential College Facilities

Essential Student Materials:

- Basic tool set
- Shop clothing, safety glasses and work shoes

Essential College Facilities:

- Automotive machine shop laboratory
- Computers and required software (ProSIS information system www.prosispro.com and Engine Analyzer Ver. 3.2, Performance Trends Inc.)

Essential Student Materials:

- Basic tool set
- Shop clothing, safety glasses and work shoes

Essential College Facilities:

- Automotive machine shop laboratory
- Computers and required software (ProSIS information system www.prosispro.com and Engine Analyzer Ver. 3.2, Performance Trends Inc.)

Changed Field

Current Version

Proposed Version



**Examples of
Primary Texts and
References**

Title	No value
Author	Lewis, W.G. "Automotive machining and Engine Service." Engine Books, 2016
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	"Automotive Machining and Engine Service"
Author	Lewis, W.G.
Publisher	Engine Books
Date/Edition	2020
ISBN	No value

Changed Field

Current Version

Proposed Version



Suggested Reading List

No value

Reading List ProSIS information system.
www.prosispro.com

May include, but are not limited to No value

Reading List Alldata information system.
www.alldata.com

May include, but are not limited to No value

Reading List Shop-key information system.
www.mitchell1.com

May include, but are not limited to No value

Reading List "Engine Analyzer Ver 3.2" Performance Trends Inc. Software installed locally

May include, but are not limited to No value

Learning Outcomes and Objectives

Changed

Field

Current Version

Proposed Version

Course Objectives

- List the steps in engine blueprint planning
- List areas where the reliability in performance engines can be improved
- Analyze steps in preparing a performance engine
- Prepare a Performance Engine using Engine Analyzer software

- List the steps in engine blueprint planning
- List areas where the reliability in performance engines can be improved
- Analyze steps in preparing a performance engine
- Prepare a Performance Engine using Engine Analyzer software



CSLOs

CSLOs

Student will equalize the weight of the rotating ends and reciprocating ends of connecting rods within 1 gram of each other.

Expected SLO Performance 0.0

CSLOs

Demonstrate the ability to equalize the weight of the rotating ends and reciprocating ends of connecting rods within 1 gram of each other.

Expected SLO Performance 0.0

Course Outline

Changed Field**Current Version****Proposed Version****Course
Content**

- | | |
|---|---|
| <ol style="list-style-type: none">1. List the steps in engine blueprint planning<ol style="list-style-type: none">1. Blueprint specifications2. Maximizing efficiency within OE limits3. Blueprinting for total performance4. Parts selection; OE and aftermarket2. List areas where the reliability in performance engines can be improved<ol style="list-style-type: none">1. Limits of production cooling systems2. Limits of production lubricating systems3. Improving the margin of safety in lubricating systems4. Balancing performance engines5. Selecting valve train components6. Piston speeds and the selection of bearing, fasteners, connecting rods and pistons3. Analyze steps in preparing a performance engine<ol style="list-style-type: none">1. Improving efficiency2. Improving flow through ports3. Reducing restriction at the valves4. Synchronizing valve opening with piston travel5. Maximizing cylinder pressure6. Selecting a camshaft7. Matching intake systems to the engine8. Matching exhaust systems to the engine9. Tuning performance engines10. Preparing a Performance Engine; A Case Study4. Prepare a Performance Engine using Engine Analyzer software | <ol style="list-style-type: none">1. List the steps in engine blueprint planning<ol style="list-style-type: none">1. Blueprint specifications2. Maximizing efficiency within OE limits3. Blueprinting for total performance4. Parts selection; OE and aftermarket2. List areas where the reliability in performance engines can be improved<ol style="list-style-type: none">1. Limits of production cooling systems2. Limits of production lubricating systems3. Improving the margin of safety in lubricating systems4. Balancing performance engines5. Selecting valve train components6. Piston speeds and the selection of bearing, fasteners, connecting rods and pistons3. Analyze steps in preparing a performance engine<ol style="list-style-type: none">1. Improving efficiency2. Improving flow through ports3. Reducing restriction at the valves4. Synchronizing valve opening with piston travel5. Maximizing cylinder pressure6. Selecting a camshaft7. Matching intake systems to the engine8. Matching exhaust systems to the engine9. Tuning performance engines10. Preparing a Performance Engine; A Case Study4. Prepare a Performance Engine using Engine Analyzer software |
|---|---|

Changed	Field	Current Version	Proposed Version
		<ol style="list-style-type: none"> 1. Define parameters and duty cycle 2. Calculate cylinder pressures based upon projected output 3. Preliminary calculations required for computer analysis 4. Parts, component selection including CARB approval where necessary 5. Interpreting the computer analysis and adjusting the plan 	<ol style="list-style-type: none"> 1. Define parameters and duty cycle 2. Calculate cylinder pressures based upon projected output 3. Preliminary calculations required for computer analysis 4. Parts, component selection including CARB approval where necessary 5. Interpreting the computer analysis and adjusting the plan

Lab Component in this Course

Yes

Yes

Lab Outline

1. Set up blueprinting equipment
2. Performance and reliability improvements
3. Prepare a performance engine using computer analysis

1. Set up blueprinting equipment
2. Performance and reliability improvements
3. Prepare a performance engine using computer analysis

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	AUTO D094A	AUTO D094A
	Corequisite(s):	No Value	No Value
	Advisory(ies):	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra
	Advisory(ies) - Other:	No Value	No Value
	Limitation(s) on Enrollment:	No Value	No Value

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

Curriculum Office

Changed	Questions	Current Version	Proposed Version
!	Banner Start Term (202122)	202122	No Value
!	Banner Division	2AT	No Value
!	Catalog Term (21-22)	23-24	No Value
!	5 Year Revision Year (2021)	2018	No Value
!	Effective Quarter	Fall	No Value
!	Effective Year (2021)	2023	No Value
	Sort ID (00 < 10; 0 < 100)	AUTO 094D	AUTO 094D
	Course Status	Non-substantial	Non-substantial
!	Course Status Code	A	No Value

Changed	Questions	Current Version	Proposed Version
!	Banner Department	AUTO	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
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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



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

236503

No Value



Account Code

1320

No Value



Program Code

094800

No Value



Percent

100

No Value

Curriculum Office Notes

• Requisite change appr. 1/17/23 (effect. F23).-cc

• Requisite change appr. 1/17/23 (effect. F23).-cc



Print/No Print to Catalog

Yes

No Value

Checklist

No Value

No Value

Summary of Revisions

Changed	Questions	Current Version	Proposed Version
!	Basic Course Information	No Value	Title update Description update
	Units and Hours	No Value	No Value
!	Specifications	No Value	Updated textbooks and references to reflect current publications
	Outline	No Value	No Value
	Other	No Value	No Value

Blue Form

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

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

A-Matrix Form

Changed	Questions	Current Version	Proposed Version
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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
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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
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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

B. List areas where the reliability in performance engines can be improved 1. Limits of production cooling systems 2. Limits of production lubricating systems 3. Improving the margin of safety in lubricating systems 4. Balancing performance engines 5. Selecting valve train components Students will research and create written procedures on addressing common areas of factory engines flaws and defects that can be addressed when building and blueprinting performance engine projects. Students will implement that research in the machine shop and document the resulting performance gains in a journal oriented log book.

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

No Value

No Value

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

Changed	Questions	Current Version	Proposed Version
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	ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
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	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
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Changed	Questions	Current Version	Proposed Version
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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
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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
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**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
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Objective 10:
Investigate the characteristics of rational expressions.

No Value

No Value

Objective 11:
Develop skills to work with radical expressions.

No Value

No Value

E-Matrix Form

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

No Value

No Value



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

No Value

D. Prepare a Performance Engine using Engine Analyzer software 1. Define parameters and duty cycle 2. Calculate cylinder pressures based upon projected output 3. Preliminary calculations required for computer analysis

Changed	Questions	Current Version	Proposed Version
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Objective 2:
Explore the function concept algebraically, numerically, verbally and graphically.

No Value

No Value

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

No Value

No Value

Objective 4:
Develop linear function models to solve problems.

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

F-Matrix Form

Blank area for the F-Matrix Form.

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

No Value

No Value

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

No Value

No Value

**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
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**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
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	Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.	No Value	No Value
--	---	----------	----------

	Objective 10: Solve linear equations in one variable numerically and algebraically.	No Value	No Value
--	--	----------	----------

	Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.	No Value	No Value
--	--	----------	----------

	Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value
--	--	----------	----------

G-Matrix Form

Changed	Questions	Current Version	Proposed Version
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	<p>If the requisite does not fall under an A-F Matrix, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. If a requisite falling under Matrix G is being removed, provide an explanation as to why.</p>	No Value	No Value
--	---	----------	----------

H-Matrix Form

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

	<p>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.</p>	No Value	No Value
--	---	----------	----------

Changed	Questions	Current Version	Proposed Version
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	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 Prerequisites 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, i.e. such as a course.	No Value	No Value
--	--	----------	----------

De Anza GE Form

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

Changed

Questions

Current Version

Proposed Version

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

No Value

No Value

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

No Value

No Value

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

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

De Anza GE - ESGC Form

Changed	Questions	Current Version	Proposed Version
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	Criteria 1: Explain the interconnectivity of economic prosperity, social equity and environmental quality.	No Value	No Value
--	---	----------	----------

Changed

Questions

Current Version

Proposed Version

**Criteria 2:
Identify the most serious environmental, equity, and social justice problems globally and locally and explain their underlying causes and possible consequences.**

No Value

No Value

**Criteria 3:
Explain some significant ways students can make a difference in making a positive impact, locally, at a state level, or globally in making the world more environmentally sustainable and socially just.**

No Value

No Value

**Criteria 4:
Analyze how the well being of human society is dependent on sustainable social and ecological systems.**

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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	<p>Criteria 5: Demonstrate an understanding of how the student's personal activities impact the environment and communities by participating in actions to create a more environmentally sustainable and equitable future.</p>	No Value	No Value
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Comments

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



Stage 5: SLO Coordinator

No Value

DATE	Name - Role OR Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
3/11/2024	Mary Pape - SLO Coordinator	Learning Outcomes - CSLO #1	Required	Change the CSLO so that the words "Student will" are removed. Suggestion "Demonstrate the ability to equalize the weight of the rotating ends and reciprocating ends of connecting rods within 1 gram of each other."	



Stage 7: Content Review Matrix Liaison

No Value

Date	Name - Role OR Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
4/4/24	Zack Judson	Matrix G	Required	The left hand column should only list course objectives. These can be found under the Learning Outcomes tab.	Y
4/4/24	zj	Matrix B	Required	Clarify how listing areas where the reliability in performance engines can be improved requires students to know how to use the multi-step process of writing (i.e. outline, rough drafts, rewrites, final drafts, etc.)	Y

Stage 8: AVP - Instruction

No Value

No Value

Stage 9: Articulation Officer

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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	Stage 11: ESGC Faculty Coordinator	No Value	No Value
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	Stage 14: Curriculum Committee	No Value	No Value
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Course Administration Codes

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

Changed	Field	Current Version
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	Curriculum ID	AUTOD094D
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	Distance Education Approved	No
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	Board of Trustees Approval Date	
--	--	--

	Curriculum Committee Approval Date	
--	---	--

	Time to Next Review	Sep 1, 2023 12:00:00 AM
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	External Review Approval Date	Sep 1, 2018 12:00:00 AM
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	Course Control Number	CCC000574783
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Articulation

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

	Course	
	Crosswalk	
	CRS-NUMBER	

De Anza College
Change Report
05/31/2024

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Course Title (CB02)
General Information	Effective Term
General Information	Course Description
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 and Objectives	CSLOs
Curriculum Office	Banner Start Term (202122)
Curriculum Office	Banner Division
Curriculum Office	Catalog Term (21-22)
Curriculum Office	5 Year Revision Year (2021)
Curriculum Office	Effective Quarter
Curriculum Office	Effective Year (2021)
Curriculum Office	Course Status Code
Curriculum Office	Banner Department

Section	Changed field
Curriculum Office	Course Level
Curriculum Office	College Code
Curriculum Office	CTE Status
Curriculum Office	Emergency Approval
Curriculum Office	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)
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	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
Summary of Revisions	Basic Course Information
Summary of Revisions	Specifications
B-Matrix Form	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.
E-Matrix Form	Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.
Comments	Stage 5: SLO Coordinator
Comments	Stage 7: Content Review Matrix Liaison

Section**Changed field**

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?

General Information

Changed	Field	Current Version	Proposed Version
!	Faculty Initiator	• Betty Inoue	• Brett Johnson
	Course ID (CB01A and CB01B)	AUTOD094E	AUTOD094E
	Course Control Number	CCC000574782	CCC000574782
!	Course Title (CB02)	Automotive Machining and Engine Service	<u>Advanced</u> Automotive Machining and Engine Service <u>Machining</u>
	Short Course Title	MACHINING & ENGIN SERVIC	MACHINING & ENGIN SERVIC
	TOP Code (CB03)	0948.00	0948.00 Automotive Technology
	CIP Code	Automobile/Automotive Mechanics Technology/Technician	47.0604 Automobile/Automotive Mechanics Technology/Technician
	Department	AUTO - Automotive Technology	AUTO - Automotive Technology
!	Effective Term	Fall 2023	Fall 2023 <u>2025</u>
	SAM Priority Code (CB09)	Clearly Occupational	Clearly Occupational

Changed	Field	Current Version	Proposed Version
	Course Description	Complete automotive machine shop practice including engine repair, assembly, testing and installation. Researching service and installation procedures and parts and labor estimating.	Complete <u>This course shows complete</u> automotive machine shop practice <u>processes</u> including engine repair, assembly, testing and installation. Researching <u>This course establishes practices for researching</u> service and installation procedures and parts and labor estimating.
	Course Type (CB27)	No value	<ul style="list-style-type: none"> • Lower Division
	Mode of Delivery	<ul style="list-style-type: none"> • NA 	<ul style="list-style-type: none"> • In person ONLY

Faculty Requirements			
Changed	Field	Current Version	Proposed Version
	Discipline 1	No value	<ul style="list-style-type: none"> • Automotive Technology
	Discipline 2	No value	No value
	Discipline 3	No value	No value
	FSA	No value	<ul style="list-style-type: none"> • FHDA FSA - AUTO TECH

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

Course Justification			

Changed	Field	Current Version	Proposed Version
	Course Justification	This CTE, CSU transferable course belongs on the Certificate of Achievement-Advanced and AS degree in Automotive Technology. It is also a recommendation from industry advisory committees to help better prepare students in repair order writing for the automotive job market.	This CTE, CSU transferable course belongs on the Certificate of Achievement-Advanced and AS degree in Automotive Technology. It is also a recommendation from industry advisory committees to help better prepare students in repair order writing for the automotive job market.


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	

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	


CTE Course

Changed	Field	Current Version	Proposed Version
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	Is this a CTE (Career Technical Education) course?	No value	<u>Yes</u>
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Honors/Non-honors Course

Changed	Field	Current Version	Proposed Version
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	Is this an honors/non-honors course?	No value	<u>No</u>
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Mirrored Credit/Noncredit Course

Changed	Field	Current Version	Proposed Version
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	Is this a mirrored credit/noncredit course?	No value	<u>No</u>
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Cross-listed Course

Changed	Field	Current Version	Proposed Version
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	Is this a cross-listed course?	No value	<u>No</u>
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More Options

Changed	Field	Current Version	Proposed Version
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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	<ul style="list-style-type: none"> • Letter Grade • Pass/No Pass 	<ul style="list-style-type: none"> • Letter Grade • Pass/No Pass
	Allow Students to Gain Credit by Exam/Challenge	<input type="checkbox"/>	<input type="checkbox"/>
	Repeatability Statement	No value	

Associated Programs

Changed Field**Current Version****Proposed Version****Course is part of a program****Associated Program** Automotive Machining and Engine Repair (In Development)**Award Type** Certificate of Achievement-Advanced (COA-A)**Associated Program** Automotive Machining and Engine Repair (In Development)**Award Type** Certificate of Achievement-Advanced (COA-A)**Associated Program** Automotive Machining and Engine Repair**Award Type** Certificate of Achievement-Advanced (COA-A)**Associated Program** Automotive Machining and Engine Repair**Award Type** Certificate of Achievement-Advanced (COA-A)**Associated Program** Automotive Machining and Engine Repair**Award Type** Associate in Science (A.S.) Degree**Associated Program** Automotive Machining and Engine Repair**Award Type** Associate in Science (A.S.) Degree**Associated Program** Automotive Machining and Engine Repair (In Development)**Award Type** Associate in Science (A.S.) Degree**Associated Program** Automotive Machining and Engine Repair (In Development)**Award Type** Associate in Science (A.S.) Degree**Transferability & Gen. Ed. Options****Changed Field****Current Version****Proposed Version****Transfer Status (CB05)**

Transferable to CSU only

Transferable to CSU only

Changed	Field	Current Version	Proposed Version
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	Course General Education Status (CB25)	Y	Y
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	Transfer Status	Approved	Approved
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	GE Information	No value	No value
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Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
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	Lecture Hours - In Class	4	4
--	-------------------------------------	---	---

	Lecture Hours - Out of Class	8	8
--	---	---	---

	Laboratory Hours - In Class	6	6
--	--	---	---

	Laboratory Hours - Out of Class	0	0
--	--	---	---

	NA Hours - In Class	0	0
--	--------------------------------	---	---

	NA Hours - Out of Class	0	0
--	------------------------------------	---	---

Course Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
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	Course Duration (Weeks)	12	12
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Changed	Field	Current Version	Proposed Version
	Hours per unit divisor	36	36
	Total Student Learning Hours	216	216
	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	72	72
	Laboratory Hours - Course Out-of-Class per Term	0	0
	NA Hours - Course In-Class (Contact) per Term	0	0
	NA Hours - Course Out-of-Class per Term	0	0
	Total - Course In-Class (Contact) Hours	120	120

Changed	Field	Current Version	Proposed Version
	Total - Course Out-of-Class Hours	96	96
	Total Credit Units - Minimum Credit Units	6	6
	Total Credit Units - Maximum Credit Units	6	6

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)	<input type="checkbox"/>	<input type="checkbox"/>

Changed	Field	Current Version	Proposed Version
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	Variable Credit Course	<input type="checkbox"/>	<input type="checkbox"/>
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Credit Units

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

	Total Lecture Hours per Term	144	144
--	------------------------------	-----	-----

	Total Laboratory Hours per Term	72	72
--	---------------------------------	----	----

	Total Contact Hours per Term	-	0
--	------------------------------	---	---

	Total Credit Units	6	6
--	--------------------	---	---

	Minimum Credit Units	6	6
--	----------------------	---	---

	Maximum Credit Units	6	6
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SKIP

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

Changed Field

Current Version

Proposed Version



Methods of Instruction

Methods of Instruction

Methods of Instruction Lecture and visual aids
Homework and extended projects
Collaborative learning and small group exercises
Laboratory experience which involve students in formal exercises of data collection and analysis

Methods of Instruction

Methods of Instruction

Methods of Instruction Lecture and visual aids
Homework and extended projects
Collaborative learning and small group exercises
Laboratory experience which involve students in formal exercises of data collection and analysis

Assignments

1. Reading from text and handouts
2. Prepare written estimates and complete repair orders for all repair work
3. Lab assignments per expanded National Automotive Technology Education Foundation (NATEF) task list
4. Lab journal entered into Engine Log Book

1. Reading from text and handouts
2. Prepare written estimates and complete repair orders for all repair work
3. Lab assignments per expanded National Automotive Technology Education Foundation (NATEF) task list
4. Lab journal entered into Engine Log Book

Changed Field

Current Version

Proposed Version



Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

1. Lab journal per NATEF task list. Scores are weighted based on the manufacturer's repair time and accuracy
2. Multiple choice objective examinations covering each lecture unit and readings from text
3. Multiple choice comprehensive objective final examination
4. Written estimates and completed repair orders and graded for completeness and accuracy

Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

1. Lab journal per NATEF task list. Scores are weighted based on the manufacturer's repair time and accuracy
2. Multiple choice objective examinations covering each lecture unit and readings from text
3. Multiple choice comprehensive objective final examination
4. Written estimates and completed repair orders and graded for completeness and accuracy

Essential Student Materials/Essential College Facilities

Essential Student Materials:

- Basic tool set
- Safety glasses and work shoes

Essential College Facilities:

- Automotive machine shop laboratory
- Computers and required software (ProSIS information system www.prosispro.com and Engine Analyzer Ver. 3.2, Performance Trends Inc.)

Essential Student Materials:

- Basic tool set
- Safety glasses and work shoes

Essential College Facilities:

- Automotive machine shop laboratory
- Computers and required software (ProSIS information system www.prosispro.com and Engine Analyzer Ver. 3.2, Performance Trends Inc.)

Changed Field

Current Version

Proposed Version



**Examples of
Primary Texts and
References**

Title	No value
Author	Lewis, W.G. "Automotive Machining and Engine Service." Engine Books, 2016
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	Automotive Machining and Engine Service
Author	Lewis, W.G.
Publisher	Engine Books
Date/Edition	2020
ISBN	No value

Changed Field

Current Version

Proposed Version



Suggested Reading List

No value

Reading List ProSIS information system.
www.prosispro.com

May include, but are not limited to No value

Reading List Alldata information system.
www.alldata.com

May include, but are not limited to No value

Reading List Shop-key information system.
www.mitchell1.com

May include, but are not limited to No value

Reading List "Engine Log Book," Performance Trends Inc., 2010 Software is installed locally

May include, but are not limited to No value

Changed Field

Current Version

Proposed Version

Learning Outcomes and Objectives

Changed Field

Current Version

Proposed Version

Course Objectives

- Machine and assemble engine components as needed
- Service and repair engines in chassis
- Prepare estimates for miscellaneous engine repairs
- Perform proper engine installation and break-in procedures

- Machine and assemble engine components as needed
- Service and repair engines in chassis
- Prepare estimates for miscellaneous engine repairs
- Perform proper engine installation and break-in procedures



CSLOs

CSLOs

Student will prepare a written estimate for a vehicle repair including all pertinent customer information on the repair order.

Expected SLO Performance 0.0

CSLOs

Prepare a written estimate for a vehicle repair including all pertinent customer information on the repair order.

Expected SLO Performance 0.0

Course Outline

Changed	Field	Current Version	Proposed Version
Course Content		<ol style="list-style-type: none"> 1. Machine and assemble engine components as needed <ol style="list-style-type: none"> 1. Researching specific assembly procedures using manuals and computer systems 2. Researching engine service bulletins using computer systems 3. Assembly and motor driven engine testing 4. Dynamometer testing 2. Service and repair engines in chassis <ol style="list-style-type: none"> 1. Repairing oil and water leaks 2. Resealing valve guides 3. Locating and repairing exhaust or intake leaks 4. Diagnosing and repairing cam timing failures 5. Removing and replacing cylinder heads 6. Cooling system testing 7. Final inspections and test-driving 8. Performing timing belt service 3. Prepare estimates for miscellaneous engine repairs <ol style="list-style-type: none"> 1. Using flat rate manuals 2. Estimating parts and sublet repairs 3. Writing repair orders 4. Meeting legal responsibilities 5. Research technical references for particular service procedures and service bulletins 6. Prepare repair estimates including parts and labor 4. Perform proper engine installation and break-in procedures <ol style="list-style-type: none"> 1. Removing and installing engines 	<ol style="list-style-type: none"> 1. Machine and assemble engine components as needed <ol style="list-style-type: none"> 1. Researching specific assembly procedures using manuals and computer systems 2. Researching engine service bulletins using computer systems 3. Assembly and motor driven engine testing 4. Dynamometer testing 2. Service and repair engines in chassis <ol style="list-style-type: none"> 1. Repairing oil and water leaks 2. Resealing valve guides 3. Locating and repairing exhaust or intake leaks 4. Diagnosing and repairing cam timing failures 5. Removing and replacing cylinder heads 6. Cooling system testing 7. Final inspections and test-driving 8. Performing timing belt service 3. Prepare estimates for miscellaneous engine repairs <ol style="list-style-type: none"> 1. Using flat rate manuals 2. Estimating parts and sublet repairs 3. Writing repair orders 4. Meeting legal responsibilities 5. Research technical references for particular service procedures and service bulletins 6. Prepare repair estimates including parts and labor 4. Perform proper engine installation and break-in procedures <ol style="list-style-type: none"> 1. Removing and installing engines

Changed	Field	Current Version	Proposed Version
		2. Inspecting and servicing the cooling system 3. Preparing for emissions testing 4. Following an installation checklist 5. Follow-up on the installation	2. Inspecting and servicing the cooling system 3. Preparing for emissions testing 4. Following an installation checklist 5. Follow-up on the installation
	Lab Component in this Course	Yes	Yes
	Lab Outline	1. Perform in-chassis repairs 2. Perform scheduled maintenance on vehicles 3. Perform follow-up services and repairs	1. Perform in-chassis repairs 2. Perform scheduled maintenance on vehicles 3. Perform follow-up services and repairs

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	AUTO D094C	AUTO D094C
	Corequisite(s):	No Value	No Value
	Advisory(ies):	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary 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



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

Curriculum Office			
Changed	Questions	Current Version	Proposed Version
!	Banner Start Term (202122)	202122	No Value
!	Banner Division	2AT	No Value
!	Catalog Term (21-22)	23-24	No Value
!	5 Year Revision Year (2021)	2018	No Value
!	Effective Quarter	Fall	No Value
!	Effective Year (2021)	2023	No Value
	Sort ID (00 < 10; 0 < 100)	AUTO 094E	AUTO 094E
	Course Status	Non-substantial	Non-substantial
!	Course Status Code	A	No Value
!	Banner Department	AUTO	No Value

Changed	Questions	Current Version	Proposed Version
!	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
!	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	236503	No Value
!	Account Code	1320	No Value
!	Program Code	094800	No Value
!	Percent	100	No Value
	Curriculum Office Notes	<ul style="list-style-type: none"> Requisite change appr. 1/17/23 (effect. F23).-cc 	<ul style="list-style-type: none"> Requisite change appr. 1/17/23 (effect. F23).-cc
!	Print/No Print to Catalog	Yes	No Value
	Checklist	No Value	No Value

Summary of Revisions

Changed	Questions	Current Version	Proposed Version
	Basic Course Information	No Value	Title update Description update
	Units and Hours	No Value	No Value
	Specifications	No Value	Updated textbooks and references to reflect current publications
	Outline	No Value	No Value
	Other	No Value	No Value

Blue Form

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

Changed	Questions	Current Version	Proposed Version
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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
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**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
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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	From Outline: C. Prepare estimates for miscellaneous engine repairs 1. Using flat rate manuals 2. Estimating parts and sublet repairs 3. Writing repair orders 4. Meeting legal responsibilities 5. Research technical references for particular service procedures and service bulletins 6. Prepare repair estimates including parts and labor

Changed	Questions	Current Version	Proposed Version
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Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.

No Value

No Value

Objective 9: Demonstrate appropriate grammar usage and mechanics.

No Value

No Value

C-Matrix Form

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

No Value

No Value

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

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

No Value

No Value

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

No Value

No Value

**Objective 9:
Develop
quadratic
function
models to
solve
problems.**

No Value

No Value

**Objective 10:
Investigate the
characteristics
of rational
expressions.**

No Value

No Value

**Objective 11:
Develop skills
to work with
radical
expressions.**

No Value

No Value

E-Matrix Form

Changed	Questions	Current Version	Proposed Version
	<p>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.</p>	No Value	No Value
<p>!</p>	<p>Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.</p>	No Value	<p>From Outline: A. Machine and assemble engine components as needed 1. Researching specific assembly procedures using manuals and computer systems 2. Researching engine service bulletins using computer systems 3. Assembly and motor driven engine testing 4. Dynamometer testing C. Prepare estimates for miscellaneous engine repairs 2. Estimating parts and sublet repairs 6. Prepare repair estimates including parts and labor</p>
	<p>Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.</p>	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
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**Objective 8:
Use
inequalities to
solve real
world
problems.**

No Value

No Value

**Objective 9:
Explore
arithmetic
sequences and
series.**

No Value

No Value

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

No Value

No Value

F-Matrix Form

Changed	Questions	Current Version	Proposed Version
	<p>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.</p>	No Value	No Value
	<p>Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.</p>	No Value	No Value
	<p>Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.</p>	No Value	No Value
	<p>Objective 3: Apply the order of operations to evaluate signed numerical expressions.</p>	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
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Objective 9:
Explore the use of variables in expressions and evaluate algebraic expressions.

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

G-Matrix Form

Changed	Questions	Current Version	Proposed Version
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	<p>If the requisite does not fall under an A-F Matrix, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. If a requisite falling under Matrix G is being removed, provide an explanation as to why.</p>	No Value	No Value
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H-Matrix Form

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

	<p>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.</p>	No Value	No Value
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Changed	Questions	Current Version	Proposed Version
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	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 Prerequisites 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, i.e. such as a course.	No Value	No Value
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De Anza GE Form

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

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

Changed	Questions	Current Version	Proposed Version
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**Criteria 5:
Demonstrate an understanding of how the student's personal activities impact the environment and communities by participating in actions to create a more environmentally sustainable and equitable future.**

No Value

No Value

Comments

Changed	Questions	Current Version	Proposed Version
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**Stage 2:
Department Chair**

No Value

No Value

**Stage 3:
Division Curriculum Representative**

No Value

No Value

**Stage 4:
Division Dean**

No Value

No Value

Changed Questions Current Version Proposed Version



Stage 5: SLO Coordinator

No Value

DATE	Name - Role OR Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
3/11/2024	Mary Pape - SLO Coordinator	Learning Outcomes - CSLO #1	Required	Change the CSLO so that the words "Student will" are removed. Suggestion "Prepare a written estimate for a vehicle repair including all pertinent customer information on the repair order." Please also note the spelling errors that I fixed in the suggestion I gave.	



Stage 7: Content Review Matrix Liaison

No Value

Date	Name - Role OR Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
4/4/24	Zack Judson	Matrix G	Required	Entries in the left hand column must come from the course objectives. These can be found under the Learning Outcomes tab	Y

Stage 8: AVP - Instruction

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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	Stage 9: Articulation Officer	No Value	No Value
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	Stage 11: ESGC Faculty Coordinator	No Value	No Value
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	Stage 14: Curriculum Committee	No Value	No Value
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Course Administration Codes

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

Changed	Field	Current Version
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	Curriculum ID	AUTOD094E
--	----------------------	-----------

	Distance Education Approved	No
--	--	----

	Board of Trustees Approval Date	
--	--	--

	Curriculum Committee Approval Date	
--	---	--

	Time to Next Review	Sep 1, 2023 12:00:00 AM
--	--------------------------------	-------------------------

	External Review Approval Date	Sep 1, 2018 12:00:00 AM
--	--	-------------------------

	Course Control Number	CCC000574782
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Articulation

Changed	Field	Current Version
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Course
Crosswalk
CRS-DEPT-
NAME

Course
Crosswalk
CRS-NUMBER

De Anza College
Change Report
05/31/2024

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Course Title (CB02)
General Information	Effective Term
General Information	Course Description
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 and Objectives	CSLOs
Curriculum Office	Banner Start Term (202122)
Curriculum Office	Banner Division
Curriculum Office	Catalog Term (21-22)
Curriculum Office	5 Year Revision Year (2021)
Curriculum Office	Effective Quarter
Curriculum Office	Effective Year (2021)
Curriculum Office	Course Status Code
Curriculum Office	Banner Department
Curriculum Office	Course Level

Section	Changed field
Curriculum Office	College Code
Curriculum Office	CTE Status
Curriculum Office	Emergency Approval
Curriculum Office	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)
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	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
Summary of Revisions	Basic Course Information
Summary of Revisions	Specifications
B-Matrix Form	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.
E-Matrix Form	Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.
Comments	Stage 5: SLO Coordinator
Comments	Stage 7: Content Review Matrix Liaison
CTE Course	Is this a CTE (Career Technical Education) course?

Section**Changed field**

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?

General Information

Changed	Field	Current Version	Proposed Version
!	Faculty Initiator	• Betty Inoue	• Brett Johnson
	Course ID (CB01A and CB01B)	AUTOD094F	AUTOD094F
	Course Control Number	CCC000574781	CCC000574781
!	Course Title (CB02)	Automotive Machining and Engine Service	Automotive Machining and Service Theory <u>Automotive Machining and Performance Engine Service Theory</u>
	Short Course Title	MACHINING & ENGIN SERVIC	MACHINING & ENGIN SERVIC
	TOP Code (CB03)	0948.00	0948.00 Automotive Technology
	CIP Code	Automobile/Automotive Mechanics Technology/Technician	47.0604 Automobile/Automotive Mechanics Technology/Technician
	Department	AUTO - Automotive Technology	AUTO - Automotive Technology
!	Effective Term	Fall 2023	Fall 2023 <u>2025</u>
	SAM Priority Code (CB09)	Advanced Occupational	Advanced Occupational
!	Course Description	Practice and skill development with emphasis on precision and productivity in rebuilding, servicing and installing engines. Research and prepare equipment operation and maintenance instructions.	Practice- <u>This course involves practices</u> and skill development with emphasis on precision and productivity in rebuilding, servicing and installing engines. Research and prepare- <u>This course includes researching_</u> equipment operation and maintenance instructions.

Changed	Field	Current Version	Proposed Version
!	Course Type (CB27)	No value	<ul style="list-style-type: none"> Lower Division
!	Mode of Delivery	<ul style="list-style-type: none"> NA 	<ul style="list-style-type: none"> In person ONLY

Faculty Requirements

Changed	Field	Current Version	Proposed Version
!	Discipline 1	No value	<ul style="list-style-type: none"> Automotive Technology
	Discipline 2	No value	No value
	Discipline 3	No value	No value
!	FSA	No value	<ul style="list-style-type: none"> FHDA FSA - AUTO TECH

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This CTE, CSU transferable course belongs on the Certificate of Achievement-Advanced and an AS degree in Automotive Technology. It is also a recommendation from industry advisory committees to help better prepare students in engine assembly for the automotive job market.	This CTE, CSU transferable course belongs on the Certificate of Achievement-Advanced and an AS degree in Automotive Technology. It is also a recommendation from industry advisory committees to help better prepare students in engine assembly for the automotive job market.

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	

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	

CTE Course

Changed	Field	Current Version	Proposed Version
!	Is this a CTE (Career Technical Education) course?	No value	<u>Yes</u>

Honors/Non-honors Course

Changed	Field	Current Version	Proposed Version
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Is this an honors/non-honors course?

No value

No

Mirrored Credit/Noncredit Course

Changed	Field	Current Version	Proposed Version
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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

More Options

Changed	Field	Current Version	Proposed Version
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Basic Skill Status (CB08)

Course is not a basic skills course.

Course is not a basic skills course.

Course Prior To College Level

Not applicable.

Not applicable.

Course Special Class Status (CB13)

Course is not a special class.

Course is not a special class.

Course Support Status (CB26)

Course is not a support course

Course is not a support course

Repeat Limit

0

0

Changed	Field	Current Version	Proposed Version
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	Grade Options	<ul style="list-style-type: none"> • Letter Grade • Pass/No Pass 	<ul style="list-style-type: none"> • Letter Grade • Pass/No Pass
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	Allow Students to Gain Credit by Exam/Challenge	<input type="checkbox"/>	<input type="checkbox"/>
--	--	--------------------------	--------------------------

	Repeatability Statement	No value	
--	--------------------------------	----------	--

Associated Programs

Changed	Field	Current Version	Proposed Version
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Course is part of a program	Associated Program	Automotive Machining and Engine Repair (In Development)	Automotive Machining and Engine Repair (In Development)
	Award Type	Certificate of Achievement-Advanced (COA-A)	Certificate of Achievement-Advanced (COA-A)
	Associated Program	Automotive Machining and Engine Repair	Automotive Machining and Engine Repair
	Award Type	Certificate of Achievement-Advanced (COA-A)	Certificate of Achievement-Advanced (COA-A)
	Associated Program	Automotive Machining and Engine Repair	Automotive Machining and Engine Repair
	Award Type	Associate in Science (A.S.) Degree	Associate in Science (A.S.) Degree
	Associated Program	Automotive Machining and Engine Repair (In Development)	Automotive Machining and Engine Repair (In Development)
	Award Type	Associate in Science (A.S.) Degree	Associate in Science (A.S.) 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	6	6
	Laboratory Hours - Out of Class	0	0
	NA Hours - In Class	0	0
	NA Hours - Out of Class	0	0

Course Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	216	216
	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	72	72
	Laboratory Hours - Course Out-of-Class per Term	0	0
	NA Hours - Course In-Class (Contact) per Term	0	0
	NA Hours - Course Out-of-Class per Term	0	0
	Total - Course In-Class (Contact) Hours	120	120
	Total - Course Out-of-Class Hours	96	96

Changed	Field	Current Version	Proposed Version
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	Total Credit Units - Minimum Credit Units	6	6
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	Total Credit Units - Maximum Credit Units	6	6
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Speciality Hours

Changed	Field	Current Version	Proposed Version
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	Speciality Hours	No value	No value
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Credit / Non-Credit Options

Changed	Field	Current Version	Proposed Version
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	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.
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	Course Credit Status (CB04)	Credit - Degree Applicable	Credit - Degree Applicable
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	Course Non Credit Category (CB22)	Credit Course.	Credit Course.
--	--	----------------	----------------

	Funding Agency Category (CB23)	Not Applicable.	Not Applicable.
--	---------------------------------------	-----------------	-----------------

	Cooperative Work Experience Education Status (CB10)	<input type="checkbox"/>	<input type="checkbox"/>
--	--	--------------------------	--------------------------

	Variable Credit Course	<input type="checkbox"/>	<input type="checkbox"/>
--	-------------------------------	--------------------------	--------------------------

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	72	72
	Total Contact Hours per Term	-	0
	Total Credit Units	6	6
	Minimum Credit Units	6	6
	Maximum Credit Units	6	6

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 and problem solving performed in class
Homework and extended projects
Collaborative learning and small group exercises
Laboratory experience which involve students in formal exercises of data collection and analysis

Methods of Instruction

Methods of Instruction

Methods of Instruction Lecture and visual aids
Discussion and problem solving performed in class
Homework and extended projects
Collaborative learning and small group exercises
Laboratory experience which involve students in formal exercises of data collection and analysis

Assignments

1. Lab assignments per expanded National Automotive Technology Education Foundation (NATEF) task list
2. Written equipment operation and maintenance instructions for shop equipment
3. Instructions Reference Manual for a selected task

1. Lab assignments per expanded National Automotive Technology Education Foundation (NATEF) task list
2. Written equipment operation and maintenance instructions for shop equipment
3. Instructions Reference Manual for a selected task

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

1. Satisfactory completion of lab assignments, scores are weighted based on manufacturer's repair time and accuracy
2. Written instructions for shop equipment graded using rubric
3. Equipment reference manual assignment graded using rubric
4. Multiple choice comprehensive objective final examination

Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

1. Satisfactory completion of lab assignments, scores are weighted based on manufacturer's repair time and accuracy
2. Written instructions for shop equipment graded using rubric
3. Equipment reference manual assignment graded using rubric
4. Multiple choice comprehensive objective final examination

Essential Student Materials/Essential College Facilities**Essential Student Materials:**

- Basic tool set
- Shop clothing, safety glasses and work shoes

Essential College Facilities:

- Automotive machine shop laboratory
- Computers and required software (ProSIS information system www.prosispro.com and Engine Analyzer Ver. 3.2, Performance Trends Inc.)

Essential Student Materials:

- Basic tool set
- Shop clothing, safety glasses and work shoes

Essential College Facilities:

- Automotive machine shop laboratory
- Computers and required software (ProSIS information system www.prosispro.com and Engine Analyzer Ver. 3.2, Performance Trends Inc.)

Changed Field

Current Version

Proposed Version



**Examples of
Primary Texts and
References**

Title	No value
Author	Lewis, W.G. "Automotive Machining and Engine Service." Engine Books, 2016
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	Automotive Machining and Engine Service
Author	Lewis, W.G.
Publisher	Engine Books
Date/Edition	2020
ISBN	No value

Changed Field

Current Version

Proposed Version



Suggested Reading List

No value

Reading List Engine Analyzer Ver. 3.0+ Performance Trends Inc. Software is installed locally

May include, but are not limited to No value

Reading List Drag Race Analyzer Ver. 3.2 Performance Trends Inc. Software is installed locally

May include, but are not limited to No value

Reading List ProSIS information system.
www.prosispro.com

May include, but are not limited to No value

Reading List Alldata information system.
www.alldata.com

May include, but are not limited to No value

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

Reading List Shop-key information system.
www.mitchell1.com

May include, but are not limited to No value

Learning Outcomes and Objectives**Changed Field****Current Version****Proposed Version****Course Objectives**

- Practice skills in basic engine machining
- Assemble accessories to the engine
- Improve productivity in typical assigned tasks
- Research and rewrite equipment operating instructions
- Rewrite or prepare equipment maintenance instructions

- Practice skills in basic engine machining
- Assemble accessories to the engine
- Improve productivity in typical assigned tasks
- Research and rewrite equipment operating instructions
- Rewrite or prepare equipment maintenance instructions

**CSLOs**

CSLOs Student will prepare a detailed checklist for an engine being assembled, including assembly of all subsystems.

Expected SLO Performance 0.0

CSLOs Prepare a detailed checklist for an engine being assembled, including assembly of all subsystems.

Expected SLO Performance 0.0

Course Outline

Changed Field**Current Version****Proposed Version****Course
Content**1. Practice skills in basic engine
machining

1. Align honing

1. Gauging housing
bores2. Laying in
crankshafts and
checking for binding

3. Cap grinding

4. Line honing

5. Correcting main seal
concentricity

2. Cylinder reconditioning

1. Boring oversize

2. Honing oversize

3. Torque plate honing

4. Glaze breaking for
overhauls5. Repairing cylinders
by sleeving

6. Cylinder chamfering

3. Surfacing blocks

1. Maintaining
parallelism to the
crankshaft2. Indexing v blocks
from the camshaft
centerline3. Calculating v block
surfacing ratios4. Chamfering head
bolt holes

4. Resizing connecting rods

1. Grinding parting
lines

2. Replacing rod bolts

3. Honing to size

4. Gauging lengths

5. Equalizing lengths

5. Preparing crankshafts

1. Inspecting for wear,
alignment, and
concentricity

2. Chamfering oil holes

3. Polishing

4. Grinding main
journals and
crankpins

5. Replacing oil plugs

1. Practice skills in basic engine
machining

1. Align honing

1. Gauging housing
bores2. Laying in
crankshafts and
checking for binding

3. Cap grinding

4. Line honing

5. Correcting main seal
concentricity

2. Cylinder reconditioning

1. Boring oversize

2. Honing oversize

3. Torque plate honing

4. Glaze breaking for
overhauls5. Repairing cylinders
by sleeving

6. Cylinder chamfering

3. Surfacing blocks

1. Maintaining
parallelism to the
crankshaft2. Indexing v blocks
from the camshaft
centerline3. Calculating v block
surfacing ratios4. Chamfering head
bolt holes

4. Resizing connecting rods

1. Grinding parting
lines

2. Replacing rod bolts

3. Honing to size

4. Gauging lengths

5. Equalizing lengths

5. Preparing crankshafts

1. Inspecting for wear,
alignment, and
concentricity

2. Chamfering oil holes

3. Polishing

4. Grinding main
journals and
crankpins

5. Replacing oil plugs

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

-
- | | |
|--|--|
| 6. Fitting cam bearings | 6. Fitting cam bearings |
| 1. Gauging housing bores | 1. Gauging housing bores |
| 2. Installing cam bearings | 2. Installing cam bearings |
| 3. Straightening camshafts | 3. Straightening camshafts |
| 4. Fitting camshafts and bearings | 4. Fitting camshafts and bearings |
| 5. Correcting housing alignment or size | 5. Correcting housing alignment or size |
| 7. Repairing valve guides | 7. Repairing valve guides |
| 1. Knurling guides | 1. Knurling guides |
| 2. Boring and installing false valve guide bushings | 2. Boring and installing false valve guide bushings |
| 3. Removing and replacing valve guides | 3. Removing and replacing valve guides |
| 4. Boring and installing thin wall guide liners | 4. Boring and installing thin wall guide liners |
| 5. Fitting oversize valve stems | 5. Fitting oversize valve stems |
| 6. Cutting for positive seals | 6. Cutting for positive seals |
| 8. Reconditioning valves and seats | 8. Reconditioning valves and seats |
| 1. Grinding valve faces | 1. Grinding valve faces |
| 2. Grinding valve seats | 2. Grinding valve seats |
| 3. Cutting valve seats | 3. Cutting valve seats |
| 4. Boring and installing seat inserts | 4. Boring and installing seat inserts |
| 5. Rough cutting valve seat depths | 5. Rough cutting valve seat depths |
| 9. Correcting overhead cam alignments | 9. Correcting overhead cam alignments |
| 1. Gauging bore size | 1. Gauging bore size |
| 2. Gauging alignment | 2. Gauging alignment |
| 3. Straightening and polishing camshafts | 3. Straightening and polishing camshafts |
| 4. Straightening cylinder heads in reference to the camshaft | 4. Straightening cylinder heads in reference to the camshaft |
| 5. Align boring cam bores | 5. Align boring cam bores |
| 6. Retro fitting bearing inserts | 6. Retro fitting bearing inserts |
| 7. Grinding camshaft journals | 7. Grinding camshaft journals |

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

	8. Surfacing to correct alignment and parallelism	8. Surfacing to correct alignment and parallelism
	10. Surfacing cylinder heads	10. Surfacing cylinder heads
	1. Grinding decks	1. Grinding decks
	2. Milling decks	2. Milling decks
	3. Surfacing exhaust and intake sides	3. Surfacing exhaust and intake sides
	4. Calculating v block ratios	4. Calculating v block ratios
	11. Assembling engines	11. Assembling engines
	1. Pushrod cylinder heads	1. Pushrod cylinder heads
	2. OHC cylinder heads	2. OHC cylinder heads
	3. Assembling and aligning rod and piston assemblies	3. Assembling and aligning rod and piston assemblies
	4. Fitting cam or auxiliary shaft bearings	4. Fitting cam or auxiliary shaft bearings
	5. Short blocks	5. Short blocks
	6. Pushrod long blocks	6. Pushrod long blocks
	7. OHC long blocks	7. OHC long blocks
	8. Timing the camshaft	8. Timing the camshaft
	9. Testing compression, oil pressure, guide sealing, and lifter rotation as needed	9. Testing compression, oil pressure, guide sealing, and lifter rotation as needed
	2. Assemble accessories to the engine	2. Assemble accessories to the engine
	1. Cleaning EGR and manifold heat ducts	1. Cleaning EGR and manifold heat ducts
	2. Repairing and installing air injection manifolds	2. Repairing and installing air injection manifolds
	3. Checking and installing sensors	3. Checking and installing sensors
	4. Aligning alternator, air pump, power steering and AC brackets	4. Aligning alternator, air pump, power steering and AC brackets
	3. Improve productivity in typical assigned tasks	3. Improve productivity in typical assigned tasks
	1. Using checklists; rewriting checklists for specific applications	1. Using checklists; rewriting checklists for specific applications
	2. Checking the cooling system	2. Checking the cooling system
	3. Checking batteries and charging systems	3. Checking batteries and charging systems
	4. Checking cranking systems	4. Checking cranking systems

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

- | Changed Field | Current Version | Proposed Version |
|-------------------------------------|---|---|
| | 5. Making basic ignition and fuel system adjustments
6. Preparations for emissions testing
4. Research and rewrite equipment operating instructions <ol style="list-style-type: none"> 1. Sources of information 2. Evaluating available instructions 3. Adding notes and specifications 4. Required services and service intervals 5. Sources for repair information and parts 5. Rewrite or prepare equipment maintenance instructions <ol style="list-style-type: none"> 1. Collaborating to review instructions 2. Clarifying steps; adding steps 3. Adding drawings/sketches 4. Testing new instructions 5. Assembling a reference manual 6. Perform periodic equipment calibration and repairs | 5. Making basic ignition and fuel system adjustments
6. Preparations for emissions testing
4. Research and rewrite equipment operating instructions <ol style="list-style-type: none"> 1. Sources of information 2. Evaluating available instructions 3. Adding notes and specifications 4. Required services and service intervals 5. Sources for repair information and parts 5. Rewrite or prepare equipment maintenance instructions <ol style="list-style-type: none"> 1. Collaborating to review instructions 2. Clarifying steps; adding steps 3. Adding drawings/sketches 4. Testing new instructions 5. Assembling a reference manual 6. Perform periodic equipment calibration and repairs |
| Lab Component in this Course | Yes | Yes |
| Lab Outline | 1. Perform basic engine machining operations
2. Assemble accessories to an engine
3. Rewrite equipment operating instructions
4. Rewrite equipment maintenance instructions | 1. Perform basic engine machining operations
2. Assemble accessories to an engine
3. Rewrite equipment operating instructions
4. Rewrite equipment maintenance instructions |

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	AUTO D094C	AUTO D094C
	Corequisite(s):	No Value	No Value
	Advisory(ies):	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary 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
	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	2AT	No Value
❗	Catalog Term (21-22)	23-24	No Value

Changed	Questions	Current Version	Proposed Version
!	5 Year Revision Year (2021)	2018	No Value
!	Effective Quarter	Fall	No Value
!	Effective Year (2021)	2023	No Value
	Sort ID (00 < 10; 0 < 100)	AUTO 094F	AUTO 094F
	Course Status	Non-substantial	Non-substantial
!	Course Status Code	A	No Value
!	Banner Department	AUTO	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
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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



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

236503

No Value

Changed	Questions	Current Version	Proposed Version
!	Account Code	1320	No Value
!	Program Code	094800	No Value
!	Percent	100	No Value
	Curriculum Office Notes	<ul style="list-style-type: none"> Requisite change appr. 1/17/23 (effect. F23).-cc 	<ul style="list-style-type: none"> Requisite change appr. 1/17/23 (effect. F23).-cc
!	Print/No Print to Catalog	Yes	No Value
	Checklist	No Value	No Value

Summary of Revisions

Changed	Questions	Current Version	Proposed Version
!	Basic Course Information	No Value	Title update Description update
	Units and Hours	No Value	No Value
!	Specifications	No Value	Updated textbooks and references to reflect current publications
	Outline	No Value	No Value
	Other	No Value	No Value

Blue Form

Blue Form content area (empty).

Changed	Questions	Current Version	Proposed Version
	<p>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.</p>	No Value	No Value
	<p>1. Is the unit(s) change required for articulation?</p>	No Value	No Value
	<p>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.</p>	No Value	No Value
	<p>3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.</p>	No Value	No Value
	<p>Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.</p>	No Value	No Value
	<p>Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.</p>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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	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
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A-Matrix Form

Changed	Questions	Current Version	Proposed Version
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	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
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	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.	No Value	No Value
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	Objective 2: Compose essays drawn from personal experience and assigned texts.	No Value	No Value
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Changed	Questions	Current Version	Proposed Version
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**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
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**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	From Outline E. Rewrite or prepare equipment maintenance instructions 1. Collaborating to review instructions 2. Clarifying steps; adding steps 3. Adding drawings/sketches 4. Testing new instructions 5. Assembling a reference manual

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

Changed	Questions	Current Version	Proposed Version
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	ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
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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
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	Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.	No Value	No Value
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D-Matrix Form

Changed	Questions	Current Version	Proposed Version
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	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
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Changed	Questions	Current Version	Proposed Version
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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

From Outline A. Practice skills in basic engine machining 3. Surfacing blocks a. Maintaining parallelism to the crankshaft b. Indexing v blocks from the camshaft centerline c. Calculating v block surfacing ratios 9. Correcting overhead cam alignments a. Gauging bore size b. Gauging alignment c. Straightening and polishing camshafts d. Straightening cylinder heads in reference to the camshaft e. Align boring cam bores f. Retro fitting bearing inserts g. Grinding camshaft journals h. Surfacing to correct alignment and parallelism

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

No Value

No Value

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

Changed	Questions	Current Version	Proposed Version
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	Pre-algebra or equivalent (or higher), or appropriate placement beyond pre- algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
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Changed	Questions	Current Version	Proposed Version
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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
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Objective 7:
Explore rates and ratios and use proportions to solve problems.

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

Changed	Questions	Current Version	Proposed Version
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	If the requisite does not fall under an A-F Matrix, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. If a requisite falling under Matrix G is being removed, provide an explanation as to why.	No Value	No Value
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H-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.	No Value	No Value
	Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.	No Value	No Value
	Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.	No Value	No Value
	Objective 4: For Prerequisites 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, i.e. such as a course.	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
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	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
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De Anza GE - ESGC Form

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

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

!	Stage 5: SLO Coordinator	No Value	DATE	Name - Role OR Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
			3/11/2024	Mary Pape - SLO Coordinator	Learning Outcomes - CSLO #1	Required	Change the CSLO so that the words "Student will" are removed. Suggestion "Prepare a detailed checklist for an engine being assembled, including assembly of all subsystems.". Please also note the spelling issue that I corrected.	

!	Stage 7: Content Review Matrix Liaison	No Value	Date	Name - Role OR Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
			4/4/24	Zack Judson	Matrix G	Required	In the left hand column, only list course objectives. These can be found under the Learning Outcomes tab	Y

Stage 8: AVP - Instruction No Value No Value

Stage 9: Articulation Officer No Value No Value

Stage 11: ESGC Faculty Coordinator No Value No Value

Stage 14: 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
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	Curriculum ID	AUTOD094F
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	Distance Education Approved	No
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	Board of Trustees Approval Date	
--	---------------------------------	--

	Curriculum Committee Approval Date	
--	------------------------------------	--

	Time to Next Review	Sep 1, 2023 12:00:00 AM
--	---------------------	-------------------------

	External Review Approval Date	Sep 1, 2018 12:00:00 AM
--	-------------------------------	-------------------------

	Course Control Number	CCC000574781
--	-----------------------	--------------

Articulation

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

	Course Crosswalk CRS-NUMBER	
--	-----------------------------	--





De Anza College
Change Report
06/03/2024

Summary of Changes



Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Description
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
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

Section	Changed field
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	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
B-Matrix Form	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.
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?

General Information

Changed	Field	Current Version	Proposed Version
	Faculty Initiator	<ul style="list-style-type: none">• Brandon Gainer	<ul style="list-style-type: none">• Betty Inoue
	Course ID (CB01A and CB01B)	COUND080X	COUND080X
	Course Control Number	CCC000546472	CCC000546472
	Course Title (CB02)	Special Topics in Counseling	Special Topics in Counseling
	Short Course Title	SPEC TOPICS IN COUNSELING	SPEC TOPICS IN COUNSELING
	TOP Code (CB03)	4930.10	4930.10 Career Guidance and Orientation
	CIP Code	Job-Seeking/Changing Skills	32.0105 Job-Seeking/Changing Skills
	Department	COUN - Counseling	COUN - Counseling
	Effective Term	Fall 2023	Fall 2023 <u>2025</u>
	SAM Priority Code (CB09)	Non-Occupational	Non-Occupational
	Course Description	Selected counseling topics with a focus on academic and personal development.	Selected <u>A variety of</u> counseling topics with a focus on <u>are selected to assist students in achieving personal, academic and personal development. transfer goals.</u>
	Course Type (CB27)	No value	<ul style="list-style-type: none">• Lower Division
	Mode of Delivery	<ul style="list-style-type: none">• Hybrid	<ul style="list-style-type: none">• Hybrid

Faculty Requirements

Changed	Field	Current Version	Proposed Version
	Discipline 1	No value	<ul style="list-style-type: none"> Counseling
	Discipline 2	No value	No value
	Discipline 3	No value	No value
	FSA	No value	<ul style="list-style-type: none"> FHDA FSA - COUNSELING

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

Course Justification			
Changed	Field	Current Version	Proposed Version
	Course Justification	This course is CSU transferable and is a stand-alone course. The course is used primarily to meet specific personal and academic needs of students. Students needs vary from quarter to quarter which is why this flexible course is needed to address our diverse population.	This course is CSU transferable and is a stand-alone course. The course is used primarily to meet specific personal and academic needs of students. Students needs vary from quarter to quarter which is why this flexible course is needed to address our diverse population.

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

Course Philosophy			

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

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

	Foothill Faculty Consultation Name	No value	
--	------------------------------------	----------	--

	Foothill Course ID	No value	
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CTE Course

Changed	Field	Current Version	Proposed Version
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	Is this a CTE (Career Technical Education) course?	No value	<u>No</u>
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Honors/Non-honors Course

Changed	Field	Current Version	Proposed Version
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	Is this an honors/non-honors course?	No value	<u>No</u>
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Mirrored Credit/Noncredit Course

Changed	Field	Current Version	Proposed Version
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Is this a mirrored credit/noncredit course?

No value

No

Cross-listed Course

Changed	Field	Current Version	Proposed Version
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Is this a cross-listed course?

No value

No

More Options

Changed	Field	Current Version	Proposed Version
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Basic Skill Status (CB08)

Course is not a basic skills course.

Course is not a basic skills course.

Course Prior To College Level

Not applicable.

Not applicable.

Course Special Class Status (CB13)

Course is not a special class.

Course is not a special class.

Course Support Status (CB26)

Course is not a support course

Course is not a support course

Repeat Limit

0

0

Grade Options

- Letter Grade
- Pass/No Pass

- Letter Grade
- Pass/No Pass

Allow Students to Gain Credit by Exam/Challenge

Changed	Field	Current Version	Proposed Version
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	Repeatability Statement	No value	
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Associated Programs

Changed	Field	Current Version	Proposed Version
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	Course is part of a program	No value	No value
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Transferability & Gen. Ed. Options

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

	Transfer Status	Approved	Approved
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	GE Information	No value	No value
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Weekly Student Hours - Profile Name: Default Profile

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

Course Student Hours - Profile Name: Default Profile

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

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	12	12
	Total - Course Out-of-Class Hours	24	24
	Total Credit Units - Minimum Credit Units	1	1
	Total Credit Units - Maximum Credit Units	1	1

Speciality Hours

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

Credit / Non-Credit Options

Changed	Field	Current Version	Proposed Version
	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.
	Course Credit Status (CB04)	Credit - Degree Applicable	Credit - Degree Applicable
	Course Non Credit Category (CB22)	Credit Course.	Credit Course.
	Funding Agency Category (CB23)	Not Applicable.	Not Applicable.
	Cooperative Work Experience Education Status (CB10)	<input type="checkbox"/>	<input type="checkbox"/>
	Variable Credit Course	<input type="checkbox"/>	<input type="checkbox"/>

Credit Units


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

Changed	Field	Current Version	Proposed Version
	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	<p>Methods of Instruction</p> <p>Methods of Instruction Lecture and visual aids Discussion of assigned reading In-class essays Homework and extended projects Guest speakers Collaborative learning and small group exercises Collaborative projects Discussion and problem solving performed in class In-class exploration of Internet sites</p>	<p>Methods of Instruction Methods of Instruction</p> <p>Methods of Instruction Lecture and visual aids Discussion of assigned reading Assigned and in-class essays Homework and extended projects Guest speakers Collaborative learning and small group exercises Collaborative projects Discussion and problem solving performed in class Exploration of internet resources</p>

Changed	Field	Current Version	Proposed Version
!	Assignments	<ol style="list-style-type: none"> 1. Reading <ol style="list-style-type: none"> 1. Assign readings and discussion based on content course texts and other sources. 2. Selected readings from supplemental readers, periodicals, or handouts. 2. Writing 3. Journal 4. Essay 5. Student projects 6. Informational interviews 7. Values clarification assessments 8. Presentations 9. Other <ol style="list-style-type: none"> 1. Group projects to be presented in class. 2. Internet research 3. Service learning 	<ol style="list-style-type: none"> 1. Reading <ol style="list-style-type: none"> 1. Assign readings and discussion based on content course texts and other sources. 2. Selected readings from supplemental readers, periodicals, handouts, or open source documents. 2. Writing 3. Journal 4. Essay 5. Student projects 6. Informational interviews 7. Values clarification assessments 8. Presentations 9. Other <ol style="list-style-type: none"> 1. Group projects to be presented in class or by video. 2. Internet research 3. Service learning

Changed Field

Current Version

Proposed Version



Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

1. Collaborative small group exercises pertaining to topic. Progressive proficiency that will evaluate student's grasp of the topics and core concepts.
2. Oral presentation will require synthesis of content and oral skills related to course topics.
3. Final Project to demonstrate the ability to summarize, integrate and critically analyze concepts examined throughout the course.

Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

1. Collaborative small group exercises pertaining to topic. Progressive proficiency that will evaluate student's grasp of the topics and core concepts.
2. Oral presentation will require synthesis of content and oral skills related to course topics.
3. Final Project to demonstrate the ability to summarize, integrate and critically analyze concepts examined throughout the course.

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	Texts and supporting references will vary with the group topic and the instructor.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	Career 110: Career & Life Planning
Author	Galbraith, Kimberly
Publisher	LibreTexts (Open Educational Resources)
Date/Edition	2023
ISBN	No value

Title	College Success
Author	Baldwin, Amy et al.
Publisher	LibreTexts (Open Educational Resources)
Date/Edition	2024
ISBN	No value

**Suggested Reading List**

Reading List	None.
May include, but are not limited to	No value

No value

Learning Outcomes and Objectives

Changed	Field	Current Version	Proposed Version
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	Course Objectives	<ul style="list-style-type: none"> • Demonstrate understanding of selected counseling topics with focus on goal attainment in academic and personal development. • Examine and analyze how topical information relates to personal decision-making. • Apply and integrate principles for personal adoption. 	<ul style="list-style-type: none"> • Demonstrate understanding of selected counseling topics with focus on goal attainment in academic and personal development. • Examine and analyze how topical information relates to personal decision-making. • Apply and integrate principles for personal adoption.
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CSLOs	
CSLOs	Demonstrate skills improvement from any or all of the following counseling related areas: academic, career or personal development.
Expected SLO Performance	0.0

Course Outline

Changed**Field****Current Version****Proposed Version****Course
Content**

1. Demonstrate understanding of selected counseling topics with focus on goal attainment in academic and personal development.

1. Analyze selected topics to understand how issues and principles affect academic and personal development.

2. Explore cultural and social implications of issues and principles.

2. Examine and analyze how topical information relates to personal decision-making.

1. Examine factors that influence personal decision-making including culture and worldview.

2. Assess and explore personal cultural congruence with topics, principles, and issues.

3. Analyze and identify principles for personal adoption.

3. Apply and integrate principles for personal adoption.

1. Identify specific developmental goals.

2. Examine and apply strategies for successful integration of principles.

3. Develop a plan that synthesizes decision-making, learned principles, and personal cultural context.

1. Demonstrate understanding of selected counseling topics with focus on goal attainment in academic and personal development.

1. Analyze selected topics to understand how issues and principles affect academic and personal development.

2. Explore cultural and social implications of issues and principles.

2. Examine and analyze how topical information relates to personal decision-making.

1. Examine factors that influence personal decision-making including culture and worldview.

2. Assess and explore personal cultural congruence with topics, principles, and issues.

3. Analyze and identify principles for personal adoption.

3. Apply and integrate principles for personal adoption.

1. Identify specific developmental goals.

2. Examine and apply strategies for successful integration of principles.

3. Develop a plan that synthesizes decision-making, learned principles, and personal cultural context.

**Lab
Component in
this Course**

No

No

Lab Outline

No value

No value







Req/Adv








Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	No Value	No Value
	Corequisite(s):	No Value	No Value
	Advisory(ies):	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005.	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005.
	Advisory(ies) - Other:	No Value	No Value
	Limitation(s) on Enrollment:	No Value	No Value
	Limitation(s) on Enrollment - Other:	(Not open to students with credit in COUN D080Y or COUN D080Z.)	(Not open to students with credit in COUN D080Y or COUN D080Z.)
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	No Value	No Value
	General Course Statement(s) - Other:	No Value	No Value

Curriculum Office

Changed	Questions	Current Version	Proposed Version
	Banner Start Term (202122)	202122	No Value
	Banner Division	2ST	No Value

Changed	Questions	Current Version	Proposed Version
!	Catalog Term (21-22)	23-24	No Value
!	5 Year Revision Year (2021)	2018	No Value
!	Effective Quarter	Fall	No Value
!	Effective Year (2021)	2023	No Value
	Sort ID (00 < 10; 0 < 100)	COUN 080X	COUN 080X
	Course Status	Non-substantial	Non-substantial
!	Course Status Code	A	No Value
!	Banner Department	COUN	No Value
!	Course Level	DU	No Value
!	College Code	DA	No Value
	Course Characteristics	Special Topics	Special Topics
	Cross-Listed/Related Course Information	Related Parent	Related Parent
	Cross-Listed/Related Course ID's	No Value	No Value
!	CTE Status	No	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
!	Hybrid Approval Date (MM/DD/YYYY)	02/11/2020	No Value

Changed	Questions	Current Version	Proposed Version
	Emergency Approval	No	No Value
	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)	N	No Value
	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)	N	No Value
	Noncredit Enhanced Funding Indicator	N	No Value
	In Service Indicator	N	No Value
	Sports/Physical Education Course Indicator	N	No Value

Changed	Questions	Current Version	Proposed Version
	COA Code	C	No Value
	Fund Code	114000	No Value
	Organization Code	222002	No Value
	Account Code	1320	No Value
	Program Code	493013	No Value
	Percent	100	No Value
	Curriculum Office Notes	<ul style="list-style-type: none"> Requisite change appr. 1/17/23 (effect. F23).-cc 	<ul style="list-style-type: none"> Requisite change appr. 1/17/23 (effect. F23).-cc
	Print/No Print to Catalog	Yes	No Value
	Checklist	No Value	No Value

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

Blue Form

Changed	Questions	Current Version	Proposed Version
	<p>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.</p>	No Value	No Value
	<p>1. Is the unit(s) change required for articulation?</p>	No Value	No Value
	<p>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.</p>	No Value	No Value
	<p>3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.</p>	No Value	No Value
	<p>Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.</p>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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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
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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
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**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
	<p>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.</p>	No Value	No Value
	<p>Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.</p>	No Value	No Value
	<p>Objective 2: Develop analytical ideas and topics for essays.</p>	No Value	No Value
	<p>Objective 3: Compose and support thesis statements for analytical essays.</p>	No Value	No Value
	<p>Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.</p>	No Value	No Value
	<p>Objective 5: Identify and practice writing for different audiences and purposes.</p>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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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

C. Final Project to demonstrate the ability to summarize, integrate and critically analyze concepts examined throughout the course.

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
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	Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.	No Value	No Value
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	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
	<p>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.</p>	No Value	No Value
	<p>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.</p>	No Value	No Value
	<p>Objective 2: Investigate the use of mathematics in real world.</p>	No Value	No Value
	<p>Objective 3: Explore functions.</p>	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
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	Objective 10: Investigate the characteristics of rational expressions.	No Value	No Value
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	Objective 11: Develop skills to work with radical expressions.	No Value	No Value
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E-Matrix Form

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

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

G-Matrix Form

Changed	Questions	Current Version	Proposed Version
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If the requisite does not fall under an A-F Matrix, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. If a requisite falling under Matrix G is being removed, provide an explanation as to why.

No Value

No Value

H-Matrix Form

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

No Value

No Value

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

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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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 Prerequisites 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, i.e. such as a course.

No Value

No Value

De Anza GE Form

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

No Value

No Value

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

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

Changed	Questions	Current Version	Proposed Version
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	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
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De Anza GE - ESGC Form

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

Changed	Questions	Current Version	Proposed Version
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**Criteria 5:
Demonstrate an understanding of how the student's personal activities impact the environment and communities by participating in actions to create a more environmentally sustainable and equitable future.**

No Value

No Value

Comments

Changed	Questions	Current Version	Proposed Version
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**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: AVP -
Instruction**

No Value

No Value

Changed	Questions	Current Version	Proposed Version
	Stage 9: Articulation Officer	No Value	No Value
	Stage 11: ESGC Faculty Coordinator	No Value	No Value
	Stage 14: 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	COUND080X
	Distance Education Approved	Yes
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	
	Time to Next Review	Sep 1, 2023 12:00:00 AM
	External Review Approval Date	Sep 1, 2018 12:00:00 AM
	Course Control Number	CCC000546472

Articulation

Changed	Field	Current Version
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	Course	
	Crosswalk	
	CRS-DEPT-	
	NAME	

	Course	
	Crosswalk	
	CRS-NUMBER	





De Anza College
Change Report
06/03/2024

Summary of Changes



Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Description
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
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

Section	Changed field
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	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
B-Matrix Form	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.
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?

General Information

Changed	Field	Current Version	Proposed Version
	Faculty Initiator	<ul style="list-style-type: none">• Brandon Gainer	<ul style="list-style-type: none">• Betty Inoue
	Course ID (CB01A and CB01B)	COUND080Y	COUND080Y
	Course Control Number	CCC000546473	CCC000546473
	Course Title (CB02)	Special Topics in Counseling	Special Topics in Counseling
	Short Course Title	SPEC TOPICS IN COUNSELING	SPEC TOPICS IN COUNSELING
	TOP Code (CB03)	4930.10	4930.10 Career Guidance and Orientation
	CIP Code	Job-Seeking/Changing Skills	32.0105 Job-Seeking/Changing Skills
	Department	COUN - Counseling	COUN - Counseling
	Effective Term	Fall 2023	Fall 2023 <u>2025</u>
	SAM Priority Code (CB09)	Non-Occupational	Non-Occupational
	Course Description	Selected counseling topics with a focus on academic and personal development.	Selected <u>A variety of</u> counseling topics with a focus on <u>are selected to assist students in achieving personal, academic and personal development. transfer goals.</u>
	Course Type (CB27)	No value	<ul style="list-style-type: none">• Lower Division
	Mode of Delivery	<ul style="list-style-type: none">• Hybrid	<ul style="list-style-type: none">• Hybrid

Faculty Requirements

Changed	Field	Current Version	Proposed Version
	Discipline 1	No value	<ul style="list-style-type: none"> Counseling
	Discipline 2	No value	No value
	Discipline 3	No value	No value
	FSA	No value	<ul style="list-style-type: none"> FHDA FSA - COUNSELING

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


Course Justification			
Changed	Field	Current Version	Proposed Version
	Course Justification	This course is CSU transferable and is a stand-alone course. The course is used primarily to meet specific personal and academic needs of students. Students needs vary from quarter to quarter which is why this flexible course is needed to address our diverse population.	This course is CSU transferable and is a stand-alone course. The course is used primarily to meet specific personal and academic needs of students. Students needs vary from quarter to quarter which is why this flexible course is needed to address our diverse population.


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	

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	

CTE Course			
Changed	Field	Current Version	Proposed Version
	Is this a CTE (Career Technical Education) course?	No value	<u>No</u>

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

Mirrored Credit/Noncredit Course

Changed	Field	Current Version	Proposed Version
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Is this a mirrored credit/noncredit course?

No value

No

Cross-listed Course

Changed	Field	Current Version	Proposed Version
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Is this a cross-listed course?

No value

No

More Options

Changed	Field	Current Version	Proposed Version
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Basic Skill Status (CB08)

Course is not a basic skills course.

Course is not a basic skills course.

Course Prior To College Level

Not applicable.

Not applicable.

Course Special Class Status (CB13)

Course is not a special class.

Course is not a special class.

Course Support Status (CB26)

Course is not a support course

Course is not a support course

Repeat Limit

0

0

Grade Options

- Letter Grade
- Pass/No Pass

- Letter Grade
- Pass/No Pass

Allow Students to Gain Credit by Exam/Challenge

Changed	Field	Current Version	Proposed Version
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	Repeatability Statement	No value	
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Associated Programs

Changed	Field	Current Version	Proposed Version
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	Course is part of a program	No value	No value
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Transferability & Gen. Ed. Options

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

	Transfer Status	Approved	Approved
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	GE Information	No value	No value
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Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
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	Lecture Hours - In Class	2	2
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	Lecture Hours - Out of Class	4	4
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Changed	Field	Current Version	Proposed Version
	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	72	72
	Lecture Hours - Course In-Class (Contact) per Term	24	24
	Lecture Hours - Course Out-of-Class per Term	48	48
	Laboratory Hours - Course In-Class (Contact) per Term	0	0

Changed	Field	Current Version	Proposed Version
	Laboratory Hours - Course Out-of-Class per Term	0	0
	NA Hours - Course In-Class (Contact) per Term	0	0
	NA Hours - Course Out-of-Class per Term	0	0
	Total - Course In-Class (Contact) Hours	24	24
	Total - Course Out-of-Class Hours	48	48
	Total Credit Units - Minimum Credit Units	2	2
	Total Credit Units - Maximum Credit Units	2	2

Speciality Hours

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

Credit / Non-Credit Options

Changed	Field	Current Version	Proposed Version
	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.
	Course Credit Status (CB04)	Credit - Degree Applicable	Credit - Degree Applicable
	Course Non Credit Category (CB22)	Credit Course.	Credit Course.
	Funding Agency Category (CB23)	Not Applicable.	Not Applicable.
	Cooperative Work Experience Education Status (CB10)	<input type="checkbox"/>	<input type="checkbox"/>
	Variable Credit Course	<input type="checkbox"/>	<input type="checkbox"/>

Credit Units


Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	72	72
	Total Laboratory Hours per Term	-	0
	Total Contact Hours per Term	-	0
	Total Credit Units	2	2

Changed	Field	Current Version	Proposed Version
	Minimum Credit Units	2	2
	Maximum Credit Units	2	2

SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

Changed	Field	Current Version	Proposed Version
	Methods of Instruction	<p>Methods of Instruction</p> <p>Methods of Instruction Lecture and visual aids Discussion of assigned reading In-class essays Homework and extended projects Guest speakers Collaborative learning and small group exercises Collaborative projects Discussion and problem solving performed in class In-class exploration of Internet sites</p>	<p>Methods of Instruction Methods of Instruction</p> <p>Methods of Instruction Lecture and visual aids Discussion of assigned reading Assigned and in-class essays Homework and extended projects Guest speakers Collaborative learning and small group exercises Collaborative projects Discussion and problem solving performed in class Exploration of internet resources</p>

Changed	Field	Current Version	Proposed Version
	Assignments	<ol style="list-style-type: none"> 1. Reading <ol style="list-style-type: none"> 1. Assign readings and discussion based on content course texts and other sources. 2. Selected readings from supplemental readers, periodicals, or handouts. 2. Writing 3. Journal 4. Essay 5. Student projects 6. Informational interviews 7. Values clarification assessments 8. Presentations 9. Other <ol style="list-style-type: none"> 1. Group projects to be presented in class. 2. Internet research 3. Service learning 	<ol style="list-style-type: none"> 1. Reading <ol style="list-style-type: none"> 1. Assign readings and discussion based on content course texts and other sources. 2. Selected readings from supplemental readers, periodicals, or handouts. 2. Writing 3. Journal 4. Essay 5. Student projects 6. Informational interviews 7. Values clarification assessments 8. Presentations 9. Other <ol style="list-style-type: none"> 1. Group projects to be presented in class. 2. Internet research 3. Service learning

Changed Field

Current Version

Proposed Version



Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

1. Collaborative small group exercises pertaining to topic. Progressive proficiency that will evaluate student's grasp of the topics and core concepts.
2. Oral presentation will require synthesis of content and oral skills related to course topics.
3. Final Project to demonstrate the ability to summarize, integrate and critically analyze concepts examined throughout the course.

Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

1. Collaborative small group exercises pertaining to topic. Progressive proficiency that will evaluate student's grasp of the topics and core concepts.
2. Oral presentation will require synthesis of content and oral skills related to course topics.
3. Final Project to demonstrate the ability to summarize, integrate and critically analyze concepts examined throughout the course.

Changed	Field	Current Version	Proposed Version
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❗	Essential Student Materials/Essential College Facilities	Essential Student Materials:	Essential Student Materials:
		• None.	• None
		Essential College Facilities:	Essential College Facilities:
		• None.	• None

❗ Examples of Primary Texts and References

Title	No value
Author	Texts and supporting references will vary with the group topic and the instructor.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	Career 110: Career & Life Planning
Author	Galbraith, Kimberly
Publisher	LibreTexts (Open Educational Resources OER)
Date/Edition	2023
ISBN	No value

Title	College Success
Author	Baldwin, Amy et al.
Publisher	LibreTexts (Open Educational Resources OER)
Date/Edition	2024
ISBN	No value

❗ Suggested Reading List

Reading List	None.
May include, but are not limited to	No value

No value

Learning Outcomes and Objectives

Changed	Field	Current Version	Proposed Version
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Course Objectives

- | | |
|--|--|
| <ul style="list-style-type: none"> • Demonstrate understanding of selected counseling topics with focus on goal attainment in academic and personal development. • Examine and analyze how topical information relates to personal decision-making. • Apply and integrate principles for personal adoption. | <ul style="list-style-type: none"> • Demonstrate understanding of selected counseling topics with focus on goal attainment in academic and personal development. • Examine and analyze how topical information relates to personal decision-making. • Apply and integrate principles for personal adoption. |
|--|--|

CSLOs

CSLOs

Demonstrate skills improvement from any or all of the following counseling related areas: academic, career or personal development.

Expected SLO Performance

0.0

CSLOs

Demonstrate skills improvement from any or all of the following counseling related areas: academic, career or personal development.

Expected SLO Performance

0.0

Course Outline

Changed**Field****Current Version****Proposed Version****Course
Content**

1. Demonstrate understanding of selected counseling topics with focus on goal attainment in academic and personal development.

1. Analyze selected topics to understand how issues and principles affect academic and personal development.

2. Explore cultural and social implications of issues and principles.

2. Examine and analyze how topical information relates to personal decision-making.

1. Examine factors that influence personal decision-making including culture and worldview.

2. Assess and explore personal cultural congruence with topics, principles, and issues.

3. Analyze and identify principles for personal adoption.

3. Apply and integrate principles for personal adoption.

1. Identify specific developmental goals.

2. Examine and apply strategies for successful integration of principles.

3. Develop a plan that synthesizes decision-making, learned principles, and personal cultural context.

1. Demonstrate understanding of selected counseling topics with focus on goal attainment in academic and personal development.

1. Analyze selected topics to understand how issues and principles affect academic and personal development.

2. Explore cultural and social implications of issues and principles.

2. Examine and analyze how topical information relates to personal decision-making.

1. Examine factors that influence personal decision-making including culture and worldview.

2. Assess and explore personal cultural congruence with topics, principles, and issues.

3. Analyze and identify principles for personal adoption.

3. Apply and integrate principles for personal adoption.

1. Identify specific developmental goals.

2. Examine and apply strategies for successful integration of principles.

3. Develop a plan that synthesizes decision-making, learned principles, and personal cultural context.

**Lab
Component in
this Course**

No

No

Lab Outline

No value

No value







Req/Adv








Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	No Value	No Value
	Corequisite(s):	No Value	No Value
	Advisory(ies):	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005.	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005.
	Advisory(ies) - Other:	No Value	No Value
	Limitation(s) on Enrollment:	No Value	No Value
	Limitation(s) on Enrollment - Other:	(Not open to students with credit in COUN D080X or COUN D080Z.)	(Not open to students with credit in COUN D080X or COUN D080Z.)
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	No Value	No Value
	General Course Statement(s) - Other:	No Value	No Value

Curriculum Office

Changed	Questions	Current Version	Proposed Version
	Banner Start Term (202122)	202122	No Value
	Banner Division	2ST	No Value

Changed	Questions	Current Version	Proposed Version
!	Catalog Term (21-22)	23-24	No Value
!	5 Year Revision Year (2021)	2018	No Value
!	Effective Quarter	Fall	No Value
!	Effective Year (2021)	2023	No Value
	Sort ID (00 < 10; 0 < 100)	COUN 080Y	COUN 080Y
	Course Status	Non-substantial	Non-substantial
!	Course Status Code	A	No Value
!	Banner Department	COUN	No Value
!	Course Level	DU	No Value
!	College Code	DA	No Value
	Course Characteristics	Special Topics	Special Topics
	Cross-Listed/Related Course Information	Related Child	Related Child
	Cross-Listed/Related Course ID's	COUN 80X	COUN 80X
!	CTE Status	No	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
!	Hybrid Approval Date (MM/DD/YYYY)	02/11/2020	No Value

Changed	Questions	Current Version	Proposed Version
	Emergency Approval	No	No Value
	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)	N	No Value
	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)	N	No Value
	Noncredit Enhanced Funding Indicator	N	No Value
	In Service Indicator	N	No Value
	Sports/Physical Education Course Indicator	N	No Value

Changed	Questions	Current Version	Proposed Version
	COA Code	C	No Value
	Fund Code	114000	No Value
	Organization Code	222002	No Value
	Account Code	1320	No Value
	Program Code	493013	No Value
	Percent	100	No Value
	Curriculum Office Notes	<ul style="list-style-type: none"> Requisite change appr. 1/17/23 (effect. F23).-cc 	<ul style="list-style-type: none"> Requisite change appr. 1/17/23 (effect. F23).-cc
	Print/No Print to Catalog	Yes	No Value
	Checklist	No Value	No Value

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

Blue Form

Changed	Questions	Current Version	Proposed Version
	<p>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.</p>	No Value	No Value
	<p>1. Is the unit(s) change required for articulation?</p>	No Value	No Value
	<p>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.</p>	No Value	No Value
	<p>3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.</p>	No Value	No Value
	<p>Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.</p>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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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
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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
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**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
	<p>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.</p>	No Value	No Value
	<p>Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.</p>	No Value	No Value
	<p>Objective 2: Develop analytical ideas and topics for essays.</p>	No Value	No Value
	<p>Objective 3: Compose and support thesis statements for analytical essays.</p>	No Value	No Value
	<p>Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.</p>	No Value	No Value
	<p>Objective 5: Identify and practice writing for different audiences and purposes.</p>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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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

Eval method C. Final Project to demonstrate the ability to summarize, integrate and critically analyze concepts examined throughout the course.

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
	<p>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.</p>	No Value	No Value
	<p>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.</p>	No Value	No Value
	<p>Objective 2: Investigate the use of mathematics in real world.</p>	No Value	No Value
	<p>Objective 3: Explore functions.</p>	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
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	Objective 10: Investigate the characteristics of rational expressions.	No Value	No Value
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	Objective 11: Develop skills to work with radical expressions.	No Value	No Value
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E-Matrix Form

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

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

G-Matrix Form

Changed	Questions	Current Version	Proposed Version
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If the requisite does not fall under an A-F Matrix, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. If a requisite falling under Matrix G is being removed, provide an explanation as to why.

No Value

No Value

H-Matrix Form

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

No Value

No Value

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

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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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 Prerequisites 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, i.e. such as a course.

No Value

No Value

De Anza GE Form

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

No Value

No Value

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

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

Changed	Questions	Current Version	Proposed Version
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	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
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De Anza GE - ESGC Form

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

Changed	Questions	Current Version	Proposed Version
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**Criteria 5:
Demonstrate an understanding of how the student's personal activities impact the environment and communities by participating in actions to create a more environmentally sustainable and equitable future.**

No Value

No Value

Comments

Changed	Questions	Current Version	Proposed Version
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**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: AVP -
Instruction**

No Value

No Value

Changed	Questions	Current Version	Proposed Version
	Stage 9: Articulation Officer	No Value	No Value
	Stage 11: ESGC Faculty Coordinator	No Value	No Value
	Stage 14: 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	COUND080Y
	Distance Education Approved	Yes
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	
	Time to Next Review	Sep 1, 2023 12:00:00 AM
	External Review Approval Date	Sep 1, 2018 12:00:00 AM
	Course Control Number	CCC000546473

Articulation

Changed	Field	Current Version
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	Course	
	Crosswalk	
	CRS-DEPT-	
	NAME	

	Course	
	Crosswalk	
	CRS-NUMBER	





De Anza College
Change Report
06/03/2024

Summary of Changes



Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Description
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
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

Section	Changed field
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	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
B-Matrix Form	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.
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?

General Information

Changed	Field	Current Version	Proposed Version
	Faculty Initiator	<ul style="list-style-type: none">• Brandon Gainer	<ul style="list-style-type: none">• Betty Inoue
	Course ID (CB01A and CB01B)	COUND080Z	COUND080Z
	Course Control Number	CCC000546474	CCC000546474
	Course Title (CB02)	Special Topics in Counseling	Special Topics in Counseling
	Short Course Title	SPEC TOPICS IN COUNSELING	SPEC TOPICS IN COUNSELING
	TOP Code (CB03)	4930.10	4930.10 Career Guidance and Orientation
	CIP Code	Job-Seeking/Changing Skills	32.0105 Job-Seeking/Changing Skills
	Department	COUN - Counseling	COUN - Counseling
	Effective Term	Fall 2023	Fall 2023 <u>2025</u>
	SAM Priority Code (CB09)	Non-Occupational	Non-Occupational
	Course Description	Selected counseling topics with a focus on academic and personal development.	Selected <u>A variety of</u> counseling topics with a focus on <u>are selected to assist students in achieving personal, academic and personal development. transfer goals.</u>
	Course Type (CB27)	No value	<ul style="list-style-type: none">• Lower Division
	Mode of Delivery	<ul style="list-style-type: none">• Hybrid	<ul style="list-style-type: none">• Hybrid

Faculty Requirements

Changed	Field	Current Version	Proposed Version
	Discipline 1	No value	<ul style="list-style-type: none"> Counseling
	Discipline 2	No value	No value
	Discipline 3	No value	No value
	FSA	No value	<ul style="list-style-type: none"> FHDA FSA - COUNSELING

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


Course Justification			
Changed	Field	Current Version	Proposed Version
	Course Justification	This course is CSU transferable and is a stand-alone course. The course is used primarily to meet specific personal and academic needs of students. Students needs vary from quarter to quarter which is why this flexible course is needed to address our diverse population.	This course is CSU transferable and is a stand-alone course. The course is used primarily to meet specific personal and academic needs of students. Students needs vary from quarter to quarter which is why this flexible course is needed to address our diverse population.


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	

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	

CTE Course			
Changed	Field	Current Version	Proposed Version
	Is this a CTE (Career Technical Education) course?	No value	<u>No</u>

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

Mirrored Credit/Noncredit Course

Changed	Field	Current Version	Proposed Version
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Is this a mirrored credit/noncredit course?

No value

No

Cross-listed Course

Changed	Field	Current Version	Proposed Version
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Is this a cross-listed course?

No value

No

More Options

Changed	Field	Current Version	Proposed Version
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Basic Skill Status (CB08)

Course is not a basic skills course.

Course is not a basic skills course.

Course Prior To College Level

Not applicable.

Not applicable.

Course Special Class Status (CB13)

Course is not a special class.

Course is not a special class.

Course Support Status (CB26)

Course is not a support course

Course is not a support course

Repeat Limit

0

0

Grade Options

- Letter Grade
- Pass/No Pass

- Letter Grade
- Pass/No Pass

Allow Students to Gain Credit by Exam/Challenge

Changed	Field	Current Version	Proposed Version
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	Repeatability Statement	No value	
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Associated Programs

Changed	Field	Current Version	Proposed Version
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	Course is part of a program	No value	No value
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Transferability & Gen. Ed. Options

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

	Transfer Status	Approved	Approved
--	------------------------	----------	----------

	GE Information	No value	No value
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Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
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	Lecture Hours - In Class	3	3
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	Lecture Hours - Out of Class	6	6
--	-------------------------------------	---	---

Changed	Field	Current Version	Proposed Version
	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	108	108
	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	0	0

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

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)	<input type="checkbox"/>	<input type="checkbox"/>
	Variable Credit Course	<input type="checkbox"/>	<input type="checkbox"/>

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	-	0
	Total Contact Hours per Term	-	0
	Total Credit Units	3	3

Changed	Field	Current Version	Proposed Version
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	Minimum Credit Units	3	3
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	Maximum Credit Units	3	3
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SKIP

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

Changed	Field	Current Version	Proposed Version
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Methods of Instruction

Methods of Instruction

Methods of Instruction Lecture and visual aids
 Discussion of assigned reading
 In-class essays
 Homework and extended projects
 Guest speakers
 Collaborative learning and small group exercises
 Collaborative projects
 Discussion and problem solving performed in class
 In-class exploration of Internet sites

Methods of Instruction

Methods of Instruction

Methods of Instruction Lecture and visual aids
 Discussion of assigned reading
 Assigned and in-class essays
 Homework and extended projects
 Guest speakers
 Collaborative learning and small group exercises
 Collaborative projects
 Discussion and problem solving performed in class
 Exploration of internet resources

Changed	Field	Current Version	Proposed Version
	Assignments	<ol style="list-style-type: none"> 1. Reading <ol style="list-style-type: none"> 1. Assign readings and discussion based on content course texts and other sources. 2. Selected readings from supplemental readers, periodicals, or handouts. 2. Writing 3. Journal 4. Essay 5. Student projects 6. Informational interviews 7. Values clarification assessments 8. Presentations 9. Other <ol style="list-style-type: none"> 1. Group projects to be presented in class. 2. Internet research 3. Service learning 	<ol style="list-style-type: none"> 1. Reading <ol style="list-style-type: none"> 1. Assign readings and discussion based on content course texts and other sources. 2. Selected readings from supplemental readers, periodicals, or handouts. 2. Writing 3. Journal 4. Essay 5. Student projects 6. Informational interviews 7. Values clarification assessments 8. Presentations 9. Other <ol style="list-style-type: none"> 1. Group projects to be presented in class. 2. Internet research 3. Service learning

Changed Field

Current Version

Proposed Version



Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

1. Collaborative small group exercises pertaining to topic. Progressive proficiency that will evaluate student's grasp of the topics and core concepts.
2. Oral presentation will require synthesis of content and oral skills related to course topics.
3. Final Project to demonstrate the ability to summarize, integrate and critically analyze concepts examined throughout the course.

Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

1. Collaborative small group exercises pertaining to topic. Progressive proficiency that will evaluate student's grasp of the topics and core concepts.
2. Oral presentation will require synthesis of content and oral skills related to course topics.
3. Final Project to demonstrate the ability to summarize, integrate and critically analyze concepts examined throughout the course.

Changed	Field	Current Version	Proposed Version
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! 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	Texts and supporting references will vary with the group topic and the instructor.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	Career 110: Career & Life Planning
Author	Galbraith, Kimberly
Publisher	LibreTexts (Open Educational Resources OER)
Date/Edition	2023
ISBN	No value

Title	College Success
Author	Baldwin, Amy et al.
Publisher	LibreTexts (Open Educational Resources OER)
Date/Edition	2024
ISBN	No value

! Suggested Reading List

Reading List	None.
May include, but are not limited to	No value

No value

Learning Outcomes and Objectives

Changed	Field	Current Version	Proposed Version
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	Course Objectives	<ul style="list-style-type: none"> • Demonstrate understanding of selected counseling topics with focus on goal attainment in academic and personal development. • Examine and analyze how topical information relates to personal decision-making. • Apply and integrate principles for personal adoption. 	<ul style="list-style-type: none"> • Demonstrate understanding of selected counseling topics with focus on goal attainment in academic and personal development. • Examine and analyze how topical information relates to personal decision-making. • Apply and integrate principles for personal adoption.
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CSLOs	
CSLOs	Demonstrate skills improvement from any or all of the following counseling related areas: academic, career or personal development.
Expected SLO Performance	0.0

Course Outline

Changed**Field****Current Version****Proposed Version****Course
Content**

1. Demonstrate understanding of selected counseling topics with focus on goal attainment in academic and personal development.
 1. Analyze selected topics to understand how issues and principles affect academic and personal development.
 2. Explore cultural and social implications of issues and principles.
2. Examine and analyze how topical information relates to personal decision-making.
 1. Examine factors that influence personal decision-making including culture and worldview.
 2. Assess and explore personal cultural congruence with topics, principles, and issues.
 3. Analyze and identify principles for personal adoption.
3. Apply and integrate principles for personal adoption.
 1. Identify specific developmental goals.
 2. Examine and apply strategies for successful integration of principles.
 3. Develop a plan that synthesizes decision-making, learned principles, and personal cultural context.

1. Demonstrate understanding of selected counseling topics with focus on goal attainment in academic and personal development.
 1. Analyze selected topics to understand how issues and principles affect academic and personal development.
 2. Explore cultural and social implications of issues and principles.
2. Examine and analyze how topical information relates to personal decision-making.
 1. Examine factors that influence personal decision-making including culture and worldview.
 2. Assess and explore personal cultural congruence with topics, principles, and issues.
 3. Analyze and identify principles for personal adoption.
3. Apply and integrate principles for personal adoption.
 1. Identify specific developmental goals.
 2. Examine and apply strategies for successful integration of principles.
 3. Develop a plan that synthesizes decision-making, learned principles, and personal cultural context.

**Lab
Component in
this Course**

No

No

Lab Outline

No value

No value







Req/Adv








Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	No Value	No Value
	Corequisite(s):	No Value	No Value
	Advisory(ies):	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005.	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005.
	Advisory(ies) - Other:	No Value	No Value
	Limitation(s) on Enrollment:	No Value	No Value
	Limitation(s) on Enrollment - Other:	(Not open to students with credit in COUN D080X or COUN D080Y.)	(Not open to students with credit in COUN D080X or COUN D080Y.)
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	No Value	No Value
	General Course Statement(s) - Other:	No Value	No Value

Curriculum Office

Changed	Questions	Current Version	Proposed Version
	Banner Start Term (202122)	202122	No Value
	Banner Division	2ST	No Value

Changed	Questions	Current Version	Proposed Version
!	Catalog Term (21-22)	23-24	No Value
!	5 Year Revision Year (2021)	2018	No Value
!	Effective Quarter	Fall	No Value
!	Effective Year (2021)	2023	No Value
	Sort ID (00 < 10; 0 < 100)	COUN 080Z	COUN 080Z
	Course Status	Non-substantial	Non-substantial
!	Course Status Code	A	No Value
!	Banner Department	COUN	No Value
!	Course Level	DU	No Value
!	College Code	DA	No Value
	Course Characteristics	Special Topics	Special Topics
	Cross-Listed/Related Course Information	Related Child	Related Child
	Cross-Listed/Related Course ID's	COUN 80X	COUN 80X
!	CTE Status	No	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
!	Hybrid Approval Date (MM/DD/YYYY)	02/04/2020	No Value

Changed	Questions	Current Version	Proposed Version
	Emergency Approval	No	No Value
	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)	N	No Value
	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)	N	No Value
	Noncredit Enhanced Funding Indicator	N	No Value
	In Service Indicator	N	No Value
	Sports/Physical Education Course Indicator	N	No Value

Changed	Questions	Current Version	Proposed Version
	COA Code	C	No Value
	Fund Code	114000	No Value
	Organization Code	222002	No Value
	Account Code	1320	No Value
	Program Code	493013	No Value
	Percent	100	No Value
	Curriculum Office Notes	<ul style="list-style-type: none"> • Requisite change appr. 1/17/23 (effect. F23).-cc 	<ul style="list-style-type: none"> • Requisite change appr. 1/17/23 (effect. F23).-cc
	Print/No Print to Catalog	Yes	No Value
	Checklist	No Value	No Value

Summary of Revisions

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

Blue Form

Changed	Questions	Current Version	Proposed Version
	<p>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.</p>	No Value	No Value
	<p>1. Is the unit(s) change required for articulation?</p>	No Value	No Value
	<p>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.</p>	No Value	No Value
	<p>3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.</p>	No Value	No Value
	<p>Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.</p>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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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
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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
	<p>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.</p>	No Value	No Value
	<p>Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.</p>	No Value	No Value
	<p>Objective 2: Develop analytical ideas and topics for essays.</p>	No Value	No Value
	<p>Objective 3: Compose and support thesis statements for analytical essays.</p>	No Value	No Value
	<p>Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.</p>	No Value	No Value
	<p>Objective 5: Identify and practice writing for different audiences and purposes.</p>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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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

C: Final Project to demonstrate the ability to summarize, integrate and critically analyze concepts examined throughout the course.

Objective 9: Demonstrate appropriate grammar usage and mechanics.

No Value

No Value

C-Matrix Form

Changed	Questions	Current Version	Proposed Version
	<p>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.</p>	No Value	No Value
	<p>Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.</p>	No Value	No Value
	<p>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.</p>	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
	<p>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.</p>	No Value	No Value
	<p>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.</p>	No Value	No Value
	<p>Objective 2: Investigate the use of mathematics in real world.</p>	No Value	No Value
	<p>Objective 3: Explore functions.</p>	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
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	Objective 10: Investigate the characteristics of rational expressions.	No Value	No Value
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	Objective 11: Develop skills to work with radical expressions.	No Value	No Value
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E-Matrix Form

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

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

G-Matrix Form

Changed	Questions	Current Version	Proposed Version
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If the requisite does not fall under an A-F Matrix, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. If a requisite falling under Matrix G is being removed, provide an explanation as to why.

No Value

No Value

H-Matrix Form

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

No Value

No Value

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

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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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 Prerequisites 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, i.e. such as a course.

No Value

No Value

De Anza GE Form

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

No Value

No Value

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

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

Changed	Questions	Current Version	Proposed Version
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	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
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De Anza GE - ESGC Form

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

Changed	Questions	Current Version	Proposed Version
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**Criteria 5:
Demonstrate an understanding of how the student's personal activities impact the environment and communities by participating in actions to create a more environmentally sustainable and equitable future.**

No Value

No Value

Comments

Changed	Questions	Current Version	Proposed Version
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**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: AVP -
Instruction**

No Value

No Value

Changed	Questions	Current Version	Proposed Version
	Stage 9: Articulation Officer	No Value	No Value
	Stage 11: ESGC Faculty Coordinator	No Value	No Value
	Stage 14: 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	COUND080Z
	Distance Education Approved	Yes
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	
	Time to Next Review	Sep 1, 2023 12:00:00 AM
	External Review Approval Date	Sep 1, 2018 12:00:00 AM
	Course Control Number	CCC000546474

Articulation

Changed	Field	Current Version
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	Course	
	Crosswalk	
	CRS-DEPT-	
	NAME	

	Course	
	Crosswalk	
	CRS-NUMBER	

De Anza College
Change Report
08/01/2024


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
Transferability & Gen. Ed. Options	GE Information
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
Learning Outcomes and Objectives	CSLOs
Curriculum Office	Banner Start Term (202122)
Curriculum Office	Banner Division
Curriculum Office	Catalog Term (21-22)
Curriculum Office	5 Year Revision Year (2021)
Curriculum Office	Effective Quarter
Curriculum Office	Effective Year (2021)
Curriculum Office	Course Status Code
Curriculum Office	Banner Department
Curriculum Office	Course Level
Curriculum Office	College Code

Section	Changed field
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	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
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.
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.)



Section	Changed field
De Anza GE Form	Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
Comments	Stage 5: SLO Coordinator
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?

General Information

Changed	Field	Current Version	Proposed Version
	Faculty Initiator	<ul style="list-style-type: none"> Sarah Lisha 	<ul style="list-style-type: none"> Rachel Catuiza
	Course ID (CB01A and CB01B)	KNESD019E	KNESD019E

Changed	Field	Current Version	Proposed Version
	Course Control Number	CCC000581883	CCC000581883
	Course Title (CB02)	Body Sculpting	Body Sculpting
	Short Course Title	BODY SCULPTING	BODY SCULPTING
	TOP Code (CB03)	0835.00	0835.00 Physical Education
	CIP Code	Health and Physical Education/Fitness, General	31.0501 Health and Physical Education/Fitness, General
	Department	KNES - Kinesiology	KNES - Kinesiology
!	Effective Term	Fall 2023	Fall 2023 <u>2025</u>
	SAM Priority Code (CB09)	Non-Occupational	Non-Occupational
	Course Description	<p>An introduction to the discipline of Kinesiology. It includes an historical examination of core strengthening. Body sculpt conditioning is an integrated approach that focuses on developing the muscles of the entire body. Through body sculpting the student will achieve ultimate fitness by focusing on a program of strength, balance, agility and flexibility.</p> <p>Concentration will be on muscles of the entire body. Resistance training, medicine balls, stability balls, and the body bar will be used in conjunction with proper breathing, posture and muscle awareness.</p>	<p>An introduction to the discipline of Kinesiology. It includes an historical examination of core strengthening. Body sculpt conditioning is an integrated approach that focuses on developing the muscles of the entire body. Through body sculpting the student will achieve ultimate fitness by focusing on a program of strength, balance, agility and flexibility.</p> <p>Concentration will be on muscles of the entire body. Resistance training, medicine balls, stability balls, and the body bar will be used in conjunction with proper breathing, posture and muscle awareness.</p>
!	Course Type (CB27)	No value	<ul style="list-style-type: none"> Lower Division
!	Mode of Delivery	<ul style="list-style-type: none"> Hybrid 	<ul style="list-style-type: none"> Online

Faculty Requirements

Changed	Field	Current Version	Proposed Version
	Discipline 1	No value	<ul style="list-style-type: none"> Physical Education
	Discipline 2	No value	No value
	Discipline 3	No value	No value
	FSA	No value	<ul style="list-style-type: none"> FHDA FSA - PHYSICAL EDUCATION

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	(Formerly P E D006D and P E D06DX respectively.)	(Formerly P E D006D and P E D06DX respectively.)

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	The course is CSU and UC transferable. This course meets a general education requirement for De Anza and CSUGE. Body sculpting uses the human muscular components to develop and understand motor performance.	The course is CSU and UC transferable. This course meets a general education requirement for De Anza and CSUGE. Body sculpting uses the human muscular components to develop and understand motor performance.

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	


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

CTE Course

Changed	Field	Current Version	Proposed Version
	Is this a CTE (Career Technical Education) course?	No value	<u>No</u>

Honors/Non-honors Course

Changed	Field	Current Version	Proposed Version
	Is this an honors/non- honors course?	No value	<u>No</u>

Mirrored Credit/Noncredit Course

Changed	Field	Current Version	Proposed Version
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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

More Options

Changed	Field	Current Version	Proposed Version
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Basic Skill Status (CB08)

Course is not a basic skills course.

Course is not a basic skills course.

Course Prior To College Level

Not applicable.

Not applicable.

Course Special Class Status (CB13)

Course is not a special class.

Course is not a special class.

Course Support Status (CB26)

Course is not a support course

Course is not a support course

Repeat Limit

0

0

Grade Options

- Letter Grade
- Pass/No Pass

- Letter Grade
- Pass/No Pass

Allow Students to Gain Credit by Exam/Challenge

Repeatability Statement

(This course is included in the Strength Development Family of activity courses. Please see the rules on "Repeating Courses" in the College Policies section of the catalog.)

(This course is included in the Strength Development Family of activity courses. Please see the rules on "Repeating Courses" in the College Policies section of the catalog.)

Associated Programs

Changed Field

Current Version

Proposed Version

Course is part of a program

Associated Program Kinesiology for Transfer (In Development)

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

Associated Program Kinesiology for Transfer (In Development)

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

Associated Program CSU GE

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

Associated Program CSU GE

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

Associated Program CSU GE

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

Associated Program CSU GE

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

Associated Program CSU GE

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

Associated Program CSU GE

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

Associated Program Associate in Arts in Kinesiology for Transfer

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

Associated Program Associate in Arts in Kinesiology for Transfer

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


Associated Program Kinesiology for Transfer

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

Associated Program Kinesiology for Transfer

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

Transferability & Gen. Ed. Options

Changed	Field	Current Version	Proposed Version												
	Transfer Status (CB05)	Transferable to both UC and CSU	Transferable to both UC and CSU												
	Course General Education Status (CB25)	Y	Y												
	Transfer Status	Approved	Approved												
	GE Information	<table border="1"> <tr> <td>System/Institution</td> <td>De Anza GE</td> </tr> <tr> <td>Area(s)</td> <td> <ul style="list-style-type: none"> • 2GEP - Approved. </td> </tr> <tr> <td>-</td> <td>No value</td> </tr> </table>	System/Institution	De Anza GE	Area(s)	<ul style="list-style-type: none"> • 2GEP - Approved. 	-	No value	<table border="1"> <tr> <td>System/Institution</td> <td>De Anza GE</td> </tr> <tr> <td>Area(s)</td> <td> <ul style="list-style-type: none"> • 2GEP - Approved. </td> </tr> <tr> <td>-</td> <td>No value</td> </tr> </table>	System/Institution	De Anza GE	Area(s)	<ul style="list-style-type: none"> • 2GEP - Approved. 	-	No value
System/Institution	De Anza GE														
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-	No value														
System/Institution	De Anza GE														
Area(s)	<ul style="list-style-type: none"> • 2GEP - Approved. 														
-	No value														
		<table border="1"> <tr> <td>System/Institution</td> <td>CSU GE</td> </tr> <tr> <td>Area(s)</td> <td> <ul style="list-style-type: none"> • CGEP - Approved. </td> </tr> <tr> <td>-</td> <td>No value</td> </tr> </table>	System/Institution	CSU GE	Area(s)	<ul style="list-style-type: none"> • CGEP - Approved. 	-	No value							
System/Institution	CSU GE														
Area(s)	<ul style="list-style-type: none"> • CGEP - Approved. 														
-	No value														

Weekly Student Hours - Profile Name: Default Profile

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

Changed	Field	Current Version	Proposed Version
	Laboratory Hours - In Class	2	2
	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	24	24
	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	24	24
	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	24	24
	Total - Course Out-of-Class Hours	0	0
	Total Credit Units - Minimum Credit Units	0.5	0.5
	Total Credit Units - Maximum Credit Units	0.5	0.5

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)	<input type="checkbox"/>	<input type="checkbox"/>
	Variable Credit Course	<input type="checkbox"/>	<input type="checkbox"/>

Credit Units			
Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	-	0
	Total Laboratory Hours per Term	24	24
	Total Contact Hours per Term	-	0
	Total Credit Units	0.5	0.5
	Minimum Credit Units	0.5	0.5
	Maximum Credit Units	0.5	0.5

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 In-class essays
Discussion of assigned reading
Quiz and examination review performed in class
Collaborative learning and small group exercises

Methods of Instruction

Methods of Instruction

Methods of Instruction In-class essays
Discussion of assigned reading
Quiz and examination review performed in class
Collaborative learning and small group exercises



Assignments

1. Written training log
2. Compose a one-page essay comparing each of the 5 components of fitness and how each component can be applied to improvements in body composition and muscular development.
3. Assessment measurements of strength and flexibility.
4. Assigned readings from the class text "Fit and Well", by Fahey et al.
5. Practice body sculpting techniques in a variety of contexts.
 1. Individual, partner, or group exercises for fitness development.
 2. Verbal peer evaluations of exercise techniques utilized in practice of exercises.

1. Written training log
2. Compose a one-page essay comparing each of the 5 components of fitness and how each component can be applied to improvements in body composition and muscular development.
3. Assessment measurements of strength and flexibility.
4. Assigned readings from the class text "Fit and Well", by Fahey et al.
5. Practice body sculpting techniques in a variety of contexts.
 1. Individual, partner, or group exercises for fitness development.
 2. Verbal peer evaluations of exercise techniques utilized in practice of exercises.
 3. Group practice with peer evaluation and feedback.



Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

1. Training log evaluated on content and completeness.
2. Assessment measurements including strength and flexibility will be evaluated based on ability to design and implement principles learned in strength training program.
3. Written final examination will be used to evaluate knowledge of basic fitness concepts based on class texts, media sources, and handouts.
4. Essay on one of the 5 components of fitness will be graded on content and demonstration of an understanding of fitness training.

Methods of Evaluation

Methods of Evaluation

Changed Field

Current Version

Proposed Version

**Methods
of
Evaluation**

1. Training log evaluated on content and completeness.
2. Assessment measurements including strength and flexibility will be evaluated based on ability to design and implement principles learned in strength training program.
3. Written final examination will be used to evaluate knowledge of basic fitness concepts based on class texts, media sources, and handouts.
4. Essay on one of the 5 components of fitness will be graded on content and demonstration of an understanding of fitness training.
5. Collaborative weekly group workouts. Evaluated based on performance

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

and
completion.

Essential Student Materials/Essential College Facilities**Essential Student Materials:**

- Appropriate training attire, proper footwear, training log, exercise mat and water bottle

Essential College Facilities:

- Aerobic room with stereo system, hand weights, medicine balls, stability balls, elastic cords, body bars, and mats

Essential Student Materials:

- Appropriate training attire, proper footwear, training log, exercise mat and water bottle

Essential College Facilities:

- Aerobic room with stereo system, hand weights, medicine balls, stability balls, elastic cords, body bars, and mats

**Examples of Primary Texts and References**

Title	No value
Author	Fahey, Insel, and Roth, "Fit and Well - Fitness edition 12th ed." Mountain View, CA; Mayfield Publishing Co., 2015
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	Fit and Well
Author	Fahey, Insel, and Roth.
Publisher	McGraw- Hill, San Francisco, Ca
Date/Edition	15th Brief Edition, 2023
ISBN	No value



Suggested Reading List

No value

Reading List Chu, D., "Explosive Power and Strength, Human Kinetics," CA, April 2006

May include, but are not limited to No value

Reading List Hayes, Fiona, "The Complete Guide to Cross Training," A & C Black Publishers, NY, Sept. 1998

May include, but are not limited to No value

Reading List Rubenstein, Dr. Irv, Core Strengthening. Visual Health Information, 2005

May include, but are not limited to No value

Reading List Rubenstein, Dr. Irv, Lower Body Strengthening, Visual Health Information, 2005.

Changed	Field	Current Version	Proposed Version
		<p>May include, but are not limited to</p> <p>No value</p>	
		<p>Reading List</p> <p>Rubenstein, Dr. Irv, Upper Body Strengthening. Visual Health Information. 2005</p>	
		<p>May include, but are not limited to</p> <p>No value</p>	

Learning Outcomes and Objectives

Changed	Field	Current Version	Proposed Version
	Course Objectives	<ul style="list-style-type: none"> • Examine the perspective of body sculpt strengthening in a historical and global context from 1880 in Germany to the present. • Employ, practice and appraise exercises that increase functional range of motion, balance, and , and muscular strength. • Compare and practice exercises that will improve coordination, agility, stabilization, and posture. • Measure current fitness status and formulate an individualized program • Identify major muscles, muscle groups, their function and gender differences. • Evaluate various sports/activities for their conditioning merits. 	<ul style="list-style-type: none"> • Examine the perspective of body sculpt strengthening in a historical and global context from 1880 in Germany to the present. • Employ, practice and appraise exercises that increase functional range of motion, balance, and , and muscular strength. • Compare and practice exercises that will improve coordination, agility, stabilization, and posture. • Measure current fitness status and formulate an individualized program • Identify major muscles, muscle groups, their function and gender differences. • Evaluate various sports/activities for their conditioning merits.

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

CSLOs Design and implement strength training program applying resistance principles to produce desired training effects.

Expected SLO Performance 0.0

CSLOs Design and implement strength training program applying resistance principles to produce desired training effects.

Expected SLO Performance 0.0

CSLOs Apply knowledge of basic fitness concepts as they apply to health and fitness.

Expected SLO Performance 0.0

CSLOs Apply knowledge of basic fitness concepts as they relate to health and wellness.

Expected SLO Performance 0.0

Course Outline

Changed Field**Current Version****Proposed Version****Course
Content**

- | Changed Field | Current Version | Proposed Version |
|---------------------------|--|--|
| Course
Content | <ol style="list-style-type: none">1. Examine the perspective of body sculpt strengthening in a historical and global context from 1880 in Germany to the present.<ol style="list-style-type: none">1. 1900 Pilates challenges the military approach to exercise. Begins training German Soldiers in body sculpt strengthening.2. 1915 Pilates while held in confinement claimed that his body sculpt regime was the reason why not one of the internees died from the influenza epidemic that killed thousands in 1918.3. Early 1919 - Rudoph von Laban and Pilates develop a combination of dance and athletic core strengthening.4. 1920's - Hanya Holm included many of Pilates exercises in her celebrated "Holm Technique."5. 1930s - New York City Ballet works on strengthening the core.6. 1940s - Actors and actresses, sportspersons, the rich and the famous were all attracted to a workout that built strength of the core without adding bulk, balancing that strength with flexibility, and achieving the perfect harmony between mind and muscle.7. 1950s - Screen legends such as Gregory Peck and Katharine Hepburn used the method.8. 1990s to present - Stars such as Madonna, Jessica Lange, Michael Crawford, and Tracy Ullman are just a few of the well known faces who use, or have used the | <ol style="list-style-type: none">1. Examine the perspective of body sculpt strengthening in a historical and global context from 1880 in Germany to the present.<ol style="list-style-type: none">1. 1900 Pilates challenges the military approach to exercise. Begins training German Soldiers in body sculpt strengthening.2. 1915 Pilates while held in confinement claimed that his body sculpt regime was the reason why not one of the internees died from the influenza epidemic that killed thousands in 1918.3. Early 1919 - Rudoph von Laban and Pilates develop a combination of dance and athletic core strengthening.4. 1920's - Hanya Holm included many of Pilates exercises in her celebrated "Holm Technique."5. 1930s - New York City Ballet works on strengthening the core.6. 1940s - Actors and actresses, sportspersons, the rich and the famous were all attracted to a workout that built strength of the core without adding bulk, balancing that strength with flexibility, and achieving the perfect harmony between mind and muscle.7. 1950s - Screen legends such as Gregory Peck and Katharine Hepburn used the method.8. 1990s to present - Stars such as Madonna, Jessica Lange, Michael Crawford, and Tracy Ullman are just a few of the well known faces who use, or have used the |

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

-
- | | |
|--|--|
| core strengthening based exercise. | core strengthening based exercise. |
| 2. Employ, practice and appraise exercises that increase functional range of motion, balance, and , and muscular strength. | 2. Employ, practice and appraise exercises that increase functional range of motion, balance, and , and muscular strength. |
| 1. Proper stretching for flexibility. | 1. Proper stretching for flexibility. |
| 2. Concepts of increasing balance and coordination. | 2. Concepts of increasing balance and coordination. |
| 3. Concepts of increasing strength | 3. Concepts of increasing strength |
| 3. Compare and practice exercises that will improve coordination, agility, stabilization, and posture. | 3. Compare and practice exercises that will improve coordination, agility, stabilization, and posture. |
| 1. Agility and coordination exercises. | 1. Agility and coordination exercises. |
| 2. Posture analysis and exercises to strength the core. | 2. Posture analysis and exercises to strength the core. |
| 3. Plyometric exercises | 3. Plyometric exercises |
| 4. Experiment with flexibility, and balance. | 4. Experiment with flexibility, and balance. |
| 4. Measure current fitness status and formulate an individualized program | 4. Measure current fitness status and formulate an individualized program |
| 1. Understand the importance of strength and flexibility relative to posture and the construction of a fitness program. | 1. Understand the importance of strength and flexibility relative to posture and the construction of a fitness program. |
| 2. Develop a set of tools that will help evaluate exercises in order to meet individual fitness needs. | 2. Develop a set of tools that will help evaluate exercises in order to meet individual fitness needs. |
| 5. Identify major muscles, muscle groups, their function and gender differences. | 5. Identify major muscles, muscle groups, their function and gender differences. |
| 1. Identify movement and the specific muscle or muscle groups used to provide the movement. | 1. Identify movement and the specific muscle or muscle groups used to provide the movement. |
| 2. Identify major muscle groups and exercises for muscle development. | 2. Identify major muscle groups and exercises for muscle development. |
| 3. Methods of developing strength, power, and muscular endurance. | 3. Methods of developing strength, power, and muscular endurance. |
| 4. Precautions and injury prevention during core | 4. Precautions and injury prevention during core |

Changed	Field	Current Version	Proposed Version
		<p>training.</p> <p>5. Modification of exercises based on physical capacity and individual limitations.</p> <p>6. Recognize commonalities and differences between genders.</p> <ol style="list-style-type: none"> 1. Examine overall strengths 2. Examine overall weaknesses 3. Examine differences in speed. 4. Examine differences in flexibility. <p>6. Evaluate various sports/activities for their conditioning merits.</p> <ol style="list-style-type: none"> 1. Basic components of aerobic and anaerobic exercise 2. Common factors of activities which increase power, strength, agility, balance, coordination, and flexibility 3. Basic safety rules applying to protecting the joints during movement. 	<p>training.</p> <p>5. Modification of exercises based on physical capacity and individual limitations.</p> <p>6. Recognize commonalities and differences between genders.</p> <ol style="list-style-type: none"> 1. Examine overall strengths 2. Examine overall weaknesses 3. Examine differences in speed. 4. Examine differences in flexibility. <p>6. Evaluate various sports/activities for their conditioning merits.</p> <ol style="list-style-type: none"> 1. Basic components of aerobic and anaerobic exercise 2. Common factors of activities which increase power, strength, agility, balance, coordination, and flexibility 3. Basic safety rules applying to protecting the joints during movement.
	Lab Component in this Course	No	No
	Lab Outline	No value	No value

Req/Adv			
Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	No Value	No Value
	Corequisite(s):	No Value	No Value
	Advisory(ies):	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005.	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005.

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

Curriculum Office

Changed	Questions	Current Version	Proposed Version
!	Banner Start Term (202122)	202122	No Value
!	Banner Division	2PE	No Value
!	Catalog Term (21-22)	23-24	No Value
!	5 Year Revision Year (2021)	2018	No Value
!	Effective Quarter	Fall	No Value
!	Effective Year (2021)	2023	No Value
	Sort ID (00 < 10; 0 < 100)	KNES 019E	KNES 019E
	Course Status	Non-substantial	Non-substantial

Changed	Questions	Current Version	Proposed Version
!	Course Status Code	A	No Value
!	Banner Department	KNES	No Value
!	Course Level	DU	No Value
!	College Code	DA	No Value
	Course Characteristics	NA	NA
	Cross-Listed/Related Course Information	Related Parent	Related Parent
	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
!	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
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Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)

F

No Value



Noncredit Enhanced Funding Indicator

N

No Value



In Service Indicator

N

No Value



Sports/Physical Education Course Indicator

Y

No Value



COA Code

C

No Value



Fund Code

114000

No Value



Organization Code

236002

No Value



Account Code

1320

No Value



Program Code

083500

No Value



Percent

100

No Value

Curriculum Office Notes

- Requisite change appr. 1/17/23 (effect. F23).-cc

- Requisite change appr. 1/17/23 (effect. F23).-cc



Print/No Print to Catalog

Yes

No Value

Checklist

No Value

No Value

Summary of Revisions

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

Blue Form

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

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

A-Matrix Form

Changed	Questions	Current Version	Proposed Version
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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
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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
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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

Methods of Evaluations D-Essay on one of the 5 components of fitness will be graded on content and demonstration of an understanding of fitness training.

Changed	Questions	Current Version	Proposed Version
!	Objective 3: Compose and support thesis statements for analytical essays.	No Value	Assignments B- Compose a one-page essay comparing each of the 5 components of fitness and how each component can be applied to improvements in body composition and muscular development.
	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
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**ESL D261. and
ESL D265., or
ESL D461. and
ESL D465., or
eligibility for
EWRT D001A
or EWRT
D01AH or ESL
D005. If this is
the requisite
for the course,
complete the
objective(s)
below. If this
requisite is
being removed,
provide an
explanation as
to why.**

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

**Objective 3:
Explore functions.**

No Value

No Value

**Objective 4:
Develop linear function models.**

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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**Objective 5:
Use systems of
two linear
equations to
solve real world
problems.**

No Value

No Value

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

No Value

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
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**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
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	Objective 9: Explore arithmetic sequences and series.	No Value	No Value
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	Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value
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F-Matrix Form

Changed	Questions	Current Version	Proposed Version
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	Pre-algebra or equivalent (or higher), or appropriate placement beyond pre- algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
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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
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**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,
download the
Content
Review Matrix
G from the
Reference
Materials, and
follow the
remaining
instructions on
the form. If a
requisite falling
under Matrix G
is being
removed,
provide an
explanation as
to why.**

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 Prerequisites 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, i.e. such as a course.	No Value	No Value

De Anza GE Form

Changed**Questions****Current Version****Proposed Version**

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

No Value

Assignments B- Compose a one-page essay comparing each of the 5 components of fitness and how each component can be applied to improvements in body composition and muscular development.



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

No Value

Methods of Evaluations E- Collaborative weekly group workouts. Evaluated based on performance and completion.

Changed	Questions	Current Version	Proposed Version
!	<p>Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	Methods of Evaluations D-Essay on one of the 5 components of fitness will be graded on content and demonstration of an understanding of fitness training.
!	<p>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.)</p>	No Value	Outline E- Identify major muscles, muscle groups, their function and gender differences
!	<p>Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	Outline A- Examine the perspective of body sculpt strengthening in a historical and global context from 1880 in Germany to the present

Changed

Questions

Current Version

Proposed Version



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

No Value

Methods of Evaluations B- Assessment measurements including strength and flexibility will be evaluated based on ability to design and implement principles learned in strength training program

De Anza GE - ESGC Form

Changed

Questions

Current Version

Proposed Version

**Criteria 1:
Explain the interconnectivity of economic prosperity, social equity and environmental quality.**

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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	Criteria 2: Identify the most serious environmental, equity, and social justice problems globally and locally and explain their underlying causes and possible consequences.	No Value	No Value
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	Criteria 3: Explain some significant ways students can make a difference in making a positive impact, locally, at a state level, or globally in making the world more environmentally sustainable and socially just.	No Value	No Value
--	---	----------	----------

	Criteria 4: Analyze how the well being of human society is dependent on sustainable social and ecological systems.	No Value	No Value
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Changed	Questions	Current Version	Proposed Version
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	<p>Criteria 5: Demonstrate an understanding of how the student's personal activities impact the environment and communities by participating in actions to create a more environmentally sustainable and equitable future.</p>	No Value	No Value
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Comments

Changed	Questions	Current Version	Proposed Version
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	<p>Stage 2: Department Chair</p>	No Value	No Value
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	<p>Stage 3: Division Curriculum Representative</p>	No Value	No Value
--	---	----------	----------

	<p>Stage 4: Division Dean</p>	No Value	No Value
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Changed Questions **Current Version** **Proposed Version**



Stage 5: SLO Coordinator

No Value

	Name - Role OR Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
12/4/2024	Mary Pape - SLO Coordinator	Learning Outcomes – CSLO #1	Required	Change the second CSLO so that the word 'apply' is not repeated twice. Suggestion: Apply knowledge of basic fitness concepts as they relate to health and wellness.	
3/7/2024	Gabriela Nocito	Basic Course Information - Proposal Details – Attachments	Required	Complete and upload the online delivery form for the Online component of the course.	

Stage 7: Content Review Matrix Liaison

No Value

No Value

Stage 8: AVP - Instruction

No Value

No Value

Stage 9: Articulation Officer

No Value

No Value

Stage 11: ESGC Faculty Coordinator

No Value

No Value

Stage 14: 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
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	Curriculum ID	KNESD019E
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	Distance Education Approved	Yes
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	Board of Trustees Approval Date	
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	Curriculum Committee Approval Date	
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	Time to Next Review	Sep 1, 2023 12:00:00 AM
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	External Review Approval Date	Sep 1, 2018 12:00:00 AM
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	Course Control Number	CCC000581883
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Articulation

Changed	Field	Current Version
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	Course Crosswalk CRS-DEPT- NAME	
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	Course Crosswalk CRS-NUMBER	
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Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Type (CB27)
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Transferability & Gen. Ed. Options	GE Information
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
Learning Outcomes and Objectives	CSLOs
Curriculum Office	Banner Start Term (202122)
Curriculum Office	Banner Division
Curriculum Office	Catalog Term (21-22)
Curriculum Office	5 Year Revision Year (2021)
Curriculum Office	Effective Quarter
Curriculum Office	Effective Year (2021)
Curriculum Office	Course Status Code
Curriculum Office	Banner Department
Curriculum Office	Course Level
Curriculum Office	College Code
Curriculum Office	CTE Status
Curriculum Office	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	Noncredit Enhanced Funding Indicator
Curriculum Office	In Service Indicator
Curriculum Office	Sports/Physical Education Course Indicator
Curriculum Office	COA Code

Section	Changed field
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
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.
De Anza GE Form	Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
Comments	Stage 5: SLO Coordinator
Comments	Stage 8: AVP - Instruction
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?

General Information

Changed	Field	Current Version	Proposed Version
	Faculty Initiator	• Sarah Lisha	• Rachel Catuiza
	Course ID (CB01A and CB01B)	KNESD19EX	KNESD19EX
	Course Control Number	CCC000581879	CCC000581879
	Course Title (CB02)	Body Sculpting	Body Sculpting
	Short Course Title	BODY SCULPTING	BODY SCULPTING
	TOP Code (CB03)	0835.00	0835.00 Physical Education

Changed	Field	Current Version	Proposed Version
	CIP Code	Health and Physical Education/Fitness, General	31.0501 Health and Physical Education/Fitness, General
	Department	KNES - Kinesiology	KNES - Kinesiology
!	Effective Term	Fall 2023	Fall 2023 <u>2025</u>
	SAM Priority Code (CB09)	Non-Occupational	Non-Occupational
	Course Description	An introduction to the discipline of Kinesiology. It includes an historical examination of core strengthening. Body sculpt conditioning is an integrated approach that focuses on developing the muscles of the entire body. Through body sculpting the student will achieve ultimate fitness by focusing on a program of strength, balance, agility and flexibility. Concentration will be on muscles of the entire body. Resistance training, medicine balls, stability balls, and the body bar will be used in conjunction with proper breathing, posture and muscle awareness.	An introduction to the discipline of Kinesiology. It includes an historical examination of core strengthening. Body sculpt conditioning is an integrated approach that focuses on developing the muscles of the entire body. Through body sculpting the student will achieve ultimate fitness by focusing on a program of strength, balance, agility and flexibility. Concentration will be on muscles of the entire body. Resistance training, medicine balls, stability balls, and the body bar will be used in conjunction with proper breathing, posture and muscle awareness.
!	Course Type (CB27)	No value	<ul style="list-style-type: none"> Lower Division
!	Mode of Delivery	<ul style="list-style-type: none"> Hybrid 	<ul style="list-style-type: none"> Online

Faculty Requirements

Changed	Field	Current Version	Proposed Version
!	Discipline 1	No value	<ul style="list-style-type: none"> Physical Education
	Discipline 2	No value	No value
	Discipline 3	No value	No value
!	FSA	No value	<ul style="list-style-type: none"> FHDA FSA - PHYSICAL EDUCATION

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	(Formerly P E D006D and P E D06DX respectively.)	(Formerly P E D006D and P E D06DX respectively.)

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	The course is CSU and UC transferable. This course meets a general education requirement for De Anza and CSUGE. Body sculpting uses the human muscular components to develop and understand motor performance.	The course is CSU and UC transferable. This course meets a general education requirement for De Anza and CSUGE. Body sculpting uses the human muscular components to develop and understand motor performance.

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	


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


CTE Course

Changed	Field	Current Version	Proposed Version
	Is this a CTE (Career Technical Education) course?	No value	<u>No</u>


Honors/Non-honors Course

Changed	Field	Current Version	Proposed Version
	Is this an honors/non-honors course?	No value	<u>No</u>

Mirrored Credit/Noncredit Course

Changed	Field	Current Version	Proposed Version
	Is this a mirrored credit/noncredit course?	No value	<u>No</u>

Cross-listed Course

Changed	Field	Current Version	Proposed Version
	Is this a cross-listed course?	No value	<u>No</u>

More Options

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

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	<ul style="list-style-type: none"> Letter Grade Pass/No Pass 	<ul style="list-style-type: none"> Letter Grade Pass/No Pass
	Allow Students to Gain Credit by Exam/Challenge	<input type="checkbox"/>	<input type="checkbox"/>
	Repeatability Statement	(This course is included in the Strength Development Family of activity courses. Please see the rules on "Repeating Courses" in the College Policies section of the catalog.)	(This course is included in the Strength Development Family of activity courses. Please see the rules on "Repeating Courses" in the College Policies section of the catalog.)

Associated Programs

Changed	Field	Current Version	Proposed Version																																																
	Course is part of a program	<table border="1"> <tr> <td>Associated Program</td> <td>Kinesiology for Transfer (In Development)</td> </tr> <tr> <td>Award Type</td> <td>Associate in Arts for Transfer (A.A.-T.) Degree</td> </tr> </table> <table border="1"> <tr> <td>Associated Program</td> <td>CSU GE</td> </tr> <tr> <td>Award Type</td> <td>Certificate of Achievement-Advanced (COA-A)</td> </tr> </table> <table border="1"> <tr> <td>Associated Program</td> <td>CSU GE</td> </tr> <tr> <td>Award Type</td> <td>Certificate of Achievement-Advanced (COA-A)</td> </tr> </table> <table border="1"> <tr> <td>Associated Program</td> <td>CSU GE</td> </tr> <tr> <td>Award Type</td> <td>Certificate of Achievement-Advanced (COA-A)</td> </tr> </table> <table border="1"> <tr> <td>Associated Program</td> <td>Associate in Arts in Kinesiology for Transfer</td> </tr> <tr> <td>Award Type</td> <td>Associate in Arts for Transfer (A.A.-T.) Degree</td> </tr> </table> <table border="1"> <tr> <td>Associated Program</td> <td>Kinesiology for Transfer</td> </tr> <tr> <td>Award Type</td> <td>Associate in Arts for Transfer (A.A.-T.) Degree</td> </tr> </table>	Associated Program	Kinesiology for Transfer (In Development)	Award Type	Associate in Arts for Transfer (A.A.-T.) Degree	Associated Program	CSU GE	Award Type	Certificate of Achievement-Advanced (COA-A)	Associated Program	CSU GE	Award Type	Certificate of Achievement-Advanced (COA-A)	Associated Program	CSU GE	Award Type	Certificate of Achievement-Advanced (COA-A)	Associated Program	Associate in Arts in Kinesiology for Transfer	Award Type	Associate in Arts for Transfer (A.A.-T.) Degree	Associated Program	Kinesiology for Transfer	Award Type	Associate in Arts for Transfer (A.A.-T.) Degree	<table border="1"> <tr> <td>Associated Program</td> <td>Kinesiology for Transfer (In Development)</td> </tr> <tr> <td>Award Type</td> <td>Associate in Arts for Transfer (A.A.-T.) Degree</td> </tr> </table> <table border="1"> <tr> <td>Associated Program</td> <td>CSU GE</td> </tr> <tr> <td>Award Type</td> <td>Certificate of Achievement-Advanced (COA-A)</td> </tr> </table> <table border="1"> <tr> <td>Associated Program</td> <td>CSU GE</td> </tr> <tr> <td>Award Type</td> <td>Certificate of Achievement-Advanced (COA-A)</td> </tr> </table> <table border="1"> <tr> <td>Associated Program</td> <td>CSU GE</td> </tr> <tr> <td>Award Type</td> <td>Certificate of Achievement-Advanced (COA-A)</td> </tr> </table> <table border="1"> <tr> <td>Associated Program</td> <td>Associate in Arts in Kinesiology for Transfer</td> </tr> <tr> <td>Award Type</td> <td>Associate in Arts for Transfer (A.A.-T.) Degree</td> </tr> </table> <table border="1"> <tr> <td>Associated Program</td> <td>Kinesiology for Transfer</td> </tr> <tr> <td>Award Type</td> <td>Associate in Arts for Transfer (A.A.-T.) Degree</td> </tr> </table>	Associated Program	Kinesiology for Transfer (In Development)	Award Type	Associate in Arts for Transfer (A.A.-T.) Degree	Associated Program	CSU GE	Award Type	Certificate of Achievement-Advanced (COA-A)	Associated Program	CSU GE	Award Type	Certificate of Achievement-Advanced (COA-A)	Associated Program	CSU GE	Award Type	Certificate of Achievement-Advanced (COA-A)	Associated Program	Associate in Arts in Kinesiology for Transfer	Award Type	Associate in Arts for Transfer (A.A.-T.) Degree	Associated Program	Kinesiology for Transfer	Award Type	Associate in Arts for Transfer (A.A.-T.) Degree
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Transferability & Gen. Ed. Options

Changed	Field	Current Version	Proposed Version																		
	Transfer Status (CB05)	Transferable to both UC and CSU	Transferable to both UC and CSU																		
	Course General Education Status (CB25)	Y	Y																		
	Transfer Status	Approved	Approved																		
!	GE Information	<table border="1"> <tr> <td>System/Institution</td> <td>De Anza GE</td> </tr> <tr> <td>Area(s)</td> <td>• 2GEP - Approved.</td> </tr> <tr> <td>-</td> <td>No value</td> </tr> </table> <table border="1"> <tr> <td>System/Institution</td> <td>CSU GE</td> </tr> <tr> <td>Area(s)</td> <td>• CGEP - Approved.</td> </tr> <tr> <td>-</td> <td>No value</td> </tr> </table>	System/Institution	De Anza GE	Area(s)	• 2GEP - Approved.	-	No value	System/Institution	CSU GE	Area(s)	• CGEP - Approved.	-	No value	<table border="1"> <tr> <td>System/Institution</td> <td>De Anza GE</td> </tr> <tr> <td>Area(s)</td> <td>• 2GEP - Approved.</td> </tr> <tr> <td>-</td> <td>No value</td> </tr> </table>	System/Institution	De Anza GE	Area(s)	• 2GEP - Approved.	-	No value
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-	No value																				
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-	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

Changed	Field	Current Version	Proposed Version
	Laboratory Hours - Course In-Class (Contact) per Term	36	36
	Laboratory Hours - Course Out-of-Class per Term	0	0
	NA Hours - Course In-Class (Contact) per Term	0	0
	NA Hours - Course Out-of-Class per Term	0	0
	Total - Course In-Class (Contact) Hours	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)	<input type="checkbox"/>	<input type="checkbox"/>
	Variable Credit Course	<input type="checkbox"/>	<input type="checkbox"/>

Credit Units



Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	-	0

Changed	Field	Current Version	Proposed Version
	Total Laboratory Hours per Term	36	36
	Total Contact Hours per Term	-	0
	Total Credit Units	1	1
	Minimum Credit Units	1	1
	Maximum Credit Units	1	1

SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

Changed	Field	Current Version	Proposed Version												
	Methods of Instruction	<table border="1"> <thead> <tr> <th>Methods of Instruction</th> <th>Methods of Instruction</th> </tr> </thead> <tbody> <tr> <td>Methods of Instruction</td> <td>Methods of Instruction</td> </tr> <tr> <td>Methods of Instruction</td> <td>In-class essays Discussion of assigned reading Quiz and examination review performed in class Collaborative learning and small group exercises</td> </tr> </tbody> </table>	Methods of Instruction	Methods of Instruction	Methods of Instruction	Methods of Instruction	Methods of Instruction	In-class essays Discussion of assigned reading Quiz and examination review performed in class Collaborative learning and small group exercises	<table border="1"> <thead> <tr> <th>Methods of Instruction</th> <th>Methods of Instruction</th> </tr> </thead> <tbody> <tr> <td>Methods of Instruction</td> <td>Methods of Instruction</td> </tr> <tr> <td>Methods of Instruction</td> <td>In-class essays Discussion of assigned reading Quiz and examination review performed in class Collaborative learning and small group exercises</td> </tr> </tbody> </table>	Methods of Instruction	Methods of Instruction	Methods of Instruction	Methods of Instruction	Methods of Instruction	In-class essays Discussion of assigned reading Quiz and examination review performed in class Collaborative learning and small group exercises
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Methods of Instruction	In-class essays Discussion of assigned reading Quiz and examination review performed in class Collaborative learning and small group exercises														
	Assignments	<ol style="list-style-type: none"> Written training log Compose a one-page essay comparing each of the 5 components of fitness and how each component can be applied to improvements in body composition and muscular development. Assessment measurements of strength and flexibility. Assigned readings from the class text "Fit and Well", by Fahey et al. Practice body sculpting techniques in a variety of contexts. <ol style="list-style-type: none"> Individual, partner, or group exercises for fitness development. Verbal peer evaluations of exercise techniques utilized in practice of exercises. 	<ol style="list-style-type: none"> Written training log Compose a one-page essay comparing each of the 5 components of fitness and how each component can be applied to improvements in body composition and muscular development. Assessment measurements of strength and flexibility. Assigned readings from the class text "Fit and Well", by Fahey et al. Practice body sculpting techniques in a variety of contexts. <ol style="list-style-type: none"> Individual, partner, or group exercises for fitness development. Verbal peer evaluations of exercise techniques utilized in practice of exercises. Group practice with peer evaluation and feedback. 												



Methods of Evaluation

Methods of Evaluation	
Methods of Evaluation	<ol style="list-style-type: none"> 1. Training log evaluated on content and completeness. 2. Assessment measurements including strength and flexibility will be evaluated based on ability to design and implement principles learned in strength training program. 3. Written final examination will be used to evaluate knowledge of basic fitness concepts based on class texts, media sources, and handouts. 4. Essay on one of the 5 components of fitness will be graded on content and demonstration of an understanding of fitness training.

Methods of Evaluation	Methods of Evaluation
Methods of Evaluation	<ol style="list-style-type: none"> 1. Training log evaluated on content and completeness. 2. Assessment measurements including strength and flexibility will be evaluated based on ability to design and implement principles learned in strength training program. 3. Written final examination will be used to evaluate knowledge of basic fitness concepts based on class texts, media sources, and handouts. 4. Essay on one of the 5 components of fitness will be graded on content and demonstration of an understanding of fitness training. 5. Collaborative weekly group workouts. Evaluated based on performance and completion.

Essential Student Materials/Essential College Facilities

Essential Student Materials:

- Appropriate training attire, proper footwear, training log, exercise mat and water bottle

Essential College Facilities:

- Aerobic room with stereo system, hand weights, medicine balls, stability balls, elastic cords, body bars, and mats

Essential Student Materials:

- Appropriate training attire, proper footwear, training log, exercise mat and water bottle

Essential College Facilities:

- Aerobic room with stereo system, hand weights, medicine balls, stability balls, elastic cords, body bars, and mats



Examples of Primary Texts and References

Title	No value
Author	Fahey, Insel, and Roth, "Fit and Well - Fitness edition 12th ed." Mountain View, CA; Mayfield Publishing Co., 2015
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	Fit and Well
Author	Fahey, Insel, and Roth.
Publisher	No value
Date/Edition	15th Brief Edition, 2023
ISBN	No value

Changed Field

Current Version

Proposed Version



Suggested Reading List

No value

Reading List Chu, D., "Explosive Power and Strength, Human Kinetics," CA, April 2006

May include, but are not limited to No value

Reading List Hayes, Fiona, "The Complete Guide to Cross Training," A & C Black Publishers, NY, Sept. 1998

May include, but are not limited to No value

Reading List Rubenstein,Dr.Irv, Core Strengthening. Visual Health Information, 2005

May include, but are not limited to No value

Reading List Rubenstein,Dr.Irv, Lower Body Strengthening,Visual Health Information,2005.

May include, but are not limited to No value

Reading List Rubenstein,Dr.Irv,Upper Body Strengthening. Visual Health Information. 2005

May include, but are not limited to No value

Learning Outcomes and Objectives

Changed Field

Current Version

Proposed Version

Course Objectives

- | | |
|--|--|
| <ul style="list-style-type: none"> • Examine the perspective of body sculpt strengthening in a historical and global context from 1880 in Germany to the present. • Employ, practice and appraise exercises that increase functional range of motion, balance, and , and muscular strength. • Compare and practice exercises that will improve coordination, agility, stabilization, and posture. • Measure current fitness status and formulate an individualized program • Identify major muscles, muscle groups, their function and gender differences. • Evaluate various sports/activities for their conditioning merits. | <ul style="list-style-type: none"> • Examine the perspective of body sculpt strengthening in a historical and global context from 1880 in Germany to the present. • Employ, practice and appraise exercises that increase functional range of motion, balance, and , and muscular strength. • Compare and practice exercises that will improve coordination, agility, stabilization, and posture. • Measure current fitness status and formulate an individualized program • Identify major muscles, muscle groups, their function and gender differences. • Evaluate various sports/activities for their conditioning merits. |
|--|--|



CSLOs

CSLOs	Design and implement strength training program applying resistance principles to produce desired training effects.	CSLOs	Design and implement strength training program applying resistance principles to produce desired training effects.
Expected SLO Performance	0.0	Expected SLO Performance	0.0
CSLOs	Apply knowledge of basic fitness concepts as they apply to health and fitness.	CSLOs	Apply knowledge of basic fitness concepts as they relate to health and fitness.
Expected SLO Performance	0.0	Expected SLO Performance	0.0

Course Outline

Course Content

- | | |
|--|--|
| <ol style="list-style-type: none"> 1. Examine the perspective of body sculpt strengthening in a historical and global context from 1880 in Germany to the present. <ol style="list-style-type: none"> 1. 1900 Pilates challenges the military approach to exercise. Begins training German Soldiers in body sculpt strengthening. 2. 1915 Pilates while held in confinement claimed that his body sculpt regime was the reason why not one of the internees died from the influenza epidemic that killed thousands in 1918. 3. Early 1919 - Rudoph von Laban and Pilates develop a combination of dance and athletic core strengthening. 4. 1920's - Hanya Holm included many of Pilates exercises in her celebrated "Holm Technique." 5. 1930s - New York City Ballet works on strengthening the core. 6. 1940s - Actors and actresses, sportspersons, the rich and the famous were all attracted to a workout that built strength of the core without adding bulk, balancing that strength with flexibility, and achieving the perfect harmony between mind and muscle. 7. 1950s - Screen legends such as Gregory Peck and Katharine Hepburn used the method. 8. 1990s to present - Stars such as Madonna, Jessica Lange, Michael Crawford, and Tracy Ullman are just a few of the well known faces who use, or have used the core strengthening based exercise. 2. Employ, practice and appraise exercises that increase functional range of motion, balance, and , and muscular strength. <ol style="list-style-type: none"> 1. Proper stretching for flexibility. 2. Concepts of increasing balance and coordination. 3. Concepts of increasing strength 3. Compare and practice exercises that will improve coordination, agility, stabilization, and posture. <ol style="list-style-type: none"> 1. Agility and coordination exercises. 2. Posture analysis and exercises to strength the core. 3. Plyometric exercises 4. Experiment with flexibility, and balance. 4. Measure current fitness status and formulate an individualized program <ol style="list-style-type: none"> 1. Understand the importance of strength and flexibility relative to posture and the construction of a fitness program. 2. Develop a set of tools that will help evaluate exercises in order to meet individual fitness needs. 5. Identify major muscles, muscle groups, their function and gender differences. <ol style="list-style-type: none"> 1. Identify movement and the specific muscle or muscle groups used to provide the movement. 2. Identify major muscle groups and exercises for muscle development. 3. Methods of developing strength, power, and muscular endurance. 4. Precautions and injury prevention during core training. 5. Modification of exercises based on physical capacity and individual limitations. 6. Recognize commonalities and differences between genders. <ol style="list-style-type: none"> 1. Examine overall strengths 2. Examine overall weaknesses 3. Examine differences in speed. 4. Examine differences in flexibility. | <ol style="list-style-type: none"> 1. Examine the perspective of body sculpt strengthening in a historical and global context from 1880 in Germany to the present. <ol style="list-style-type: none"> 1. 1900 Pilates challenges the military approach to exercise. Begins training German Soldiers in body sculpt strengthening. 2. 1915 Pilates while held in confinement claimed that his body sculpt regime was the reason why not one of the internees died from the influenza epidemic that killed thousands in 1918. 3. Early 1919 - Rudoph von Laban and Pilates develop a combination of dance and athletic core strengthening. 4. 1920's - Hanya Holm included many of Pilates exercises in her celebrated "Holm Technique." 5. 1930s - New York City Ballet works on strengthening the core. 6. 1940s - Actors and actresses, sportspersons, the rich and the famous were all attracted to a workout that built strength of the core without adding bulk, balancing that strength with flexibility, and achieving the perfect harmony between mind and muscle. 7. 1950s - Screen legends such as Gregory Peck and Katharine Hepburn used the method. 8. 1990s to present - Stars such as Madonna, Jessica Lange, Michael Crawford, and Tracy Ullman are just a few of the well known faces who use, or have used the core strengthening based exercise. 2. Employ, practice and appraise exercises that increase functional range of motion, balance, and , and muscular strength. <ol style="list-style-type: none"> 1. Proper stretching for flexibility. 2. Concepts of increasing balance and coordination. 3. Concepts of increasing strength 3. Compare and practice exercises that will improve coordination, agility, stabilization, and posture. <ol style="list-style-type: none"> 1. Agility and coordination exercises. 2. Posture analysis and exercises to strength the core. 3. Plyometric exercises 4. Experiment with flexibility, and balance. 4. Measure current fitness status and formulate an individualized program <ol style="list-style-type: none"> 1. Understand the importance of strength and flexibility relative to posture and the construction of a fitness program. 2. Develop a set of tools that will help evaluate exercises in order to meet individual fitness needs. 5. Identify major muscles, muscle groups, their function and gender differences. <ol style="list-style-type: none"> 1. Identify movement and the specific muscle or muscle groups used to provide the movement. 2. Identify major muscle groups and exercises for muscle development. 3. Methods of developing strength, power, and muscular endurance. 4. Precautions and injury prevention during core training. 5. Modification of exercises based on physical capacity and individual limitations. 6. Recognize commonalities and differences between genders. <ol style="list-style-type: none"> 1. Examine overall strengths 2. Examine overall weaknesses 3. Examine differences in speed. 4. Examine differences in flexibility. |
|--|--|

Changed	Field	Current Version	Proposed Version
		6. Evaluate various sports/activities for their conditioning merits. 1. Basic components of aerobic and anaerobic exercise 2. Common factors of activities which increase power, strength, agility, balance, coordination, and flexibility 3. Basic safety rules applying to protecting the joints during movement.	6. Evaluate various sports/activities for their conditioning merits. 1. Basic components of aerobic and anaerobic exercise 2. Common factors of activities which increase power, strength, agility, balance, coordination, and flexibility 3. Basic safety rules applying to protecting the joints during movement.
	Lab Component in this Course	No	No
	Lab Outline	No value	No value

Req/Adv			
Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	No Value	No Value
	Corequisite(s):	No Value	No Value
	Advisory(ies):	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005.	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005.
	Advisory(ies) - Other:	No Value	No Value
	Limitation(s) on Enrollment:	No Value	No Value
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	(See general education pages for the requirements this course meets.)	(See general education pages for the requirements this course meets.)
	General Course Statement(s) - Other:	No Value	No Value

Curriculum Office			
Changed	Questions	Current Version	Proposed Version
	❗ Banner Start Term (202122)	202122	No Value
	❗ Banner Division	2PE	No Value
	❗ Catalog Term (21-22)	23-24	No Value
	❗ 5 Year Revision Year (2021)	2018	No Value
	❗ Effective Quarter	Fall	No Value
	❗ Effective Year (2021)	2023	No Value
	Sort ID (00 < 10; 0 < 100)	KNES 019EX	KNES 019EX
	Course Status	Non-substantial	Non-substantial

Changed	Questions	Current Version	Proposed Version
!	Course Status Code	A	No Value
!	Banner Department	KNES	No Value
!	Course Level	DU	No Value
!	College Code	DA	No Value
	Course Characteristics	NA	NA
	Cross-Listed/Related Course Information	Related Child	Related Child
	Cross-Listed/Related Course ID's	KNES 19E	KNES 19E
!	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
!	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)	F	No Value
!	Noncredit Enhanced Funding Indicator	N	No Value
!	In Service Indicator	N	No Value
!	Sports/Physical Education Course Indicator	Y	No Value
!	COA Code	C	No Value
!	Fund Code	114000	No Value
!	Organization Code	236002	No Value
!	Account Code	1320	No Value
!	Program Code	083500	No Value
!	Percent	100	No Value
	Curriculum Office Notes	<ul style="list-style-type: none"> Requisite change appr. 1/17/23 (effect. F23).-cc 	<ul style="list-style-type: none"> Requisite change appr. 1/17/23 (effect. F23).-cc
!	Print/No Print to Catalog	Yes	No Value
	Checklist	No Value	No Value

Summary of Revisions

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

Blue Form

Changed	Questions	Current Version	Proposed Version
	For changes to the units and hours tab; 1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.	No Value	No Value
	1. Is the unit(s) change required for articulation?	No Value	No Value
	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
	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	Methods of Evaluations D-Essay on one of the 5 components of fitness will be graded on content and demonstration of an understanding of fitness training.
!	Objective 3: Compose and support thesis statements for analytical essays.	No Value	Assignments B- Compose a one-page essay comparing each of the 5 components of fitness and how each component can be applied to improvements in body composition and muscular development.
	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

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

D-Matrix Form

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

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

E-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
	Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 4: Develop linear function models to solve problems.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real-world problems.	No Value	No Value
	Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 7: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 8: Use inequalities to solve real world problems.	No Value	No Value
	Objective 9: Explore arithmetic sequences and series.	No Value	No Value
	Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

F-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
	Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.	No Value	No Value
	Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.	No Value	No Value
	Objective 3: Apply the order of operations to evaluate signed numerical expressions.	No Value	No Value
	Objective 4: Solve problems involving operations with signed numbers.	No Value	No Value
	Objective 5: Explore the characteristics and properties of real numbers.	No Value	No Value
	Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.	No Value	No Value
	Objective 7: Explore rates and ratios and use proportions to solve problems.	No Value	No Value
	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, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. If a requisite falling under Matrix G is being removed, provide an explanation as to why.	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 Prerequisites 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, i.e. such as a course.	No Value	No Value

De Anza GE Form



Changed	Questions	Current Version	Proposed Version
!	Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	Assignments B- Compose a one-page essay comparing each of the 5 components of fitness and how each component can be applied to improvements in body composition and muscular development.
!	Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	Methods of Evaluations E- Collaborative weekly group workouts. Evaluated based on performance and completion.
!	Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	Methods of Evaluations D-Essay on one of the 5 components of fitness will be graded on content and demonstration of an understanding of fitness training.
!	Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	Outline E- Identify major muscles, muscle groups, their function and gender differences
!	Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	Outline A- Examine the perspective of body sculpt strengthening in a historical and global context from 1880 in Germany to the present

Changed	Questions	Current Version	Proposed Version
!	Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	Methods of Evaluations B- Assessment measurements including strength and flexibility will be evaluated based on ability to design and implement principles learned in strength training program

De Anza GE - ESGC Form

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

Comments

Changed	Questions	Current Version	Proposed Version										
	Stage 2: Department Chair	No Value	No Value										
	Stage 3: Division Curriculum Representative	No Value	No Value										
	Stage 4: Division Dean	No Value	No Value										
	Stage 5: SLO Coordinator	No Value	<table border="1"> <thead> <tr> <th>Date</th> <th>Name - Role OR Tab</th> <th>Part - Type of Field Edit</th> <th>Edit</th> </tr> </thead> <tbody> <tr> <td>2/8/2024</td> <td>Mary Pape - Learning Outcomes #2</td> <td>CSLO Required</td> <td>Apply knowledge of basic fitness concepts as they apply to health and fitness (3b7a29b815f71706853643003&viewType=step&fromUrl=https%3A%2F%2F...review-filters#) Please avoid the double usage of the word 'apply'. Suggestion "Apply knowledge (3b7a29b815f71706853643003&viewType=step&fromUrl=https%3A%2F%2F...review-filters#)"</td> </tr> </tbody> </table>	Date	Name - Role OR Tab	Part - Type of Field Edit	Edit	2/8/2024	Mary Pape - Learning Outcomes #2	CSLO Required	Apply knowledge of basic fitness concepts as they apply to health and fitness (3b7a29b815f71706853643003&viewType=step&fromUrl=https%3A%2F%2F...review-filters#) Please avoid the double usage of the word 'apply'. Suggestion "Apply knowledge (3b7a29b815f71706853643003&viewType=step&fromUrl=https%3A%2F%2F...review-filters#)"		
Date	Name - Role OR Tab	Part - Type of Field Edit	Edit										
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	Stage 7: Content Review Matrix Liaison	No Value	No Value										
	Stage 8: AVP - Instruction	No Value	<table border="1"> <thead> <tr> <th>Date</th> <th>Name - Role OR Tab</th> <th>Part - Field</th> <th>Type of Edit</th> <th>Edit</th> </tr> </thead> <tbody> <tr> <td>3/26/24</td> <td>Gabriela Nocito - for AVPI</td> <td>Basic Course Information - Proposal Details - Attachments</td> <td>Required</td> <td>Please attach</td> </tr> </tbody> </table>	Date	Name - Role OR Tab	Part - Field	Type of Edit	Edit	3/26/24	Gabriela Nocito - for AVPI	Basic Course Information - Proposal Details - Attachments	Required	Please attach
Date	Name - Role OR Tab	Part - Field	Type of Edit	Edit									
3/26/24	Gabriela Nocito - for AVPI	Basic Course Information - Proposal Details - Attachments	Required	Please attach									
	Stage 9: Articulation Officer	No Value	No Value										
	Stage 11: ESGC Faculty Coordinator	No Value	No Value										
	Stage 14: 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	KNESD19EX
	Distance Education Approved	Yes
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	
	Time to Next Review	Sep 1, 2023 12:00:00 AM
	External Review Approval Date	Sep 1, 2018 12:00:00 AM
	Course Control Number	CCC000581879

Articulation

Changed	Field	Current Version
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	Course Crosswalk CRS-DEPT-NAME	
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	Course Crosswalk CRS-NUMBER	
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De Anza College
Change Report
08/01/2024

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
Transferability & Gen. Ed. Options	GE Information
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
Learning Outcomes and Objectives	CSLOs
Curriculum Office	Banner Start Term (202122)
Curriculum Office	Banner Division
Curriculum Office	Catalog Term (21-22)
Curriculum Office	5 Year Revision Year (2021)
Curriculum Office	Effective Quarter
Curriculum Office	Effective Year (2021)
Curriculum Office	Course Status Code
Curriculum Office	Banner Department
Curriculum Office	Course Level

Section	Changed field
Curriculum Office	College Code
Curriculum Office	CTE Status
Curriculum Office	Emergency Approval
Curriculum Office	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)
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	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
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.
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.)

Section**Changed field**

De Anza GE Form

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

De Anza GE Form

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

De Anza GE Form

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

De Anza GE Form

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

De Anza GE Form

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

Comments

Stage 5: SLO Coordinator

Comments

Stage 8: AVP - Instruction

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?

General Information**Changed****Field****Current Version****Proposed Version**



**Faculty
Initiator**

- Mae Lee

- Rachel Catuiza
- Damjanovic, Jason

Changed	Field	Current Version	Proposed Version
	Course ID (CB01A and CB01B)	KNESD020A	KNESD020A
	Course Control Number	CCC000592247	CCC000592247
	Course Title (CB02)	Circuit Training 1	Circuit Training 1
	Short Course Title	CIRCUIT TRAINING 1	CIRCUIT TRAINING 1
	TOP Code (CB03)	0835.00	0835.00 Physical Education
	CIP Code	Health and Physical Education/Fitness, General	31.0501 Health and Physical Education/Fitness, General
	Department	KNES - Kinesiology	KNES - Kinesiology
!	Effective Term	Fall 2023	Fall 2023 <u>2025</u>
	SAM Priority Code (CB09)	Non-Occupational	Non-Occupational
	Course Description	An introduction to the discipline of kinesiology through beginning level circuit training. An emphasis on varying exercises that are grouped and performed to enhance cardiovascular and muscular strength and endurance development. Basic physiological, nutritional, flexibility and body composition concepts will also be discussed.	An introduction to the discipline of kinesiology through beginning level circuit training. An emphasis on varying exercises that are grouped and performed to enhance cardiovascular and muscular strength and endurance development. Basic physiological, nutritional, flexibility and body composition concepts will also be discussed.
!	Course Type (CB27)	No value	<ul style="list-style-type: none"> Lower Division
!	Mode of Delivery	<ul style="list-style-type: none"> NA 	<ul style="list-style-type: none"> Online

Faculty Requirements

Changed	Field	Current Version	Proposed Version
	Discipline 1	No value	<ul style="list-style-type: none"> Physical Education
	Discipline 2	No value	No value
	Discipline 3	No value	No value
	FSA	No value	<ul style="list-style-type: none"> FHDA FSA - PHYSICAL EDUCATION

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

Course Justification			
Changed	Field	Current Version	Proposed Version
	Course Justification	The course is CSU and UC transferable. This course meets a general education requirement for De Anza and CSUGE. This course emphasizes varying basic exercises that are specifically grouped to enhance cardiovascular and muscular strength and endurance.	The course is CSU and UC transferable. This course meets a general education requirement for De Anza and CSUGE. This course emphasizes varying basic exercises that are specifically grouped to enhance cardiovascular and muscular strength and endurance.

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

Course Philosophy			

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

Changed	Field	Current Version	Proposed Version
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	Foothill Faculty Consultation Name	No value	
--	---	----------	--

	Foothill Course ID	No value	
--	-----------------------	----------	--

	Does the course have a Foothill equivalent?	No	No
--	--	----	----


CTE Course

Changed	Field	Current Version	Proposed Version
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	Is this a CTE (Career Technical Education) course?	No value	<u>No</u>
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Honors/Non-honors Course


Changed	Field	Current Version	Proposed Version
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	Is this an honors/non- honors course?	No value	<u>No</u>
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Mirrored Credit/Noncredit Course

Changed	Field	Current Version	Proposed Version
	Is this a mirrored credit/noncredit course?	No value	<u>No</u>

Cross-listed Course

Changed	Field	Current Version	Proposed Version
	Is this a cross-listed course?	No value	<u>No</u>

More Options

Changed	Field	Current Version	Proposed Version
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.
	Course Prior To College Level	Not applicable.	Not applicable.
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.
	Course Support Status (CB26)	Course is not a support course	Course is not a support course
	Repeat Limit	0	0
	Grade Options	<ul style="list-style-type: none">• Letter Grade• Pass/No Pass	<ul style="list-style-type: none">• Letter Grade• Pass/No Pass
	Allow Students to Gain Credit by Exam/Challenge	<input type="checkbox"/>	<input type="checkbox"/>

Changed	Field	Current Version	Proposed Version
	Repeatability Statement	(This course is included in the Strength Development Family of activity courses. Please see the rules on "Repeating Courses" in the College Policies section of the catalog.)	(This course is included in the Strength Development Family of activity courses. Please see the rules on "Repeating Courses" in the College Policies section of the catalog.)

Associated Programs

Changed	Field	Current Version	Proposed Version								
	Course is part of a program	<table border="1"> <tr> <td>Associated Program</td> <td>CSU GE</td> </tr> <tr> <td>Award Type</td> <td>Certificate of Achievement-Advanced (COA-A)</td> </tr> </table>	Associated Program	CSU GE	Award Type	Certificate of Achievement-Advanced (COA-A)	<table border="1"> <tr> <td>Associated Program</td> <td>CSU GE</td> </tr> <tr> <td>Award Type</td> <td>Certificate of Achievement-Advanced (COA-A)</td> </tr> </table>	Associated Program	CSU GE	Award Type	Certificate of Achievement-Advanced (COA-A)
Associated Program		CSU GE									
Award Type		Certificate of Achievement-Advanced (COA-A)									
Associated Program		CSU GE									
Award Type		Certificate of Achievement-Advanced (COA-A)									
		<table border="1"> <tr> <td>Associated Program</td> <td>CSU GE</td> </tr> <tr> <td>Award Type</td> <td>Certificate of Achievement-Advanced (COA-A)</td> </tr> </table>	Associated Program	CSU GE	Award Type	Certificate of Achievement-Advanced (COA-A)	<table border="1"> <tr> <td>Associated Program</td> <td>CSU GE</td> </tr> <tr> <td>Award Type</td> <td>Certificate of Achievement-Advanced (COA-A)</td> </tr> </table>	Associated Program	CSU GE	Award Type	Certificate of Achievement-Advanced (COA-A)
Associated Program	CSU GE										
Award Type	Certificate of Achievement-Advanced (COA-A)										
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Award Type	Certificate of Achievement-Advanced (COA-A)										
	<table border="1"> <tr> <td>Associated Program</td> <td>CSU GE</td> </tr> <tr> <td>Award Type</td> <td>Certificate of Achievement-Advanced (COA-A)</td> </tr> </table>	Associated Program	CSU GE	Award Type	Certificate of Achievement-Advanced (COA-A)	<table border="1"> <tr> <td>Associated Program</td> <td>CSU GE</td> </tr> <tr> <td>Award Type</td> <td>Certificate of Achievement-Advanced (COA-A)</td> </tr> </table>	Associated Program	CSU GE	Award Type	Certificate of Achievement-Advanced (COA-A)	
Associated Program	CSU GE										
Award Type	Certificate of Achievement-Advanced (COA-A)										
Associated Program	CSU GE										
Award Type	Certificate of Achievement-Advanced (COA-A)										

Transferability & Gen. Ed. Options

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



GE Information

System/Institution	De Anza GE
Area(s)	<ul style="list-style-type: none"> • 2GEP - Approved.
-	No value

System/Institution	De Anza GE
Area(s)	<ul style="list-style-type: none"> • 2GEP - Approved.
-	No value

System/Institution	CSU GE
Area(s)	<ul style="list-style-type: none"> • CGEP - Approved.
-	No value

Weekly Student Hours - Profile Name: Default Profile

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

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

Course Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	24	24
	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	24	24

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	24	24
	Total - Course Out-of-Class Hours	0	0
	Total Credit Units - Minimum Credit Units	0.5	0.5
	Total Credit Units - Maximum Credit Units	0.5	0.5

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)	<input type="checkbox"/>	<input type="checkbox"/>
	Variable Credit Course	<input type="checkbox"/>	<input type="checkbox"/>

Credit Units


Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	-	0
	Total Laboratory Hours per Term	24	24
	Total Contact Hours per Term	-	0
	Total Credit Units	0.5	0.5

Changed	Field	Current Version	Proposed Version
	Minimum Credit Units	0.5	0.5
	Maximum Credit Units	0.5	0.5

SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

Changed	Field	Current Version	Proposed Version
	Methods of Instruction	<p>Methods of Instruction</p> <p>Methods of Instruction Visual aids Discussion of assigned reading Collaborative learning and small group exercises Discussion and problem solving performed in class Demonstration</p>	<p>Methods of Instruction Methods of Instruction</p> <p>Methods of Instruction Visual aids Discussion of assigned reading Collaborative learning and small group exercises Discussion and problem solving performed in class Demonstration</p>

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

1. Reading from the class text "Fit and Well" by Fahey et al, media sources and instructor generated handouts.
2. Written essay analyzing the affect of cardiovascular exercise and strength and endurance activities on improved body composition and BMI.
3. Skill Acquisition
 1. Pre- and post fitness tests on cardiovascular endurance, muscular strength and endurance and flexibility.
 2. Partner exercises with verbal peer evaluation of the performance of a variety of exercises
 3. Practice and employ varying exercises for improvement of cardiovascular and muscular strength and endurance fitness levels.

1. Reading from the class text "Fit and Well" by Fahey et al, media sources and instructor generated handouts.
2. Written essay analyzing the affect of cardiovascular exercise and strength and endurance activities on improved body composition and BMI.
3. Skill Acquisition
 1. Pre- and post fitness tests on cardiovascular endurance, muscular strength and endurance and flexibility.
 2. Partner exercises with verbal peer evaluation of the performance of a variety of exercises
 3. Practice and employ varying exercises for improvement of cardiovascular and muscular strength and endurance fitness levels.
4. Collaborative Group Work



Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

1. Pre- and post fitness assessments graded on completion.
2. Skills tests on a variety of exercises graded in completion.
3. Verbal peer evaluation graded on completion.
4. Essay graded on accurate content and demonstrated knowledge of how cardiovascular and muscular strength and endurance exercise affect body composition.
5. Comprehensive final exam based on the text book 'Fit and Well" by Fahey et al., media sources and instructor generated handouts.

Methods of Evaluation

Methods of Evaluation

Changed Field

Current Version

Proposed Version

**Methods
of
Evaluation**

1. Pre- and post fitness assessments graded on completion.
2. Skills tests on a variety of exercises graded in completion.
3. Verbal peer evaluation graded on completion.
4. Essay graded on accurate content and demonstrated knowledge of how cardiovascular and muscular strength and endurance exercise affect body composition.
5. Comprehensive final exam based on the text book 'Fit and Well" by Fahey et al., media sources and instructor generated handouts.
6. Collaborative weekly group workouts. Evaluated based on performance and completion.

Changed	Field	Current Version	Proposed Version
	Essential Student Materials/Essential College Facilities	<p>Essential Student Materials:</p> <ul style="list-style-type: none"> • Appropriate exercise attire and athletic shoes <p>Essential College Facilities:</p> <ul style="list-style-type: none"> • Fitness center, weight room, or large gymnasium with access to exercise equipment 	<p>Essential Student Materials:</p> <ul style="list-style-type: none"> • Appropriate exercise attire and athletic shoes <p>Essential College Facilities:</p> <ul style="list-style-type: none"> • Fitness center, weight room, or large gymnasium with access to exercise equipment



Examples of Primary Texts and References

Title	No value
Author	Fahey, Insel, and Roth, "Fit and Well Brief edition 12th ed." McGraw-Hill Publishers, San Francisco, CA, 2015.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	Fit and Well
Author	Fahey, Insel, and Roth.
Publisher	McGraw-Hill, San Francisco, Ca
Date/Edition	15th Brief Edition, 2022
ISBN	No value

Changed Field

Current Version

Proposed Version



Suggested Reading List

No value

Reading List Hoeger, Werner and Hoeger, Sharon A., "Lifetime Physical Fitness and Wellness, Ninth Edition, A Personalized Program," Thomson Wadsworth, Belmont, CA 2007

May include, but are not limited to No value

Reading List Corbin, Charles, Welk, Greg and Corbin, William, "Concepts of Fitness and Wellness, A Comprehensive Lifestyle Approach, Ninth Edition," Mc Graw Hill Publishing Co., New York, N.Y, 2011.

May include, but are not limited to No value

Learning Outcomes and Objectives

Changed Field	Current Version	Proposed Version
Course Objectives	<ul style="list-style-type: none"> • Examine and apply basic exercise physiology, nutrition, flexibility and strength in order to live a longer, healthier life. • Employ, practice and perform exercises that will improve cardiorespiratory fitness and muscular strength and endurance. • Identify major muscles, muscle groups, their function and gender differences. • Recognize the importance of varying exercise routine for lifelong fitness and wellness • Examine the development of circuit training from a global and historical perspective. 	<ul style="list-style-type: none"> • Examine and apply basic exercise physiology, nutrition, flexibility and strength in order to live a longer, healthier life. • Employ, practice and perform exercises that will improve cardiorespiratory fitness and muscular strength and endurance. • Identify major muscles, muscle groups, their function and gender differences. • Recognize the importance of varying exercise routine for lifelong fitness and wellness • Examine the development of circuit training from a global and historical perspective.



CSLOs

CSLOs	Apply knowledge of basic fitness concepts as they apply to health and wellness.	CSLOs	Apply knowledge of basic fitness concepts as they relate to health and wellness.
Expected SLO Performance	0.0	Expected SLO Performance	0.0
CSLOs	Demonstrate the ability to perform a variety of cardiovascular and muscular strength and endurance exercises for improved fitness levels.	CSLOs	Demonstrate the ability to perform a variety of cardiovascular and muscular strength and endurance exercises for improved fitness levels.
Expected SLO Performance	0.0	Expected SLO Performance	0.0

Course Outline

Changed	Field	Current Version	Proposed Version
	Course Content	<ol style="list-style-type: none"> 1. Examine and apply basic exercise physiology, nutrition, flexibility and strength in order to live a longer, healthier life. <ol style="list-style-type: none"> 1. Theories of aerobic and anaerobic energy systems 2. Muscular strength and development concepts with special notes regarding specific needs for various populations. 3. Flexibility concepts to enhance mobility for both pre- during and post-workout. 2. Employ, practice and perform exercises that will improve cardiorespiratory fitness and muscular strength and endurance. <ol style="list-style-type: none"> 1. Alternating resistance training exercises and cardiovascular exercises. 2. Interval training 3. Agility and coordination exercises 3. Identify major muscles, muscle groups, their function and gender differences. <ol style="list-style-type: none"> 1. Identify major muscle groups and exercises for muscle development. 2. Methods of developing strength, power, and muscular endurance. 3. Modification of exercises based on physical capacity and individual limitations 4. Recognize commonalities and differences between genders. 4. Recognize the importance of varying exercise routine for lifelong fitness and wellness <ol style="list-style-type: none"> 1. FITT principles 	<ol style="list-style-type: none"> 1. Examine and apply basic exercise physiology, nutrition, flexibility and strength in order to live a longer, healthier life. <ol style="list-style-type: none"> 1. Theories of aerobic and anaerobic energy systems 2. Muscular strength and development concepts with special notes regarding specific needs for various populations. 3. Flexibility concepts to enhance mobility for both pre- during and post-workout. 2. Employ, practice and perform exercises that will improve cardiorespiratory fitness and muscular strength and endurance. <ol style="list-style-type: none"> 1. Alternating resistance training exercises and cardiovascular exercises. 2. Interval training 3. Agility and coordination exercises 3. Identify major muscles, muscle groups, their function and gender differences. <ol style="list-style-type: none"> 1. Identify major muscle groups and exercises for muscle development. 2. Methods of developing strength, power, and muscular endurance. 3. Modification of exercises based on physical capacity and individual limitations 4. Recognize commonalities and differences between genders. 4. Recognize the importance of varying exercise routine for lifelong fitness and wellness <ol style="list-style-type: none"> 1. FITT principles












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

-
- | | |
|---|---|
| 2. Appropriate warm up and cool down exercises | 2. Appropriate warm up and cool down exercises |
| 3. Cardiovascular concepts for health and fitness | 3. Cardiovascular concepts for health and fitness |
| 4. Flexibility concepts for improved mobility and healthy range of motion | 4. Flexibility concepts for improved mobility and healthy range of motion |
| 5. Basic components of aerobic and anaerobic exercise | 5. Basic components of aerobic and anaerobic exercise |
| 5. Examine the development of circuit training from a global and historical perspective. | 5. Examine the development of circuit training from a global and historical perspective. |
| 1. The importance of physical fitness in sports performance that utilizes a variety of exercises. | 1. The importance of physical fitness in sports performance that utilizes a variety of exercises. |
| 1. 708BC - Pentathlon introduced at Olympic Games | 1. 708BC - Pentathlon introduced at Olympic Games |
| 2. 1851 - Pentathlon reappears at Olympic Games. | 2. 1851 - Pentathlon reappears at Olympic Games. |
| 3. 1911 - Decathlon developed in Scandinavia. | 3. 1911 - Decathlon developed in Scandinavia. |
| 4. 1939 - The WAC started one-hour "toughening up" classes, with calisthenics, rope skipping, bag punching, shadow boxing, and running. | 4. 1939 - The WAC started one-hour "toughening up" classes, with calisthenics, rope skipping, bag punching, shadow boxing, and running. |
| 5. 1975 - Triathlon created in San Diego. | 5. 1975 - Triathlon created in San Diego. |
| 6. 1976 - First Cross training type classes offered on college campuses. | 6. 1976 - First Cross training type classes offered on college campuses. |
| 2. The importance of varying physical abilities in the military from 129 AD to today | 2. The importance of varying physical abilities in the military from 129 AD to today |
| 3. 2000s - Circuit training and cross training | 3. 2000s - Circuit training and cross training |

Changed	Field	Current Version	Proposed Version
		exercises becomes the newest fitness trend	exercises becomes the newest fitness trend
	Lab Component in this Course	No	No
	Lab Outline	No value	No value

Req/Adv			
Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	No Value	No Value
	Corequisite(s):	No Value	No Value
	Advisory(ies):	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005.	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005.
	Advisory(ies) - Other:	No Value	No Value
	Limitation(s) on Enrollment:	No Value	No Value
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	(See general education pages for the requirements this course meets.)	(See general education pages for the requirements this course meets.)
	General Course Statement(s) - Other:	No Value	No Value

Curriculum Office

Changed	Questions	Current Version	Proposed Version
	Banner Start Term (202122)	202122	No Value
	Banner Division	2PE	No Value
	Catalog Term (21-22)	23-24	No Value
	5 Year Revision Year (2021)	2018	No Value
	Effective Quarter	Fall	No Value
	Effective Year (2021)	2023	No Value
	Sort ID (00 < 10; 0 < 100)	KNES 020A	KNES 020A
	Course Status	New	New
	Course Status Code	A	No Value
	Banner Department	KNES	No Value
	Course Level	DU	No Value
	College Code	DA	No Value
	Course Characteristics	NA	NA
	Cross-Listed/Related Course Information	Related Parent	Related Parent
	Cross-Listed/Related Course ID's	No Value	No Value
	CTE Status	No	No Value

Changed	Questions	Current Version	Proposed Version
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
!	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)	F	No Value
!	Noncredit Enhanced Funding Indicator	N	No Value

Changed	Questions	Current Version	Proposed Version
!	In Service Indicator	N	No Value
!	Sports/Physical Education Course Indicator	Y	No Value
!	COA Code	C	No Value
!	Fund Code	114000	No Value
!	Organization Code	236002	No Value
!	Account Code	1320	No Value
!	Program Code	083500	No Value
!	Percent	100	No Value
	Curriculum Office Notes	<ul style="list-style-type: none"> Requisite change appr. 1/17/23 (effect. F23).-cc 	<ul style="list-style-type: none"> Requisite change appr. 1/17/23 (effect. F23).-cc
!	Print/No Print to Catalog	Yes	No Value
	Checklist	No Value	No Value

Summary of Revisions

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

Blue Form

Changed	Questions	Current Version	Proposed Version
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**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
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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
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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
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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
	<p>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.</p>	No Value	No Value
	<p>Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.</p>	No Value	No Value
!	<p>Objective 2: Develop analytical ideas and topics for essays.</p>	No Value	<p>Methods of Evaluations D- Essay graded on accurate content and demonstrated knowledge of how cardiovascular and muscular strength and endurance exercise affect body composition.</p>
!	<p>Objective 3: Compose and support thesis statements for analytical essays.</p>	No Value	<p>Methods of Evaluations E- Comprehensive final exam based on the text book 'Fit and Well" by Fahey et al., media sources and instructor generated handouts.</p>
	<p>Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.</p>	No Value	No Value

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

No Value

No Value

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

No Value

No Value

**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
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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
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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
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	Objective 10: Investigate the characteristics of rational expressions.	No Value	No Value
--	---	----------	----------

	Objective 11: Develop skills to work with radical expressions.	No Value	No Value
--	---	----------	----------

E-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
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**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

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

G-Matrix Form

Changed	Questions	Current Version	Proposed Version
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	<p>If the requisite does not fall under an A-F Matrix, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. If a requisite falling under Matrix G is being removed, provide an explanation as to why.</p>	No Value	No Value
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H-Matrix Form

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

No Value

No Value

De Anza GE Form

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

No Value

Outline A- Examine and apply basic exercise physiology, nutrition, flexibility and strength in order to live a longer, healthier life

Changed	Questions	Current Version	Proposed Version
	<p>! 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.)</p>	No Value	Methods of Evaluations- D- Essay graded on accurate content and demonstrated knowledge of how cardiovascular and muscular strength and endurance exercise affect body composition. E. Collaborative weekly group workouts. Evaluated based on performance and completion.
	<p>! Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	Methods of Evaluations E- Comprehensive final exam based on the text book 'Fit and Well" by Fahey et al., media sources and instructor generated handouts.

Changed

Questions

Current Version

Proposed Version



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

No Value

Outline C- Identify major muscles, muscle groups, their function and gender differences.



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

No Value

Outline E- Examine the development of circuit training from a global and historical perspective

Changed	Questions	Current Version	Proposed Version
	<p>! 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.)</p>	No Value	Outline D- Employ, practice and perform exercises that will improve cardiorespiratory fitness and muscular strength and endurance

De Anza GE - ESGC Form

Changed	Questions	Current Version	Proposed Version
	<p>Criteria 1: Explain the interconnectivity of economic prosperity, social equity and environmental quality.</p>	No Value	No Value

Changed

Questions

Current Version

Proposed Version

**Criteria 2:
Identify the most serious environmental, equity, and social justice problems globally and locally and explain their underlying causes and possible consequences.**

No Value

No Value

**Criteria 3:
Explain some significant ways students can make a difference in making a positive impact, locally, at a state level, or globally in making the world more environmentally sustainable and socially just.**

No Value

No Value

**Criteria 4:
Analyze how the well being of human society is dependent on sustainable social and ecological systems.**

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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**Criteria 5:
Demonstrate an understanding of how the student's personal activities impact the environment and communities by participating in actions to create a more environmentally sustainable and equitable future.**

No Value

No Value

Comments

Changed	Questions	Current Version	Proposed Version
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**Stage 2:
Department
Chair**

No
Value

No Value

**Stage 3:
Division
Curriculum
Representative**

No
Value

No Value

**Stage 4:
Division Dean**

No
Value

No Value

Changed Questions **Current Version** **Proposed Version**



Stage 5: SLO Coordinator

No Value

	Name - Role OR Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
3/7/2024	Mary Pape - SLO Coordinator	Learning Outcomes - CSLO #2	Required	Change the first CSLO so that the word 'apply' is not repeated twice. Suggestion: "Apply knowledge of basic fitness concepts as they relate to health and wellness."	

Stage 7: Content Review Matrix Liaison

No Value

No Value



Stage 8: AVP - Instruction

No Value

Date	Name - Role OR Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
3/26/24	Gabriela Nocito - for the AVPI	Specifications - Suggested Reading List	Required	Please delete the Suggested Reading List as that section is reserved for English courses only.	

Stage 9: Articulation Officer

No Value

No Value

Stage 11: ESGC Faculty Coordinator

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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	Stage 14: Curriculum Committee	No Value	No Value
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Course Administration Codes

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

Changed	Field	Current Version
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	Curriculum ID	KNESD020A
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	Distance Education Approved	No
--	--	----

	Board of Trustees Approval Date	
--	--	--

	Curriculum Committee Approval Date	
--	---	--

	Time to Next Review	Sep 1, 2023 12:00:00 AM
--	--------------------------------	-------------------------

	External Review Approval Date	Sep 1, 2018 12:00:00 AM
--	--	-------------------------

	Course Control Number	CCC000592247
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Articulation

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

Crosswalk

CRS-NUMBER

De Anza College
Change Report
08/01/2024

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
Transferability & Gen. Ed. Options	GE Information
Specifications	Methods of Evaluation
Specifications	Suggested Reading List
Learning Outcomes and Objectives	CSLOs
Curriculum Office	Banner Start Term (202122)
Curriculum Office	Banner Division
Curriculum Office	Catalog Term (21-22)
Curriculum Office	5 Year Revision Year (2021)
Curriculum Office	Effective Quarter
Curriculum Office	Effective Year (2021)
Curriculum Office	Course Status Code
Curriculum Office	Banner Department
Curriculum Office	Course Level
Curriculum Office	College Code
Curriculum Office	CTE Status

Section	Changed field
Curriculum Office	Emergency Approval
Curriculum Office	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)
Curriculum Office	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)
Curriculum Office	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
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.
De Anza GE Form	Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

Section**Changed field**

De Anza GE Form

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

De Anza GE Form

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

De Anza GE Form

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

De Anza GE Form

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

Comments

Stage 5: SLO Coordinator

Comments

Stage 8: AVP - Instruction

Comments

Stage 9: Articulation Officer

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?

General Information**Changed****Field****Current Version****Proposed Version****Faculty Initiator**

- Mi Chang

- Rachel Catuiza
- Damjanovic, Jason

Course ID (CB01A and CB01B)


KNESD20AX

KNESD20AX

Changed	Field	Current Version	Proposed Version
	Course Control Number	CCC000592254	CCC000592254
	Course Title (CB02)	Circuit Training 1	Circuit Training 1
	Short Course Title	CIRCUIT TRAINING 1	CIRCUIT TRAINING 1
	TOP Code (CB03)	0835.00	0835.00 Physical Education
	CIP Code	Health and Physical Education/Fitness, General	31.0501 Health and Physical Education/Fitness, General
	Department	KNES - Kinesiology	KNES - Kinesiology
!	Effective Term	Fall 2023	Fall 2023 <u>2025</u>
	SAM Priority Code (CB09)	Non-Occupational	Non-Occupational
	Course Description	An introduction to the discipline of kinesiology through beginning level circuit training. An emphasis on varying exercises that are grouped and performed to enhance cardiovascular and muscular strength and endurance development. Basic physiological, nutritional, flexibility and body composition concepts will also be discussed.	An introduction to the discipline of kinesiology through beginning level circuit training. An emphasis on varying exercises that are grouped and performed to enhance cardiovascular and muscular strength and endurance development. Basic physiological, nutritional, flexibility and body composition concepts will also be discussed.
!	Course Type (CB27)	No value	<ul style="list-style-type: none"> Lower Division
!	Mode of Delivery	No value	<ul style="list-style-type: none"> Online

Faculty Requirements

Changed	Field	Current Version	Proposed Version
!	Discipline 1	No value	<ul style="list-style-type: none"> Physical Education

Changed	Field	Current Version	Proposed Version
	Discipline 2	No value	No value
	Discipline 3	No value	No value
	FSA	No value	<ul style="list-style-type: none"> FHDA FSA - PHYSICAL EDUCATION

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

Course Justification			
Changed	Field	Current Version	Proposed Version
	Course Justification	The course is CSU and UC transferable. This course meets a general education requirement for De Anza and CSUGE. This course emphasizes varying basic exercises that are specifically grouped to enhance cardiovascular and muscular strength and endurance.	The course is CSU and UC transferable. This course meets a general education requirement for De Anza and CSUGE. This course emphasizes varying basic exercises that are specifically grouped to enhance cardiovascular and muscular strength and endurance.

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

Course Philosophy			

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

Changed	Field	Current Version	Proposed Version
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	Foothill Course ID	No value	
--	-----------------------	----------	--

	Does the course have a Foothill equivalent?	No	No
--	--	----	----

	Foothill Faculty Consultation Name	No value	
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CTE Course

Changed	Field	Current Version	Proposed Version
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	Is this a CTE (Career Technical Education) course?	No value	<u>No</u>
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Honors/Non-honors Course


Changed	Field	Current Version	Proposed Version
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	Is this an honors/non- honors course?	No value	<u>No</u>
---	--	----------	-----------

Mirrored Credit/Noncredit Course

Changed	Field	Current Version	Proposed Version
	Is this a mirrored credit/noncredit course?	No value	<u>No</u>

Cross-listed Course

Changed	Field	Current Version	Proposed Version
	Is this a cross-listed course?	No value	<u>No</u>

More Options

Changed	Field	Current Version	Proposed Version
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.
	Course Prior To College Level	Not applicable.	Not applicable.
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.
	Course Support Status (CB26)	Course is not a support course	Course is not a support course
	Repeat Limit	0	0
	Grade Options	<ul style="list-style-type: none">• Letter Grade• Pass/No Pass	<ul style="list-style-type: none">• Letter Grade• Pass/No Pass
	Allow Students to Gain Credit by Exam/Challenge	<input type="checkbox"/>	<input type="checkbox"/>

Changed	Field	Current Version	Proposed Version
	Repeatability Statement	(This course is included in the Strength Development Family of activity courses. Please see the rules on "Repeating Courses" in the College Policies section of the catalog.)	(This course is included in the Strength Development Family of activity courses. Please see the rules on "Repeating Courses" in the College Policies section of the catalog.)

Associated Programs

Changed	Field	Current Version	Proposed Version								
	Course is part of a program	<table border="1"> <tr> <td>Associated Program</td> <td>CSU GE</td> </tr> <tr> <td>Award Type</td> <td>Certificate of Achievement-Advanced (COA-A)</td> </tr> </table>	Associated Program	CSU GE	Award Type	Certificate of Achievement-Advanced (COA-A)	<table border="1"> <tr> <td>Associated Program</td> <td>CSU GE</td> </tr> <tr> <td>Award Type</td> <td>Certificate of Achievement-Advanced (COA-A)</td> </tr> </table>	Associated Program	CSU GE	Award Type	Certificate of Achievement-Advanced (COA-A)
Associated Program		CSU GE									
Award Type		Certificate of Achievement-Advanced (COA-A)									
Associated Program		CSU GE									
Award Type		Certificate of Achievement-Advanced (COA-A)									
		<table border="1"> <tr> <td>Associated Program</td> <td>CSU GE</td> </tr> <tr> <td>Award Type</td> <td>Certificate of Achievement-Advanced (COA-A)</td> </tr> </table>	Associated Program	CSU GE	Award Type	Certificate of Achievement-Advanced (COA-A)	<table border="1"> <tr> <td>Associated Program</td> <td>CSU GE</td> </tr> <tr> <td>Award Type</td> <td>Certificate of Achievement-Advanced (COA-A)</td> </tr> </table>	Associated Program	CSU GE	Award Type	Certificate of Achievement-Advanced (COA-A)
Associated Program	CSU GE										
Award Type	Certificate of Achievement-Advanced (COA-A)										
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Associated Program	CSU GE										
Award Type	Certificate of Achievement-Advanced (COA-A)										
Associated Program	CSU GE										
Award Type	Certificate of Achievement-Advanced (COA-A)										

Transferability & Gen. Ed. Options

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



GE Information

System/Institution	De Anza GE
Area(s)	<ul style="list-style-type: none"> • 2GEP - Approved.
-	No value

System/Institution	De Anza GE
Area(s)	<ul style="list-style-type: none"> • 2GEP - Approved.
-	No value

System/Institution	CSU GE
Area(s)	<ul style="list-style-type: none"> • CGEP - Approved.
-	No value

Weekly Student Hours - Profile Name: Default Profile

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

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

Course Student Hours - Profile Name: Default Profile

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

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

Speciality Hours

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

Credit / Non-Credit Options

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Changed	Field	Current Version	Proposed Version
	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.
	Course Credit Status (CB04)	Credit - Degree Applicable	Credit - Degree Applicable
	Course Non Credit Category (CB22)	Credit Course.	Credit Course.
	Funding Agency Category (CB23)	Not Applicable.	Not Applicable.
	Cooperative Work Experience Education Status (CB10)	<input type="checkbox"/>	<input type="checkbox"/>
	Variable Credit Course	<input type="checkbox"/>	<input type="checkbox"/>

Credit Units

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

Changed	Field	Current Version	Proposed Version
	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	<p>Methods of Instruction Methods of Instruction</p> <p>Methods of Instruction Visual aids Discussion of assigned reading Collaborative learning and small group exercises Discussion and problem solving performed in class Demonstration</p>	<p>Methods of Instruction Methods of Instruction</p> <p>Methods of Instruction Visual aids Discussion of assigned reading Collaborative learning and small group exercises Discussion and problem solving performed in class Demonstration</p>

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

1. Reading from the class text "Fit and Well" by Fahey et al, media sources and instructor generated handouts.
2. Written essay analyzing the affect of cardiovascular exercise and strength and endurance activities on improved body composition and BMI.
3. Skill Acquisition
 1. Pre- and post fitness tests on cardiovascular endurance, muscular strength and endurance and flexibility.
 2. Partner exercises with verbal peer evaluation of the performance of a variety of exercises
 3. Practice and employ varying exercises for improvement of cardiovascular and muscular strength and endurance fitness levels.

1. Reading from the class text "Fit and Well" by Fahey et al, media sources and instructor generated handouts.
2. Written essay analyzing the affect of cardiovascular exercise and strength and endurance activities on improved body composition and BMI.
3. Skill Acquisition
 1. Pre- and post fitness tests on cardiovascular endurance, muscular strength and endurance and flexibility.
 2. Partner exercises with verbal peer evaluation of the performance of a variety of exercises
 3. Practice and employ varying exercises for improvement of cardiovascular and muscular strength and endurance fitness levels.
4. Collaborative Group Workouts



Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

1. Pre- and post fitness assessments graded on completion.
2. Skills tests on a variety of exercises graded in completion.
3. Verbal peer evaluation graded on completion.
4. Essay graded on accurate content and demonstrated knowledge of how cardiovascular and muscular strength and endurance exercise affect body composition.
5. Comprehensive final exam based on the text book 'Fit and Well" by Fahey et al., media sources and instructor generated handouts.

Methods of Evaluation

Methods of Evaluation

Changed Field

Current Version

Proposed Version

**Methods
of
Evaluation**

1. Pre- and post fitness assessments graded on completion.
2. Skills tests on a variety of exercises graded in completion.
3. Verbal peer evaluation graded on completion.
4. Essay graded on accurate content and demonstrated knowledge of how cardiovascular and muscular strength and endurance exercise affect body composition.
5. Comprehensive final exam based on the text book 'Fit and Well" by Fahey et al., media sources and instructor generated handouts.
6. Collaborative weekly group workouts. Evaluated based on performance and completion.

Changed	Field	Current Version	Proposed Version
	Essential Student Materials/Essential College Facilities	<p>Essential Student Materials:</p> <ul style="list-style-type: none"> • Appropriate exercise attire and athletic shoes <p>Essential College Facilities:</p> <ul style="list-style-type: none"> • Fitness center, weight room, or large gymnasium with access to exercise equipment 	<p>Essential Student Materials:</p> <ul style="list-style-type: none"> • Appropriate exercise attire and athletic shoes <p>Essential College Facilities:</p> <ul style="list-style-type: none"> • Fitness center, weight room, or large gymnasium with access to exercise equipment

Examples of Primary Texts and References

Title	"Fit and Well Brief edition 12th ed."
Author	Fahey, Insel, and Roth
Publisher	McGraw-Hill Publishers
Date/Edition	San Francisco, CA, 2015.
ISBN	No value

Title	"Fit and Well Brief edition 12th ed."
Author	Fahey, Insel, and Roth
Publisher	McGraw-Hill Publishers
Date/Edition	San Francisco, CA, 2015.
ISBN	No value

Changed Field

Current Version

Proposed Version



Suggested Reading List

No value

Reading List Hoeger, Werner and Hoeger, Sharon A., "Lifetime Physical Fitness and Wellness, Ninth Edition, A Personalized Program," Thomson Wadsworth, Belmont, CA 2007

May include, but are not limited to No value

Reading List Corbin, Charles, Welk, Greg and Corbin, William, "Concepts of Fitness and Wellness, A Comprehensive Lifestyle Approach, Ninth Edition," Mc Graw Hill Publishing Co., New York, N.Y, 2011.

May include, but are not limited to No value

Learning Outcomes and Objectives

Changed Field	Current Version	Proposed Version
Course Objectives	<ul style="list-style-type: none"> • Examine and apply basic exercise physiology, nutrition, flexibility and strength in order to live a longer, healthier life. • Employ, practice and perform exercises that will improve cardiorespiratory fitness and muscular strength and endurance. • Identify major muscles, muscle groups, their function and gender differences. • Recognize the importance of varying exercise routine for lifelong fitness and wellness • Examine the development of circuit training from a global and historical perspective. 	<ul style="list-style-type: none"> • Examine and apply basic exercise physiology, nutrition, flexibility and strength in order to live a longer, healthier life. • Employ, practice and perform exercises that will improve cardiorespiratory fitness and muscular strength and endurance. • Identify major muscles, muscle groups, their function and gender differences. • Recognize the importance of varying exercise routine for lifelong fitness and wellness • Examine the development of circuit training from a global and historical perspective.



CSLOs

CSLOs	Apply knowledge of basic fitness concepts as they apply to health and wellness.
Expected SLO Performance	0.0

CSLOs	Apply knowledge of basic fitness concepts as they relate to health and wellness
Expected SLO Performance	0.0

CSLOs	Demonstrate the ability to perform a variety of cardiovascular and muscular strength and endurance exercises for improved fitness levels.
Expected SLO Performance	0.0

CSLOs	Demonstrate the ability to perform a variety of cardiovascular and muscular strength and endurance exercises for improved fitness levels.
Expected SLO Performance	0.0

Course Outline

Changed	Field	Current Version	Proposed Version
	Course Content	<ol style="list-style-type: none"> 1. Examine and apply basic exercise physiology, nutrition, flexibility and strength in order to live a longer, healthier life. <ol style="list-style-type: none"> 1. Theories of aerobic and anaerobic energy systems 2. Muscular strength and development concepts with special notes regarding specific needs for various populations. 3. Flexibility concepts to enhance mobility for both pre- during and post-workout. 2. Employ, practice and perform exercises that will improve cardiorespiratory fitness and muscular strength and endurance. <ol style="list-style-type: none"> 1. Alternating resistance training exercises and cardiovascular exercises. 2. Interval training 3. Agility and coordination exercises 3. Identify major muscles, muscle groups, their function and gender differences. <ol style="list-style-type: none"> 1. Identify major muscle groups and exercises for muscle development. 2. Methods of developing strength, power, and muscular endurance. 3. Modification of exercises based on physical capacity and individual limitations 4. Recognize commonalities and differences between genders. 4. Recognize the importance of varying exercise routine for lifelong fitness and wellness <ol style="list-style-type: none"> 1. FITT principles 	<ol style="list-style-type: none"> 1. Examine and apply basic exercise physiology, nutrition, flexibility and strength in order to live a longer, healthier life. <ol style="list-style-type: none"> 1. Theories of aerobic and anaerobic energy systems 2. Muscular strength and development concepts with special notes regarding specific needs for various populations. 3. Flexibility concepts to enhance mobility for both pre- during and post-workout. 2. Employ, practice and perform exercises that will improve cardiorespiratory fitness and muscular strength and endurance. <ol style="list-style-type: none"> 1. Alternating resistance training exercises and cardiovascular exercises. 2. Interval training 3. Agility and coordination exercises 3. Identify major muscles, muscle groups, their function and gender differences. <ol style="list-style-type: none"> 1. Identify major muscle groups and exercises for muscle development. 2. Methods of developing strength, power, and muscular endurance. 3. Modification of exercises based on physical capacity and individual limitations 4. Recognize commonalities and differences between genders. 4. Recognize the importance of varying exercise routine for lifelong fitness and wellness <ol style="list-style-type: none"> 1. FITT principles

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

-
- | | |
|---|---|
| 2. Appropriate warm up and cool down exercises | 2. Appropriate warm up and cool down exercises |
| 3. Cardiovascular concepts for health and fitness | 3. Cardiovascular concepts for health and fitness |
| 4. Flexibility concepts for improved mobility and healthy range of motion | 4. Flexibility concepts for improved mobility and healthy range of motion |
| 5. Basic components of aerobic and anaerobic exercise | 5. Basic components of aerobic and anaerobic exercise |
| 5. Examine the development of circuit training from a global and historical perspective. | 5. Examine the development of circuit training from a global and historical perspective. |
| 1. The importance of physical fitness in sports performance that utilizes a variety of exercises. | 1. The importance of physical fitness in sports performance that utilizes a variety of exercises. |
| 1. 708BC - Pentathlon introduced at Olympic Games | 1. 708BC - Pentathlon introduced at Olympic Games |
| 2. 1851 - Pentathlon reappears at Olympic Games. | 2. 1851 - Pentathlon reappears at Olympic Games. |
| 3. 1911 - Decathlon developed in Scandinavia. | 3. 1911 - Decathlon developed in Scandinavia. |
| 4. 1939 - The WAC started one-hour "toughening up" classes, with calisthenics, rope skipping, bag punching, shadow boxing, and running. | 4. 1939 - The WAC started one-hour "toughening up" classes, with calisthenics, rope skipping, bag punching, shadow boxing, and running. |
| 5. 1975 - Triathlon created in San Diego. | 5. 1975 - Triathlon created in San Diego. |
| 6. 1976 - First Cross training type classes offered on college campuses. | 6. 1976 - First Cross training type classes offered on college campuses. |
| 2. The importance of varying physical abilities in the military from 129 AD to today | 2. The importance of varying physical abilities in the military from 129 AD to today |
| 3. 2000s - Circuit training and cross training | 3. 2000s - Circuit training and cross training |

Changed	Field	Current Version	Proposed Version
		exercises becomes the newest fitness trend	exercises becomes the newest fitness trend
	Lab Component in this Course	No	No
	Lab Outline	No value	No value

Req/Adv			
Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	No Value	No Value
	Corequisite(s):	No Value	No Value
	Advisory(ies):	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005.	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005.
	Advisory(ies) - Other:	No Value	No Value
	Limitation(s) on Enrollment:	No Value	No Value
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	(See general education pages for the requirements this course meets.)	(See general education pages for the requirements this course meets.)
	General Course Statement(s) - Other:	No Value	No Value

Curriculum Office

Changed	Questions	Current Version	Proposed Version
!	Banner Start Term (202122)	202122	No Value
!	Banner Division	2PE	No Value
!	Catalog Term (21-22)	23-24	No Value
!	5 Year Revision Year (2021)	2018	No Value
!	Effective Quarter	Fall	No Value
!	Effective Year (2021)	2023	No Value
	Sort ID (00 < 10; 0 < 100)	KNES 020AX	KNES 020AX
	Course Status	New	New
!	Course Status Code	A	No Value
!	Banner Department	KNES	No Value
!	Course Level	DU	No Value
!	College Code	DA	No Value
	Course Characteristics	NA	NA
	Cross-Listed/Related Course Information	Related Child	Related Child
	Cross-Listed/Related Course ID's	No Value	No Value
!	CTE Status	No	No Value

Changed	Questions	Current Version	Proposed Version
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
!	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)	F	No Value
!	Noncredit Enhanced Funding Indicator	N	No Value

Changed	Questions	Current Version	Proposed Version
!	In Service Indicator	N	No Value
!	Sports/Physical Education Course Indicator	Y	No Value
!	COA Code	C	No Value
!	Fund Code	114000	No Value
!	Organization Code	236002	No Value
!	Account Code	1320	No Value
!	Program Code	083500	No Value
!	Percent	100	No Value
	Curriculum Office Notes	<ul style="list-style-type: none"> Requisite change appr. 1/17/23 (effect. F23).-cc 	<ul style="list-style-type: none"> Requisite change appr. 1/17/23 (effect. F23).-cc
!	Print/No Print to Catalog	Yes	No Value
	Checklist	No Value	No Value

Summary of Revisions

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

Blue Form

Changed	Questions	Current Version	Proposed Version
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**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
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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
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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
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**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
	<p>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.</p>	No Value	No Value
	<p>Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.</p>	No Value	No Value
!	<p>Objective 2: Develop analytical ideas and topics for essays.</p>	No Value	<p>Methods of Evaluations D- Essay graded on accurate content and demonstrated knowledge of how cardiovascular and muscular strength and endurance exercise affect body composition.</p>
!	<p>Objective 3: Compose and support thesis statements for analytical essays.</p>	No Value	<p>Methods of Evaluations E- Comprehensive final exam based on the text book 'Fit and Well" by Fahey et al., media sources and instructor generated handouts.</p>
	<p>Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.</p>	No Value	No Value

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

No Value

No Value

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

No Value

No Value

**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
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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
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**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
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	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
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E-Matrix Form

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

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

G-Matrix Form

Changed	Questions	Current Version	Proposed Version
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	<p>If the requisite does not fall under an A-F Matrix, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. If a requisite falling under Matrix G is being removed, provide an explanation as to why.</p>	No Value	No Value
--	---	----------	----------

H-Matrix Form

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

	<p>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.</p>	No Value	No Value
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Changed	Questions	Current Version	Proposed Version
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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 Prerequisites 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, i.e. such as a course.

No Value

No Value

De Anza GE Form

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

No Value

Outline A- Examine and apply basic exercise physiology, nutrition, flexibility and strength in order to live a longer, healthier life

Changed	Questions	Current Version	Proposed Version
	<p>! 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.)</p>	No Value	Methods of Evaluations- D- Essay graded on accurate content and demonstrated knowledge of how cardiovascular and muscular strength and endurance exercise affect body composition. E. Collaborative weekly group workouts. Evaluated based on performance and completion.
	<p>! Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	Methods of Evaluations E- Comprehensive final exam based on the text book 'Fit and Well" by Fahey et al., media sources and instructor generated handouts.

Changed

Questions

Current Version

Proposed Version



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

No Value

Outline C- Identify major muscles, muscle groups, their function and gender differences.



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

No Value

Outline E- Examine the development of circuit training from a global and historical perspective

Changed	Questions	Current Version	Proposed Version
	<p>! 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.)</p>	No Value	Outline D- Employ, practice and perform exercises that will improve cardiorespiratory fitness and muscular strength and endurance

De Anza GE - ESGC Form

Changed	Questions	Current Version	Proposed Version
	<p>Criteria 1: Explain the interconnectivity of economic prosperity, social equity and environmental quality.</p>	No Value	No Value

Changed

Questions

Current Version

Proposed Version

**Criteria 2:
Identify the most serious environmental, equity, and social justice problems globally and locally and explain their underlying causes and possible consequences.**

No Value

No Value

**Criteria 3:
Explain some significant ways students can make a difference in making a positive impact, locally, at a state level, or globally in making the world more environmentally sustainable and socially just.**

No Value

No Value

**Criteria 4:
Analyze how the well being of human society is dependent on sustainable social and ecological systems.**

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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**Criteria 5:
Demonstrate an understanding of how the student's personal activities impact the environment and communities by participating in actions to create a more environmentally sustainable and equitable future.**

No Value

No Value

Comments

Changed	Questions	Current Version	Proposed Version
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**Stage 2:
Department
Chair**

No
Value

No Value

**Stage 3:
Division
Curriculum
Representative**

No
Value

No Value

**Stage 4:
Division Dean**

No
Value

No Value

Changed Questions **Current Version** **Proposed Version**



Stage 5: SLO Coordinator

No Value

	Name - Role OR Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
3/7/2024	Mary Pape - SLO Coordinator	Learning Outcomes - CSLO #3	Required	Change the first CSLO so that the word 'apply' is not repeated twice. Suggestion: "Apply knowledge of basic fitness concepts as they relate to health and wellness."	

Stage 7: Content Review Matrix Liaison

No Value

No Value

Changed	Questions	Current Version	Proposed Version					Initiator - Indicate "Y" When Completed
			Date	Name - Role OR Tab	Part - Field	Type of Edit	Edit	
!	Stage 8: AVP - Instruction	No Value						
			3/26/24	Gabriela Nocito - Information for AVPI Details- Attachments	Basic Course Proposal	Required	Please Attach Online Course Delivery Request form. Please delete Suggested Reading List as that field is reserved for English courses only. Please Attach Online Course Delivery Request form. It's still missing.	
			3/26/24	Gabriela Nocito - Specification- Suggested for AVPI Reading List		Required		
			3/27/24	Gabriela Nocito - Information for AVPI Details- Attachments	Basic Course Proposal	Required		
!	Stage 9: Articulation Officer	No Value						
			4/8/24	Betty Inoue, Articulation	Textbooks		Please update textbook to most recent edition.	
	Stage 11: ESGC Faculty Coordinator	No Value	No Value					
	Stage 14: 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	KNESD20AX
	Distance Education Approved	No
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	
	Time to Next Review	Sep 1, 2023 12:00:00 AM
	External Review Approval Date	Sep 1, 2018 12:00:00 AM
	Course Control Number	CCC000592254

Articulation

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

De Anza College
Change Report
08/01/2024

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Description
General Information	Course Type (CB27)
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Transferability & Gen. Ed. Options	GE Information
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
Learning Outcomes and Objectives	Course Objectives
Learning Outcomes and Objectives	CSLOs
Curriculum Office	Banner Start Term (202122)
Curriculum Office	Banner Division
Curriculum Office	Catalog Term (21-22)
Curriculum Office	5 Year Revision Year (2021)
Curriculum Office	Effective Quarter
Curriculum Office	Effective Year (2021)
Curriculum Office	Course Status Code

Section	Changed field
Curriculum Office	Banner Department
Curriculum Office	Course Level
Curriculum Office	College Code
Curriculum Office	CTE Status
Curriculum Office	Emergency Approval
Curriculum Office	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)
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	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
Summary of Revisions	Basic Course Information
Summary of Revisions	Specifications
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.

Section**Changed field**

De Anza GE Form

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

De Anza GE Form

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

De Anza GE Form

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

De Anza GE Form

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

De Anza GE Form

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

De Anza GE Form

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

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?

General Information

Changed	Field	Current Version	Proposed Version
!	Faculty Initiator	<ul style="list-style-type: none"> Mae Lee 	<ul style="list-style-type: none"> Rachel Catuiza Guevara, Dawnis
	Course ID (CB01A and CB01B)	KNESD022A	KNESD022A
	Course Control Number	CCC000581877	CCC000581877
	Course Title (CB02)	Hatha Yoga	Hatha Yoga
	Short Course Title	HATHA YOGA	HATHA YOGA
	TOP Code (CB03)	0835.00	0835.00 Physical Education
	CIP Code	Health and Physical Education/Fitness, General	31.0501 Health and Physical Education/Fitness, General
	Department	KNES - Kinesiology	KNES - Kinesiology
!	Effective Term	Fall 2023	Fall 2023 <u>2025</u>
	SAM Priority Code (CB09)	Non-Occupational	Non-Occupational
!	Course Description	<p>An introduction to the discipline of Kinesiology through the study of yoga, including an historical examination and key philosophical concepts of the yoga tradition and the evolution of yoga throughout the ages. Students will practice simple yoga poses for the mind, body, mindfulness, breath awareness and relaxation techniques will be covered.</p>	<p>An <u>This course is an</u> introduction to the discipline of Kinesiology through the study of yoga, including yoga. <u>Included in this course will be an</u> historical examination and key philosophical concepts of the yoga tradition- tradition, and the evolution of yoga throughout the ages. Students will practice simple yoga poses for the mind, body, <u>mind and body.</u> <u>Other areas, such as</u> mindfulness, breath awareness and relaxation techniques will be covered. <u>covered. This course will include exercise physiology concepts, and basic nutrition.</u></p>

Changed	Field	Current Version	Proposed Version
	Course Type (CB27)	No value	<ul style="list-style-type: none"> Lower Division
	Mode of Delivery	<ul style="list-style-type: none"> NA 	<ul style="list-style-type: none"> Online

Faculty Requirements

Changed	Field	Current Version	Proposed Version
	Discipline 1	No value	<ul style="list-style-type: none"> Physical Education
	Discipline 2	No value	No value
	Discipline 3	No value	No value
	FSA	No value	<ul style="list-style-type: none"> FHDA FSA - PHYSICAL EDUCATION

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	(Formerly P E D002Y and P E D02YX respectively.)	(Formerly P E D002Y and P E D02YX respectively.)

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	The course is CSU and UC transferable. This course meets a general education requirement for De Anza and CSUGE. Yoga provides both an historical and evolutionary approach to modern day mindfulness stress reduction and breathing basics.	The course is CSU and UC transferable. This course meets a general education requirement for De Anza and CSUGE. Yoga provides both an historical and evolutionary approach to modern day mindfulness stress reduction and breathing basics.

Stand-Alone Statement

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

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

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


Changed	Field	Current Version	Proposed Version
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	Is this a CTE (Career Technical Education) course?	No value	<u>No</u>
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Honors/Non-honors Course

Changed	Field	Current Version	Proposed Version
	Is this an honors/non-honors course?	No value	<u>No</u>

Mirrored Credit/Noncredit Course

Changed	Field	Current Version	Proposed Version
	Is this a mirrored credit/noncredit course?	No value	<u>No</u>

Cross-listed Course

Changed	Field	Current Version	Proposed Version
	Is this a cross-listed course?	No value	<u>No</u>

More Options

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

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	<ul style="list-style-type: none"> • Letter Grade • Pass/No Pass 	<ul style="list-style-type: none"> • Letter Grade • Pass/No Pass
	Allow Students to Gain Credit by Exam/Challenge	<input type="checkbox"/>	<input type="checkbox"/>
	Repeatability Statement	(This course is included in the Physical Meditation Family of activity courses. Please see the rules on "Repeating Courses" in the College Policies section of the catalog.)	(This course is included in the Physical Meditation Family of activity courses. Please see the rules on "Repeating Courses" in the College Policies section of the catalog.)

Associated Programs

Changed Field

Current Version

Proposed Version

Course is part of a program

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

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

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

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

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

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

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

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

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


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

Associated Program	Kinesiology for Transfer

Associated Program	Kinesiology for Transfer

Changed	Field	Current Version	Proposed Version
		Award Type Associate in Arts for Transfer (A.A.-T.) Degree	Award Type Associate in Arts for Transfer (A.A.-T.) Degree

Transferability & Gen. Ed. Options

Changed	Field	Current Version	Proposed Version																		
	Transfer Status (CB05)	Transferable to both UC and CSU	Transferable to both UC and CSU																		
	Course General Education Status (CB25)	Y	Y																		
	Transfer Status	Approved	Approved																		
	GE Information	<table border="1"> <tr> <td>System/Institution</td> <td>De Anza GE</td> </tr> <tr> <td>Area(s)</td> <td>• 2GEP - Approved.</td> </tr> <tr> <td>-</td> <td>No value</td> </tr> </table> <table border="1"> <tr> <td>System/Institution</td> <td>CSU GE</td> </tr> <tr> <td>Area(s)</td> <td>• CGEP - Approved.</td> </tr> <tr> <td>-</td> <td>No value</td> </tr> </table>	System/Institution	De Anza GE	Area(s)	• 2GEP - Approved.	-	No value	System/Institution	CSU GE	Area(s)	• CGEP - Approved.	-	No value	<table border="1"> <tr> <td>System/Institution</td> <td>De Anza GE</td> </tr> <tr> <td>Area(s)</td> <td>• 2GEP - Approved.</td> </tr> <tr> <td>-</td> <td>No value</td> </tr> </table>	System/Institution	De Anza GE	Area(s)	• 2GEP - Approved.	-	No value
System/Institution	De Anza GE																				
Area(s)	• 2GEP - Approved.																				
-	No value																				
System/Institution	CSU GE																				
Area(s)	• CGEP - Approved.																				
-	No value																				
System/Institution	De Anza GE																				
Area(s)	• 2GEP - Approved.																				
-	No value																				

Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	0	0
	Lecture Hours - Out of Class	0	0
	Laboratory Hours - In Class	2	2
	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	24	24
	Lecture Hours - Course In- Class (Contact) per Term	0	0
	Lecture Hours - Course Out- of-Class per Term	0	0

Changed	Field	Current Version	Proposed Version
	Laboratory Hours - Course In-Class (Contact) per Term	24	24
	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	24	24
	Total - Course Out-of-Class Hours	0	0
	Total Credit Units - Minimum Credit Units	0.5	0.5
	Total Credit Units - Maximum Credit Units	0.5	0.5

Speciality Hours

Changed	Field	Current Version	Proposed Version
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	Speciality Hours	No value	No value
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Credit / Non-Credit Options

Changed	Field	Current Version	Proposed Version
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	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.
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	Course Credit Status (CB04)	Credit - Degree Applicable	Credit - Degree Applicable
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	Course Non Credit Category (CB22)	Credit Course.	Credit Course.
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	Funding Agency Category (CB23)	Not Applicable.	Not Applicable.
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	Cooperative Work Experience Education Status (CB10)	<input type="checkbox"/>	<input type="checkbox"/>
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	Variable Credit Course	<input type="checkbox"/>	<input type="checkbox"/>
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Credit Units

Changed	Field	Current Version	Proposed Version
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	Course Duration (Weeks)	12	12
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	Total Lecture Hours per Term	-	0
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Changed	Field	Current Version	Proposed Version
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	Total Laboratory Hours per Term	24	24
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	Total Contact Hours per Term	-	0
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	Total Credit Units	0.5	0.5
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	Minimum Credit Units	0.5	0.5
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	Maximum Credit Units	0.5	0.5
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SKIP

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

Changed Field

Current Version

Proposed Version



Methods of Instruction

Methods of Instruction

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

Methods of Instruction

Methods of Instruction

Methods of Instruction Discussion of assigned reading
Discussion and problem solving performed in class
Quiz and examination review performed in class
Collaborative learning and small group exercises
Visual aids

Changed Field**Current Version****Proposed Version****Assignments****1. Reading**

1. Student will read articles, handouts, and media sources about the practice of Yoga with a written assessment of each to be organized in a notebook.
2. Assigned readings from the class text "Fit and Well" by Fahey et al.

2. Writing

1. Establish a personal practice yoga journal.
2. Compose a one page essay analyzing at least 2 different styles of yoga and comparing the similarities and differences in asanas, breathing techniques, and application of the mind-body concept.

3. Skills Acquisition

1. Practice simple yoga poses, relaxation exercises, joint and gland exercises individually or with a partner.
2. Verbal peer evaluation of the skills practice of basic yoga asanas.

1. Reading

1. Student will read articles, handouts, and media sources about the practice of Yoga with a written assessment of each to be organized in a notebook.
2. Assigned readings from the class text "Fit and Well" by Fahey et al.

2. Writing

1. Establish a personal practice yoga journal.
2. Compose a one page essay analyzing at least two different styles of yoga and comparing the similarities and differences in asanas, breathing techniques, and application of the mind-body concept.

3. Skills Acquisition

1. Practice simple yoga poses, relaxation exercises, joint and gland exercises with a partner.
2. Group practice with verbal peer evaluation of the skills practice of basic yoga asanas.

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. Skills acquisition tests will be conducted to evaluate positioning, body awareness and age related flexibility characteristics.
2. Performance examination including yoga body positioning will be conducted to examine proper breathing techniques graded on completeness.
3. Essay comparing at least two styles of yoga will be evaluated on accurate content and completeness.
4. Written final examination will be used to evaluate knowledge of basic fitness concepts as they apply to health and wellness.
5. Personal yoga journal will be evaluated on completeness.

**Methods
of
Evaluation**

1. Skills acquisition tests will be conducted to evaluate positioning, body awareness and age related flexibility characteristics.
2. Performance examination including yoga body positioning will be conducted to examine proper breathing techniques graded on completeness.
3. Essay comparing at least two styles of yoga will be evaluated on accurate content and completeness.
4. Written final examination will be used to evaluate knowledge of basic fitness concepts as they apply to health and wellness.
5. Personal yoga journal will be evaluated on completeness.

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

6. Verbal peer evaluation graded on completeness.

6. Collaborative weekly group workouts with verbal peer evaluation graded on completeness.

Essential Student Materials/Essential College Facilities**Essential Student Materials:**

- Yoga mat

Essential College Facilities:

- Large classroom free of obstacles

Essential Student Materials:

- Yoga mat

Essential College Facilities:

- Large classroom free of obstacles

**Examples of Primary Texts and References**

Title	No value
Author	Fahey, Insel, and Roth. "Fit and Well - Brief 12th Edition," Mountain View, CA, McGraw-Hill, 2015.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	Fit and Well
Author	Fahey, Thomas; Insel, Paul Roth, Walton.
Publisher	McGraw-Hill, San Francisco, CA
Date/Edition	15th Brief Edition, 2023
ISBN	No value

Changed Field

Current Version

Proposed Version



**Suggested
Reading List**

No value

Reading List Christensen, Alice.
"American Yoga Association Beginner's Manuel," Fireside Paperbacks, February 2002.

May include, but are not limited to No value

Reading List Anderson, Sandra -
"Yoga: Mastering the Basics," Honesdale, PN, Himalayan Institute Press: Jan., 2007.

May include, but are not limited to No value

Reading List Ballentine, Rudolph,
Haynes, Alan, Rama.
"Science of Breath," Honesdale, PN, Himalayan Institute Press: Jan., 2007.

May include, but are not limited to No value

Learning Outcomes and Objectives

Changed	Field	Current Version	Proposed Version
!	Course Objectives	<ul style="list-style-type: none"> • Examine the perspective of yoga in a historical context from the 4,000 year old human tradition, to techniques used from country to country, which have influenced it's development from the idea of mind/body to it's inclusion in the discipline of Physical Education. • Develop increased personal awareness through the systematic practice of Yoga. • Examine basic yoga practices for the mind/body, and emotions that can easily be incorporated into daily life. • Recognize basic yoga skills for overall improvement in the range of motion and body alignment. • Assess the difference between learning yoga skills and practicing Yoga in day to day life. • Compare different styles of yoga. • Examine and apply basic exercise physiology, nutrition, flexibility, strength, and mental concepts to improve one's physical condition; considering variables which occur due to age, gender and physical conditions. 	<ul style="list-style-type: none"> • Examine the perspective of yoga in a historical context from the 4,000 year old human tradition, to techniques used from country to country, which have influenced it's development from the idea of mind/body to it's inclusion in the discipline of Physical Education. • Develop increased personal awareness through the systematic practice of Yoga. • Examine and apply basic exercise physiology, nutrition, flexibility, strength, and mental concepts to improve one's physical condition; considering variables which occur due to age, gender and physical conditions.

Changed Field

Current Version

Proposed Version



CSLOs

CSLOs Assimilate proper breathing techniques to induce relaxation in life.

Expected SLO Performance 0.0

CSLOs Apply knowledge of basic fitness concepts as it relates to health and wellness.

Expected SLO Performance 0.0

CSLOs Apply knowledge of basic fitness concepts as they apply to health and wellness.

Expected SLO Performance 0.0

CSLOs Assimilate proper breathing techniques to induce relaxation in life.

Expected SLO Performance 0.0

CSLOs Develop an increasing awareness of the link between the mind- body connection.

Expected SLO Performance 0.0

CSLOs Develop an increasing awareness of the link between the mind- body connection.

Expected SLO Performance 0.0

Course Outline

Changed	Field	Current Version	Proposed Version
Course Content		<ol style="list-style-type: none"> 1. Examine the perspective of yoga in a historical context from the 4,000 year old human tradition, to techniques used from country to country, which have influenced it's development from the idea of mind/body to it's inclusion in the discipline of Physical Education. <ol style="list-style-type: none"> 1. Understand how yoga has evolved through the 4,000 years of tradition. 2. Examine fifteenth century Svatmarama which systemized and codified the science of Hath Yoga. 3. Recognize the global community and the development of yoga for the individual as it pertains to mind/body, philosophy and exercise. 4. Comparison of Yoga to Western style of exercise. 2. Develop increased personal awareness through the systematic practice of Yoga. <ol style="list-style-type: none"> 1. Centering practice will be explored. 2. Relaxed movement, mindfulness and breath awareness techniques will be used. 3. Examine basic yoga practices for the mind/body, and emotions that can easily be incorporated into daily life. <ol style="list-style-type: none"> 1. Demonstrate concentration techniques to center, relax, and create mind/body harmony. 2. Consciously control muscle tension through muscle relaxation techniques. 	<ol style="list-style-type: none"> 1. Examine the perspective of yoga in a historical context from the 4,000 year old human tradition, to techniques used from country to country, which have influenced it's development from the idea of mind/body to it's inclusion in the discipline of Physical Education. <ol style="list-style-type: none"> 1. Understand how yoga has evolved through the 4,000 years of tradition. 2. Examine fifteenth century Svatmarama which systemized and codified the science of Hath Yoga. 3. Recognize the global community and the development of yoga for the individual as it pertains to mind/body, philosophy and exercise. 4. Comparison of Yoga to Western style of exercise. 2. Develop increased personal awareness through the systematic practice of Yoga. <ol style="list-style-type: none"> 1. Centering practice will be explored. 2. Relaxed movement, mindfulness and breath awareness techniques will be used. 3. Examine basic yoga practices for the mind/body, and emotions that can easily be incorporated into daily life. <ol style="list-style-type: none"> 1. Demonstrate concentration techniques to center, relax, and create mind/body harmony. 2. Consciously control muscle tension through muscle relaxation techniques.

Changed	Field	Current Version	Proposed Version
		<ol style="list-style-type: none"> 3. Demonstrate yogic asanas to maintain dynamic balance in mind/body. 4. Demonstrate breath control to center, relax and create mind/body harmony. 5. Demonstrate an awareness of body centering, mindfulness, and relaxation. <ol style="list-style-type: none"> 4. Recognize basic yoga skills for overall improvement in the range of motion and body alignment. <ol style="list-style-type: none"> 1. Demonstrate an understanding of stretching and its relationship to body alignment. 2. Demonstrate an awareness of proper body alignment. 3. Demonstrate an improvement ability to maintain range of motion around body joints. 5. Assess the difference between learning yoga skills and practicing Yoga in day to day life. <ol style="list-style-type: none"> 1. Design and implement some simple yoga practices for the body, mind and emotions that can easily be incorporated into daily life. 2. Establish a personal (sadhana) yoga journal. 3. Comprehend and experience increased personal awareness through the systematic practice of yoga. 6. Compare different styles of yoga. <ol style="list-style-type: none"> 1. Understand how Hatha Yoga has evolved. 	<ol style="list-style-type: none"> 3. Demonstrate yogic asanas to maintain dynamic balance in mind/body. 4. Demonstrate breath control to center, relax and create mind/body harmony. 5. Demonstrate an awareness of body centering, mindfulness, and relaxation. <ol style="list-style-type: none"> 4. Recognize basic yoga skills for overall improvement in the range of motion and body alignment. <ol style="list-style-type: none"> 1. Demonstrate an understanding of stretching and its relationship to body alignment. 2. Demonstrate an awareness of proper body alignment. 3. Demonstrate an improvement ability to maintain range of motion around body joints. 5. Assess the difference between learning yoga skills and practicing Yoga in day to day life. <ol style="list-style-type: none"> 1. Design and implement some simple yoga practices for the body, mind and emotions that can easily be incorporated into daily life. 2. Establish a personal (sadhana) yoga journal. 3. Comprehend and experience increased personal awareness through the systematic practice of yoga. 6. Compare different styles of yoga. <ol style="list-style-type: none"> 1. Understand how Hatha Yoga has evolved.

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

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- | | |
|---|---|
| <ol style="list-style-type: none">2. Examine the six schools of Indian Philosophy.3. Assess Raja or Astanga Yoga's 8 "Limbed Path to Self-Realization".4. Examine and compare yoga paths such as Karma, Bhakti, Jnana, Mantra, Kundalini, and Tantra.5. Examine the Hatha yoga Schools founded in the Himalayan, Ananda, Sivananda, Bikrim , and Iyengar areas. <p>7. Examine and apply basic exercise physiology, nutrition, flexibility, strength, and mental concepts to improve one's physical condition; considering variables which occur due to age, gender and physical conditions.</p> <ol style="list-style-type: none">1. Theories of exercise physiology as it relates to yoga.<ol style="list-style-type: none">1. Large muscle groups.2. Small muscle groups.3. Lever action and angles.4. Types of muscular contractions.5. Types of exercises.6. Body positions.7. Isolating breathing technique.8. Proper breathing technique.9. Warm-up.10. Soreness.2. Nutritional concepts for a balanced lifestyle.<ol style="list-style-type: none">1. Balanced diet for wellness2. Pre-class meals | <ol style="list-style-type: none">2. Examine the six schools of Indian Philosophy.3. Assess Raja or Astanga Yoga's 8 "Limbed Path to Self-Realization".4. Examine and compare yoga paths such as Karma, Bhakti, Jnana, Mantra, Kundalini, and Tantra.5. Examine the Hatha yoga Schools founded in the Himalayan, Ananda, Sivananda, Bikrim , and Iyengar areas. <p>7. Examine and apply basic exercise physiology, nutrition, flexibility, strength, and mental concepts to improve one's physical condition; considering variables which occur due to age, gender and physical conditions.</p> <ol style="list-style-type: none">1. Theories of exercise physiology as it relates to yoga.<ol style="list-style-type: none">1. Large muscle groups.2. Small muscle groups.3. Lever action and angles.4. Types of muscular contractions.5. Types of exercises.6. Body positions.7. Isolating breathing technique.8. Proper breathing technique.9. Warm-up.10. Soreness.2. Nutritional concepts for a balanced lifestyle.<ol style="list-style-type: none">1. Balanced diet for wellness2. Pre-class meals |
|---|---|

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

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- | | |
|--|--|
| 3. Eating habits for weight gain and weight loss | 3. Eating habits for weight gain and weight loss |
| 3. Flexibility concepts with special notes regarding specific needs for various populations. | 3. Flexibility concepts with special notes regarding specific needs for various populations. |
| 1. Techniques for overall flexibility. | 1. Techniques for overall flexibility. |
| 2. Techniques for individuals based on physical limitations. | 2. Techniques for individuals based on physical limitations. |
| 3. Theories about stretching during warm-up. | 3. Theories about stretching during warm-up. |
| 4. Theories about stretching post-exercise. | 4. Theories about stretching post-exercise. |
| 4. Strength concepts with special notes regarding specific needs for various populations. | 4. Strength concepts with special notes regarding specific needs for various populations. |
| 1. Techniques for overall strength. | 1. Techniques for overall strength. |
| 2. Techniques for individuals based on physical limitations. | 2. Techniques for individuals based on physical limitations. |
| 1. Proper form. | 1. Proper form. |
| 2. Proper breathing. | 2. Proper breathing. |
| 3. Specificity of training. | 3. Specificity of training. |
| 4. Choosing correct order of exercise and development of various muscle groups. | 4. Choosing correct order of exercise and development of various muscle groups. |
| 5. Individual differences. | 5. Individual differences. |
| 6. Reversibility. | 6. Reversibility. |
| 5. Mental concepts with special notes regarding | 5. Mental concepts with special notes regarding |

Changed	Field	Current Version	Proposed Version
		specific needs for various populations. 1. Setting goals. 2. Imagery. 3. Relaxation. 4. Concentration.	specific needs for various populations. 1. Setting goals. 2. Imagery. 3. Relaxation. 4. Concentration.
	Lab Component in this Course	No	No
	Lab Outline	No value	No value

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	No Value	No Value
	Corequisite(s):	No Value	No Value
	Advisory(ies):	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005.	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005.
	Advisory(ies) - Other:	No Value	No Value
	Limitation(s) on Enrollment:	No Value	No Value
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	(See general education pages for the requirements this course meets.)	(See general education pages for the requirements this course meets.)

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

Changed	Questions	Current Version	Proposed Version
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	Banner Start Term (202122)	202122	No Value
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	Banner Division	2PE	No Value
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	Catalog Term (21-22)	23-24	No Value
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	5 Year Revision Year (2021)	2018	No Value
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	Effective Quarter	Fall	No Value
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	Effective Year (2021)	2023	No Value
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	Sort ID (00 < 10; 0 < 100)	KNES 022A	KNES 022A
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	Course Status	Non-substantial	Non-substantial
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	Course Status Code	A	No Value
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	Banner Department	KNES	No Value
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	Course Level	DU	No Value
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	College Code	DA	No Value
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	Course Characteristics	NA	NA
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Changed	Questions	Current Version	Proposed Version
	Cross-Listed/Related Course Information	Related Parent	Related Parent
	Cross-Listed/Related Course ID's	No Value	No Value
	CTE Status	No	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
	Emergency Approval	No	No Value
	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)	N	No Value

Changed	Questions	Current Version	Proposed Version
!	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)	F	No Value
!	Noncredit Enhanced Funding Indicator	N	No Value
!	In Service Indicator	N	No Value
!	Sports/Physical Education Course Indicator	Y	No Value
!	COA Code	C	No Value
!	Fund Code	114000	No Value
!	Organization Code	236002	No Value
!	Account Code	1320	No Value
!	Program Code	083500	No Value
!	Percent	100	No Value
	Curriculum Office Notes	<ul style="list-style-type: none"> Requisite change appr. 1/17/23 (effect. F23).-cc 	<ul style="list-style-type: none"> Requisite change appr. 1/17/23 (effect. F23).-cc
!	Print/No Print to Catalog	Yes	No Value

Changed	Questions	Current Version	Proposed Version
	Checklist	No Value	No Value

Summary of Revisions

Changed	Questions	Current Version	Proposed Version
!	Basic Course Information	No Value	Description update
	Units and Hours	No Value	No Value
!	Specifications	No Value	Updated textbooks and references to reflect current publications
	Outline	No Value	No Value
	Other	No Value	No Value

Blue Form

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

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

Changed	Questions	Current Version	Proposed Version
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**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
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**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	Assignments - A, 1 - Student will read articles, handouts, and media sources about the practice of Yoga with a written assessment of each to be organized in a notebook. Methods of Evaluation - C - Essay comparing at least two styles of yoga will be evaluated on accurate content and completeness.
!	Objective 3: Compose and support thesis statements for analytical essays.	No Value	Methods of Evaluation - C - Essay comparing at least two styles of yoga will be evaluated on accurate content and completeness.
	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
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Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.

No Value

No Value

Objective 9: Demonstrate appropriate grammar usage and mechanics.

No Value

No Value

C-Matrix Form

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

No Value

No Value

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

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

No Value

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
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	Objective 8: Use inequalities to solve real world problems.	No Value	No Value
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	Objective 9: Explore arithmetic sequences and series.	No Value	No Value
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	Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value
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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
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Objective 9:
Explore the use of variables in expressions and evaluate algebraic expressions.

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

G-Matrix Form

Changed	Questions	Current Version	Proposed Version
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	<p>If the requisite does not fall under an A-F Matrix, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. If a requisite falling under Matrix G is being removed, provide an explanation as to why.</p>	No Value	No Value
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H-Matrix Form

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

No Value

No Value

De Anza GE Form

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

No Value

Outline - A - Examine the perspective of yoga in a historical context from the 4,000 year old human tradition, to techniques used from country to country, which have influenced it's development from the idea of mind/body to it's inclusion in the discipline of Physical Education.

Changed	Questions	Current Version	Proposed Version
!	<p>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.)</p>	No Value	<p>Assignments - B, 2 - Compose a one page essay analyzing at least 2 different styles of yoga and comparing the similarities and differences in asanas, breathing techniques, and application of the mind-body concept. Assignments - C, 2 - Verbal peer evaluation of the skills practice of basic yoga asanas. Assignments - C, 1 - Practice simple yoga poses, relaxation exercises, joint and gland exercises with a partner.</p>
!	<p>Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	<p>Methods of Evaluation - D - Written final examination will be used to evaluate knowledge of basic fitness concepts as they apply to health and wellness.</p>

Changed	Questions	Current Version	Proposed Version
	Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	Outline - A - Examine the perspective of yoga in a historical context from the 4,000 year old human tradition, to techniques used from country to country, which have influenced it's development from the idea of mind/body to it's inclusion in the discipline of Physical Education. Outline - A, 3 - Recognize the global community and the development of yoga for the individual as it pertains to mind/body, philosophy and exercise. Outline - A, 4 - Comparison of Yoga to Western style of exercise.
	Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	Outline - A - Examine the perspective of yoga in a historical context from the 4,000 year old human tradition, to techniques used from country to country, which have influenced it's development from the idea of mind/body to it's inclusion in the discipline of Physical Education.

Changed

Questions

Current Version

Proposed Version



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

No Value

Methods of Evaluation - B - Performance examination including yoga body positioning will be conducted to examine proper breathing techniques graded on completeness.

De Anza GE - ESGC Form

Changed

Questions

Current Version

Proposed Version

Criteria 1: Explain the interconnectivity of economic prosperity, social equity and environmental quality.

No Value

No Value

Changed	Questions	Current Version	Proposed Version
	Criteria 2: Identify the most serious environmental, equity, and social justice problems globally and locally and explain their underlying causes and possible consequences.	No Value	No Value
	Criteria 3: Explain some significant ways students can make a difference in making a positive impact, locally, at a state level, or globally in making the world more environmentally sustainable and socially just.	No Value	No Value
	Criteria 4: Analyze how the well being of human society is dependent on sustainable social and ecological systems.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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**Criteria 5:
Demonstrate an understanding of how the student's personal activities impact the environment and communities by participating in actions to create a more environmentally sustainable and equitable future.**

No Value

No Value

Comments

Changed	Questions	Current Version	Proposed Version
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**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: AVP -
Instruction**

No Value

No Value

Changed	Questions	Current Version	Proposed Version
	Stage 9: Articulation Officer	No Value	No Value
	Stage 11: ESGC Faculty Coordinator	No Value	No Value
	Stage 14: 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	KNESD022A
	Distance Education Approved	No
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	
	Time to Next Review	Sep 1, 2023 12:00:00 AM
	External Review Approval Date	Sep 1, 2018 12:00:00 AM
	Course Control Number	CCC000581877

Articulation

Changed	Field	Current Version
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	Course	
	Crosswalk	
	CRS-DEPT-	
	NAME	

	Course	
	Crosswalk	
	CRS-NUMBER	

De Anza College
Change Report
08/01/2024

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Description
General Information	Course Type (CB27)
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Transferability & Gen. Ed. Options	GE Information
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
Learning Outcomes and Objectives	Course Objectives
Learning Outcomes and Objectives	CSLOs
Curriculum Office	Banner Start Term (202122)
Curriculum Office	Banner Division
Curriculum Office	Catalog Term (21-22)
Curriculum Office	5 Year Revision Year (2021)
Curriculum Office	Effective Quarter
Curriculum Office	Effective Year (2021)
Curriculum Office	Course Status Code

Section	Changed field
Curriculum Office	Banner Department
Curriculum Office	Course Level
Curriculum Office	College Code
Curriculum Office	CTE Status
Curriculum Office	Emergency Approval
Curriculum Office	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)
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	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
Summary of Revisions	Basic Course Information
Summary of Revisions	Specifications
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.

Section**Changed field**

De Anza GE Form

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

De Anza GE Form

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

De Anza GE Form

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

De Anza GE Form

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

De Anza GE Form

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

De Anza GE Form

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

Comments

Stage 8: AVP - Instruction

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?

General Information

Changed	Field	Current Version	Proposed Version
!	Faculty Initiator	<ul style="list-style-type: none"> Mae Lee 	<ul style="list-style-type: none"> Rachel Catuiza Guevara, Dawnis
	Course ID (CB01A and CB01B)	KNESD22AX	KNESD22AX
	Course Control Number	CCC000589434	CCC000589434
	Course Title (CB02)	Hatha Yoga	Hatha Yoga
	Short Course Title	HATHA YOGA	HATHA YOGA
	TOP Code (CB03)	0835.00	0835.00 Physical Education
	CIP Code	Health and Physical Education/Fitness, General	31.0501 Health and Physical Education/Fitness, General
	Department	KNES - Kinesiology	KNES - Kinesiology
!	Effective Term	Fall 2023	Fall 2023 <u>2025</u>
	SAM Priority Code (CB09)	Non-Occupational	Non-Occupational
!	Course Description	<p>An introduction to the discipline of Kinesiology through the study of yoga, including an historical examination and key philosophical concepts of the yoga tradition and the evolution of yoga throughout the ages. Students will practice simple yoga poses for the mind, body, mindfulness, breath awareness and relaxation techniques will be covered.</p>	<p>An <u>This course is an</u> introduction to the discipline of Kinesiology through the study of yoga, including yoga. <u>Included in this course will be an</u> historical examination and key philosophical concepts of the yoga tradition- tradition, and the evolution of yoga throughout the ages. Students will practice simple yoga poses for the mind, body, <u>mind and body.</u> <u>Other areas, such as</u> mindfulness, breath awareness and relaxation techniques will be covered. <u>covered. This course will include exercise physiology concepts, and basic nutrition.</u></p>

Changed	Field	Current Version	Proposed Version
	Course Type (CB27)	No value	<ul style="list-style-type: none"> Lower Division
	Mode of Delivery	<ul style="list-style-type: none"> NA 	<ul style="list-style-type: none"> Online

Faculty Requirements

Changed	Field	Current Version	Proposed Version
	Discipline 1	No value	<ul style="list-style-type: none"> Physical Education
	Discipline 2	No value	No value
	Discipline 3	No value	No value
	FSA	No value	<ul style="list-style-type: none"> FHDA FSA - PHYSICAL EDUCATION

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	(Formerly P E D002Y and P E D02YX respectively.)	(Formerly P E D002Y and P E D02YX respectively.)

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	The course is CSU and UC transferable. This course meets a general education requirement for De Anza and CSUGE. Yoga provides both an historical and evolutionary approach to modern day mindfulness stress reduction and breathing basics.	The course is CSU and UC transferable. This course meets a general education requirement for De Anza and CSUGE. Yoga provides both an historical and evolutionary approach to modern day mindfulness stress reduction and breathing basics.

Stand-Alone Statement

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

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

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


	Does the course have a Foothill equivalent?	No	No
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CTE Course


Changed	Field	Current Version	Proposed Version
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	Is this a CTE (Career Technical Education) course?	No value	<u>No</u>
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Honors/Non-honors Course

Changed	Field	Current Version	Proposed Version
	Is this an honors/non-honors course?	No value	<u>No</u>

Mirrored Credit/Noncredit Course

Changed	Field	Current Version	Proposed Version
	Is this a mirrored credit/noncredit course?	No value	<u>No</u>

Cross-listed Course

Changed	Field	Current Version	Proposed Version
	Is this a cross-listed course?	No value	<u>No</u>

More Options

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

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	<ul style="list-style-type: none"> • Letter Grade • Pass/No Pass 	<ul style="list-style-type: none"> • Letter Grade • Pass/No Pass
	Allow Students to Gain Credit by Exam/Challenge	<input type="checkbox"/>	<input type="checkbox"/>
	Repeatability Statement	(This course is included in the Physical Meditation Family of activity courses. Please see the rules on "Repeating Courses" in the College Policies section of the catalog.)	(This course is included in the Physical Meditation Family of activity courses. Please see the rules on "Repeating Courses" in the College Policies section of the catalog.)

Associated Programs

Changed Field

Current Version

Proposed Version

Course is part of a program

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

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

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

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

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

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

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

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

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


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

Associated Program	Kinesiology for Transfer

Associated Program	Kinesiology for Transfer

Changed	Field	Current Version	Proposed Version
		Award Type Associate in Arts for Transfer (A.A.-T.) Degree	Award Type Associate in Arts for Transfer (A.A.-T.) Degree

Transferability & Gen. Ed. Options

Changed	Field	Current Version	Proposed Version																		
	Transfer Status (CB05)	Transferable to both UC and CSU	Transferable to both UC and CSU																		
	Course General Education Status (CB25)	Y	Y																		
	Transfer Status	Approved	Approved																		
	GE Information	<table border="1"> <tr> <td>System/Institution</td> <td>De Anza GE</td> </tr> <tr> <td>Area(s)</td> <td>• 2GEP - Approved.</td> </tr> <tr> <td>-</td> <td>No value</td> </tr> </table> <table border="1"> <tr> <td>System/Institution</td> <td>CSU GE</td> </tr> <tr> <td>Area(s)</td> <td>• CGEP - Approved.</td> </tr> <tr> <td>-</td> <td>No value</td> </tr> </table>	System/Institution	De Anza GE	Area(s)	• 2GEP - Approved.	-	No value	System/Institution	CSU GE	Area(s)	• CGEP - Approved.	-	No value	<table border="1"> <tr> <td>System/Institution</td> <td>De Anza GE</td> </tr> <tr> <td>Area(s)</td> <td>• 2GEP - Approved.</td> </tr> <tr> <td>-</td> <td>No value</td> </tr> </table>	System/Institution	De Anza GE	Area(s)	• 2GEP - Approved.	-	No value
System/Institution	De Anza GE																				
Area(s)	• 2GEP - Approved.																				
-	No value																				
System/Institution	CSU GE																				
Area(s)	• CGEP - Approved.																				
-	No value																				
System/Institution	De Anza GE																				
Area(s)	• 2GEP - Approved.																				
-	No value																				

Weekly Student Hours - Profile Name: Default Profile

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

Course Student Hours - Profile Name: Default Profile

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

Changed	Field	Current Version	Proposed Version
	Laboratory Hours - Course In-Class (Contact) per Term	36	36
	Laboratory Hours - Course Out-of-Class per Term	0	0
	NA Hours - Course In-Class (Contact) per Term	0	0
	NA Hours - Course Out-of-Class per Term	0	0
	Total - Course In-Class (Contact) Hours	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
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	Speciality Hours	No value	No value
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Credit / Non-Credit Options

Changed	Field	Current Version	Proposed Version
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	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.
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	Course Credit Status (CB04)	Credit - Degree Applicable	Credit - Degree Applicable
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	Course Non Credit Category (CB22)	Credit Course.	Credit Course.
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	Funding Agency Category (CB23)	Not Applicable.	Not Applicable.
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	Cooperative Work Experience Education Status (CB10)	<input type="checkbox"/>	<input type="checkbox"/>
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	Variable Credit Course	<input type="checkbox"/>	<input type="checkbox"/>
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Credit Units

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

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

Changed Field

Current Version

Proposed Version



Methods of Instruction

Methods of Instruction

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

Methods of Instruction

Methods of Instruction

Methods of Instruction Discussion of assigned reading
Discussion and problem solving performed in class
Quiz and examination review performed in class
Collaborative learning and small group exercises
Visual aids

Changed Field**Current Version****Proposed Version****Assignments****1. Reading**

1. Student will read articles, handouts, and media sources about the practice of Yoga with a written assessment of each to be organized in a notebook.

2. Assigned readings from the class text "Fit and Well" by Fahey et al.

2. Writing

1. Establish a personal practice yoga journal.

2. Compose a one page essay analyzing at least 2 different styles of yoga and comparing the similarities and differences in asanas, breathing techniques, and application of the mind-body concept.

3. Skills Acquisition

1. Practice simple yoga poses, relaxation exercises, joint and gland exercises individually or with a partner.

2. Verbal peer evaluation of the skills practice of basic yoga asanas.

1. Reading

1. Student will read articles, handouts, and media sources about the practice of Yoga with a written assessment of each to be organized in a notebook.

2. Assigned readings from the class text "Fit and Well" by Fahey et al.

2. Writing

1. Establish a personal practice yoga journal.

2. Compose a one page essay analyzing at least 2 different styles of yoga and comparing the similarities and differences in asanas, breathing techniques, and application of the mind-body concept.

3. Skills Acquisition

1. Practice simple yoga poses, relaxation exercises, joint and gland exercises with a partner.

2. Verbal peer evaluation of the skills practice of basic yoga asanas.

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. Skills acquisition tests will be conducted to evaluate positioning, body awareness and age related flexibility characteristics.
2. Performance examination including yoga body positioning will be conducted to examine proper breathing techniques graded on completeness.
3. Essay comparing at least two styles of yoga will be evaluated on accurate content and completeness.
4. Written final examination will be used to evaluate knowledge of basic fitness concepts as they apply to health and wellness.
5. Personal yoga journal will be evaluated on completeness.

**Methods
of
Evaluation**

1. Skills acquisition tests will be conducted to evaluate positioning, body awareness and age related flexibility characteristics.
2. Performance examination including yoga body positioning will be conducted to examine proper breathing techniques graded on completeness.
3. Essay comparing at least two styles of yoga will be evaluated on accurate content and completeness.
4. Written final examination will be used to evaluate knowledge of basic fitness concepts as they apply to health and wellness.
5. Personal yoga journal will be evaluated on completeness.

Changed Field	Current Version	Proposed Version
	6. Verbal peer evaluation graded on completeness.	6. Verbal peer evaluation graded on completeness.

Changed Field	Current Version	Proposed Version
Essential Student Materials/Essential College Facilities	Essential Student Materials: <ul style="list-style-type: none"> • Yoga mat Essential College Facilities: <ul style="list-style-type: none"> • Large classroom free of obstacles 	Essential Student Materials: <ul style="list-style-type: none"> • Yoga mat Essential College Facilities: <ul style="list-style-type: none"> • Large classroom free of obstacles

 Examples of Primary Texts and References	Current Version		Proposed Version	
	Title	Value	Title	Value
		No value	Fit and Well, Brief 15th Edition	
	Author	Fahey, Insel, and Roth. "Fit and Well - Brief 12th Edition," Mountain View, CA, McGraw-Hill, 2015.	Author	Fahey, Thomas; Insel, Paul Roth, Walton.
	Publisher	No value	Publisher	McGraw-Hill, San Francisco, CA
	Date/Edition	No value	Date/Edition	15th Brief Edition, 2023
	ISBN	No value	ISBN	No value

Changed Field

Current Version

Proposed Version



**Suggested
Reading List**

No value

Reading List Christensen, Alice.
"American Yoga Association Beginner's Manuel," Fireside Paperbacks, February 2002.

May include, but are not limited to No value

Reading List Anderson, Sandra -
"Yoga: Mastering the Basics," Honesdale, PN, Himalayan Institute Press: Jan., 2007.

May include, but are not limited to No value

Reading List Ballentine, Rudolph,
Haynes, Alan, Rama.
"Science of Breath," Honesdale, PN, Himalayan Institute Press: Jan., 2007.

May include, but are not limited to No value

Learning Outcomes and Objectives

Changed	Field	Current Version	Proposed Version
!	Course Objectives	<ul style="list-style-type: none"> • Examine the perspective of yoga in a historical context from the 4,000 year old human tradition, to techniques used from country to country, which have influenced it's development from the idea of mind/body to it's inclusion in the discipline of Physical Education. • Develop increased personal awareness through the systematic practice of Yoga. • Examine basic yoga practices for the mind/body, and emotions that can easily be incorporated into daily life. • Recognize basic yoga skills for overall improvement in the range of motion and body alignment. • Assess the difference between learning yoga skills and practicing Yoga in day to day life. • Compare different styles of yoga. • Examine and apply basic exercise physiology, nutrition, flexibility, strength, and mental concepts to improve one's physical condition; considering variables which occur due to age, gender and physical conditions. 	<ul style="list-style-type: none"> • Examine the perspective of yoga in a historical context from the 4,000 year old human tradition, to techniques used from country to country, which have influenced it's development from the idea of mind/body to it's inclusion in the discipline of Physical Education. • Develop increased personal awareness through the systematic practice of Yoga. • Examine and apply basic exercise physiology, nutrition, flexibility, strength, and mental concepts to improve one's physical condition; considering variables which occur due to age, gender and physical conditions.

Changed Field

Current Version

Proposed Version



CSLOs

CSLOs Assimilate proper breathing techniques to induce relaxation in life.

Expected SLO Performance 0.0

CSLOs Assimilate proper breathing techniques to induce relaxation in life.

Expected SLO Performance 0.0

CSLOs Assimilate proper breathing techniques to induce relaxation in life.

Expected SLO Performance 0.0

CSLOs Apply knowledge of basic fitness concepts as it relates to health and wellness.

Expected SLO Performance 0.0

CSLOs Apply knowledge of basic fitness concepts as they apply to health and wellness.

Expected SLO Performance 0.0

CSLOs Assimilate proper breathing techniques to induce relaxation in life.

Expected SLO Performance 0.0

CSLOs Apply knowledge of basic fitness concepts as they apply to health and wellness.

Expected SLO Performance 0.0

CSLOs Apply knowledge of basic fitness concepts as they apply to health and wellness.

Expected SLO Performance 0.0

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

CSLOs	Develop an increasing awareness of the link between the mind- body connection.
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Expected SLO Performance	0.0
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CSLOs	Develop an increasing awareness of the link between the mind- body connection.
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Expected SLO Performance	0.0
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CSLOs	Develop an increasing awareness of the link between the mind- body connection.
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Expected SLO Performance	0.0
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CSLOs	Develop an increasing awareness of the link between the mind- body connection.
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Expected SLO Performance	0.0
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Course Outline

Changed	Field	Current Version	Proposed Version
Course Content		<ol style="list-style-type: none"> 1. Examine the perspective of yoga in a historical context from the 4,000 year old human tradition, to techniques used from country to country, which have influenced it's development from the idea of mind/body to it's inclusion in the discipline of Physical Education. <ol style="list-style-type: none"> 1. Understand how yoga has evolved through the 4,000 years of tradition. 2. Examine fifteenth century Svatmarama which systemized and codified the science of Hath Yoga. 3. Recognize the global community and the development of yoga for the individual as it pertains to mind/body, philosophy and exercise. 4. Comparison of Yoga to Western style of exercise. 2. Develop increased personal awareness through the systematic practice of Yoga. <ol style="list-style-type: none"> 1. Centering practice will be explored. 2. Relaxed movement, mindfulness and breath awareness techniques will be used. 3. Examine basic yoga practices for the mind/body, and emotions that can easily be incorporated into daily life. <ol style="list-style-type: none"> 1. Demonstrate concentration techniques to center, relax, and create mind/body harmony. 2. Consciously control muscle tension through muscle relaxation techniques. 	<ol style="list-style-type: none"> 1. Examine the perspective of yoga in a historical context from the 4,000 year old human tradition, to techniques used from country to country, which have influenced it's development from the idea of mind/body to it's inclusion in the discipline of Physical Education. <ol style="list-style-type: none"> 1. Understand how yoga has evolved through the 4,000 years of tradition. 2. Examine fifteenth century Svatmarama which systemized and codified the science of Hath Yoga. 3. Recognize the global community and the development of yoga for the individual as it pertains to mind/body, philosophy and exercise. 4. Comparison of Yoga to Western style of exercise. 2. Develop increased personal awareness through the systematic practice of Yoga. <ol style="list-style-type: none"> 1. Centering practice will be explored. 2. Relaxed movement, mindfulness and breath awareness techniques will be used. 3. Examine basic yoga practices for the mind/body, and emotions that can easily be incorporated into daily life. <ol style="list-style-type: none"> 1. Demonstrate concentration techniques to center, relax, and create mind/body harmony. 2. Consciously control muscle tension through muscle relaxation techniques.

Changed	Field	Current Version	Proposed Version
		<ol style="list-style-type: none"> 3. Demonstrate yogic asanas to maintain dynamic balance in mind/body. 4. Demonstrate breath control to center, relax and create mind/body harmony. 5. Demonstrate an awareness of body centering, mindfulness, and relaxation. <ol style="list-style-type: none"> 4. Recognize basic yoga skills for overall improvement in the range of motion and body alignment. <ol style="list-style-type: none"> 1. Demonstrate an understanding of stretching and its relationship to body alignment. 2. Demonstrate an awareness of proper body alignment. 3. Demonstrate an improvement ability to maintain range of motion around body joints. 5. Assess the difference between learning yoga skills and practicing Yoga in day to day life. <ol style="list-style-type: none"> 1. Design and implement some simple yoga practices for the body, mind and emotions that can easily be incorporated into daily life. 2. Establish a personal (sadhana) yoga journal. 3. Comprehend and experience increased personal awareness through the systematic practice of yoga. 6. Compare different styles of yoga. <ol style="list-style-type: none"> 1. Understand how Hatha Yoga has evolved. 	<ol style="list-style-type: none"> 3. Demonstrate yogic asanas to maintain dynamic balance in mind/body. 4. Demonstrate breath control to center, relax and create mind/body harmony. 5. Demonstrate an awareness of body centering, mindfulness, and relaxation. <ol style="list-style-type: none"> 4. Recognize basic yoga skills for overall improvement in the range of motion and body alignment. <ol style="list-style-type: none"> 1. Demonstrate an understanding of stretching and its relationship to body alignment. 2. Demonstrate an awareness of proper body alignment. 3. Demonstrate an improvement ability to maintain range of motion around body joints. 5. Assess the difference between learning yoga skills and practicing Yoga in day to day life. <ol style="list-style-type: none"> 1. Design and implement some simple yoga practices for the body, mind and emotions that can easily be incorporated into daily life. 2. Establish a personal (sadhana) yoga journal. 3. Comprehend and experience increased personal awareness through the systematic practice of yoga. 6. Compare different styles of yoga. <ol style="list-style-type: none"> 1. Understand how Hatha Yoga has evolved.

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

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|--|---|--|---|
| 2. Examine the six schools of Indian Philosophy. | 3. Assess Raja or Astanga Yoga's 8 "Limbed Path to Self-Realization". | 4. Examine and compare yoga paths such as Karma, Bhakti, Jnana, Mantra, Kundalini, and Tantra. | 5. Examine the Hatha yoga Schools founded in the Himalayan, Ananda, Sivananda, Bikrim , and Iyengar areas. |
| 7. Examine and apply basic exercise physiology, nutrition, flexibility, strength, and mental concepts to improve one's physical condition; considering variables which occur due to age, gender and physical conditions. | 1. Theories of exercise physiology as it relates to yoga.
1. Large muscle groups.
2. Small muscle groups.
3. Lever action and angles.
4. Types of muscular contractions.
5. Types of exercises.
6. Body positions.
7. Isolating breathing technique.
8. Proper breathing technique.
9. Warm-up.
10. Soreness. | 2. Nutritional concepts for a balanced lifestyle.
1. Balanced diet for wellness
2. Pre-class meals | 2. Examine the six schools of Indian Philosophy. |
| | | | 3. Assess Raja or Astanga Yoga's 8 "Limbed Path to Self-Realization". |
| | | | 4. Examine and compare yoga paths such as Karma, Bhakti, Jnana, Mantra, Kundalini, and Tantra. |
| | | | 5. Examine the Hatha yoga Schools founded in the Himalayan, Ananda, Sivananda, Bikrim , and Iyengar areas. |
| | | | 7. Examine and apply basic exercise physiology, nutrition, flexibility, strength, and mental concepts to improve one's physical condition; considering variables which occur due to age, gender and physical conditions. |
| | | | 1. Theories of exercise physiology as it relates to yoga.
1. Large muscle groups.
2. Small muscle groups.
3. Lever action and angles.
4. Types of muscular contractions.
5. Types of exercises.
6. Body positions.
7. Isolating breathing technique.
8. Proper breathing technique.
9. Warm-up.
10. Soreness. |
| | | | 2. Nutritional concepts for a balanced lifestyle.
1. Balanced diet for wellness
2. Pre-class meals |

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

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|--|--|
| 3. Eating habits for weight gain and weight loss | 3. Eating habits for weight gain and weight loss |
| 3. Flexibility concepts with special notes regarding specific needs for various populations. | 3. Flexibility concepts with special notes regarding specific needs for various populations. |
| 1. Techniques for overall flexibility. | 1. Techniques for overall flexibility. |
| 2. Techniques for individuals based on physical limitations. | 2. Techniques for individuals based on physical limitations. |
| 3. Theories about stretching during warm-up. | 3. Theories about stretching during warm-up. |
| 4. Theories about stretching post-exercise. | 4. Theories about stretching post-exercise. |
| 4. Strength concepts with special notes regarding specific needs for various populations. | 4. Strength concepts with special notes regarding specific needs for various populations. |
| 1. Techniques for overall strength. | 1. Techniques for overall strength. |
| 2. Techniques for individuals based on physical limitations. | 2. Techniques for individuals based on physical limitations. |
| 1. Proper form. | 1. Proper form. |
| 2. Proper breathing. | 2. Proper breathing. |
| 3. Specificity of training. | 3. Specificity of training. |
| 4. Choosing correct order of exercise and development of various muscle groups. | 4. Choosing correct order of exercise and development of various muscle groups. |
| 5. Individual differences. | 5. Individual differences. |
| 6. Reversibility. | 6. Reversibility. |
| 5. Mental concepts with special notes regarding | 5. Mental concepts with special notes regarding |

Changed	Field	Current Version	Proposed Version
		specific needs for various populations. 1. Setting goals. 2. Imagery. 3. Relaxation. 4. Concentration.	specific needs for various populations. 1. Setting goals. 2. Imagery. 3. Relaxation. 4. Concentration.
	Lab Component in this Course	No	No
	Lab Outline	No value	No value

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	No Value	No Value
	Corequisite(s):	No Value	No Value
	Advisory(ies):	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005.	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005.
	Advisory(ies) - Other:	No Value	No Value
	Limitation(s) on Enrollment:	No Value	No Value
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	(See general education pages for the requirements this course meets.)	(See general education pages for the requirements this course meets.)

Changed	Questions	Current Version	Proposed Version
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General
Course
Statement(s) -
Other:

No Value

No Value

Curriculum Office

Changed	Questions	Current Version	Proposed Version
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**Banner Start
Term (202122)**

202122

No Value



**Banner
Division**

2PE

No Value



**Catalog Term
(21-22)**

23-24

No Value



**5 Year Revision
Year (2021)**

2018

No Value



**Effective
Quarter**

Fall

No Value



**Effective Year
(2021)**

2023

No Value

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

KNES 022AX

KNES 022AX

Course Status

Non-substantial

Non-substantial



**Course Status
Code**

A

No Value



**Banner
Department**

KNES

No Value



Course Level

DU

No Value



College Code




DA

No Value

**Course
Characteristics**

NA

NA

Changed	Questions	Current Version	Proposed Version
	Cross-Listed/Related Course Information	Related Child	Related Child
	Cross-Listed/Related Course ID's	KNES 22A	KNES 22A
	CTE Status	No	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
	Emergency Approval	No	No Value
	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)	N	No Value

Changed	Questions	Current Version	Proposed Version
!	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)	F	No Value
!	Noncredit Enhanced Funding Indicator	N	No Value
!	In Service Indicator	N	No Value
!	Sports/Physical Education Course Indicator	Y	No Value
!	COA Code	C	No Value
!	Fund Code	114000	No Value
!	Organization Code	236002	No Value
!	Account Code	1320	No Value
!	Program Code	083500	No Value
!	Percent	100	No Value
	Curriculum Office Notes	<ul style="list-style-type: none"> Requisite change appr. 1/17/23 (effect. F23).-cc 	<ul style="list-style-type: none"> Requisite change appr. 1/17/23 (effect. F23).-cc
!	Print/No Print to Catalog	Yes	No Value

Changed	Questions	Current Version	Proposed Version
	Checklist	No Value	No Value

Summary of Revisions			
Changed	Questions	Current Version	Proposed Version
!	Basic Course Information	No Value	Description update
	Units and Hours	No Value	No Value
!	Specifications	No Value	Updated textbooks and references to reflect current publications
	Outline	No Value	No Value
	Other	No Value	No Value

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

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

Changed	Questions	Current Version	Proposed Version
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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
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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	Assignments - A, 1 - Student will read articles, handouts, and media sources about the practice of Yoga with a written assessment of each to be organized in a notebook. Methods of Evaluation - C - Essay comparing at least two styles of yoga will be evaluated on accurate content and completeness.
!	Objective 3: Compose and support thesis statements for analytical essays.	No Value	Methods of Evaluation - C - Essay comparing at least two styles of yoga will be evaluated on accurate content and completeness.
	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
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Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.

No Value

No Value

Objective 9: Demonstrate appropriate grammar usage and mechanics.

No Value

No Value

C-Matrix Form

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

No Value

No Value

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

Changed	Questions	Current Version	Proposed Version
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	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
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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

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

No Value

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
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	Objective 8: Use inequalities to solve real world problems.	No Value	No Value
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	Objective 9: Explore arithmetic sequences and series.	No Value	No Value
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	Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value
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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
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**Objective 9:
Explore the use
of variables in
expressions
and evaluate
algebraic
expressions.**

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

G-Matrix Form

Changed	Questions	Current Version	Proposed Version
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	<p>If the requisite does not fall under an A-F Matrix, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. If a requisite falling under Matrix G is being removed, provide an explanation as to why.</p>	No Value	No Value
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H-Matrix Form

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

No Value

No Value

De Anza GE Form

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

No Value

Outline - A - Examine the perspective of yoga in a historical context from the 4,000 year old human tradition, to techniques used from country to country, which have influenced it's development from the idea of mind/body to it's inclusion in the discipline of Physical Education.

Changed	Questions	Current Version	Proposed Version
!	<p>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.)</p>	No Value	<p>Assignments - B, 2 - Compose a one page essay analyzing at least 2 different styles of yoga and comparing the similarities and differences in asanas, breathing techniques, and application of the mind-body concept. Assignments - C, 2 - Verbal peer evaluation of the skills practice of basic yoga asanas. Assignments - C, 1 - Practice simple yoga poses, relaxation exercises, joint and gland exercises with a partner.</p>
!	<p>Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	<p>Methods of Evaluation - D - Written final examination will be used to evaluate knowledge of basic fitness concepts as they apply to health and wellness.</p>

Changed	Questions	Current Version	Proposed Version
	<p>! 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.)</p>	No Value	<p>Outline - A - Examine the perspective of yoga in a historical context from the 4,000 year old human tradition, to techniques used from country to country, which have influenced it's development from the idea of mind/body to it's inclusion in the discipline of Physical Education. Outline - A, 3 - Recognize the global community and the development of yoga for the individual as it pertains to mind/body, philosophy and exercise. Outline - A, 4 - Comparison of Yoga to Western style of exercise.</p>
	<p>! Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	<p>Outline - A - Examine the perspective of yoga in a historical context from the 4,000 year old human tradition, to techniques used from country to country, which have influenced it's development from the idea of mind/body to it's inclusion in the discipline of Physical Education.</p>

Changed

Questions

Current Version

Proposed Version



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

No Value

Methods of Evaluation - B - Performance examination including yoga body positioning will be conducted to examine proper breathing techniques graded on completeness.

De Anza GE - ESGC Form

Changed

Questions

Current Version

Proposed Version

Criteria 1: Explain the interconnectivity of economic prosperity, social equity and environmental quality.

No Value

No Value

Changed	Questions	Current Version	Proposed Version
	Criteria 2: Identify the most serious environmental, equity, and social justice problems globally and locally and explain their underlying causes and possible consequences.	No Value	No Value
	Criteria 3: Explain some significant ways students can make a difference in making a positive impact, locally, at a state level, or globally in making the world more environmentally sustainable and socially just.	No Value	No Value
	Criteria 4: Analyze how the well being of human society is dependent on sustainable social and ecological systems.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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**Criteria 5:
Demonstrate an understanding of how the student's personal activities impact the environment and communities by participating in actions to create a more environmentally sustainable and equitable future.**

No Value

No Value

Comments

Changed	Questions	Current Version	Proposed Version
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**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: AVP - Instruction	No Value	<table border="1"> <thead> <tr> <th>Date</th> <th>Name - Role OR Tab</th> <th>Part - Field</th> <th>Type of Edit</th> <th>Edit</th> <th>Initiator - Indicate "Y" When Completed</th> </tr> </thead> <tbody> <tr> <td>3/26/24</td> <td>Gabriela Nocito - For the AVPI</td> <td>Specification - Suggested Reading List</td> <td>Required</td> <td>Please delete the Suggested Reading List as that part is reserved for English courses only.</td> <td></td> </tr> </tbody> </table>	Date	Name - Role OR Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed	3/26/24	Gabriela Nocito - For the AVPI	Specification - Suggested Reading List	Required	Please delete the Suggested Reading List as that part is reserved for English courses only.	
Date	Name - Role OR Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed										
3/26/24	Gabriela Nocito - For the AVPI	Specification - Suggested Reading List	Required	Please delete the Suggested Reading List as that part is reserved for English courses only.											
	Stage 9: Articulation Officer	No Value	No Value												
	Stage 11: ESGC Faculty Coordinator	No Value	No Value												
	Stage 14: 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
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	Curriculum ID	KNESD22AX
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	Distance Education Approved	No
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	Board of Trustees Approval Date	
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Changed	Field	Current Version
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	Curriculum Committee Approval Date	
--	---	--

	Time to Next Review	Sep 1, 2023 12:00:00 AM
--	--------------------------------	-------------------------

	External Review Approval Date	Sep 1, 2018 12:00:00 AM
--	--	-------------------------

	Course Control Number	CCC000589434
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Articulation

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

De Anza College
Change Report
08/01/2024


Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Description
General Information	Course Type (CB27)
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Transferability & Gen. Ed. Options	GE Information
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
Learning Outcomes and Objectives	CSLOs
Curriculum Office	Banner Start Term (202122)
Curriculum Office	Banner Division
Curriculum Office	Catalog Term (21-22)
Curriculum Office	5 Year Revision Year (2021)
Curriculum Office	Effective Quarter
Curriculum Office	Effective Year (2021)
Curriculum Office	Course Status Code
Curriculum Office	Banner Department
Curriculum Office	Course Level

Section	Changed field
Curriculum Office	College Code
Curriculum Office	CTE Status
Curriculum Office	Emergency Approval
Curriculum Office	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)
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	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
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.
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.)



Section	Changed field
De Anza GE Form	Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
Comments	Stage 5: SLO Coordinator
Comments	Stage 7: 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?

General Information

Changed	Field	Current Version	Proposed Version
	Faculty Initiator	<ul style="list-style-type: none"> Mae Lee 	<ul style="list-style-type: none"> Rachel Catuiza Damjanovic, Jason

Changed	Field	Current Version	Proposed Version
	Course ID (CB01A and CB01B)	KNESD025B	KNESD025B
	Course Control Number	CCC000581871	CCC000581871
	Course Title (CB02)	Active Isolated Stretching	Active Isolated Stretching
	Short Course Title	ACTIVE ISOLATED STRETCHING	ACTIVE ISOLATED STRETCHING
	TOP Code (CB03)	0835.00	0835.00 Physical Education
	CIP Code	Health and Physical Education/Fitness, General	31.0501 Health and Physical Education/Fitness, General
	Department	KNES - Kinesiology	KNES - Kinesiology
!	Effective Term	Fall 2023	Fall 2023 <u>2025</u>
	SAM Priority Code (CB09)	Non-Occupational	Non-Occupational
!	Course Description	An introduction to the discipline of Kinesiology through active isolated stretching (AIS). Techniques for improving flexibility using dynamic facilitated stretching of major muscle groups. Technique modifications to account for physical limitations will be emphasized. A brief examination of the evolution of the various forms of stretching including active isolated stretching techniques will be included. With an emphasis upon exercise physiology, neurological reflexes, hydration, muscular strength and endurance, wellness concepts related to total fitness, age, gender, disabilities and/or genetics will be covered.	An <u>This course is an</u> introduction to the discipline of Kinesiology through active isolated stretching (AIS). Techniques for improving <u>This course goes over techniques to help improve</u> flexibility using dynamic facilitated stretching of major muscle groups. Technique <u>Some of the technique</u> modifications to <u>can</u> account for physical limitations <u>that</u> will be emphasized. A <u>There is a</u> brief examination of the evolution of the various forms of stretching including active isolated stretching techniques will be included. With an emphasis upon <u>This course also emphasizes</u> exercise physiology, neurological reflexes, hydration, muscular strength and endurance, wellness concepts related to total fitness, age, gender, disabilities and/or genetics will be covered.

Changed	Field	Current Version	Proposed Version
	Course Type (CB27)	No value	<ul style="list-style-type: none"> Lower Division
	Mode of Delivery	<ul style="list-style-type: none"> NA 	<ul style="list-style-type: none"> Online

Faculty Requirements			
Changed	Field	Current Version	Proposed Version
	Discipline 1	No value	<ul style="list-style-type: none"> Physical Education
	Discipline 2	No value	No value
	Discipline 3	No value	No value
	FSA	No value	<ul style="list-style-type: none"> FHDA FSA - PHYSICAL EDUCATION

Formerly Statement			
Changed	Field	Current Version	Proposed Version
	Formerly Statement	(Formerly P E D011C and P E D11CX respectively.)	(Formerly P E D011C and P E D11CX respectively.)

Course Justification			

Changed	Field	Current Version	Proposed Version
	Course Justification	The course is CSU and UC transferable. This course meets a general education requirement for De Anza and CSUGE. This course will provide the student with a new and varied program of stretching as it is performed with partners and isolates specific muscles. Agonists and antagonists muscle use and descriptions will be a major topic in this course.	The course is CSU and UC transferable. This course meets a general education requirement for De Anza and CSUGE. This course will provide the student with a new and varied program of stretching as it is performed with partners and isolates specific muscles. Agonists and antagonists muscle use and descriptions will be a major topic in this course.

Stand-Alone Statement

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

Course Philosophy


Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

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


CTE Course

Changed	Field	Current Version	Proposed Version
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	Is this a CTE (Career Technical Education) course?	No value	<u>No</u>
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Honors/Non-honors Course

Changed	Field	Current Version	Proposed Version
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	Is this an honors/non-honors course?	No value	<u>No</u>
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Mirrored Credit/Noncredit Course

Changed	Field	Current Version	Proposed Version
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	Is this a mirrored credit/noncredit course?	No value	<u>No</u>
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Cross-listed Course

Changed	Field	Current Version	Proposed Version
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	Is this a cross-listed course?	No value	<u>No</u>
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More Options

Changed	Field	Current Version	Proposed Version
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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	<ul style="list-style-type: none"> • Letter Grade • Pass/No Pass 	<ul style="list-style-type: none"> • Letter Grade • Pass/No Pass
	Allow Students to Gain Credit by Exam/Challenge	<input type="checkbox"/>	<input type="checkbox"/>
	Repeatability Statement	(This course is included in the Flexibility and Stability Family of activity courses. Please see the rules on "Repeating Courses" in the College Policies section of the catalog.)	(This course is included in the Flexibility and Stability Family of activity courses. Please see the rules on "Repeating Courses" in the College Policies section of the catalog.)

Associated Programs

Changed	Field	Current Version	Proposed Version
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Course is part of a program

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

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

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

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

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

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

Transferability & Gen. Ed. Options

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

		Y
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	Transfer Status	Approved
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		Approved
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Changed	Field	Current Version	Proposed Version
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GE Information

System/Institution	De Anza GE
Area(s)	<ul style="list-style-type: none"> • 2GEP - Approved.
-	No value

System/Institution	De Anza GE
Area(s)	<ul style="list-style-type: none"> • 2GEP - Approved.
-	No value

System/Institution	CSU GE
Area(s)	<ul style="list-style-type: none"> • CGEP - Approved.
-	No value

Weekly Student Hours - Profile Name: Default Profile

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

	Laboratory Hours - In Class	2	2
--	------------------------------------	---	---

	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	24	24
	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	24	24
	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	24	24
	Total - Course Out-of-Class Hours	0	0

Changed	Field	Current Version	Proposed Version
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	Total Credit Units - Minimum Credit Units	0.5	0.5
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	Total Credit Units - Maximum Credit Units	0.5	0.5
--	--	-----	-----

Speciality Hours

Changed	Field	Current Version	Proposed Version
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	Speciality Hours	No value	No value
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Credit / Non-Credit Options

Changed	Field	Current Version	Proposed Version
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	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.
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	Course Credit Status (CB04)	Credit - Degree Applicable	Credit - Degree Applicable
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	Course Non Credit Category (CB22)	Credit Course.	Credit Course.
--	--	----------------	----------------

	Funding Agency Category (CB23)	Not Applicable.	Not Applicable.
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	Cooperative Work Experience Education Status (CB10)	<input type="checkbox"/>	<input type="checkbox"/>
--	--	--------------------------	--------------------------

	Variable Credit Course	<input type="checkbox"/>	<input type="checkbox"/>
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Credit Units

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	-	0
	Total Laboratory Hours per Term	24	24
	Total Contact Hours per Term	-	0
	Total Credit Units	0.5	0.5
	Minimum Credit Units	0.5	0.5
	Maximum Credit Units	0.5	0.5

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

Methods of Instruction

Methods of Instruction

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

**Assignments**

1. Reading
 1. Textbook
 2. Handouts
 3. Internet resources
2. Writing
3. Essay based upon the textbook, handouts, class discussion and internet resources.
4. Written exam based upon the textbook readings, demonstrations, and handouts.
 1. Written assessment
5. Practical
 1. Practice the AIS system of stretching individually and with a partner twice a week to learn the concepts and benefits of this technique.
 2. Practice the AIS stretching techniques and be able to identify specific muscles being stretched.
 3. Verbal peer evaluation of practical and conceptual use of AIS system

1. Reading
 1. Textbook
 2. Handouts
 3. Internet resources
2. Writing
3. Essay based upon the textbook, handouts, class discussion and internet resources.
4. Written exam based upon the textbook readings, demonstrations, and handouts.
 1. Written assessment
5. Practical
 1. Practice the AIS system of stretching individually and with a partner twice a week to learn the concepts and benefits of this technique.
 2. Practice the AIS stretching techniques and be able to identify specific muscles being stretched.
 3. Verbal peer evaluation of practical and conceptual use of AIS system
6. Group Workouts

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. Written flexibility and posture assessments based upon pre and post measurements of various stretching exercises graded on completeness.
2. Written essay to describe three exercises to help the student stretch out their tightest muscles and how flexibility is applied to basic fitness based on chapter readings.
3. Practical exam in which the student demonstrates the ability to perform AIS stretching exercises using proper techniques graded on accuracy of demonstration.
4. Comprehensive final exam on the principles of AIS, the techniques, and identification of the muscles being stretched

**Methods
of
Evaluation**

1. Written flexibility and posture assessments based upon pre and post measurements of various stretching exercises graded on completeness.
2. Written essay to describe three exercises to help the student stretch out their tightest muscles and how flexibility is applied to basic fitness based on chapter readings.
3. Practical exam in which the student demonstrates the ability to perform AIS stretching exercises using proper techniques graded on accuracy of demonstration.
4. Comprehensive final exam on the principles of AIS, the techniques, and identification of the muscles being stretched during flexibility exercises.

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

during flexibility exercises.

5. Collaborative group workouts are graded and evaluated on completeness.

Essential Student Materials/Essential College Facilities**Essential Student Materials:**

- Proper exercise attire

Essential College Facilities:

- Gymnasium with audio/visual aids

Essential Student Materials:

- Proper exercise attire

Essential College Facilities:

- Gymnasium with audio/visual aids

**Examples of Primary Texts and References**

Title	No value
Author	*Text: Fahey, Thomas, Insel, Paul and Roth, Walton. "Fit and Well Brief 12th Edition." McGraw-Hill Publishing Co., San Francisco, CA, 2015.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	Fit and Well
Author	*Text: Fahey, Thomas, Insel, Paul and Roth, Walton.
Publisher	McGraw-Hill, San Francisco, Ca
Date/Edition	15th Brief Edition, 2023
ISBN	No value

Changed Field

Current Version

Proposed Version



Suggested Reading List

No value

Reading List Blahnik, Jay, "Full-Body Flexibility," Human Kinetics, Champaign, IL, 2004

May include, but are not limited to No value

Reading List McAtee, Robert E., Charland, Jeff, "Facilitated Stretching," Human kinetics, 4th Edition, Champaign, IL, 2011.

May include, but are not limited to No value

Reading List Forman, Jeffrey, "Managing Physical Stress with Therapeutic Massage, Thompson Delmar Learning, Clifton Park, NY, 2007

May include, but are not limited to No value

Reading List Mattes, Aaron L., "Active Isolated Stretching: The Mattes Method,": Aaron L. Mattes Publishing, Sarasota, FL, 2000.

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

May include, but are not limited to No value

Reading List Norris, Christopher M., "The Complete Guide To Stretching: 4th Edition," Bloomsbury Publishing, New York, NY, 2015.

May include, but are not limited to No value

Learning Outcomes and Objectives

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

-
- | | |
|---|---|
| <ul style="list-style-type: none">• Examine the global and historical concept of stretching, how it has changed to include many forms including the Active Isolated Stretching (AIS) method, benefiting all individuals no matter what age, gender or physical abilities.• Appraise and implement concepts of Active Isolated Stretching(AIS) techniques for effective dynamic facilitated stretching of major muscle groups.• Adapt techniques to meet the needs of individuals with physical limitations and/or disabilities.• Identify and perform the five I's of Active Isolated Stretching (AIS) methods.• Describe the benefits of a rigorous stretching program and how it effects biomechanical balance.• Recognize and apply fundamental exercise physiology, nutrition, hydration and wellness concepts in regards to age, gender, and genetics.• Application of the principles of AIS individually or with a partner. | <ul style="list-style-type: none">• Examine the global and historical concept of stretching, how it has changed to include many forms including the Active Isolated Stretching (AIS) method, benefiting all individuals no matter what age, gender or physical abilities.• Appraise and implement concepts of Active Isolated Stretching(AIS) techniques for effective dynamic facilitated stretching of major muscle groups.• Adapt techniques to meet the needs of individuals with physical limitations and/or disabilities.• Identify and perform the five I's of Active Isolated Stretching (AIS) methods.• Describe the benefits of a rigorous stretching program and how it effects biomechanical balance.• Recognize and apply fundamental exercise physiology, nutrition, hydration and wellness concepts in regards to age, gender, and genetics.• Application of the principles of AIS individually or with a partner. |
|---|---|
-

Changed Field

Current Version

Proposed Version



CSLOs

CSLOs Utilize the concepts of active isolated stretching and be able to apply it.

Expected SLO Performance 0.0

CSLOs Apply the concepts of active isolated stretching.

Expected SLO Performance 0.0

CSLOs Develop an individual program that uses the Active Isolated Stretching (AIS) method to provide effective dynamic facilitated stretches of major muscle groups.

Expected SLO Performance 0.0

CSLOs Develop an individual program that uses the Active Isolated Stretching (AIS) method to provide effective dynamic facilitated stretches of major muscle groups.

Expected SLO Performance 0.0

CSLOs Apply knowledge of basic fitness concepts as they apply to health and wellness.

Expected SLO Performance 0.0

CSLOs Apply knowledge of basic fitness concepts as they relate to health and wellness.

Expected SLO Performance 0.0

Course Outline

Empty area for the Course Outline content.

Changed Field**Current Version****Proposed Version****Course
Content**

1. Examine the global and historical concept of stretching, how it has changed to include many forms including the Active Isolated Stretching (AIS) method, benefiting all individuals no matter what age, gender or physical abilities.

1. Aaron L. Mattes, develops Active Isolated Stretching (AIS) method to provide effective dynamic facilitated stretch of major muscle groups.
2. Method is recognized for it's ability to provide functional and physiological restoration of flexibility in the myofacial planes.
3. Known as an effective therapeutic treatment for deep and superficial myofascial release, restoring proper flexibility for optimal physiologic functioning.
4. Stretching as a key component to preventing injuries and increasing performance in athletic endeavors.
 1. Philosophies/theories underlying these techniques
 2. The evolution of the various forms of stretching and how it may reflect the cultural values of the country the style it emanates from.
 3. Stretching techniques and concepts for athletes vs concepts for the overall health of the general population.
5. Mattes concept of Active Isolated Stretching vs the philosophies/theories underlying other techniques used throughout the ages.

1. Examine the global and historical concept of stretching, how it has changed to include many forms including the Active Isolated Stretching (AIS) method, benefiting all individuals no matter what age, gender or physical abilities.

1. Aaron L. Mattes, develops Active Isolated Stretching (AIS) method to provide effective dynamic facilitated stretch of major muscle groups.
2. Method is recognized for it's ability to provide functional and physiological restoration of flexibility in the myofacial planes.
3. Known as an effective therapeutic treatment for deep and superficial myofascial release, restoring proper flexibility for optimal physiologic functioning.
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 1. Philosophies/theories underlying these techniques
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 3. Stretching techniques and concepts for athletes vs concepts for the overall health of the general population.
5. Mattes concept of Active Isolated Stretching vs the philosophies/theories underlying other techniques used throughout the ages.

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

- | Changed Field | Current Version | Proposed Version |
|---------------|---|---|
| | <ol style="list-style-type: none">1. AIS form of stretching vs the use of Yoga straps.2. AIS form of stretching vs the use of stability balls. <p>6. Physicians, chiropractors, physical therapists, exercise physiologists, massage therapists, professional sports teams and others, concerned about wellness and health find the AIS method of stretching informative and effective.</p> <ol style="list-style-type: none">1. How the AIS method is used for performance enhancement in sports.2. AIS is used for injury prevention, rehabilitation and neuromuscular re-education.. <p>2. Appraise and implement concepts of Active Isolated Stretching(AIS) techniques for effective dynamic facilitated stretching of major muscle groups.</p> <ol style="list-style-type: none">1. Ability to restore body balance through the AIS method of stretching.2. Create and provide effective dynamic facilitated stretches of major muscle groups.3. Ability to control the body's stretch reflexes in conjunction with specific isolated manual release of individual muscles and their corresponding muscle groups.4. Demonstrate and activate the antagonistic muscle group contraction, showing the full range of motion and flexibility.<ol style="list-style-type: none">1. Quads vs hamstrings2. Abdominals vs muscles of the back3. Biceps vs triceps. | <ol style="list-style-type: none">1. AIS form of stretching vs the use of Yoga straps.2. AIS form of stretching vs the use of stability balls. <p>6. Physicians, chiropractors, physical therapists, exercise physiologists, massage therapists, professional sports teams and others, concerned about wellness and health find the AIS method of stretching informative and effective.</p> <ol style="list-style-type: none">1. How the AIS method is used for performance enhancement in sports.2. AIS is used for injury prevention, rehabilitation and neuromuscular re-education.. <p>2. Appraise and implement concepts of Active Isolated Stretching(AIS) techniques for effective dynamic facilitated stretching of major muscle groups.</p> <ol style="list-style-type: none">1. Ability to restore body balance through the AIS method of stretching.2. Create and provide effective dynamic facilitated stretches of major muscle groups.3. Ability to control the body's stretch reflexes in conjunction with specific isolated manual release of individual muscles and their corresponding muscle groups.4. Demonstrate and activate the antagonistic muscle group contraction, showing the full range of motion and flexibility.<ol style="list-style-type: none">1. Quads vs hamstrings2. Abdominals vs muscles of the back3. Biceps vs triceps. |

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

3. Adapt techniques to meet the needs of individuals with physical limitations and/or disabilities.

1. Understand the benefits of AIS as an effective method for postural restoration, performance enhancement, injury prevention and rehabilitation.
2. Understand the contribution of AIS to the science of kinesiology and its practical application to special populations.
3. Create and understand the various techniques of AIS that allow for gentle stretching movements invigorating the circulatory and neuromuscular systems which help to alleviate many symptoms for persons with special needs.

4. Identify and perform the five I's of Active Isolated Stretching (AIS) methods.

1. Identify the specific muscles to be stretched.
2. Isolate the muscles to be stretched by using precise localized movements.
3. Intensify the contractile effort of the agonist muscles opposite to the antagonist muscles that are reciprocally relaxing and lengthening on the opposite side of the joint.
4. Innervation reciprocal innervation (tissue signaled to contract) contracting action of a muscle or muscle group which is neurologically encouraged to contract while the opposite side muscles are prepared to relax.
5. Inhibition - Reciprocal inhibition reaction of a muscle or muscle group which neurologically signaled to relax while the opposite side

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5. Inhibition - Reciprocal inhibition reaction of a muscle or muscle group which neurologically signaled to relax while the opposite side

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

- | Changed Field | Current Version | Proposed Version |
|---------------|---|---|
| | <p>muscles receive nerve signal to contract.</p> <p>5. Describe the benefits of a rigorous stretching program and how it effects biomechanical balance.</p> <ol style="list-style-type: none">1. Improve preparation for athletic activity.2. Optimize muscle and tendon range of motion.<ol style="list-style-type: none">1. During day to day activities such as lifting, reaching and bending.2. While playing tennis, playing golf, swimming and other activities/sports participated in by the general population.3. Facilitate biomechanical balance.<ol style="list-style-type: none">1. In athletes2. In the general population3. In older adults4. For individuals with special needs4. Reduce risk of muscle, tendon, ligament, and joint injuries.<ol style="list-style-type: none">1. In athletes2. In the general population3. In older adults4. In individuals with special needs5. Reduced postural changes that frequently occur in the aging process.6. Rehabilitate muscle, tendon, and ligament injuries.7. Enhance athletic performance by increasing the muscle tendon fascia returning it to it's optimal length.8. Maximize potential and level of athletic performance. <p>6. Recognize and apply fundamental exercise physiology, nutrition,</p> | <p>muscles receive nerve signal to contract.</p> <p>5. Describe the benefits of a rigorous stretching program and how it effects biomechanical balance.</p> <ol style="list-style-type: none">1. Improve preparation for athletic activity.2. Optimize muscle and tendon range of motion.<ol style="list-style-type: none">1. During day to day activities such as lifting, reaching and bending.2. While playing tennis, playing golf, swimming and other activities/sports participated in by the general population.3. Facilitate biomechanical balance.<ol style="list-style-type: none">1. In athletes2. In the general population3. In older adults4. For individuals with special needs4. Reduce risk of muscle, tendon, ligament, and joint injuries.<ol style="list-style-type: none">1. In athletes2. In the general population3. In older adults4. In individuals with special needs5. Reduced postural changes that frequently occur in the aging process.6. Rehabilitate muscle, tendon, and ligament injuries.7. Enhance athletic performance by increasing the muscle tendon fascia returning it to it's optimal length.8. Maximize potential and level of athletic performance. <p>6. Recognize and apply fundamental exercise physiology, nutrition,</p> |

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

hydration and wellness concepts in regards to age, gender, and genetics.

1. Components of a "healthy lifestyle" and how these concepts can vary based upon gender, genetics, and age.
2. Importance of cardiovascular exercise, strength training, flexibility and body composition in achieving a healthy lifestyle.
3. Definitions of a "healthy lifestyle"
4. Benefits of strength development
5. Benefits of flexibility
 1. Importance of nutrition and the overall well-being of an individual.
 2. Diets: cultural variations and healthy choices, vegan, vegetarian, fad diets.
 3. Fat loss theories: individual metabolic rates, gender and genetic variations, age variations.
 4. The effects of a poor diet on flexibility.
6. Importance of nutrition, proper hydration to prevent injuries and cramps.
7. FITT Principle (frequency, intensity, time and type) and it's relevance to a healthy program of fitness.

7. Application of the principles of AIS individually or with a partner.

1. Components of a "healthy lifestyle" and how these concepts can vary based upon gender, genetics, and age.
 1. Definitions of a "healthy lifestyle"
 2. Importance of cardiovascular

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 1. Definitions of a "healthy lifestyle"
 2. Importance of cardiovascular

Changed	Field	Current Version	Proposed Version
		<p>exercise, strength training, flexibility and body composition in achieving a healthy lifestyle.</p> <p>3. Cardiovascular/Aerobic Exercise Defined</p> <p>4. Benefits of strength development</p> <p>5. Benefits of flexibility</p> <p>6. Importance of Nutrition</p> <p>2. FITT Principle (frequency, intensity, time and type) and it's relevance to a healthy program of fitness.</p>	<p>exercise, strength training, flexibility and body composition in achieving a healthy lifestyle.</p> <p>3. Cardiovascular/Aerobic Exercise Defined</p> <p>4. Benefits of strength development</p> <p>5. Benefits of flexibility</p> <p>6. Importance of Nutrition</p> <p>2. FITT Principle (frequency, intensity, time and type) and it's relevance to a healthy program of fitness.</p>
	Lab Component in this Course	No	No
	Lab Outline	No value	No value

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	No Value	No Value
	Corequisite(s):	No Value	No Value
	Advisory(ies):	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005.	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH 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):	(See general education pages for the requirements this course meets.)	(See general education pages for the requirements this course meets.)
	General Course Statement(s) - Other:	No Value	No Value

Curriculum Office

Changed	Questions	Current Version	Proposed Version
!	Banner Start Term (202122)	202122	No Value
!	Banner Division	2PE	No Value
!	Catalog Term (21-22)	23-24	No Value
!	5 Year Revision Year (2021)	2018	No Value
!	Effective Quarter	Fall	No Value
!	Effective Year (2021)	2023	No Value
	Sort ID (00 < 10; 0 < 100)	KNES 025B	KNES 025B
	Course Status	Non-substantial	Non-substantial
!	Course Status Code	A	No Value
!	Banner Department	KNES	No Value
!	Course Level	DU	No Value
!	College Code	DA	No Value

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

Changed	Questions	Current Version	Proposed Version
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Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)

F

No Value



Noncredit Enhanced Funding Indicator

N

No Value



In Service Indicator

N

No Value



Sports/Physical Education Course Indicator

Y

No Value



COA Code

C

No Value



Fund Code

114000

No Value



Organization Code

236002

No Value



Account Code

1320

No Value



Program Code

083500

No Value



Percent

100

No Value

Curriculum Office Notes

- Requisite change appr. 1/17/23 (effect. F23).-cc

- Requisite change appr. 1/17/23 (effect. F23).-cc



Print/No Print to Catalog

Yes

No Value

Checklist

No Value

No Value

Summary of Revisions

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

Blue Form

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

Changed	Questions	Current Version	Proposed Version
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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
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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
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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
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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

Methods of Evaluations B-Written essay to describe three exercises to help the student stretch out their tightest muscles and how flexibility is applied to basic fitness based on chapter readings.

Changed

Questions

Current Version

Proposed Version



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

No Value

Assignment D- Written exam based upon the textbook readings, demonstrations, and handouts.

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

No Value

No Value

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

No Value

No Value

**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
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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
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**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
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	Objective 10: Investigate the characteristics of rational expressions.	No Value	No Value
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	Objective 11: Develop skills to work with radical expressions.	No Value	No Value
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E-Matrix Form

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

	Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.	No Value	No Value
--	---	----------	----------

Changed	Questions	Current Version	Proposed Version
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Objective 2:
Explore the function concept algebraically, numerically, verbally and graphically.

No Value

No Value

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

No Value

No Value

Objective 4:
Develop linear function models to solve problems.

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

F-Matrix Form

Blank area for the F-Matrix Form.

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

No Value

No Value

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

No Value

No Value

**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
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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
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If the requisite does not fall under an A-F Matrix, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. If a requisite falling under Matrix G is being removed, provide an explanation as to why.

No Value

No Value

H-Matrix Form

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

No Value

No Value

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

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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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 Prerequisites 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, i.e. such as a course.

No Value

No Value

De Anza GE Form

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

No Value

Methods of Evaluations A- Written flexibility and posture assessments based upon pre and post measurements of various stretching exercises graded on completeness.

Changed

Questions

Current Version

Proposed Version



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

No Value

Methods of Evaluations E-
Collaborative group workouts are
graded and evaluated on
completeness. A-Written flexibility and
posture assessments based upon pre
and post measurements of various
stretching exercises graded on
completeness.



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

No Value

Methods of Evaluations C-Practical
exam in which the student
demonstrates the ability to perform AIS
stretching exercises using proper
techniques graded on accuracy of
demonstration.

Changed	Questions	Current Version	Proposed Version
!	Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	Outline F- Recognize and apply fundamental exercise physiology, nutrition, hydration and wellness concepts in regards to age, gender, and genetics
!	Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	Outline A- Examine the global and historical concept of stretching, how it has changed to include many forms including the Active Isolated Stretching (AIS) method, benefiting all individuals no matter what age, gender or physical abilities.

Changed	Questions	Current Version	Proposed Version
	<p>! 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.)</p>	No Value	Outline B- Appraise and implement concepts of Active Isolated Stretching(AIS) techniques for effective dynamic facilitated stretching of major muscle groups.

De Anza GE - ESGC Form

Changed	Questions	Current Version	Proposed Version
	<p>Criteria 1: Explain the interconnectivity of economic prosperity, social equity and environmental quality.</p>	No Value	No Value

Changed

Questions

Current Version

Proposed Version

**Criteria 2:
Identify the most serious environmental, equity, and social justice problems globally and locally and explain their underlying causes and possible consequences.**

No Value

No Value

**Criteria 3:
Explain some significant ways students can make a difference in making a positive impact, locally, at a state level, or globally in making the world more environmentally sustainable and socially just.**

No Value

No Value

**Criteria 4:
Analyze how the well being of human society is dependent on sustainable social and ecological systems.**

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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	<p>Criteria 5: Demonstrate an understanding of how the student's personal activities impact the environment and communities by participating in actions to create a more environmentally sustainable and equitable future.</p>	No Value	No Value
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Comments

Changed	Questions	Current Version	Proposed Version
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	<p>Stage 2: Department Chair</p>	No Value	No Value
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	<p>Stage 3: Division Curriculum Representative</p>	No Value	No Value
--	---	----------	----------

	<p>Stage 4: Division Dean</p>	No Value	No Value
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Changed Questions **Current Version** **Proposed Version**



Stage 5: SLO Coordinator

No Value

	Name - Role OR Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
3/1/2024	Mary Pape - SLO Coordinator	Learning Outcomes - CSLO #1	Recommend	Reword: "Utilize the concepts of active isolated stretching and be able to apply it." Since what 'it' is referring to is unclear. Suggest: "Apply the concepts of active isolated stretching."	



Stage 7: Content Review Matrix Liaison

No Value

Date	Name - Role OR Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
3/25/24	Zack Judson	Matrix B	Required	Why would students need to be able to form and support a thesis in order to demonstrate stretches?	

Stage 8: AVP - Instruction

No Value

No Value

Stage 9: Articulation Officer

No Value

No Value

Stage 11: ESGC Faculty Coordinator

No Value

No Value

Stage 14: 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
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	Curriculum ID	KNESD025B
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	Distance Education Approved	No
--	-----------------------------	----

	Board of Trustees Approval Date	
--	---------------------------------	--

	Curriculum Committee Approval Date	
--	------------------------------------	--

	Time to Next Review	Sep 1, 2023 12:00:00 AM
--	---------------------	-------------------------

	External Review Approval Date	Sep 1, 2018 12:00:00 AM
--	-------------------------------	-------------------------

	Course Control Number	CCC000581871
--	-----------------------	--------------

Articulation

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

	Course Crosswalk CRS-NUMBER	
--	-----------------------------	--

De Anza College
Change Report
08/01/2024


Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Description
General Information	Course Type (CB27)
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Transferability & Gen. Ed. Options	GE Information
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
Learning Outcomes and Objectives	CSLOs
Curriculum Office	Banner Start Term (202122)
Curriculum Office	Banner Division
Curriculum Office	Catalog Term (21-22)
Curriculum Office	5 Year Revision Year (2021)
Curriculum Office	Effective Quarter
Curriculum Office	Effective Year (2021)
Curriculum Office	Course Status Code
Curriculum Office	Banner Department
Curriculum Office	Course Level

Section	Changed field
Curriculum Office	College Code
Curriculum Office	CTE Status
Curriculum Office	Emergency Approval
Curriculum Office	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)
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	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
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.
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.)

Section	Changed field
De Anza GE Form	Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
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De Anza GE Form	Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
Comments	Stage 5: SLO Coordinator
Comments	Stage 7: Content Review Matrix Liaison
Comments	Stage 8: AVP - Instruction
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?

General Information

Changed	Field	Current Version	Proposed Version
	Faculty Initiator	<ul style="list-style-type: none"> Mae Lee 	<ul style="list-style-type: none"> Rachel Catuiza Damjanovic, Jason

Changed	Field	Current Version	Proposed Version
	Course ID (CB01A and CB01B)	KNESD25BX	KNESD25BX
	Course Control Number	CCC000581869	CCC000581869
	Course Title (CB02)	Active Isolated Stretching	Active Isolated Stretching
	Short Course Title	ACTIVE ISOLATED STRETCHING	ACTIVE ISOLATED STRETCHING
	TOP Code (CB03)	0835.00	0835.00 Physical Education
	CIP Code	Health and Physical Education/Fitness, General	31.0501 Health and Physical Education/Fitness, General
	Department	KNES - Kinesiology	KNES - Kinesiology
!	Effective Term	Fall 2023	Fall 2023 <u>2025</u>
	SAM Priority Code (CB09)	Non-Occupational	Non-Occupational
!	Course Description	An introduction to the discipline of Kinesiology through active isolated stretching (AIS). Techniques for improving flexibility using dynamic facilitated stretching of major muscle groups. Technique modifications to account for physical limitations will be emphasized. A brief examination of the evolution of the various forms of stretching including active isolated stretching techniques will be included. With an emphasis upon exercise physiology, neurological reflexes, hydration, muscular strength and endurance, wellness concepts related to total fitness, age, gender, disabilities and/or genetics will be covered.	An <u>This course is an</u> introduction to the discipline of Kinesiology through active isolated stretching (AIS). Techniques for improving <u>This course goes over techniques to help improve</u> flexibility using dynamic facilitated stretching of major muscle groups. Technique <u>Some of the technique</u> modifications to can account for physical limitations <u>that</u> will be emphasized. A <u>There is a</u> brief examination of the evolution of the various forms of stretching including active isolated stretching techniques will be included. With an emphasis upon <u>This course also emphasizes</u> exercise physiology, neurological reflexes, hydration, muscular strength and endurance, wellness concepts related to total fitness, age, gender, disabilities and/or genetics will be covered.
!	Course Type (CB27)	No value	• Lower Division

Changed	Field	Current Version	Proposed Version
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Mode of Delivery

• NA

• Online

Faculty Requirements

Changed	Field	Current Version	Proposed Version
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Discipline 1

No value

• Physical Education

Discipline 2

No value

No value

Discipline 3

No value

No value



FSA

No value

• FHDA FSA - PHYSICAL EDUCATION

Formerly Statement

Changed	Field	Current Version	Proposed Version
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Formerly Statement

(Formerly P E D011C and P E D11CX respectively.)

(Formerly P E D011C and P E D11CX respectively.)

Course Justification

Changed	Field	Current Version	Proposed Version
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Course Justification

The course is CSU and UC transferable. This course meets a general education requirement for De Anza and CSUGE. This course will provide the student with a new and varied program of stretching as it is performed with partners and isolates specific muscles. Agonists and antagonists muscle use and descriptions will be a major topic in this course.

The course is CSU and UC transferable. This course meets a general education requirement for De Anza and CSUGE. This course will provide the student with a new and varied program of stretching as it is performed with partners and isolates specific muscles. Agonists and antagonists muscle use and descriptions will be a major topic in this course.

Stand-Alone Statement

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


Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	


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


CTE Course

Changed	Field	Current Version	Proposed Version
	Is this a CTE (Career Technical Education) course?	No value	<u>No</u>

Honors/Non-honors Course

Changed	Field	Current Version	Proposed Version
	Is this an honors/non-honors course?	No value	<u>No</u>

Mirrored Credit/Noncredit Course

Changed	Field	Current Version	Proposed Version
	Is this a mirrored credit/noncredit course?	No value	<u>No</u>

Cross-listed Course

Changed	Field	Current Version	Proposed Version
	Is this a cross-listed course?	No value	<u>No</u>

More Options

Changed	Field	Current Version	Proposed Version
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.
	Course Prior To College Level	Not applicable.	Not applicable.
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.
	Course Support Status (CB26)	Course is not a support course	Course is not a support course
	Repeat Limit	0	0

Changed	Field	Current Version	Proposed Version
	Grade Options	<ul style="list-style-type: none"> • Letter Grade • Pass/No Pass 	<ul style="list-style-type: none"> • Letter Grade • Pass/No Pass
	Allow Students to Gain Credit by Exam/Challenge	<input type="checkbox"/>	<input type="checkbox"/>
	Repeatability Statement	(This course is included in the Flexibility and Stability Family of activity courses. Please see the rules on "Repeating Courses" in the College Policies section of the catalog.)	(This course is included in the Flexibility and Stability Family of activity courses. Please see the rules on "Repeating Courses" in the College Policies section of the catalog.)

Associated Programs

Changed	Field	Current Version	Proposed Version								
	Course is part of a program	<table border="1"> <tr> <td>Associated Program</td> <td>CSU GE</td> </tr> <tr> <td>Award Type</td> <td>Certificate of Achievement-Advanced (COA-A)</td> </tr> </table>	Associated Program	CSU GE	Award Type	Certificate of Achievement-Advanced (COA-A)	<table border="1"> <tr> <td>Associated Program</td> <td>CSU GE</td> </tr> <tr> <td>Award Type</td> <td>Certificate of Achievement-Advanced (COA-A)</td> </tr> </table>	Associated Program	CSU GE	Award Type	Certificate of Achievement-Advanced (COA-A)
Associated Program		CSU GE									
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Associated Program		CSU GE									
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Associated Program		CSU GE									
Award Type	Certificate of Achievement-Advanced (COA-A)										
Associated Program	CSU GE										
Award Type	Certificate of Achievement-Advanced (COA-A)										

Transferability & Gen. Ed. Options

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



GE Information

System/Institution	De Anza GE
Area(s)	<ul style="list-style-type: none"> • 2GEP - Approved.
-	No value

System/Institution	De Anza GE
Area(s)	<ul style="list-style-type: none"> • 2GEP - Approved.
-	No value

System/Institution	CSU GE
Area(s)	<ul style="list-style-type: none"> • CGEP - Approved.
-	No value

Weekly Student Hours - Profile Name: Default Profile

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

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

Course Student Hours - Profile Name: Default Profile

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

Changed	Field	Current Version	Proposed Version
	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.

Changed	Field	Current Version	Proposed Version
	Funding Agency Category (CB23)	Not Applicable.	Not Applicable.
	Cooperative Work Experience Education Status (CB10)	<input type="checkbox"/>	<input type="checkbox"/>
	Variable Credit Course	<input type="checkbox"/>	<input type="checkbox"/>

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

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

Specifications

Changed Field

Current Version

Proposed Version



Methods of Instruction

Methods of Instruction

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

Methods of Instruction

Methods of Instruction

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

Assignments

1. Reading
 1. Textbook
 2. Handouts
 3. Internet resources
2. Writing
3. Essay based upon the textbook, handouts, class discussion and internet resources.
4. Written exam based upon the textbook readings, demonstrations, and handouts.
 1. Written assessment
5. Practical
 1. Practice the AIS system of stretching individually and with a partner twice a week to learn the concepts and benefits of this technique.
 2. Practice the AIS stretching techniques and be able to identify specific muscles being stretched.
 3. Verbal peer evaluation of practical and conceptual use of AIS system

1. Reading
 1. Textbook
 2. Handouts
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 1. Practice the AIS system of stretching individually and with a partner twice a week to learn the concepts and benefits of this technique.
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 3. Verbal peer evaluation of practical and conceptual use of AIS system

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. Written flexibility and posture assessments based upon pre and post measurements of various stretching exercises graded on completeness.
2. Written essay to describe three exercises to help the student stretch out their tightest muscles and how flexibility is applied to basic fitness based on chapter readings.
3. Practical exam in which the student demonstrates the ability to perform AIS stretching exercises using proper techniques graded on accuracy of demonstration.
4. Comprehensive final exam on the principles of AIS, the techniques, and identification of the muscles being stretched during flexibility exercises.

**Methods
of
Evaluation**

1. Written flexibility and posture assessments based upon pre and post measurements of various stretching exercises graded on completeness.
2. Written essay to describe three exercises to help the student stretch out their tightest muscles and how flexibility is applied to basic fitness based on chapter readings.
3. Practical exam in which the student demonstrates the ability to perform AIS stretching exercises using proper techniques graded on accuracy of demonstration.
4. Comprehensive final exam on the principles of AIS, the techniques, and identification of the muscles being stretched during flexibility exercises.

Changed Field**Current Version****Proposed Version****Essential Student Materials/Essential College Facilities****Essential Student Materials:**

- Proper exercise attire

Essential College Facilities:

- Gymnasium with audio/visual aids

Essential Student Materials:

- Proper exercise attire

Essential College Facilities:

- Gymnasium with audio/visual aids

**Examples of Primary Texts and References**

Title	No value
Author	*Text: Fahey, Thomas, Insel, Paul and Roth, Walton. "Fit and Well Brief 12th Edition." McGraw-Hill Publishing Co., San Francisco, CA, 2015.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	Fit and Well
Author	*Text: Fahey, Thomas, Insel, Paul and Roth, Walton.
Publisher	McGraw-Hill, San Francisco, Ca
Date/Edition	15th Brief Edition, 2023
ISBN	No value



Suggested Reading List

No value

Reading List Blahnik, Jay, "Full-Body Flexibility," Human Kinetics, Champaign, IL, 2004

May include, but are not limited to No value

Reading List McAtee, Robert E., Charland, Jeff, "Facilitated Stretching," Human kinetics, 4th Edition, Champaign, IL, 2011.

May include, but are not limited to No value

Reading List Forman, Jeffrey, "Managing Physical Stress with Therapeutic Massage, Thompson Delmar Learning, Clifton Park, NY, 2007

May include, but are not limited to No value

Reading List Mattes, Aaron L., "Active Isolated Stretching: The Mattes Method,; Aaron L. Mattes Publishing, Sarasota, FL, 2000.

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

May include, but are not limited to

No value

Reading List

Norris, Christopher M., "The Complete Guide To Stretching: 4th Edition," Bloomsbury Publishing, New York, NY, 2015.

May include, but are not limited to

No value

Learning Outcomes and Objectives

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

-
- | | |
|---|---|
| <ul style="list-style-type: none">• Examine the global and historical concept of stretching, how it has changed to include many forms including the Active Isolated Stretching (AIS) method, benefiting all individuals no matter what age, gender or physical abilities.• Appraise and implement concepts of Active Isolated Stretching(AIS) techniques for effective dynamic facilitated stretching of major muscle groups.• Adapt techniques to meet the needs of individuals with physical limitations and/or disabilities.• Identify and perform the five I's of Active Isolated Stretching (AIS) methods.• Describe the benefits of a rigorous stretching program and how it effects biomechanical balance.• Recognize and apply fundamental exercise physiology, nutrition, hydration and wellness concepts in regards to age, gender, and genetics.• Application of the principles of AIS individually or with a partner. | <ul style="list-style-type: none">• Examine the global and historical concept of stretching, how it has changed to include many forms including the Active Isolated Stretching (AIS) method, benefiting all individuals no matter what age, gender or physical abilities.• Appraise and implement concepts of Active Isolated Stretching(AIS) techniques for effective dynamic facilitated stretching of major muscle groups.• Adapt techniques to meet the needs of individuals with physical limitations and/or disabilities.• Identify and perform the five I's of Active Isolated Stretching (AIS) methods.• Describe the benefits of a rigorous stretching program and how it effects biomechanical balance.• Recognize and apply fundamental exercise physiology, nutrition, hydration and wellness concepts in regards to age, gender, and genetics.• Application of the principles of AIS individually or with a partner. |
|---|---|
-

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

CSLOs Utilize the concepts of active isolated stretching and be able to apply it.

Expected SLO Performance 0.0

CSLOs Apply the concepts of active isolated stretching.

Expected SLO Performance 0.0

CSLOs Develop an individual program that uses the Active Isolated Stretching (AIS) method to provide effective dynamic facilitated stretches of major muscle groups.

Expected SLO Performance 0.0

CSLOs Develop an individual program that uses the Active Isolated Stretching (AIS) method to provide effective dynamic facilitated stretches of major muscle groups.

Expected SLO Performance 0.0

CSLOs Apply knowledge of basic fitness concepts as they apply to health and wellness.

Expected SLO Performance 0.0

CSLOs Apply knowledge of basic fitness concepts as they relate to health and wellness.

Expected SLO Performance 0.0

Course Outline

Changed Field**Current Version****Proposed Version****Course
Content**

1. Examine the global and historical concept of stretching, how it has changed to include many forms including the Active Isolated Stretching (AIS) method, benefiting all individuals no matter what age, gender or physical abilities.

1. Aaron L. Mattes, develops Active Isolated Stretching (AIS) method to provide effective dynamic facilitated stretch of major muscle groups.
2. Method is recognized for it's ability to provide functional and physiological restoration of flexibility in the myofacial planes.
3. Known as an effective therapeutic treatment for deep and superficial myofascial release, restoring proper flexibility for optimal physiologic functioning.
4. Stretching as a key component to preventing injuries and increasing performance in athletic endeavors.

1. Philosophies/theories underlying these techniques
2. The evolution of the various forms of stretching and how it may reflect the cultural values of the country the style it emanates from.
3. Stretching techniques and concepts for athletes vs concepts for the overall health of the general population.
5. Mattes concept of Active Isolated Stretching vs the philosophies/theories underlying other techniques used throughout the ages.

1. Examine the global and historical concept of stretching, how it has changed to include many forms including the Active Isolated Stretching (AIS) method, benefiting all individuals no matter what age, gender or physical abilities.

1. Aaron L. Mattes, develops Active Isolated Stretching (AIS) method to provide effective dynamic facilitated stretch of major muscle groups.
2. Method is recognized for it's ability to provide functional and physiological restoration of flexibility in the myofacial planes.
3. Known as an effective therapeutic treatment for deep and superficial myofascial release, restoring proper flexibility for optimal physiologic functioning.
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Changed Field**Current Version****Proposed Version**

- | Changed Field | Current Version | Proposed Version |
|---------------|---|---|
| | <ol style="list-style-type: none">1. AIS form of stretching vs the use of Yoga straps.2. AIS form of stretching vs the use of stability balls. <p>6. Physicians, chiropractors, physical therapists, exercise physiologists, massage therapists, professional sports teams and others, concerned about wellness and health find the AIS method of stretching informative and effective.</p> <ol style="list-style-type: none">1. How the AIS method is used for performance enhancement in sports.2. AIS is used for injury prevention, rehabilitation and neuromuscular re-education.. <p>2. Appraise and implement concepts of Active Isolated Stretching(AIS) techniques for effective dynamic facilitated stretching of major muscle groups.</p> <ol style="list-style-type: none">1. Ability to restore body balance through the AIS method of stretching.2. Create and provide effective dynamic facilitated stretches of major muscle groups.3. Ability to control the body's stretch reflexes in conjunction with specific isolated manual release of individual muscles and their corresponding muscle groups.4. Demonstrate and activate the antagonistic muscle group contraction, showing the full range of motion and flexibility.<ol style="list-style-type: none">1. Quads vs hamstrings2. Abdominals vs muscles of the back3. Biceps vs triceps. | <ol style="list-style-type: none">1. AIS form of stretching vs the use of Yoga straps.2. AIS form of stretching vs the use of stability balls. <p>6. Physicians, chiropractors, physical therapists, exercise physiologists, massage therapists, professional sports teams and others, concerned about wellness and health find the AIS method of stretching informative and effective.</p> <ol style="list-style-type: none">1. How the AIS method is used for performance enhancement in sports.2. AIS is used for injury prevention, rehabilitation and neuromuscular re-education.. <p>2. Appraise and implement concepts of Active Isolated Stretching(AIS) techniques for effective dynamic facilitated stretching of major muscle groups.</p> <ol style="list-style-type: none">1. Ability to restore body balance through the AIS method of stretching.2. Create and provide effective dynamic facilitated stretches of major muscle groups.3. Ability to control the body's stretch reflexes in conjunction with specific isolated manual release of individual muscles and their corresponding muscle groups.4. Demonstrate and activate the antagonistic muscle group contraction, showing the full range of motion and flexibility.<ol style="list-style-type: none">1. Quads vs hamstrings2. Abdominals vs muscles of the back3. Biceps vs triceps. |

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

3. Adapt techniques to meet the needs of individuals with physical limitations and/or disabilities.

1. Understand the benefits of AIS as an effective method for postural restoration, performance enhancement, injury prevention and rehabilitation.

2. Understand the contribution of AIS to the science of kinesiology and its practical application to special populations.

3. Create and understand the various techniques of AIS that allow for gentle stretching movements invigorating the circulatory and neuromuscular systems which help to alleviate many symptoms for persons with special needs.

4. Identify and perform the five I's of Active Isolated Stretching (AIS) methods.

1. Identify the specific muscles to be stretched.

2. Isolate the muscles to be stretched by using precise localized movements.

3. Intensify the contractile effort of the agonist muscles opposite to the antagonist muscles that are reciprocally relaxing and lengthening on the opposite side of the joint.

4. Innervation reciprocal innervation (tissue signaled to contract) contracting action of a muscle or muscle group which is neurologically encouraged to contract while the opposite side muscles are prepared to relax.

5. Inhibition - Reciprocal inhibition reaction of a muscle or muscle group which neurologically signaled to relax while the opposite side

3. Adapt techniques to meet the needs of individuals with physical limitations and/or disabilities.

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5. Inhibition - Reciprocal inhibition reaction of a muscle or muscle group which neurologically signaled to relax while the opposite side

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

Changed Field	Current Version	Proposed Version
	<p>muscles receive nerve signal to contract.</p> <p>5. Describe the benefits of a rigorous stretching program and how it effects biomechanical balance.</p> <ol style="list-style-type: none">1. Improve preparation for athletic activity.2. Optimize muscle and tendon range of motion.<ol style="list-style-type: none">1. During day to day activities such as lifting, reaching and bending.2. While playing tennis, playing golf, swimming and other activities/sports participated in by the general population.3. Facilitate biomechanical balance.<ol style="list-style-type: none">1. In athletes2. In the general population3. In older adults4. For individuals with special needs4. Reduce risk of muscle, tendon, ligament, and joint injuries.<ol style="list-style-type: none">1. In athletes2. In the general population3. In older adults4. In individuals with special needs5. Reduced postural changes that frequently occur in the aging process.6. Rehabilitate muscle, tendon, and ligament injuries.7. Enhance athletic performance by increasing the muscle tendon fascia returning it to it's optimal length.8. Maximize potential and level of athletic performance. <p>6. Recognize and apply fundamental exercise physiology, nutrition,</p>	<p>muscles receive nerve signal to contract.</p> <p>5. Describe the benefits of a rigorous stretching program and how it effects biomechanical balance.</p> <ol style="list-style-type: none">1. Improve preparation for athletic activity.2. Optimize muscle and tendon range of motion.<ol style="list-style-type: none">1. During day to day activities such as lifting, reaching and bending.2. While playing tennis, playing golf, swimming and other activities/sports participated in by the general population.3. Facilitate biomechanical balance.<ol style="list-style-type: none">1. In athletes2. In the general population3. In older adults4. For individuals with special needs4. Reduce risk of muscle, tendon, ligament, and joint injuries.<ol style="list-style-type: none">1. In athletes2. In the general population3. In older adults4. In individuals with special needs5. Reduced postural changes that frequently occur in the aging process.6. Rehabilitate muscle, tendon, and ligament injuries.7. Enhance athletic performance by increasing the muscle tendon fascia returning it to it's optimal length.8. Maximize potential and level of athletic performance. <p>6. Recognize and apply fundamental exercise physiology, nutrition,</p>

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

hydration and wellness concepts in regards to age, gender, and genetics.

1. Components of a "healthy lifestyle" and how these concepts can vary based upon gender, genetics, and age.
2. Importance of cardiovascular exercise, strength training, flexibility and body composition in achieving a healthy lifestyle.
3. Definitions of a "healthy lifestyle"
4. Benefits of strength development
5. Benefits of flexibility
 1. Importance of nutrition and the overall well-being of an individual.
 2. Diets: cultural variations and healthy choices, vegan, vegetarian, fad diets.
 3. Fat loss theories: individual metabolic rates, gender and genetic variations, age variations.
 4. The effects of a poor diet on flexibility.
6. Importance of nutrition, proper hydration to prevent injuries and cramps.
7. FITT Principle (frequency, intensity, time and type) and it's relevance to a healthy program of fitness.
7. Application of the principles of AIS individually or with a partner.
 1. Components of a "healthy lifestyle" and how these concepts can vary based upon gender, genetics, and age.
 1. Definitions of a "healthy lifestyle"
 2. Importance of cardiovascular

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 1. Definitions of a "healthy lifestyle"
 2. Importance of cardiovascular

Changed	Field	Current Version	Proposed Version
		<p>exercise, strength training, flexibility and body composition in achieving a healthy lifestyle.</p> <p>3. Cardiovascular/Aerobic Exercise Defined</p> <p>4. Benefits of strength development</p> <p>5. Benefits of flexibility</p> <p>6. Importance of Nutrition</p> <p>2. FITT Principle (frequency, intensity, time and type) and it's relevance to a healthy program of fitness.</p>	<p>exercise, strength training, flexibility and body composition in achieving a healthy lifestyle.</p> <p>3. Cardiovascular/Aerobic Exercise Defined</p> <p>4. Benefits of strength development</p> <p>5. Benefits of flexibility</p> <p>6. Importance of Nutrition</p> <p>2. FITT Principle (frequency, intensity, time and type) and it's relevance to a healthy program of fitness.</p>
	Lab Component in this Course	No	No
	Lab Outline	No value	No value

Req/Adv			
Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	No Value	No Value
	Corequisite(s):	No Value	No Value
	Advisory(ies):	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005.	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH 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):	(See general education pages for the requirements this course meets.)	(See general education pages for the requirements this course meets.)
	General Course Statement(s) - Other:	No Value	No Value

Curriculum Office

Changed	Questions	Current Version	Proposed Version
!	Banner Start Term (202122)	202122	No Value
!	Banner Division	2PE	No Value
!	Catalog Term (21-22)	23-24	No Value
!	5 Year Revision Year (2021)	2018	No Value
!	Effective Quarter	Fall	No Value
!	Effective Year (2021)	2023	No Value
	Sort ID (00 < 10; 0 < 100)	KNES 025BX	KNES 025BX
	Course Status	Non-substantial	Non-substantial
!	Course Status Code	A	No Value
!	Banner Department	KNES	No Value
!	Course Level	DU	No Value
!	College Code	DA	No Value
	Course Characteristics	NA	NA

Changed	Questions	Current Version	Proposed Version
	Cross-Listed/Related Course Information	Related Child	Related Child
	Cross-Listed/Related Course ID's	KNES 25B	KNES 25B
!	CTE Status	No	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
!	Emergency Approval	No	No Value
!	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)	N	No Value

Changed	Questions	Current Version	Proposed Version
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Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)

F

No Value



Noncredit Enhanced Funding Indicator

N

No Value



In Service Indicator

N

No Value



Sports/Physical Education Course Indicator

Y

No Value



COA Code

C

No Value



Fund Code

114000

No Value



Organization Code

236002

No Value



Account Code

1320

No Value



Program Code

083500

No Value



Percent

100

No Value

Curriculum Office Notes

- Requisite change appr. 1/17/23 (effect. F23).-cc

- Requisite change appr. 1/17/23 (effect. F23).-cc



Print/No Print to Catalog

Yes

No Value

Checklist

No Value

No Value

Summary of Revisions

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

Blue Form

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

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

A-Matrix Form

Changed	Questions	Current Version	Proposed Version
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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
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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
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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

Methods of Evaluations B-Written essay to describe three exercises to help the student stretch out their tightest muscles and how flexibility is applied to basic fitness based on chapter readings.

Changed

Questions

Current Version

Proposed Version



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

No Value

Assignment D- Written exam based upon the textbook readings, demonstrations, and handouts.

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

**Objective 3:
Explore functions.**

No Value

No Value

**Objective 4:
Develop linear function models.**

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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**Objective 5:
Use systems of
two linear
equations to
solve real world
problems.**

No Value

No Value

**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
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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
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	Objective 9: Explore arithmetic sequences and series.	No Value	No Value
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	Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value
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F-Matrix Form

Changed	Questions	Current Version	Proposed Version
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	Pre-algebra or equivalent (or higher), or appropriate placement beyond pre- algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
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Changed	Questions	Current Version	Proposed Version
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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
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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,
download the
Content
Review Matrix
G from the
Reference
Materials, and
follow the
remaining
instructions on
the form. If a
requisite falling
under Matrix G
is being
removed,
provide an
explanation as
to why.**

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 Prerequisites 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, i.e. such as a course.	No Value	No Value

De Anza GE Form

Changed**Questions****Current Version****Proposed Version**

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

No Value

Methods of Evaluations A- Written flexibility and posture assessments based upon pre and post measurements of various stretching exercises graded on completeness.



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

No Value

Methods of Evaluations E- Collaborative group workouts are graded and evaluated on completeness. A-Written flexibility and posture assessments based upon pre and post measurements of various stretching exercises graded on completeness.

Changed	Questions	Current Version	Proposed Version
!	<p>Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	<p>Methods of Evaluations C-Practical exam in which the student demonstrates the ability to perform AIS stretching exercises using proper techniques graded on accuracy of demonstration.</p>
!	<p>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.)</p>	No Value	<p>Outline F- Recognize and apply fundamental exercise physiology, nutrition, hydration and wellness concepts in regards to age, gender, and genetics</p>
!	<p>Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	<p>Outline A- Examine the global and historical concept of stretching, how it has changed to include many forms including the Active Isolated Stretching (AIS) method, benefiting all individuals no matter what age, gender or physical abilities.</p>

Changed

Questions

Current Version

Proposed Version



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

No Value

Outline B- Appraise and implement concepts of Active Isolated Stretching(AIS) techniques for effective dynamic facilitated stretching of major muscle groups.

De Anza GE - ESGC Form

Changed

Questions

Current Version

Proposed Version

**Criteria 1:
Explain the interconnectivity of economic prosperity, social equity and environmental quality.**

No Value

No Value

**Criteria 2:
Identify the most serious environmental, equity, and social justice problems globally and locally and explain their underlying causes and possible consequences.**

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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	Criteria 3: Explain some significant ways students can make a difference in making a positive impact, locally, at a state level, or globally in making the world more environmentally sustainable and socially just.	No Value	No Value
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	Criteria 4: Analyze how the well being of human society is dependent on sustainable social and ecological systems.	No Value	No Value
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	Criteria 5: Demonstrate an understanding of how the student's personal activities impact the environment and communities by participating in actions to create a more environmentally sustainable and equitable future.	No Value	No Value
--	--	----------	----------

Comments

Changed Questions Current Version Proposed Version

Stage 2: Department Chair
 No Value
 No Value

Stage 3: Division Curriculum Representative
 No Value
 No Value

Stage 4: Division Dean
 No Value
 No Value



Stage 5: SLO Coordinator
 No Value

	Name - Role OR Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
3/6/2024	Mary Pape - SLO Coordinator	Learning Outcomes - CSLO #1	Recommend	Reword: "Utilize the concepts of active isolated stretching and be able to apply it." Since what 'it' is referring to is unclear. Suggest: "Apply the concepts of active isolated stretching."	
3/6/2024	Mary Pape - SLO Coordinator	Learning6 Outcomes - CSLO #3	Required	Change so that the word 'apply' is not repeated twice. Suggestion: Apply knowledge of basic fitness concepts as they relate to health and wellness.	

Changed	Questions	Current Version	Proposed Version						
!	Stage 7: Content Review Matrix Liaison	No Value		Date	Name - Role OR Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
				3/25/24	Zack Judson	Matrix B	Required	Why would students need to know how to compose and support thesis statements in order to demonstrate stretching?	
!	Stage 8: AVP - Instruction	No Value		Date	Name - Role OR Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
				3/27/24	Gabriela Nocito	Specifications - Suggested for AVPI	Reading List	Require as this part is reserved for English classes only.	
	Stage 9: Articulation Officer	No Value	No Value						
	Stage 11: ESGC Faculty Coordinator	No Value	No Value						
	Stage 14: 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	KNESD25BX
	Distance Education Approved	No

Changed	Field	Current Version
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	Board of Trustees Approval Date	
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	Curriculum Committee Approval Date	
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	Time to Next Review	Sep 1, 2023 12:00:00 AM
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	External Review Approval Date	Sep 1, 2018 12:00:00 AM
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	Course Control Number	CCC000581869
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Articulation

Changed	Field	Current Version
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	Course Crosswalk CRS-DEPT-NAME	
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	Course Crosswalk CRS-NUMBER	
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De Anza College
Change Report
08/01/2024

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Description
General Information	Course Type (CB27)
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Transferability & Gen. Ed. Options	GE Information
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
Learning Outcomes and Objectives	CSLOs
Curriculum Office	Banner Start Term (202122)
Curriculum Office	Banner Division
Curriculum Office	Catalog Term (21-22)
Curriculum Office	5 Year Revision Year (2021)
Curriculum Office	Effective Quarter
Curriculum Office	Effective Year (2021)
Curriculum Office	Course Status Code
Curriculum Office	Banner Department

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	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
Summary of Revisions	Basic Course Information
Summary of Revisions	Specifications
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.

Section**Changed field**

De Anza GE Form

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

De Anza GE Form

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

De Anza GE Form

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

De Anza GE Form

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

De Anza GE Form

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

De Anza GE Form

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

Comments

Stage 8: AVP - Instruction

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?

General Information

Changed	Field	Current Version	Proposed Version
!	Faculty Initiator	<ul style="list-style-type: none"> Mae Lee 	<ul style="list-style-type: none"> Rachel Catuiza Altman, Danielle
	Course ID (CB01A and CB01B)	KNESD026A	KNESD026A
	Course Control Number	CCC000581930	CCC000581930
	Course Title (CB02)	Basic Pilates Mat Exercise	Basic Pilates Mat Exercise
	Short Course Title	BASIC PILATES MAT EXERCISE	BASIC PILATES MAT EXERCISE
	TOP Code (CB03)	0835.00	0835.00 Physical Education
	CIP Code	Health and Physical Education/Fitness, General	31.0501 Health and Physical Education/Fitness, General
	Department	KNES - Kinesiology	KNES - Kinesiology
!	Effective Term	Fall 2023	Fall 2023 <u>2025</u>
	SAM Priority Code (CB09)	Non-Occupational	Non-Occupational
!	Course Description	<p>An introduction to Kinesiology through the study of Pilates. Includes a global and historical perspective, key philosophical concepts, and the six principles of Pilates exercise. Students will practice basic Pilates mat techniques to improve concentration, mind relaxation techniques, core strength and flexibility. Includes basic exercise physiology concepts, and nutrition.</p>	<p>An <u>This course is an</u> introduction to Kinesiology through the study of Pilates. includes <u>The course includes</u> a global and historical perspective, key philosophical concepts, and the six principles of Pilates exercise. Students will practice basic Pilates mat techniques to improve concentration, mind relaxation techniques, core strength and flexibility. Includes basic exercise physiology concepts, and nutrition. <u>nutrition.</u></p>
!	Course Type (CB27)	No value	<ul style="list-style-type: none"> Lower Division

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

Faculty Requirements			
Changed	Field	Current Version	Proposed Version
	Discipline 1	No value	• Physical Education
	Discipline 2	No value	No value
	Discipline 3	No value	No value
	FSA	No value	• FHDA FSA - PHYSICAL EDUCATION

Formerly Statement			
Changed	Field	Current Version	Proposed Version
	Formerly Statement	(Formerly P E D002P and P E D02PX respectively.)	(Formerly P E D002P and P E D02PX respectively.)

Course Justification			
Changed	Field	Current Version	Proposed Version
	Course Justification	The course is CSU and UC transferable. This course meets a general education requirement for De Anza and CSUGE. This course is a pure mat Pilates course, which includes all the core strengthening and flexibility exercises that Joseph Pilates created for his program.	The course is CSU and UC transferable. This course meets a general education requirement for De Anza and CSUGE. This course is a pure mat Pilates course, which includes all the core strengthening and flexibility exercises that Joseph Pilates created for his program.

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

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

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

Changed	Field	Current Version	Proposed Version
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	Is this a CTE (Career Technical Education) course?	No value	<u>No</u>
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Honors/Non-honors Course

Changed	Field	Current Version	Proposed Version
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	Is this an honors/non-honors course?	No value	<u>No</u>
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Mirrored Credit/Noncredit Course

Changed	Field	Current Version	Proposed Version
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	Is this a mirrored credit/noncredit course?	No value	<u>No</u>
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Cross-listed Course

Changed	Field	Current Version	Proposed Version
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	Is this a cross-listed course?	No value	<u>No</u>
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More Options

Changed	Field	Current Version	Proposed Version
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	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.
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	Course Prior To College Level	Not applicable.	Not applicable.
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	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.
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	Course Support Status (CB26)	Course is not a support course	Course is not a support course
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Changed	Field	Current Version	Proposed Version
	Repeat Limit	0	0
	Grade Options	<ul style="list-style-type: none"> • Letter Grade • Pass/No Pass 	<ul style="list-style-type: none"> • Letter Grade • Pass/No Pass
	Allow Students to Gain Credit by Exam/Challenge	<input type="checkbox"/>	<input type="checkbox"/>
	Repeatability Statement	(This course is included in the Flexibility and Stability Family of activity courses. Please see the rules on "Repeating Courses" in the College Policies section of the catalog.)	(This course is included in the Flexibility and Stability Family of activity courses. Please see the rules on "Repeating Courses" in the College Policies section of the catalog.)

Associated Programs

Changed Field

Current Version

Proposed Version

Course is part of a program

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

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

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

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

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

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

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

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


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

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

Associated Program	Kinesiology for Transfer

Associated Program	Kinesiology for Transfer

Changed	Field	Current Version	Proposed Version
	Award Type	Associate in Arts for Transfer (A.A.-T.) Degree	Associate in Arts for Transfer (A.A.-T.) Degree

Transferability & Gen. Ed. Options																					
Changed	Field	Current Version	Proposed Version																		
	Transfer Status (CB05)	Transferable to both UC and CSU	Transferable to both UC and CSU																		
	Course General Education Status (CB25)	Y	Y																		
	Transfer Status	Approved	Approved																		
	GE Information	<table border="1"> <tr> <td>System/Institution</td> <td>De Anza GE</td> </tr> <tr> <td>Area(s)</td> <td> <ul style="list-style-type: none"> 2GEP - Approved. </td> </tr> <tr> <td>-</td> <td>No value</td> </tr> </table> <table border="1"> <tr> <td>System/Institution</td> <td>CSU GE</td> </tr> <tr> <td>Area(s)</td> <td> <ul style="list-style-type: none"> CGEP - Approved. </td> </tr> <tr> <td>-</td> <td>No value</td> </tr> </table>	System/Institution	De Anza GE	Area(s)	<ul style="list-style-type: none"> 2GEP - Approved. 	-	No value	System/Institution	CSU GE	Area(s)	<ul style="list-style-type: none"> CGEP - Approved. 	-	No value	<table border="1"> <tr> <td>System/Institution</td> <td>De Anza GE</td> </tr> <tr> <td>Area(s)</td> <td> <ul style="list-style-type: none"> 2GEP - Approved. </td> </tr> <tr> <td>-</td> <td>No value</td> </tr> </table>	System/Institution	De Anza GE	Area(s)	<ul style="list-style-type: none"> 2GEP - Approved. 	-	No value
System/Institution	De Anza GE																				
Area(s)	<ul style="list-style-type: none"> 2GEP - Approved. 																				
-	No value																				
System/Institution	CSU GE																				
Area(s)	<ul style="list-style-type: none"> CGEP - Approved. 																				
-	No value																				
System/Institution	De Anza GE																				
Area(s)	<ul style="list-style-type: none"> 2GEP - Approved. 																				
-	No value																				

Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	0	0
	Lecture Hours - Out of Class	0	0
	Laboratory Hours - In Class	2	2
	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	24	24
	Lecture Hours - Course In- Class (Contact) per Term	0	0
	Lecture Hours - Course Out- of-Class per Term	0	0

Changed	Field	Current Version	Proposed Version
	Laboratory Hours - Course In-Class (Contact) per Term	24	24
	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	24	24
	Total - Course Out-of-Class Hours	0	0
	Total Credit Units - Minimum Credit Units	0.5	0.5
	Total Credit Units - Maximum Credit Units	0.5	0.5

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)	<input type="checkbox"/>	<input type="checkbox"/>
	Variable Credit Course	<input type="checkbox"/>	<input type="checkbox"/>


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

Changed	Field	Current Version	Proposed Version
	Total Laboratory Hours per Term	24	24
	Total Contact Hours per Term	-	0
	Total Credit Units	0.5	0.5
	Minimum Credit Units	0.5	0.5
	Maximum Credit Units	0.5	0.5

SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

Changed	Field	Current Version	Proposed Version
	Methods of Instruction	<p>Methods of Instruction</p> <p>Methods of Instruction Visual aids Discussion of assigned reading Discussion and problem solving performed in class Collaborative learning and small group exercises Demonstration</p>	<p>Methods of Instruction Methods of Instruction</p> <p>Methods of Instruction Visual aids Discussion of assigned reading Discussion and problem solving performed in class Collaborative learning and small group exercises Demonstration</p>

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

1. Reading:
 1. Readings from the textbook "Fit and Well".
 2. Handouts
 3. Media Sources
2. Writing - Essay analyzing specific global and historical events that have influenced the growth of Pilates exercise in the United States.
3. In class performance of Pilates exercise techniques and routines for flexibility and strength.
 1. Sequenced movements
 2. Breathing
 3. Form
4. Verbal peer evaluation on Pilates exercises in class.

1. Writing: Essay on one of the 5 components of fitness from the class text "Fit and Well" with a critical analysis of the effects of Pilates training on the chosen component.
2. Reading
 1. Assigned readings from the textbook "Fit and Well" by Thomas Fahey, et al.
 2. Review of instructor generated handouts.
3. Skill and Fitness Acquisition
 1. Practice basic Pilates Skills in class including sequences, breathing and proper form individually and in small groups.
 2. In class performance of Pilates exercise techniques and routines for flexibility and strength.
 3. Oral peer evaluation of Pilates skills practice.



Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

1. Practical exam including demonstration of skills, specific Pilates routines and proper techniques.
2. Verbal peer evaluation of Pilates exercises graded on completeness.
3. Essay based upon the global and historical events that have influenced the growth of Pilates throughout the World and more importantly the United States graded on content and completeness.
4. Written comprehensive final exam based upon textbook readings, handouts and media sources.

Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

1. Demonstration of skills, specific Pilates routines and proper techniques graded on accuracy and completeness.
2. Essay on the one of the five components of fitness from the text "Fit and Well" on how it relates to Pilates graded on content and completeness.
3. Written comprehensive final exam based on reading and demonstration.
4. A variety of skill-specific assessments graded on completion of skill techniques.
5. Oral peer evaluation graded on completeness.

Changed	Field	Current Version	Proposed Version
	Essential Student Materials/Essential College Facilities	Essential Student Materials: <ul style="list-style-type: none"> • Appropriate attire, and towel Essential College Facilities: <ul style="list-style-type: none"> • Gym with mats 	Essential Student Materials: <ul style="list-style-type: none"> • Appropriate attire, and towel Essential College Facilities: <ul style="list-style-type: none"> • Gym with mats



Examples of Primary Texts and References

Title	No value
Author	Fahey, T., Insel, P., and Roth, W. "Fit and Well Brief edition 12th ed." San Francisco, CA: McGraw Hill Publishing Co., 2015
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	Fit and Well Brief Edition
Author	Fahey, T., Insel P., and Roth, W.
Publisher	McGraw Hill Publishing Co.
Date/Edition	2023/15th Edition
ISBN	No value



Suggested Reading List

No value

Reading List Winsor, M., "The Pilates Powerhouse", Gaiam, Inc 2002.

May include, but are not limited to No value

Reading List Menezes, A., "The Complete Guide to the Pilates Method", Hunter House Publishers, Boston, MA, 2002.

May include, but are not limited to No value

Reading List Siller, B., "The Pilates Body", Broadway Books, New York, NY. 2004

May include, but are not limited to No value

Reading List "Pilates Beginning Mat workout", Gaiam Company, 2000 (video).

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

May include, but are not limited to No value

Reading List Eisen, Isabel, "Anatomy of Fitness: Pilates," Hunter House Publishers, Boston, MA 2015.

May include, but are not limited to No value

Reading List Archer, Shirley, "Pilates Mat Training", American Council on Exercise (ACE), San Diego, CA, 2014.

May include, but are not limited to No value

Learning Outcomes and Objectives

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

- Examine the global and historical perspective/philosophy of the Pilates training routine from its early development to inclusion within physical education curriculum.
- Develop personal awareness through practice of the Pilates method.
- Examine and incorporate Pilates practices for the mind, body and emotions into daily life.
- Examine and apply basic exercise physiology, nutrition, flexibility, strength, and emotional concepts to improve one's physical condition with consideration for variables due to age, gender, and physical differences.
- Analyze and memorize movement sequences to improve postural, static, and motor skills as they apply to everyday functional activities.

- Examine the global and historical perspective/philosophy of the Pilates training routine from its early development to inclusion within physical education curriculum.
- Develop personal awareness through practice of the Pilates method.
- Examine and incorporate Pilates practices for the mind, body and emotions into daily life.
- Examine and apply basic exercise physiology, nutrition, flexibility, strength, and emotional concepts to improve one's physical condition with consideration for variables due to age, gender, and physical differences.
- Analyze and memorize movement sequences to improve postural, static, and motor skills as they apply to everyday functional activities.

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

CSLOs Assimilate proper breathing techniques to induce concentration and relaxation of the mind and body.

Expected SLO Performance 0.0

CSLOs Assimilate proper breathing techniques to induce concentration and relaxation of the mind and body.

Expected SLO Performance 0.0

CSLOs Apply knowledge of basic fitness concepts as they apply to health and wellness.

Expected SLO Performance 0.0

CSLOs Apply knowledge of basic fitness concepts to health and wellness.

Expected SLO Performance 0.0

CSLOs Develop an increasing awareness of the link between the mind - body connection.

Expected SLO Performance 0.0

CSLOs Develop an increasing awareness of the link between the mind - body connection.

Expected SLO Performance 0.0

Course Outline

Changed	Field	Current Version	Proposed Version
Course Content		<p>1. Examine the global and historical perspective/philosophy of the Pilates training routine from its early development to inclusion within physical education curriculum.</p> <ol style="list-style-type: none"> 1. Joseph Pilates develops exercise program at internment camp during WWI. <ol style="list-style-type: none"> 1. During WWI the British authorities interned Pilates with other German citizens in a camp in the Isle of Man. 2. While in the camp Pilates method began to take shape as he trained other inmates in fitness and exercise. 2. 1926 - First Pilates training school opens in New York City. <ol style="list-style-type: none"> 1. Joseph Pilates and his wife Clara supervised and taught students well into the 1960s. 2. Pilates originally called his exercise "Contrology", related to encouraging the use of the mind to control muscles. 3. He focused his attention on core postural muscles. 4. His method is used as a type of rehabilitation for dancers injuries. 3. 1967 - Pilates dies but apprentices keep style of exercise alive. 	<p>1. Examine the global and historical perspective/philosophy of the Pilates training routine from its early development to inclusion within physical education curriculum.</p> <ol style="list-style-type: none"> 1. Joseph Pilates develops exercise program at internment camp during WWI. <ol style="list-style-type: none"> 1. During WWI the British authorities interned Pilates with other German citizens in a camp in the Isle of Man. 2. While in the camp Pilates method began to take shape as he trained other inmates in fitness and exercise. 2. 1926 - First Pilates training school opens in New York City. <ol style="list-style-type: none"> 1. Joseph Pilates and his wife Clara supervised and taught students well into the 1960s. 2. Pilates originally called his exercise "Contrology", related to encouraging the use of the mind to control muscles. 3. He focused his attention on core postural muscles. 4. His method is used as a type of rehabilitation for dancers injuries. 3. 1967 - Pilates dies but apprentices keep style of exercise alive.

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

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|--|--|
| 1. Disciples such as Romana Kryzanowska and Jay Grimes carried on the work of Joseph Pilates. | 1. Disciples such as Romana Kryzanowska and Jay Grimes carried on the work of Joseph Pilates. |
| 2. Famous dancers such as George Balanchine and Martha Graham became devotees and regularly sent their students to Pilates for training and rehabilitation. After his death they continued to send students to his disciples because of their belief in Joseph Pilates techniques. | 2. Famous dancers such as George Balanchine and Martha Graham became devotees and regularly sent their students to Pilates for training and rehabilitation. After his death they continued to send students to his disciples because of their belief in Joseph Pilates techniques. |
| 3. Moira Merrithew, a ballet dancer, develops Stott Pilates in 1980s but later had to change the name to Stott Conditioning. | 3. Moira Merrithew, a ballet dancer, develops Stott Pilates in 1980s but later had to change the name to Stott Conditioning. |
| 4. 1991 - Institute for the Pilates method of exercise opens in Santa Fe, New Mexico. | 4. 1991 - Institute for the Pilates method of exercise opens in Santa Fe, New Mexico. |
| 5. 2000 - the name "Pilates" becomes a generic both in reference to a certain type of exercise and to certain types of equipment used. | 5. 2000 - the name "Pilates" becomes a generic both in reference to a certain type of exercise and to certain types of equipment used. |
| 6. 2001 the Pilates Method Alliance (PMA) was founded by Kevin A. Bowen and Colleen Glenn as a non-profit, unbiased information resource dedicated to the teachings of Joseph H. and Clara Pilates | 6. 2001 the Pilates Method Alliance (PMA) was founded by Kevin A. Bowen and Colleen Glenn as a non-profit, unbiased information resource dedicated to the teachings of Joseph H. and Clara Pilates |

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

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- | | | |
|--|--|--|
| | <ol style="list-style-type: none">1. Law suits filed to fight instructors using the Pilates name.2. The inventor of Stott Pilates won battle over using the Pilates name but in 2000 had to change the name to Stott Conditioning. <p>7. Americans practice Pilates.</p> <ol style="list-style-type: none">1. In 2005 11 million people practice the discipline regularly.2. As of 2005 fourteen thousand instructors are now teaching Pilates in the United States.3. In Portland, OR, the Pilates method which includes concentration is being studied in providing relief from the degenerative symptoms of Parkinson's disease. <p>2. Develop personal awareness through practice of the Pilates method.</p> <ol style="list-style-type: none">1. Explore the concept of concentration such as control, centering, flowing and precision movement.<ol style="list-style-type: none">1. Practice of controlled movements2. Understanding the concept of centering one's movement from the inside out.3. Ability to use breath during exertion. | <ol style="list-style-type: none">1. Law suits filed to fight instructors using the Pilates name.2. The inventor of Stott Pilates won battle over using the Pilates name but in 2000 had to change the name to Stott Conditioning. <p>7. Americans practice Pilates.</p> <ol style="list-style-type: none">1. In 2005 11 million people practice the discipline regularly.2. As of 2005 fourteen thousand instructors are now teaching Pilates in the United States.3. In Portland, OR, the Pilates method which includes concentration is being studied in providing relief from the degenerative symptoms of Parkinson's disease. <p>2. Develop personal awareness through practice of the Pilates method.</p> <ol style="list-style-type: none">1. Explore the concept of concentration such as control, centering, flowing and precision movement.<ol style="list-style-type: none">1. Practice of controlled movements2. Understanding the concept of centering one's movement from the inside out.3. Ability to use breath during exertion. |
|--|--|--|

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

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- | | |
|---|---|
| 4. Ability to perform movements in a fluid and precise manner. | 4. Ability to perform movements in a fluid and precise manner. |
| 2. Apply relaxed movement through mindfulness and techniques of controlled breathing. | 2. Apply relaxed movement through mindfulness and techniques of controlled breathing. |
| 3. Examine and incorporate Pilates practices for the mind, body and emotions into daily life. | 3. Examine and incorporate Pilates practices for the mind, body and emotions into daily life. |
| 1. Demonstrate concentration techniques to center, relax, and create mind/body harmony. | 1. Demonstrate concentration techniques to center, relax, and create mind/body harmony. |
| 2. Consciously control muscle tension through muscular relaxation techniques. | 2. Consciously control muscle tension through muscular relaxation techniques. |
| 3. Demonstrate Pilates movements to maintain dynamic balance for the mind/body. | 3. Demonstrate Pilates movements to maintain dynamic balance for the mind/body. |
| 4. Demonstrate breath control to center, relax, and create mind/body harmony. | 4. Demonstrate breath control to center, relax, and create mind/body harmony. |
| 5. Demonstrate an awareness of body centering, mindfulness, and relaxation. | 5. Demonstrate an awareness of body centering, mindfulness, and relaxation. |
| 4. Examine and apply basic exercise physiology, nutrition, flexibility, strength, and emotional concepts to improve one's physical condition with consideration for variables due to age, gender, and physical differences. | 4. Examine and apply basic exercise physiology, nutrition, flexibility, strength, and emotional concepts to improve one's physical condition with consideration for variables due to age, gender, and physical differences. |
| 1. Theories of exercise physiology as it relates to Pilates exercise. | 1. Theories of exercise physiology as it relates to Pilates exercise. |
| 1. Utilization of large and small muscle groups. | 1. Utilization of large and small muscle groups. |
| 2. Awareness of lever actions and angles. | 2. Awareness of lever actions and angles. |

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

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|---|--|--------------------------------|--|---------------------------------------|--|
| 3. Understanding different types of muscular contractions. | 4. Different body positions and exercises. | 5. Isolating specific muscles. | 6. Proper deep breathing technique used during physical activity, and as a stress-management intervention. | 7. Necessity of an effective warm-up. | 8. Exercise suggestions for injury prevention and rehabilitation |
| 2. Nutritional concepts that promote a balanced lifestyle. | | | | | |
| 1. Appropriate diet for wellness. | | | | | |
| 2. Information regarding pre-class nutrition. | | | | | |
| 3. Dietary habits to influence weight control. | | | | | |
| 3. Flexibility enhancement for all including those with special needs. | | | | | |
| 1. Techniques to improve overall flexibility. | | | | | |
| 2. Techniques to address individual problems or specific concerns, e.g. low back. | | | | | |
| 3. Pre and post exercise stretching rationale. | | | | | |
-
- | | | | | | |
|---|--|--------------------------------|--|---------------------------------------|--|
| 3. Understanding different types of muscular contractions. | 4. Different body positions and exercises. | 5. Isolating specific muscles. | 6. Proper deep breathing technique used during physical activity, and as a stress-management intervention. | 7. Necessity of an effective warm-up. | 8. Exercise suggestions for injury prevention and rehabilitation |
| 2. Nutritional concepts that promote a balanced lifestyle. | | | | | |
| 1. Appropriate diet for wellness. | | | | | |
| 2. Information regarding pre-class nutrition. | | | | | |
| 3. Dietary habits to influence weight control. | | | | | |
| 3. Flexibility enhancement for all including those with special needs. | | | | | |
| 1. Techniques to improve overall flexibility. | | | | | |
| 2. Techniques to address individual problems or specific concerns, e.g. low back. | | | | | |
| 3. Pre and post exercise stretching rationale. | | | | | |

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

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|---|---|
| 4. Strength development improvement for all including those with special needs. <ol style="list-style-type: none">1. Techniques and exercises to improve overall strength.2. Techniques to address individual strength concerns3. Methods for strength improvement while avoiding injury:<ol style="list-style-type: none">1. Proper form and breathing.2. Selection of appropriate exercise order, large muscle groups to small, combinations of muscle groups to specific muscle groups. | 4. Strength development improvement for all including those with special needs. <ol style="list-style-type: none">1. Techniques and exercises to improve overall strength.2. Techniques to address individual strength concerns3. Methods for strength improvement while avoiding injury:<ol style="list-style-type: none">1. Proper form and breathing.2. Selection of appropriate exercise order, large muscle groups to small, combinations of muscle groups to specific muscle groups. |
| 5. Allowing for individual differences i.e., age, gender, and physical limitations. | 5. Allowing for individual differences i.e., age, gender, and physical limitations. |
| 6. Understanding the concept of reversibility, i.e., exercise benefits are subject to reversal of conditioning following an extended cessation of activity. | 6. Understanding the concept of reversibility, i.e., exercise benefits are subject to reversal of conditioning following an extended cessation of activity. |
| 7. Knowledge of muscular anatomy incorporated in the movement sequences. | 7. Knowledge of muscular anatomy incorporated in the movement sequences. |
| 8. Knowledge of the fitness and health-related | 8. Knowledge of the fitness and health-related |

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

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|--|--|
| <p>components in Pilates activity.</p> <p>9. Psychological/Emotional concepts enabling intellectual focusing and as a stress-management intervention:</p> <ol style="list-style-type: none"> 1. Setting realistic goals. 2. Development of imagery. 3. Improvement in the ability to concentrate. 4. Improvement of relaxation ability. <p>5. Analyze and memorize movement sequences to improve postural, static, and motor skills as they apply to everyday functional activities.</p> <ol style="list-style-type: none"> 1. Design and implement simple Pilates practices for the body, mind, and emotions that can be easily incorporated into daily life. 2. Establish a personal routine based upon skills observed in class. 3. Comprehend and experience increased personal awareness through the systematic practice of Pilates. | <p>components in Pilates activity.</p> <p>9. Psychological/Emotional concepts enabling intellectual focusing and as a stress-management intervention:</p> <ol style="list-style-type: none"> 1. Setting realistic goals. 2. Development of imagery. 3. Improvement in the ability to concentrate. 4. Improvement of relaxation ability. <p>5. Analyze and memorize movement sequences to improve postural, static, and motor skills as they apply to everyday functional activities.</p> <ol style="list-style-type: none"> 1. Design and implement simple Pilates practices for the body, mind, and emotions that can be easily incorporated into daily life. 2. Establish a personal routine based upon skills observed in class. 3. Comprehend and experience increased personal awareness through the systematic practice of Pilates. |
|--|--|

Lab Component in this Course

No

No

Lab Outline

No value

No value

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	No Value	No Value
	Corequisite(s):	No Value	No Value
	Advisory(ies):	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005.	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005.
	Advisory(ies) - Other:	No Value	No Value
	Limitation(s) on Enrollment:	No Value	No Value
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	(See general education pages for the requirements this course meets.)	(See general education pages for the requirements this course meets.)
	General Course Statement(s) - Other:	No Value	No Value

Curriculum Office

Changed	Questions	Current Version	Proposed Version
!	Banner Start Term (202122)	202122	No Value
!	Banner Division	2PE	No Value
!	Catalog Term (21-22)	23-24	No Value

Changed	Questions	Current Version	Proposed Version
!	5 Year Revision Year (2021)	2018	No Value
!	Effective Quarter	Fall	No Value
!	Effective Year (2021)	2023	No Value
	Sort ID (00 < 10; 0 < 100)	KNES 026A	KNES 026A
	Course Status	Non-substantial	Non-substantial
!	Course Status Code	A	No Value
!	Banner Department	KNES	No Value
!	Course Level	DU	No Value
!	College Code	DA	No Value
	Course Characteristics	NA	NA
	Cross-Listed/Related Course Information	Related Parent	Related Parent
	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)	F	No Value
!	Noncredit Enhanced Funding Indicator	N	No Value
!	In Service Indicator	N	No Value
!	Sports/Physical Education Course Indicator	Y	No Value
!	COA Code	C	No Value
!	Fund Code	114000	No Value

Changed	Questions	Current Version	Proposed Version
❗	Organization Code	236002	No Value
❗	Account Code	1320	No Value
❗	Program Code	083500	No Value
❗	Percent	100	No Value
	Curriculum Office Notes	<ul style="list-style-type: none"> Requisite change appr. 1/17/23 (effect. F23).-cc 	<ul style="list-style-type: none"> Requisite change appr. 1/17/23 (effect. F23).-cc
❗	Print/No Print to Catalog	Yes	No Value
	Checklist	No Value	No Value

Summary of Revisions

Changed	Questions	Current Version	Proposed Version
❗	Basic Course Information	No Value	Description update
	Units and Hours	No Value	No Value
❗	Specifications	No Value	Updated assignments to align with SLO's and/or course objectives Added clear criteria for evaluation Updated textbooks and references to reflect current publications
	Outline	No Value	No Value
	Other	No Value	No Value

Blue Form

Changed	Questions	Current Version	Proposed Version
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**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
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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
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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
	<p>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.</p>	No Value	No Value
	<p>Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.</p>	No Value	No Value
!	<p>Objective 2: Develop analytical ideas and topics for essays.</p>	No Value	<p>Students must learn about each of the 5 components of fitness and analyze the effects of Pilates on each component, and then select the topic for their essay.</p>
!	<p>Objective 3: Compose and support thesis statements for analytical essays.</p>	No Value	<p>Compose an essay on one of the 5 components of fitness from the class text "Fit and Well" with a critical analysis of the effects of Pilates training on the chosen component.</p>
	<p>Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.</p>	No Value	No Value

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

C-Matrix Form

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

No Value

No Value

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

No Value

No Value

**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
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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
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**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
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	Objective 10: Investigate the characteristics of rational expressions.	No Value	No Value
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	Objective 11: Develop skills to work with radical expressions.	No Value	No Value
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E-Matrix Form

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

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

G-Matrix Form

Changed	Questions	Current Version	Proposed Version
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	<p>If the requisite does not fall under an A-F Matrix, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. If a requisite falling under Matrix G is being removed, provide an explanation as to why.</p>	No Value	No Value
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H-Matrix Form

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

No Value

No Value

De Anza GE Form

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

No Value

Outline D: Examine and apply basic exercise physiology, nutrition, flexibility, strength, and emotional concepts to improve one's physical condition with consideration for variables due to age, gender, and physical differences.

Changed	Questions	Current Version	Proposed Version
<p>!</p>	<p>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.)</p>	<p>No Value</p>	<p>Collaborative: Assignments C.1. Practice basic Pilates Skills in class including sequences, breathing and proper form individually and in small groups. Oral: Assignments C.3. Oral peer evaluation of Pilates skills practice. Written: Assignments: A. Essay on one of the 5 components of fitness from the class text "Fit and Well" with a critical analysis of the effects of Pilates training on the chosen component.</p>
<p>!</p>	<p>Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	<p>No Value</p>	<p>Assignments A: Essay on one of the 5 components of fitness from the class text "Fit and Well" with a critical analysis of the effects of Pilates training on the chosen component.</p>

Changed	Questions	Current Version	Proposed Version
	<p>! 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.)</p>	No Value	Outline D: Examine and apply basic exercise physiology, nutrition, flexibility, strength, and emotional concepts to improve one's physical condition with consideration for variables due to age, gender, and physical differences.
	<p>! Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	Outline A: Examine the global and historical perspective/philosophy of the Pilates training routine from its early development to inclusion within physical education curriculum.

Changed	Questions	Current Version	Proposed Version
	<p>! 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.)</p>	No Value	Assignments: C.1. Practice basic Pilates Skills in class including sequences, breathing and proper form individually and in small groups.

De Anza GE - ESGC Form

Changed	Questions	Current Version	Proposed Version
	<p>Criteria 1: Explain the interconnectivity of economic prosperity, social equity and environmental quality.</p>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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Criteria 2:
Identify the most serious environmental, equity, and social justice problems globally and locally and explain their underlying causes and possible consequences.

No Value

No Value

Criteria 3:
Explain some significant ways students can make a difference in making a positive impact, locally, at a state level, or globally in making the world more environmentally sustainable and socially just.

No Value

No Value

Criteria 4:
Analyze how the well being of human society is dependent on sustainable social and ecological systems.

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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**Criteria 5:
Demonstrate an understanding of how the student's personal activities impact the environment and communities by participating in actions to create a more environmentally sustainable and equitable future.**

No Value

No Value

Comments

Changed	Questions	Current Version	Proposed Version
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**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: AVP - Instruction	No Value	<p>Date Name - Role OR Tab Part - Field Type of Edit Edit Initiator - Indicate "Y" When Completed</p> <p>3/27/24 Basic Information - Proposal Details - Attachments Required</p> <p>Please attach the Course Hybrid Delivery form. (course is not taught hybrid)</p>
	Stage 9: Articulation Officer	No Value	No Value
	Stage 11: ESGC Faculty Coordinator	No Value	No Value
	Stage 14: 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	KNESD026A
	Distance Education Approved	Yes
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	

Changed	Field	Current Version
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	Time to Next Review	Sep 1, 2023 12:00:00 AM
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	External Review Approval Date	Sep 1, 2018 12:00:00 AM
--	--------------------------------------	-------------------------

	Course Control Number	CCC000581930
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Articulation

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

De Anza College
Change Report
08/01/2024

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Description
General Information	Course Type (CB27)
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Transferability & Gen. Ed. Options	GE Information
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
Learning Outcomes and Objectives	CSLOs
Curriculum Office	Banner Start Term (202122)
Curriculum Office	Banner Division
Curriculum Office	Catalog Term (21-22)
Curriculum Office	5 Year Revision Year (2021)
Curriculum Office	Effective Quarter
Curriculum Office	Effective Year (2021)
Curriculum Office	Course Status Code
Curriculum Office	Banner Department

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	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
Summary of Revisions	Basic Course Information
Summary of Revisions	Specifications
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.

Section**Changed field**

De Anza GE Form

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

De Anza GE Form

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

De Anza GE Form

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

De Anza GE Form

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

De Anza GE Form

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

De Anza GE Form

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

Comments

Stage 8: AVP - Instruction

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?

General Information

Changed	Field	Current Version	Proposed Version
!	Faculty Initiator	<ul style="list-style-type: none"> Mae Lee 	<ul style="list-style-type: none"> Rachel Catuiza Altman, Danielle
	Course ID (CB01A and CB01B)	KNESD26AX	KNESD26AX
	Course Control Number	CCC000581928	CCC000581928
	Course Title (CB02)	Basic Pilates Mat Exercise	Basic Pilates Mat Exercise
	Short Course Title	BASIC PILATES MAT EXERCISE	BASIC PILATES MAT EXERCISE
	TOP Code (CB03)	0835.00	0835.00 Physical Education
	CIP Code	Health and Physical Education/Fitness, General	31.0501 Health and Physical Education/Fitness, General
	Department	KNES - Kinesiology	KNES - Kinesiology
!	Effective Term	Fall 2023	Fall 2023 <u>2025</u>
	SAM Priority Code (CB09)	Non-Occupational	Non-Occupational
!	Course Description	<p>An introduction to Kinesiology through the study of Pilates. Includes a global and historical perspective, key philosophical concepts, and the six principles of Pilates exercise. Students will practice basic Pilates mat techniques to improve concentration, mind relaxation techniques, core strength and flexibility. Includes basic exercise physiology concepts, and nutrition.</p>	<p>An <u>This course is an</u> introduction to Kinesiology through the study of Pilates. includes <u>The course includes</u> a global and historical perspective, key philosophical concepts, and the six principles of Pilates exercise. Students will practice basic Pilates mat techniques to improve concentration, mind relaxation techniques, core strength and flexibility. Includes basic exercise physiology concepts, and nutrition. <u>nutrition.</u></p>
!	Course Type (CB27)	No value	<ul style="list-style-type: none"> Lower Division

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

Faculty Requirements			
Changed	Field	Current Version	Proposed Version
	Discipline 1	No value	• Physical Education
	Discipline 2	No value	No value
	Discipline 3	No value	No value
	FSA	No value	• FHDA FSA - PHYSICAL EDUCATION

Formerly Statement			
Changed	Field	Current Version	Proposed Version
	Formerly Statement	(Formerly P E D002P and P E D02PX respectively.)	(Formerly P E D002P and P E D02PX respectively.)

Course Justification			
Changed	Field	Current Version	Proposed Version
	Course Justification	The course is CSU and UC transferable. This course meets a general education requirement for De Anza and CSUGE. This course is a pure mat Pilates course, which includes all the core strengthening and flexibility exercises that Joseph Pilates created for his program.	The course is CSU and UC transferable. This course meets a general education requirement for De Anza and CSUGE. This course is a pure mat Pilates course, which includes all the core strengthening and flexibility exercises that Joseph Pilates created for his program.

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

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

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

Changed	Field	Current Version	Proposed Version
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	Is this a CTE (Career Technical Education) course?	No value	<u>No</u>
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Honors/Non-honors Course

Changed	Field	Current Version	Proposed Version
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	Is this an honors/non-honors course?	No value	<u>No</u>
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Mirrored Credit/Noncredit Course

Changed	Field	Current Version	Proposed Version
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	Is this a mirrored credit/noncredit course?	No value	<u>No</u>
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Cross-listed Course

Changed	Field	Current Version	Proposed Version
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	Is this a cross-listed course?	No value	<u>No</u>
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More Options

Changed	Field	Current Version	Proposed Version
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	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.
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	Course Prior To College Level	Not applicable.	Not applicable.
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	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.
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	Course Support Status (CB26)	Course is not a support course	Course is not a support course
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Changed	Field	Current Version	Proposed Version
	Repeat Limit	0	0
	Grade Options	<ul style="list-style-type: none"> • Letter Grade • Pass/No Pass 	<ul style="list-style-type: none"> • Letter Grade • Pass/No Pass
	Allow Students to Gain Credit by Exam/Challenge	<input type="checkbox"/>	<input type="checkbox"/>
	Repeatability Statement	(This course is included in the Flexibility and Stability Family of activity courses. Please see the rules on "Repeating Courses" in the College Policies section of the catalog.)	(This course is included in the Flexibility and Stability Family of activity courses. Please see the rules on "Repeating Courses" in the College Policies section of the catalog.)

Associated Programs

Changed Field

Current Version

Proposed Version

Course is part of a program

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

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

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

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

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

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

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

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


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

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

Associated Program	Kinesiology for Transfer

Associated Program	Kinesiology for Transfer

Changed	Field	Current Version	Proposed Version
		Award Type Associate in Arts for Transfer (A.A.-T.) Degree	Award Type Associate in Arts for Transfer (A.A.-T.) Degree

Transferability & Gen. Ed. Options															
Changed	Field	Current Version	Proposed Version												
	Transfer Status (CB05)	Transferable to both UC and CSU	Transferable to both UC and CSU												
	Course General Education Status (CB25)	Y	Y												
	Transfer Status	Approved	Approved												
	GE Information	<table border="1"> <tr> <td>System/Institution</td> <td>De Anza GE</td> </tr> <tr> <td>Area(s)</td> <td> <ul style="list-style-type: none"> 2GEP - Approved. </td> </tr> <tr> <td>-</td> <td>No value</td> </tr> </table>	System/Institution	De Anza GE	Area(s)	<ul style="list-style-type: none"> 2GEP - Approved. 	-	No value	<table border="1"> <tr> <td>System/Institution</td> <td>De Anza GE</td> </tr> <tr> <td>Area(s)</td> <td> <ul style="list-style-type: none"> 2GEP - Approved. </td> </tr> <tr> <td>-</td> <td>No value</td> </tr> </table>	System/Institution	De Anza GE	Area(s)	<ul style="list-style-type: none"> 2GEP - Approved. 	-	No value
System/Institution	De Anza GE														
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-	No value														
System/Institution	De Anza GE														
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-	No value														
		<table border="1"> <tr> <td>System/Institution</td> <td>CSU GE</td> </tr> <tr> <td>Area(s)</td> <td> <ul style="list-style-type: none"> CGEP - Approved. </td> </tr> <tr> <td>-</td> <td>No value</td> </tr> </table>	System/Institution	CSU GE	Area(s)	<ul style="list-style-type: none"> CGEP - Approved. 	-	No value							
System/Institution	CSU GE														
Area(s)	<ul style="list-style-type: none"> CGEP - Approved. 														
-	No value														

Weekly Student Hours - Profile Name: Default Profile

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

Course Student Hours - Profile Name: Default Profile

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

Changed	Field	Current Version	Proposed Version
	Laboratory Hours - Course In-Class (Contact) per Term	36	36
	Laboratory Hours - Course Out-of-Class per Term	0	0
	NA Hours - Course In-Class (Contact) per Term	0	0
	NA Hours - Course Out-of-Class per Term	0	0
	Total - Course In-Class (Contact) Hours	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)	<input type="checkbox"/>	<input type="checkbox"/>
	Variable Credit Course	<input type="checkbox"/>	<input type="checkbox"/>


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

Changed	Field	Current Version	Proposed Version
	Total Laboratory Hours per Term	36	36
	Total Contact Hours per Term	-	0
	Total Credit Units	1	1
	Minimum Credit Units	1	1
	Maximum Credit Units	1	1

SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

Changed	Field	Current Version	Proposed Version
	Methods of Instruction	<p>Methods of Instruction</p> <p>Methods of Instruction Visual aids Discussion of assigned reading Discussion and problem solving performed in class Collaborative learning and small group exercises Demonstration</p>	<p>Methods of Instruction Methods of Instruction</p> <p>Methods of Instruction Visual aids Discussion of assigned reading Discussion and problem solving performed in class Collaborative learning and small group exercises Demonstration</p>

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

1. Reading:
 1. Readings from the textbook "Fit and Well".
 2. Handouts
 3. Media Sources
2. Writing - Essay analyzing specific global and historical events that have influenced the growth of Pilates exercise in the United States.
3. In class performance of Pilates exercise techniques and routines for flexibility and strength.
 1. Sequenced movements
 2. Breathing
 3. Form
4. Verbal peer evaluation on Pilates exercises in class.

1. Writing: Essay on one of the 5 components of fitness from the class text "Fit and Well" with a critical analysis of the effects of Pilates training on the chosen component.
2. Reading
 1. Assigned readings from the textbook "Fit and Well" by Thomas Fahey, et al.
 2. Review of instructor generated handouts.
3. Skill and Fitness Acquisition
 1. Practice basic Pilates Skills in class including sequences, breathing and proper form individually and in small groups.
 2. In class performance of Pilates exercise techniques and routines for flexibility and strength.
 3. Oral peer evaluation of Pilates skills practice.



Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

1. Practical exam including demonstration of skills, specific Pilates routines and proper techniques.
2. Verbal peer evaluation of Pilates exercises graded on completeness.
3. Essay based upon the global and historical events that have influenced the growth of Pilates throughout the World and more importantly the United States graded on content and completeness.
4. Written comprehensive final exam based upon textbook readings, handouts and media sources.

Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

1. Demonstration of skills, specific Pilates routines and proper techniques graded on accuracy and completeness.
2. Essay on the one of the five components of fitness from the text "Fit and Well" on how it relates to Pilates graded on content and completeness.
3. Written comprehensive final exam based on reading and demonstration.
4. A variety of skill-specific assessments graded on completion of skill techniques.
5. Oral peer evaluation graded on completeness.

Changed	Field	Current Version	Proposed Version
	Essential Student Materials/Essential College Facilities	Essential Student Materials: <ul style="list-style-type: none"> • Appropriate attire, and towel Essential College Facilities: <ul style="list-style-type: none"> • Gym with mats 	Essential Student Materials: <ul style="list-style-type: none"> • Appropriate attire, and towel Essential College Facilities: <ul style="list-style-type: none"> • Gym with mats



Examples of Primary Texts and References

Title	No value
Author	Fahey, T., Insel, P., and Roth, W. "Fit and Well Brief edition 12th ed." San Francisco, CA: McGraw Hill Publishing Co., 2015
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	Fit and Well Brief Edition
Author	Fahey, T., Insel P., and Roth, W.
Publisher	McGraw Hill Publishing Co.
Date/Edition	2023/15th Edition
ISBN	No value



Suggested Reading List

No value

Reading List Winsor, M., "The Pilates Powerhouse", Gaiam, Inc 2002.

May include, but are not limited to No value

Reading List Menezes, A., "The Complete Guide to the Pilates Method", Hunter House Publishers, Boston, MA, 2002.

May include, but are not limited to No value

Reading List Siller, B., "The Pilates Body", Broadway Books, New York, NY. 2004

May include, but are not limited to No value

Reading List "Pilates Beginning Mat workout", Gaiam Company, 2000 (video).

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

May include, but are not limited to No value

Reading List Eisen, Isabel, "Anatomy of Fitness: Pilates," Hunter House Publishers, Boston, MA 2015.

May include, but are not limited to No value

Reading List Archer, Shirley, "Pilates Mat Training", American Council on Exercise (ACE), San Diego, CA, 2014.

May include, but are not limited to No value

Learning Outcomes and Objectives

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

- Examine the global and historical perspective/philosophy of the Pilates training routine from its early development to inclusion within physical education curriculum.
- Develop personal awareness through practice of the Pilates method.
- Examine and incorporate Pilates practices for the mind, body and emotions into daily life.
- Examine and apply basic exercise physiology, nutrition, flexibility, strength, and emotional concepts to improve one's physical condition with consideration for variables due to age, gender, and physical differences.
- Analyze and memorize movement sequences to improve postural, static, and motor skills as they apply to everyday functional activities.

- Examine the global and historical perspective/philosophy of the Pilates training routine from its early development to inclusion within physical education curriculum.
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- Analyze and memorize movement sequences to improve postural, static, and motor skills as they apply to everyday functional activities.

Changed Field

Current Version

Proposed Version



CSLOs

CSLOs Assimilate proper breathing techniques to induce concentration and relaxation of the mind and body.

Expected SLO Performance 0.0

CSLOs Assimilate proper breathing techniques to induce concentration and relaxation of the mind and body.

Expected SLO Performance 0.0

CSLOs Apply knowledge of basic fitness concepts as they apply to health and wellness.

Expected SLO Performance 0.0

CSLOs Apply knowledge of basic fitness concepts to health and wellness.

Expected SLO Performance 0.0

CSLOs Develop an increasing awareness of the link between the mind - body connection.

Expected SLO Performance 0.0

CSLOs Develop an increasing awareness of the link between the mind - body connection.

Expected SLO Performance 0.0

Course Outline

Changed	Field	Current Version	Proposed Version
Course Content		<p>1. Examine the global and historical perspective/philosophy of the Pilates training routine from its early development to inclusion within physical education curriculum.</p> <ol style="list-style-type: none"> 1. Joseph Pilates develops exercise program at internment camp during WWI. <ol style="list-style-type: none"> 1. During WWI the British authorities interned Pilates with other German citizens in a camp in the Isle of Man. 2. While in the camp Pilates method began to take shape as he trained other inmates in fitness and exercise. 2. 1926 - First Pilates training school opens in New York City. <ol style="list-style-type: none"> 1. Joseph Pilates and his wife Clara supervised and taught students well into the 1960s. 2. Pilates originally called his exercise "Contrology", related to encouraging the use of the mind to control muscles. 3. He focused his attention on core postural muscles. 4. His method is used as a type of rehabilitation for dancers injuries. 3. 1967 - Pilates dies but apprentices keep style of exercise alive. 	<p>1. Examine the global and historical perspective/philosophy of the Pilates training routine from its early development to inclusion within physical education curriculum.</p> <ol style="list-style-type: none"> 1. Joseph Pilates develops exercise program at internment camp during WWI. <ol style="list-style-type: none"> 1. During WWI the British authorities interned Pilates with other German citizens in a camp in the Isle of Man. 2. While in the camp Pilates method began to take shape as he trained other inmates in fitness and exercise. 2. 1926 - First Pilates training school opens in New York City. <ol style="list-style-type: none"> 1. Joseph Pilates and his wife Clara supervised and taught students well into the 1960s. 2. Pilates originally called his exercise "Contrology", related to encouraging the use of the mind to control muscles. 3. He focused his attention on core postural muscles. 4. His method is used as a type of rehabilitation for dancers injuries. 3. 1967 - Pilates dies but apprentices keep style of exercise alive.

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

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|---|---|
| <ol style="list-style-type: none">1. Disciples such as Romana Kryzanowska and Jay Grimes carried on the work of Joseph Pilates.2. Famous dancers such as George Balanchine and Martha Graham became devotees and regularly sent their students to Pilates for training and rehabilitation. After his death they continued to send students to his disciples because of their belief in Joseph Pilates techniques.3. Moira Merrithew, a ballet dancer, develops Stott Pilates in 1980s but later had to change the name to Stott Conditioning.4. 1991 - Institute for the Pilates method of exercise opens in Santa Fe, New Mexico.5. 2000 - the name "Pilates" becomes a generic both in reference to a certain type of exercise and to certain types of equipment used.6. 2001 the Pilates Method Alliance (PMA) was founded by Kevin A. Bowen and Colleen Glenn as a non-profit, unbiased information resource dedicated to the teachings of Joseph H. and Clara Pilates | <ol style="list-style-type: none">1. Disciples such as Romana Kryzanowska and Jay Grimes carried on the work of Joseph Pilates.2. Famous dancers such as George Balanchine and Martha Graham became devotees and regularly sent their students to Pilates for training and rehabilitation. After his death they continued to send students to his disciples because of their belief in Joseph Pilates techniques.3. Moira Merrithew, a ballet dancer, develops Stott Pilates in 1980s but later had to change the name to Stott Conditioning.4. 1991 - Institute for the Pilates method of exercise opens in Santa Fe, New Mexico.5. 2000 - the name "Pilates" becomes a generic both in reference to a certain type of exercise and to certain types of equipment used.6. 2001 the Pilates Method Alliance (PMA) was founded by Kevin A. Bowen and Colleen Glenn as a non-profit, unbiased information resource dedicated to the teachings of Joseph H. and Clara Pilates |
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Changed Field**Current Version****Proposed Version**

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| 1. Law suits filed to fight instructors using the Pilates name. | 1. Law suits filed to fight instructors using the Pilates name. |
| 2. The inventor of Stott Pilates won battle over using the Pilates name but in 2000 had to change the name to Stott Conditioning. | 2. The inventor of Stott Pilates won battle over using the Pilates name but in 2000 had to change the name to Stott Conditioning. |
| 7. Americans practice Pilates. | 7. Americans practice Pilates. |
| 1. In 2005 11 million people practice the discipline regularly. | 1. In 2005 11 million people practice the discipline regularly. |
| 2. As of 2005 fourteen thousand instructors are now teaching Pilates in the United States. | 2. As of 2005 fourteen thousand instructors are now teaching Pilates in the United States. |
| 3. In Portland, OR, the Pilates method which includes concentration is being studied in providing relief from the degenerative symptoms of Parkinson's disease. | 3. In Portland, OR, the Pilates method which includes concentration is being studied in providing relief from the degenerative symptoms of Parkinson's disease. |
| 2. Develop personal awareness through practice of the Pilates method. | 2. Develop personal awareness through practice of the Pilates method. |
| 1. Explore the concept of concentration such as control, centering, flowing and precision movement. | 1. Explore the concept of concentration such as control, centering, flowing and precision movement. |
| 1. Practice of controlled movements | 1. Practice of controlled movements |
| 2. Understanding the concept of centering one's movement from the inside out. | 2. Understanding the concept of centering one's movement from the inside out. |
| 3. Ability to use breath during exertion. | 3. Ability to use breath during exertion. |

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

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|---|---|
| 4. Ability to perform movements in a fluid and precise manner. | 4. Ability to perform movements in a fluid and precise manner. |
| 2. Apply relaxed movement through mindfulness and techniques of controlled breathing. | 2. Apply relaxed movement through mindfulness and techniques of controlled breathing. |
| 3. Examine and incorporate Pilates practices for the mind, body and emotions into daily life. | 3. Examine and incorporate Pilates practices for the mind, body and emotions into daily life. |
| 1. Demonstrate concentration techniques to center, relax, and create mind/body harmony. | 1. Demonstrate concentration techniques to center, relax, and create mind/body harmony. |
| 2. Consciously control muscle tension through muscular relaxation techniques. | 2. Consciously control muscle tension through muscular relaxation techniques. |
| 3. Demonstrate Pilates movements to maintain dynamic balance for the mind/body. | 3. Demonstrate Pilates movements to maintain dynamic balance for the mind/body. |
| 4. Demonstrate breath control to center, relax, and create mind/body harmony. | 4. Demonstrate breath control to center, relax, and create mind/body harmony. |
| 5. Demonstrate an awareness of body centering, mindfulness, and relaxation. | 5. Demonstrate an awareness of body centering, mindfulness, and relaxation. |
| 4. Examine and apply basic exercise physiology, nutrition, flexibility, strength, and emotional concepts to improve one's physical condition with consideration for variables due to age, gender, and physical differences. | 4. Examine and apply basic exercise physiology, nutrition, flexibility, strength, and emotional concepts to improve one's physical condition with consideration for variables due to age, gender, and physical differences. |
| 1. Theories of exercise physiology as it relates to Pilates exercise. | 1. Theories of exercise physiology as it relates to Pilates exercise. |
| 1. Utilization of large and small muscle groups. | 1. Utilization of large and small muscle groups. |
| 2. Awareness of lever actions and angles. | 2. Awareness of lever actions and angles. |

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

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|---|--|--------------------------------|--|---------------------------------------|--|
| 3. Understanding different types of muscular contractions. | 4. Different body positions and exercises. | 5. Isolating specific muscles. | 6. Proper deep breathing technique used during physical activity, and as a stress-management intervention. | 7. Necessity of an effective warm-up. | 8. Exercise suggestions for injury prevention and rehabilitation |
| 2. Nutritional concepts that promote a balanced lifestyle. | | | | | |
| 1. Appropriate diet for wellness. | | | | | |
| 2. Information regarding pre-class nutrition. | | | | | |
| 3. Dietary habits to influence weight control. | | | | | |
| 3. Flexibility enhancement for all including those with special needs. | | | | | |
| 1. Techniques to improve overall flexibility. | | | | | |
| 2. Techniques to address individual problems or specific concerns, e.g. low back. | | | | | |
| 3. Pre and post exercise stretching rationale. | | | | | |
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- | | | | | | |
|---|--|--------------------------------|--|---------------------------------------|--|
| 3. Understanding different types of muscular contractions. | 4. Different body positions and exercises. | 5. Isolating specific muscles. | 6. Proper deep breathing technique used during physical activity, and as a stress-management intervention. | 7. Necessity of an effective warm-up. | 8. Exercise suggestions for injury prevention and rehabilitation |
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| 3. Pre and post exercise stretching rationale. | | | | | |

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

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- | | |
|---|---|
| 4. Strength development improvement for all including those with special needs. <ol style="list-style-type: none">1. Techniques and exercises to improve overall strength.2. Techniques to address individual strength concerns3. Methods for strength improvement while avoiding injury:<ol style="list-style-type: none">1. Proper form and breathing.2. Selection of appropriate exercise order, large muscle groups to small, combinations of muscle groups to specific muscle groups. | 4. Strength development improvement for all including those with special needs. <ol style="list-style-type: none">1. Techniques and exercises to improve overall strength.2. Techniques to address individual strength concerns3. Methods for strength improvement while avoiding injury:<ol style="list-style-type: none">1. Proper form and breathing.2. Selection of appropriate exercise order, large muscle groups to small, combinations of muscle groups to specific muscle groups. |
| 5. Allowing for individual differences i.e., age, gender, and physical limitations. | 5. Allowing for individual differences i.e., age, gender, and physical limitations. |
| 6. Understanding the concept of reversibility, i.e., exercise benefits are subject to reversal of conditioning following an extended cessation of activity. | 6. Understanding the concept of reversibility, i.e., exercise benefits are subject to reversal of conditioning following an extended cessation of activity. |
| 7. Knowledge of muscular anatomy incorporated in the movement sequences. | 7. Knowledge of muscular anatomy incorporated in the movement sequences. |
| 8. Knowledge of the fitness and health-related | 8. Knowledge of the fitness and health-related |

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

- | | | | |
|--|--|--|--|
| | <p>components in Pilates activity.</p> <p>9. Psychological/Emotional concepts enabling intellectual focusing and as a stress-management intervention:</p> <ol style="list-style-type: none"> 1. Setting realistic goals. 2. Development of imagery. 3. Improvement in the ability to concentrate. 4. Improvement of relaxation ability. <p>5. Analyze and memorize movement sequences to improve postural, static, and motor skills as they apply to everyday functional activities.</p> <ol style="list-style-type: none"> 1. Design and implement simple Pilates practices for the body, mind, and emotions that can be easily incorporated into daily life. 2. Establish a personal routine based upon skills observed in class. 3. Comprehend and experience increased personal awareness through the systematic practice of Pilates. | | <p>components in Pilates activity.</p> <p>9. Psychological/Emotional concepts enabling intellectual focusing and as a stress-management intervention:</p> <ol style="list-style-type: none"> 1. Setting realistic goals. 2. Development of imagery. 3. Improvement in the ability to concentrate. 4. Improvement of relaxation ability. <p>5. Analyze and memorize movement sequences to improve postural, static, and motor skills as they apply to everyday functional activities.</p> <ol style="list-style-type: none"> 1. Design and implement simple Pilates practices for the body, mind, and emotions that can be easily incorporated into daily life. 2. Establish a personal routine based upon skills observed in class. 3. Comprehend and experience increased personal awareness through the systematic practice of Pilates. |
|--|--|--|--|

Lab Component in this Course

No

No

Lab Outline

No value

No value

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	No Value	No Value
	Corequisite(s):	No Value	No Value
	Advisory(ies):	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005.	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005.
	Advisory(ies) - Other:	No Value	No Value
	Limitation(s) on Enrollment:	No Value	No Value
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	(See general education pages for the requirements this course meets.)	(See general education pages for the requirements this course meets.)
	General Course Statement(s) - Other:	No Value	No Value

Curriculum Office

Changed	Questions	Current Version	Proposed Version
!	Banner Start Term (202122)	202122	No Value
!	Banner Division	2PE	No Value
!	Catalog Term (21-22)	23-24	No Value

Changed	Questions	Current Version	Proposed Version
!	5 Year Revision Year (2021)	2018	No Value
!	Effective Quarter	Fall	No Value
!	Effective Year (2021)	2023	No Value
	Sort ID (00 < 10; 0 < 100)	KNES 026AX	KNES 026AX
	Course Status	Non-substantial	Non-substantial
!	Course Status Code	A	No Value
!	Banner Department	KNES	No Value
!	Course Level	DU	No Value
!	College Code	DA	No Value
	Course Characteristics	NA	NA
	Cross-Listed/Related Course Information	Related Child	Related Child
	Cross-Listed/Related Course ID's	KNES 26A	KNES 26A
!	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)	F	No Value
!	Noncredit Enhanced Funding Indicator	N	No Value
!	In Service Indicator	N	No Value
!	Sports/Physical Education Course Indicator	Y	No Value
!	COA Code	C	No Value
!	Fund Code	114000	No Value

Changed	Questions	Current Version	Proposed Version
!	Organization Code	236002	No Value
!	Account Code	1320	No Value
!	Program Code	083500	No Value
!	Percent	100	No Value
	Curriculum Office Notes	<ul style="list-style-type: none"> Requisite change appr. 1/17/23 (effect. F23).-cc 	<ul style="list-style-type: none"> Requisite change appr. 1/17/23 (effect. F23).-cc
!	Print/No Print to Catalog	Yes	No Value
	Checklist	No Value	No Value

Summary of Revisions

Changed	Questions	Current Version	Proposed Version
!	Basic Course Information	No Value	Description update
	Units and Hours	No Value	No Value
!	Specifications	No Value	Updated assignments to align with SLO's and/or course objectives Added clear criteria for evaluation Updated textbooks and references to reflect current publications
	Outline	No Value	No Value
	Other	No Value	No Value

Blue Form

Changed	Questions	Current Version	Proposed Version
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**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
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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
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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
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**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
	<p>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.</p>	No Value	No Value
	<p>Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.</p>	No Value	No Value
	<p>! Objective 2: Develop analytical ideas and topics for essays.</p>	No Value	<p>Students must learn about each of the 5 components of fitness and analyze the effects of Pilates on each component, and then select the topic for their essay.</p>
	<p>! Objective 3: Compose and support thesis statements for analytical essays.</p>	No Value	<p>Compose an essay on one of the 5 components of fitness from the class text "Fit and Well" with a critical analysis of the effects of Pilates training on the chosen component.</p>
	<p>Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.</p>	No Value	No Value

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

C-Matrix Form

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

No Value

No Value

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

No Value

No Value

**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
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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
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**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
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	Objective 10: Investigate the characteristics of rational expressions.	No Value	No Value
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	Objective 11: Develop skills to work with radical expressions.	No Value	No Value
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E-Matrix Form

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

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

G-Matrix Form

Changed	Questions	Current Version	Proposed Version
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	<p>If the requisite does not fall under an A-F Matrix, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. If a requisite falling under Matrix G is being removed, provide an explanation as to why.</p>	No Value	No Value
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H-Matrix Form

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

No Value

No Value

De Anza GE Form

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

No Value

Outline D: Examine and apply basic exercise physiology, nutrition, flexibility, strength, and emotional concepts to improve one's physical condition with consideration for variables due to age, gender, and physical differences.

Changed	Questions	Current Version	Proposed Version
<p>!</p>	<p>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.)</p>	<p>No Value</p>	<p>Collaborative: Assignments C.1. Practice basic Pilates Skills in class including sequences, breathing and proper form individually and in small groups. Oral: Assignments C.3. Oral peer evaluation of Pilates skills practice. Written: Assignments: A. Essay on one of the 5 components of fitness from the class text "Fit and Well" with a critical analysis of the effects of Pilates training on the chosen component.</p>
<p>!</p>	<p>Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	<p>No Value</p>	<p>Assignments A: Essay on one of the 5 components of fitness from the class text "Fit and Well" with a critical analysis of the effects of Pilates training on the chosen component.</p>

Changed	Questions	Current Version	Proposed Version
	<p>! 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.)</p>	<p>No Value</p>	<p>Outline D: Examine and apply basic exercise physiology, nutrition, flexibility, strength, and emotional concepts to improve one's physical condition with consideration for variables due to age, gender, and physical differences.</p>
	<p>! Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	<p>No Value</p>	<p>Outline A: Examine the global and historical perspective/philosophy of the Pilates training routine from its early development to inclusion within physical education curriculum.</p>

Changed	Questions	Current Version	Proposed Version
	<p>! 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.)</p>	No Value	Assignments: C.1. Practice basic Pilates Skills in class including sequences, breathing and proper form individually and in small groups.

De Anza GE - ESGC Form

Changed	Questions	Current Version	Proposed Version
	<p>Criteria 1: Explain the interconnectivity of economic prosperity, social equity and environmental quality.</p>	No Value	No Value

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

Comments

Changed	Questions	Current Version	Proposed Version
	Stage 2: Department Chair	No Value	No Value
	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: AVP - Instruction	No Value	<p>Date Name - Role OR Tab Part - Field Type of Edit Edit Initiator - Indicate "Y" When Completed Y - ONLINE delivery form attached. (course is not taught hybrid)</p> <p>3/27/24 Basic Information - Proposal Details - Attachments Required</p> <p>Please attach the Course Hybrid Delivery Request form.</p>
	Stage 9: Articulation Officer	No Value	No Value
	Stage 11: ESGC Faculty Coordinator	No Value	No Value
	Stage 14: 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	KNESD26AX
	Distance Education Approved	Yes
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	

Changed	Field	Current Version
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	Time to Next Review	Sep 1, 2023 12:00:00 AM
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	External Review Approval Date	Sep 1, 2018 12:00:00 AM
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	Course Control Number	CCC000581928
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Articulation

Changed	Field	Current Version
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	Course Crosswalk CRS-DEPT-NAME	
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	Course Crosswalk CRS-NUMBER	
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De Anza College
Change Report
 08/01/2024



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
Transferability & Gen. Ed. Options	GE Information
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
Curriculum Office	Banner Start Term (202122)
Curriculum Office	Banner Division
Curriculum Office	Catalog Term (21-22)
Curriculum Office	5 Year Revision Year (2021)
Curriculum Office	Effective Quarter
Curriculum Office	Effective Year (2021)
Curriculum Office	Course Status Code
Curriculum Office	Banner Department
Curriculum Office	Course Level
Curriculum Office	College Code
Curriculum Office	CTE Status
Curriculum Office	Emergency Approval
Curriculum Office	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)

Section	Changed field
Curriculum Office	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)
Curriculum Office	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
Summary of Revisions	Other
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.
De Anza GE Form	Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)


Section	Changed field
Comments	Stage 8: AVP - Instruction
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?

General Information

Changed	Field	Current Version	Proposed Version
	Faculty Initiator	<ul style="list-style-type: none"> Mi Chang 	<ul style="list-style-type: none"> Fatemeh Yarahmadi Nguyen, Vinh
	Course ID (CB01A and CB01B)	MATHD017.	MATHD017.
	Course Control Number	CCC000535992	CCC000535992
	Course Title (CB02)	Integrated Statistics 2	Integrated Statistics 2
	Short Course Title	INTEGRATED STATISTICS 2	INTEGRATED STATISTICS 2
	TOP Code (CB03)	1701.00	1701.00 Mathematics, General
	CIP Code	Mathematics, General	27.0101 Mathematics, General
	Department	MATH - Mathematics	MATH - Mathematics
	Effective Term	Fall 2023	Fall 2023 <u>2025</u>
	SAM Priority Code (CB09)	Non-Occupational	Non-Occupational

Changed	Field	Current Version	Proposed Version
	Course Description	This is the second quarter of two in the Statway sequence comprised of MATH 217 and MATH 17. This sequence covers concepts and methods of statistics with an emphasis on data analysis. Sequence topics include methods for collecting data, graphical and numerical descriptive statistics, correlation, simple linear regression, basic concepts of probability, probability distributions, confidence intervals, hypothesis tests for means and proportions, chi-square tests, and ANOVA. The course introduces students to applications in engineering, business, economics, medicine, education, the sciences, and those pertaining to issues of contemporary interest. Where appropriate, the contributions to the development of statistics by men and women from diverse cultures will be introduced. This sequence is recommended for students with majors that require no mathematics beyond freshman-level statistics. It is not appropriate for students with majors in math, science, computer science or business, nor for students desiring to attend private universities.	This is the second quarter of two in the Statway sequence comprised of MATH 217 and MATH 17. This sequence covers concepts and methods of statistics with an emphasis on data analysis. Sequence topics include methods for collecting data, graphical and numerical descriptive statistics, correlation, simple linear regression, basic concepts of probability, probability distributions, confidence intervals, hypothesis tests for means and proportions, chi-square tests, and ANOVA. The course introduces students to applications in engineering, business, economics, medicine, education, the sciences, and those pertaining to issues of contemporary interest. Where appropriate, the contributions to the development of statistics by men and women from diverse cultures will be introduced. This sequence is recommended for students with majors that require no mathematics beyond freshman-level statistics. It is not appropriate for students with majors in math, science, computer science or business, nor for students desiring to attend private universities.
	Course Type (CB27)	No value	<ul style="list-style-type: none"> Lower Division
	Mode of Delivery	<ul style="list-style-type: none"> NA 	<ul style="list-style-type: none"> Online Hybrid

Faculty Requirements

Changed	Field	Current Version	Proposed Version
	Discipline 1	No value	<ul style="list-style-type: none"> Mathematics
	Discipline 2	No value	No value
	Discipline 3	No value	No value
	FSA	No value	<ul style="list-style-type: none"> FHDA FSA - MATHEMATICS

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	(Formerly MATH D057.)	(Formerly MATH D057.)

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This course is the second of a two-quarter Statway sequence. It continues the discussion of probability and descriptive statistics of MATH D217. and transitions to inferential statistics. It accelerates the time needed by students to complete a transfer-level statistics course by integrating essential concepts from algebra into the study of statistics. This sequence is appropriate for students with majors that require no mathematics beyond freshman-level statistics. It is not appropriate for students with majors in math, science, computer science or business. This course satisfies De Anza General Education and CSU and UC General Education requirements.	This course is the second of a two-quarter Statway sequence. It continues the discussion of probability and descriptive statistics of MATH D217. and transitions to inferential statistics. It accelerates the time needed by students to complete a transfer-level statistics course by integrating essential concepts from algebra into the study of statistics. This sequence is appropriate for students with majors that require no mathematics beyond freshman-level statistics. It is not appropriate for students with majors in math, science, computer science or business. This course satisfies De Anza General Education and CSU and UC General Education requirements.

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	


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


CTE Course

Changed	Field	Current Version	Proposed Version
	Is this a CTE (Career Technical Education) course?	No value	<u>No</u>

Honors/Non-honors Course

Changed	Field	Current Version	Proposed Version
	Is this an honors/non-honors course?	No value	<u>No</u>

Mirrored Credit/Noncredit Course

Changed	Field	Current Version	Proposed Version
	Is this a mirrored credit/noncredit course?	No value	<u>No</u>

Cross-listed Course

Changed	Field	Current Version	Proposed Version
	Is this a cross-listed course?	No value	<u>No</u>

More Options

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

Changed	Field	Current Version	Proposed Version
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	Repeat Limit	0	0
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	Grade Options	<ul style="list-style-type: none">• Letter Grade• Pass/No Pass	<ul style="list-style-type: none">• Letter Grade• Pass/No Pass
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	Allow Students to Gain Credit by Exam/Challenge	<input type="checkbox"/>	<input type="checkbox"/>
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	Repeatability Statement	No value	
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Associated Programs

Changed Field

Current Version

Proposed Version

Course is part of a program

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

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

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

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

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

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

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

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

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

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

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

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

Associated Program	Liberal Arts (Business and Computer Information Systems Emphasis)
Award Type	Associate in Arts (A.A.) Degree

Associated Program	Liberal Arts (Business and Computer Information Systems Emphasis)
Award Type	Associate in Arts (A.A.) Degree

Associated Program	Liberal Arts (Business and Computer Information Systems Emphasis)
Award Type	Associate in Arts (A.A.) Degree

Associated Program	Liberal Arts (Business and Computer Information Systems Emphasis)
Award Type	Associate in Arts (A.A.) Degree

Changed Field

Current Version

Proposed Version

Associated Program Liberal Arts (Business and Computer Information Systems Emphasis)

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

Associated Program Liberal Arts (Business and Computer Information Systems Emphasis)

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

Associated Program Liberal Arts (Social and Behavioral Sciences Emphasis)

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

Associated Program Liberal Arts (Social and Behavioral Sciences Emphasis)

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

Associated Program Liberal Arts (Social and Behavioral Sciences Emphasis)

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

Associated Program Liberal Arts (Social and Behavioral Sciences Emphasis)

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

Associated Program Liberal Arts (Science, Math and Engineering Emphasis)

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

Associated Program Liberal Arts (Science, Math and Engineering Emphasis)

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

Associated Program Liberal Arts (Science, Math and Engineering Emphasis)

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

Associated Program Liberal Arts (Science, Math and Engineering Emphasis)

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

Associated Program 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

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)

B

B

Changed	Field	Current Version	Proposed Version
	Transfer Status	Approved	Approved



GE Information

System/Institution	De Anza GE
Area(s)	<ul style="list-style-type: none"> • 2GA3 - Approved.
-	No value
System/Institution	IGETC
Area(s)	<ul style="list-style-type: none"> • IG2X - Approved.
-	No value
System/Institution	CSU GE
Area(s)	<ul style="list-style-type: none"> • CGB4 - Approved.
-	No value

System/Institution	De Anza GE
Area(s)	<ul style="list-style-type: none"> • 2GA3 - Approved.
-	No value
System/Institution	Cal-GETC
Area(s)	<ul style="list-style-type: none"> • CA2X - Approved.
-	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

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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
	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.
	Cooperative Work Experience Education Status (CB10)	<input type="checkbox"/>	<input type="checkbox"/>
	Variable Credit Course	<input type="checkbox"/>	<input type="checkbox"/>

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
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Methods of Instruction

Methods of Instruction

Methods of Instruction

Lecture and visual aids
 Discussion of assigned reading
 Discussion and problem solving performed in class
 In-class exploration of Internet sites
 Quiz and examination review performed in class
 Homework and extended projects
 Guest speakers
 Collaborative learning and small group exercises
 Collaborative projects
 Activities which involve students in formal exercises of data collection and analysis
 Problem solving and exploration activities using applications software
 Problem solving and exploration activities using courseware

Methods of Instruction

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 Homework and extended projects
 Guest speakers
 Collaborative learning and small group exercises
 Collaborative projects
 Activities which involve students in formal exercises of data collection and analysis
 Problem solving and exploration activities using applications software
 Problem solving and exploration activities using courseware

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

1. Required readings from the text and other (optional) sources
2. Problem solving exercises that include written explanations of concepts and justification of conclusions. These exercises may be based upon real data
3. Technology based projects/activities that include written descriptions of methods and results, and justification of conclusions. These technology based projects/activities may be based upon real, simulated or collected data

1. Required readings from the text and other (optional) sources
2. Problem solving exercises that include written explanations of concepts and justification of conclusions. These exercises may be based upon real data.
3. Technology based projects/activities that include written descriptions of methods and results, and justification of conclusions. These technology based projects/activities may be based upon real, simulated or collected data.
4. Collaborative activities requiring conversation in small groups.
5. Two hour comprehensive final examination composed of both computational and concept based questions which will require the student to demonstrate ability in integrating the methods, ideas and techniques learned in class. Questions may also require the student to communicate ideas and conclusions in short essay format.

Changed Field

Current Version

Proposed Version



**Methods of
Evaluation**

**Methods
of
Evaluation**

Methods Methods of Evaluation
of
Evaluation

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

1. A minimum of two one hour examinations composed of both computational and concept based questions that will require the student to demonstrate ability in integrating the methods, ideas and techniques learned in class. Questions may also require the student to communicate ideas and conclusions in short essay format. These will be evaluated for accuracy and demonstration of critical thinking.
2. A minimum of three technology based projects/activities that make use of graphing calculators or computation of techniques discussed in class. Questions may also require the student to communicate ideas and conclusions in short essay format. These will be evaluated for accuracy and demonstration of critical thinking. For examples, see applicable activities in the Schaeffer book listed in Supporting References
3. Problem solving exercises (homework) and/or quizzes will be evaluated for accuracy and completion in order to assess student's comprehension of material covered in lecture and to provide feedback to students on their progress. Questions may also require the student to communicate ideas and conclusions in short essay format. These will be evaluated for accuracy, for completion and/or for demonstration of critical thinking.
4. Two hour comprehensive final examination composed of both computational and concept based questions which will

**Methods
of
Evaluation**

1. A minimum of two one hour examinations composed of both computational and concept based questions which will require the student to demonstrate ability in integrating the methods, ideas and techniques learned in class. Questions may also require the student to communicate ideas and conclusions in short essay format.
2. A minimum of three technology based projects/activities that make use of graphing calculators or computers addressing randomness, variation, and simulation will be evaluated for accuracy, completeness, and proper use of techniques and methods discussed in class. Questions may also require the student to communicate ideas and conclusions in short essay format.
3. Two-hour comprehensive final examination composed of both computational and concept based questions which will require the student to demonstrate ability in integrating the methods, ideas and techniques learned in class. Questions may also require the student to communicate ideas and conclusions in short essay format.
4. Problem-solving exercises (homework) and/or quizzes will be evaluated for accuracy and completion in order to assess student's comprehension of the material covered in lecture and to provide feedback to students on their progress. Questions may also require the student to communicate ideas and

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

require the student to demonstrate ability in integrating the methods, ideas and techniques learned in class. Questions may also require the students to communicate ideas and conclusions in short essay format. These will be evaluated for accuracy and demonstration of critical thinking.

conclusions orally or in short essay format.
5. Classroom participation and interaction in the discussion of the subject matter in small groups. This includes collaborative activities and discussion in small groups covering real-world statistics applications addressing contemporary social issues.

Essential Student Materials/Essential College Facilities**Essential Student Materials:**

- Graphing calculator and/or appropriate software such as Minitab

Essential College Facilities:

- Computer laboratory

Essential Student Materials:

- Graphing calculator and/or appropriate software such as Minitab

Essential College Facilities:

- Computer laboratory



Examples of Primary Texts and References

Title	No value
Author	Dean, Susan and Illowsky, Barbara, "Collaborative Statistics", 2nd ed. http://cnx.org . 2012
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Soler, Frank. "Statistics: Understanding Uncertainty". 3rd ed. Associated Research Consultants, Cupertino, 2008
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Larson and Farber. "Elementary Statistics, Picturing the World", 6th ed. Pearson, 2015
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Bluman, "Elementary Statistics, A Step by Step Approach, A Brief Version", 6th ed. McGraw Hill 2012
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value

Title	Introductory Statistics
Author	Dean, Susan and Illowsky, Barbara
Publisher	Openstax College
Date/Edition	June 23, 2022
ISBN	978-1-947172-05-0

Title	Statistics: Understanding Uncertainty
Author	Soler, Frank
Publisher	Associated Research Consultants, Cupertino
Date/Edition	2017, 4th ed
ISBN	No value

Title	No value
Author	Statway computer software. See http://pathways.carnegiehub.org
Publisher	No value
Date/Edition	No value
ISBN	No value

Changed **Field**

Current Version

Proposed Version

Author	Statway computer software. See http://pathways.carnegiehub.org
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Publisher	No value
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Date/Edition	No value
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ISBN	No value
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Suggested Reading List

No value

Reading List David, R.N. "Games, Gods, and Gambling; A History of Probability and Statistical Ideas". Mineola, NY Dover Publications, Inc, 1998

May include, but are not limited to No value

Reading List Devore, Jay L. "Probability and Statistics for Engineering and the Sciences". 8th ed. Cengage 2012

May include, but are not limited to No value

Reading List McClave, James T. and Sincich, Terry. "Statistics". 11th ed. Pearson 2009

May include, but are not limited to No value

Reading List Moore, David S. and McCabe, George P. "Introduction to the Practice of Statistics". 6th ed. W.H. Freeman 2009

May include, but are not limited to No value

Reading List Packel, Edward. "The Mathematics of Games and Gambling" 2nd ed. The Mathematical Association of America 2006

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

May include, but are not limited to No value

Reading List Peck, R., et al. "Statistics: A Guide to the Unknown" 4th ed. Cengage 2006

May include, but are not limited to No value

Reading List Scheaffer, Richard L. "Activity Based Statistics 2nd ed. Wiley eBook 2009

May include, but are not limited to No value

Reading List Stigler, Stephen M. "The History of Statistics, The Measurement of Uncertainty before 1900". Belknap Publications 1986

May include, but are not limited to No value

Learning Outcomes and Objectives

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

- | | |
|--|--|
| <ul style="list-style-type: none"> • Examine distributions of data using graphical and analytical methods • Describe data distribution through the study of sampling distributions • Estimate parameters by constructing point estimates and confidence intervals • Compose probability statements about how confident one can be about making decisions based on data and construct the Type I and Type II error probabilities based on this decision • Apply statistical concepts and methods to a variety of contemporary applications | <ul style="list-style-type: none"> • Examine distributions of data using graphical and analytical methods • Describe data distribution through the study of sampling distributions • Estimate parameters by constructing point estimates and confidence intervals • Compose probability statements about how confident one can be about making decisions based on data and construct the Type I and Type II error probabilities based on this decision • Apply statistical concepts and methods to a variety of contemporary applications |
|--|--|

CSLOs

CSLOs	Identify, evaluate, interpret and describe data distributions through the study of sampling distributions.
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Expected SLO Performance	0.0
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CSLOs	Identify, evaluate, interpret and describe data distributions through the study of sampling distributions.
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Expected SLO Performance	0.0
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CSLOs	Collect data, interpret, compose and defend conjectures, and communicate the results of random data using statistical analyses such as interval and point estimates, hypothesis tests, and regression analysis.
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Expected SLO Performance	0.0
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CSLOs	Collect data, interpret, compose and defend conjectures, and communicate the results of random data using statistical analyses such as interval and point estimates, hypothesis tests, and regression analysis.
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Expected SLO Performance	0.0
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Course Outline

Course Content

- | | | |
|---|---|---|
| <ol style="list-style-type: none"> 1. Examine distributions of data using graphical and analytical methods <ol style="list-style-type: none"> 1. Discrete Probability Distributions <ol style="list-style-type: none"> 1. Discrete random variables: expected value and variance 2. Binomial Distribution <ol style="list-style-type: none"> 1. Properties of the Binomial Distribution 2. The origins of the Binomial Distribution in the arithmetic triangle of China and Pascal and the historical development of binomial probabilities by the Bernoulli family (optional) 2. Continuous Probability Distributions <ol style="list-style-type: none"> 1. Continuous random variables: probability is equal to area 2. Area (probability) and percentile computations 3. Normal (Gaussian) Distribution <ol style="list-style-type: none"> 1. The normal random variable 2. Standard normal distribution 3. Its historical development by Carl Friedrich Gauss in the 19th century (optional) 4. The normal approximation to the binomial (optional) 2. Describe data distribution through the study of sampling distributions <ol style="list-style-type: none"> 1. Creating patterns through simulation 2. The Central Limit Theorem for Averages 3. The historical origins of the Central Limit Theorem in the early 19th century (optional) 4. The Law of Large Numbers (optional) 3. Estimate parameters by constructing point estimates and confidence intervals <ol style="list-style-type: none"> 1. Point estimation 2. Confidence intervals for population means (population standard deviation known) 3. The Student-t distribution <ol style="list-style-type: none"> 1. The historical origins of the Student-t distribution by William Gosset in the early | <ol style="list-style-type: none"> 1. Examine distributions of data using graphical and analytical methods <ol style="list-style-type: none"> 1. Discrete Probability Distributions <ol style="list-style-type: none"> 1. Discrete random variables: expected value and variance 2. Binomial Distribution <ol style="list-style-type: none"> 1. Properties of the Binomial Distribution 2. The origins of the Binomial Distribution in the arithmetic triangle of China and Pascal and the historical development of binomial probabilities by the Bernoulli family (optional) 2. Continuous Probability Distributions <ol style="list-style-type: none"> 1. Continuous random variables: probability is equal to area 2. Area (probability) and percentile computations 3. Normal (Gaussian) Distribution <ol style="list-style-type: none"> 1. The normal random variable 2. Standard normal distribution 3. Its historical development by Carl Friedrich Gauss in the 19th century (optional) 4. The normal approximation to the binomial (optional) 2. Describe data distribution through the study of sampling distributions <ol style="list-style-type: none"> 1. Creating patterns through simulation 2. The Central Limit Theorem for Averages 3. 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The origins of the Binomial Distribution in the arithmetic triangle of China and Pascal and the historical development of binomial probabilities by the Bernoulli family (optional) 2. Continuous Probability Distributions <ol style="list-style-type: none"> 1. Continuous random variables: probability is equal to area 2. Area (probability) and percentile computations 3. Normal (Gaussian) Distribution <ol style="list-style-type: none"> 1. The normal random variable 2. Standard normal distribution 3. Its historical development by Carl Friedrich Gauss in the 19th century (optional) 4. The normal approximation to the binomial (optional) 2. Describe data distribution through the study of sampling distributions <ol style="list-style-type: none"> 1. Creating patterns through simulation 2. The Central Limit Theorem for Averages 3. The historical origins of the Central Limit Theorem in the early 19th century (optional) 4. The Law of Large Numbers (optional) 3. 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|---|---|---|

Changed Field	Current Version	Proposed Version
	<p>20th century, including his work in small sample sizes (optional)</p> <ol style="list-style-type: none"> 2. Population standard deviation unknown 3. General assumptions about the Student-t distribution 4. Confidence intervals of population means (population standard deviation unknown) 5. Confidence intervals for population proportions <p>4. Compose probability statements about how confident one can be about making decisions based on data and construct the Type I and Type II error probabilities based on this decision</p> <ol style="list-style-type: none"> 1. The nature of hypothesis testing <ol style="list-style-type: none"> 1. Formulating the null and alternate hypotheses 2. The p-value approach 3. The decision approach given a fixed significance 4. The four decisions <ol style="list-style-type: none"> 1. The Type I error probability 2. The Type II error/Power probability concept (calculations are optional) 3. Determining when statistical significance really matters 2. The Chi Square Distribution <ol style="list-style-type: none"> 1. Developing and checking distributional assumptions 2. Major uses 3. Contingency Tables: independence and homogeneity 4. At least one of the following: <ol style="list-style-type: none"> 1. Goodness of Fit 2. Single variance 3. Testing multiple population parameters 3. Testing multiple population parameters <ol style="list-style-type: none"> 1. Two sample means: matched pairs and independent groups 2. At least one of the following: <ol style="list-style-type: none"> 1. Two proportions 2. Two variance and the F distribution 3. The One Way Analysis of Variance (ANOVA) <ol style="list-style-type: none"> 1. Multiple means 2. Checking assumptions 	<p>20th century, including his work in small sample sizes (optional)</p> <ol style="list-style-type: none"> 2. Population standard deviation unknown 3. General assumptions about the Student-t distribution 4. Confidence intervals of population means (population standard deviation unknown) 5. Confidence intervals for population proportions <p>4. Compose probability statements about how confident one can be about making decisions based on data and construct the Type I and Type II error probabilities based on this decision</p> <ol style="list-style-type: none"> 1. The nature of hypothesis testing <ol style="list-style-type: none"> 1. Formulating the null and alternate hypotheses 2. The p-value approach 3. The decision approach given a fixed significance 4. The four decisions <ol style="list-style-type: none"> 1. The Type I error probability 2. The Type II error/Power probability concept (calculations are optional) 3. Determining when statistical significance really matters 2. The Chi Square Distribution <ol style="list-style-type: none"> 1. Developing and checking distributional assumptions 2. Major uses 3. Contingency Tables: independence and homogeneity 4. At least one of the following: <ol style="list-style-type: none"> 1. Goodness of Fit 2. Single variance 3. Testing multiple population parameters 3. Testing multiple population parameters <ol style="list-style-type: none"> 1. Two sample means: matched pairs and independent groups 2. At least one of the following: <ol style="list-style-type: none"> 1. Two proportions 2. Two variance and the F distribution 3. The One Way Analysis of Variance (ANOVA) <ol style="list-style-type: none"> 1. Multiple means 2. Checking assumptions

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

5. Apply statistical concepts and methods to a variety of contemporary applications
 1. Typical examples may include
 1. Decisions and Risk
 1. Testing claimed percent of rape victims
 2. Testing claimed percent of female suicide victims
 3. Comparing return on investment (ROI) in investment portfolios: maximizing expected returns, minimizing variance and volatility
 2. Games of Chance
 1. Modeling games such as Vietnamese "Lucky Dice" using Binomial Distribution
 2. Using simulation as a tool to understand probability distributions
 3. Estimation and Inference
 1. Distribution of AIDS cases in Santa Clara county by ethnicity
 2. Distribution of percents of ethnic groups in San Francisco compared to observed percents
 3. Collecting data to use hypotheses testing to challenge established beliefs
 4. Analyzing medical treatments to compare effectiveness or safety of treatment vs placebo, or comparing more than one treatment
 2. Use statistical knowledge to recognize and discuss provocative inferences and conclusions reported by the media, especially in regards to controversial current events issues, e.g. presidential and political elections, educational reform and trends, nutritional claims, and census sampling vs. counting
 3. Recognize some contemporary contributors to the field of statistics

5. Apply statistical concepts and methods to a variety of contemporary applications
 1. Typical examples may include
 1. Decisions and Risk
 1. Testing claimed percent of rape victims
 2. Testing claimed percent of female suicide victims
 3. Comparing return on investment (ROI) in investment portfolios: maximizing expected returns, minimizing variance and volatility
 2. Games of Chance
 1. Modeling games such as Vietnamese "Lucky Dice" using Binomial Distribution
 2. Using simulation as a tool to understand probability distributions
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 2. Distribution of percents of ethnic groups in San Francisco compared to observed percents
 3. Collecting data to use hypotheses testing to challenge established beliefs
 4. Analyzing medical treatments to compare effectiveness or safety of treatment vs placebo, or comparing more than one treatment
 2. Use statistical knowledge to recognize and discuss provocative inferences and conclusions reported by the media, especially in regards to controversial current events issues, e.g. presidential and political elections, educational reform and trends, nutritional claims, and census sampling vs. counting
 3. Recognize some contemporary contributors to the field of statistics

Lab Component in this Course No

No

Changed	Field	Current Version	Proposed Version
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	Lab Outline	No value	No value
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Req/Adv

Changed	Questions	Current Version	Proposed Version
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	Prerequisite(s):	MATH D217.	MATH D217.
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	Corequisite(s):	No Value	No Value
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	Advisory(ies):	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005.	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005.
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	Advisory(ies) - Other:	No Value	No Value
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	Limitation(s) on Enrollment:	No Value	No Value
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	Limitation(s) on Enrollment - Other:	No Value	No Value
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	Entrance Skills(s):	No Value	No Value
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	Entrance Skill(s) - Other:	No Value	No Value
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	General Course Statement(s):	(See general education pages for the requirements this course meets.)	(See general education pages for the requirements this course meets.)
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	General Course Statement(s) - Other:	No Value	No Value
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Curriculum Office

Changed	Questions	Current Version	Proposed Version
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!	Banner Start Term (202122)	202122	No Value
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!	Banner Division	2PS	No Value
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!	Catalog Term (21-22)	23-24	No Value
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!	5 Year Revision Year (2021)	2018	No Value
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!	Effective Quarter	Fall	No Value
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Changed	Questions	Current Version	Proposed Version
!	Effective Year (2021)	2023	No Value
	Sort ID (00 < 10; 0 < 100)	MATH 017	MATH 017
	Course Status	Non-substantial	Non-substantial
!	Course Status Code	A	No Value
!	Banner Department	MATH	No Value
!	Course Level	DU	No Value
!	College Code	DA	No Value
	Course Characteristics	NA	NA
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
!	CTE Status	No	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
!	Emergency Approval	No	No Value
!	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)	N	No Value

Changed	Questions	Current Version	Proposed Version
!	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)	N	No Value
!	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	235004	No Value
!	Account Code	1320	No Value
!	Program Code	170100	No Value
!	Percent	100	No Value
	Curriculum Office Notes	<ul style="list-style-type: none"> Requisite change appr. 1/17/23 (effect. F23).-cc 	<ul style="list-style-type: none"> Requisite change appr. 1/17/23 (effect. F23).-cc
!	Print/No Print to Catalog	Yes	No Value
	Checklist	No Value	No Value

Summary of Revisions

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

Changed	Questions	Current Version	Proposed Version
!	Other	No Value	Methods of evaluations, method of instructions are updated. Matrix B and G and GE forms are updated. Textbooks are updated.

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
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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
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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
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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
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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	Assignments B. Problem solving exercises that include written explanations of concepts and justification of conclusions. These exercises may be based upon real data. C. Technology based projects/activities that include written descriptions of methods and results, and justification of conclusions. These technology based projects/activities may be based upon real, simulated or collected data.
!	Objective 5: Identify and practice writing for different audiences and purposes.	No Value	<p>Outline E. Apply statistical concepts and methods to a variety of contemporary applications</p> <p>1. Typical examples may include</p> <p>a. Decisions and Risk</p> <p>1. Testing claimed percent of rape victims</p> <p>2. Testing claimed percent of female suicide victims</p> <p>3. Comparing return on investment (ROI) in investment portfolios: maximizing expected returns, minimizing variance and volatility</p> <p>b. Games of Chance</p> <p>1. Modeling games such as Vietnamese "Lucky Dice" using Binomial Distribution</p> <p>2. Using simulation as a tool to understand probability distributions</p> <p>c. Estimation and Inference</p> <p>1. Distribution of AIDS cases in Santa Clara county by ethnicity</p> <p>2. Distribution of percents of ethnic groups in San Francisco compared to observed percents</p> <p>3. Collecting data to use hypotheses testing to challenge established beliefs</p> <p>4. Analyzing medical treatments to compare effectiveness or safety of treatment vs placebo, or comparing more than one treatment</p> <p>2. Use statistical knowledge to recognize and discuss provocative inferences and conclusions reported by the media, especially in regards to controversial current events issues, e.g. presidential and political elections, educational reform and trends, nutritional claims, and census sampling vs. counting</p> <p>3. Recognize some contemporary contributors to the field of statistics</p> <p>Assignments E. Two hour comprehensive final examination composed of both computational and concept based questions which will require the student to demonstrate ability in integrating the methods, ideas and techniques learned in class. Questions may also require the student to communicate ideas and conclusions in short essay format.</p>
	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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Objective 7:
Demonstrate writing as a multi-step process including attention to planning and revision.

No Value

No Value

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

No Value

No Value

Objective 9:
Demonstrate appropriate grammar usage and mechanics.

No Value

No Value

C-Matrix Form

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

No Value

No Value

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

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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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
	<p>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.</p>	No Value	No Value
	<p>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.</p>	No Value	No Value
	<p>Objective 2: Investigate the use of mathematics in real world.</p>	No Value	No Value
	<p>Objective 3: Explore functions.</p>	No Value	No Value
	<p>Objective 4: Develop linear function models.</p>	No Value	No Value
	<p>Objective 5: Use systems of two linear equations to solve real world problems.</p>	No Value	No Value
	<p>Objective 6: Use linear inequalities in one variable to solve real world problems.</p>	No Value	No Value

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

No Value

No Value

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

No Value

No Value

Objective 9:
Develop quadratic function models to solve problems.

No Value

No Value

Objective 10:
Investigate the characteristics of rational expressions.

No Value

No Value

Objective 11:
Develop skills to work with radical expressions.

No Value

No Value

E-Matrix Form

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

No Value

No Value

Changed Questions Current Version Proposed Version

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

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

Changed	Questions	Current Version	Proposed Version
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Objective 9:
Explore the use of variables in expressions and evaluate algebraic expressions.

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

G-Matrix Form

Changed	Questions	Current Version	Proposed Version
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If the requisite does not fall under an A-F Matrix, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. If a requisite falling under Matrix G is being removed, provide an explanation as to why.

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 Prerequisites 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, i.e. such as a course.	No Value	No Value

De Anza GE Form

Changed	Questions	Current Version	Proposed Version
!	Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	Outline A. Examine distributions of data using graphical and analytical methods. B. Describe data distribution through the study of sampling distributions C. Estimate parameters by constructing point estimates and confidence intervals D. Compose probability statements about how confident one can be about making decisions based on data and construct the Type I and Type II error probabilities based on this decision E. Apply statistical concepts and methods to a variety of contemporary applications

Changed	Questions	Current Version	Proposed Version
!	<p>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.)</p>	No Value	<p>Oral: Methods of Evaluation: D. Problem-solving exercises (homework) and/or quizzes will be evaluated for accuracy and completion in order to assess student's comprehension of the material covered in lecture and to provide feedback to students on their progress. Questions may also require the student to communicate ideas and conclusions orally or in short essay format Collaborative: Assignments E. Collaborative activities requiring conversation in small groups. Written: Assignments B. Problem solving exercises that include written explanations of concepts and justification of conclusions. These exercises may be based upon real data. C. Technology based projects/activities that include written descriptions of methods and results, and justification of conclusions. These technology based projects/activities may be based upon real, simulated or collected data.</p>
!	<p>Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	<p>Assignments B. Problem solving exercises that include written explanations of concepts and justification of conclusions. These exercises may be based upon real data. C. Technology based projects/activities that include written descriptions of methods and results, and justification of conclusions. These technology based projects/activities may be based upon real, simulated or collected data. Methods of Evaluation: B. A minimum of three technology based projects/activities that make use of graphing calculators or computers addressing randomness, variation, and simulation will be evaluated for accuracy, completeness, and proper use of techniques and methods discussed in class. Questions may also require the student to communicate ideas and conclusions in short essay format. D. Problem-solving exercises (homework) and/or quizzes will be evaluated for accuracy and completion in order to assess student's comprehension of the material covered in lecture and to provide feedback to students on their progress. Questions may also require the student to communicate ideas and conclusions orally or in short essay format. E. Classroom participation and interaction in the discussion of the subject matter in small groups. This includes collaborative activities and discussion in small groups covering real-world statistics applications addressing contemporary social issues.</p>

Changed	Questions	Current Version	Proposed Version
!	<p>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.)</p>	No Value	<p>Outline E. Apply statistical concepts and methods to a variety of contemporary applications</p> <p>1. Typical examples may include</p> <p>a. Decisions and Risk</p> <p>1. Testing claimed percent of rape victims</p> <p>2. Testing claimed percent of female suicide victims</p> <p>3. Comparing return on investment (ROI) in investment portfolios: maximizing expected returns, minimizing variance and volatility</p> <p>b. Games of Chance</p> <p>1. Modeling games such as Vietnamese "Lucky Dice" using Binomial Distribution</p> <p>2. Using simulation as a tool to understand probability distributions</p> <p>c. Estimation and Inference</p> <p>1. Distribution of AIDS cases in Santa Clara county by ethnicity</p> <p>2. Distribution of percents of ethnic groups in San Francisco compared to observed percents</p> <p>3. Collecting data to use hypotheses testing to challenge established beliefs</p> <p>4. Analyzing medical treatments to compare effectiveness or safety of treatment vs placebo, or comparing more than one treatment</p> <p>2. Use statistical knowledge to recognize and discuss provocative inferences and conclusions reported by the media, especially in regards to controversial current events issues, e.g. presidential and political elections, educational reform and trends, nutritional claims, and census sampling vs. counting</p> <p>3. Recognize some contemporary contributors to the field of statistics</p>

Changed	Questions	Current Version	Proposed Version
!	<p>Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	<p>Outline E. Apply statistical concepts and methods to a variety of contemporary applications</p> <p>1. Typical examples may include</p> <p>a. Decisions and Risk</p> <p>1. Testing claimed percent of rape victims</p> <p>2. Testing claimed percent of female suicide victims</p> <p>3. Comparing return on investment (ROI) in investment portfolios: maximizing expected returns, minimizing variance and volatility</p> <p>b. Games of Chance</p> <p>1. Modeling games such as Vietnamese "Lucky Dice" using Binomial Distribution</p> <p>2. Using simulation as a tool to understand probability distributions</p> <p>c. Estimation and Inference</p> <p>1. Distribution of AIDS cases in Santa Clara county by ethnicity</p> <p>2. Distribution of percents of ethnic groups in San Francisco compared to observed percents</p> <p>3. Collecting data to use hypotheses testing to challenge established beliefs</p> <p>4. Analyzing medical treatments to compare effectiveness or safety of treatment vs placebo, or comparing more than one treatment</p> <p>2. Use statistical knowledge to recognize and discuss provocative inferences and conclusions reported by the media, especially in regards to controversial current events issues, e.g. presidential and political elections, educational reform and trends, nutritional claims, and census sampling vs. counting</p> <p>3. Recognize some contemporary contributors to the field of statistics</p>

Changed	Questions	Current Version	Proposed Version
!	<p>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.)</p>	No Value	<p>Outline E. Apply statistical concepts and methods to a variety of contemporary applications</p> <p>1. Typical examples may include</p> <p>a. Decisions and Risk</p> <p>1. Testing claimed percent of rape victims</p> <p>2. Testing claimed percent of female suicide victims</p> <p>3. Comparing return on investment (ROI) in investment portfolios: maximizing expected returns, minimizing variance and volatility</p> <p>b. Games of Chance</p> <p>1. Modeling games such as Vietnamese "Lucky Dice" using Binomial Distribution</p> <p>2. Using simulation as a tool to understand probability distributions</p> <p>c. Estimation and Inference</p> <p>1. Distribution of AIDS cases in Santa Clara county by ethnicity</p> <p>2. Distribution of percents of ethnic groups in San Francisco compared to observed percents</p> <p>3. Collecting data to use hypotheses testing to challenge established beliefs</p> <p>4. Analyzing medical treatments to compare effectiveness or safety of treatment vs placebo, or comparing more than one treatment</p> <p>2. Use statistical knowledge to recognize and discuss provocative inferences and conclusions reported by the media, especially in regards to controversial current events issues, e.g. presidential and political elections, educational reform and trends, nutritional claims, and census sampling vs. counting</p> <p>3. Recognize some contemporary contributors to the field of statistics</p> <p>Methods of Evaluation</p> <p>B. A minimum of three technology based projects/activities that make use of graphing calculators or computers addressing randomness, variation, and simulation will be evaluated for accuracy, completeness, and proper use of techniques and methods discussed in class. Questions may also require the student to communicate ideas and conclusions in short essay format.</p> <p>E. Classroom participation and interaction in the discussion of the subject matter in small groups. This includes collaborative activities and discussion in small groups covering real-world statistics applications addressing contemporary social issues.</p>

Changed Questions Current Version Proposed Version

Criteria 1: Explain the interconnectivity of economic prosperity, social equity and environmental quality.

No Value

No Value

Criteria 2: Identify the most serious environmental, equity, and social justice problems globally and locally and explain their underlying causes and possible consequences.

No Value

No Value

Criteria 3: Explain some significant ways students can make a difference in making a positive impact, locally, at a state level, or globally in making the world more environmentally sustainable and socially just.

No Value

No Value

Criteria 4: Analyze how the well being of human society is dependent on sustainable social and ecological systems.

No Value


No Value

Criteria 5: Demonstrate an understanding of how the student's personal activities impact the environment and communities by participating in actions to create a more environmentally sustainable and equitable future.

No Value

No Value

Comments

Changed	Questions	Current Version	Proposed Version												
	Stage 2: Department Chair	No Value	No Value												
	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: AVP - Instruction	No Value	<table border="1"> <thead> <tr> <th>Date</th> <th>Name - Role OR Tab</th> <th>Part - Field</th> <th>Type of Edit</th> <th>Edit</th> <th>Initiator - Indicate "Y" When Completed</th> </tr> </thead> <tbody> <tr> <td>5/10/24</td> <td>Gabriel Nocito</td> <td>Basic Information - Proposal for AVPI Details - Attachments</td> <td>Required</td> <td>Please attach the new Course Hybrid and Online Delivery Request forms. New forms are available within eLumen.</td> <td>Y</td> </tr> </tbody> </table>	Date	Name - Role OR Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed	5/10/24	Gabriel Nocito	Basic Information - Proposal for AVPI Details - Attachments	Required	Please attach the new Course Hybrid and Online Delivery Request forms. New forms are available within eLumen.	Y
Date	Name - Role OR Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed										
5/10/24	Gabriel Nocito	Basic Information - Proposal for AVPI Details - Attachments	Required	Please attach the new Course Hybrid and Online Delivery Request forms. New forms are available within eLumen.	Y										
	Stage 9: Articulation Officer	No Value	No Value												
	Stage 11: ESGC Faculty Coordinator	No Value	No Value												
	Stage 14: 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
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	Curriculum ID	MATHD017.
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	Distance Education Approved	No
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	Board of Trustees Approval Date	
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	Curriculum Committee Approval Date	
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	Time to Next Review	Sep 1, 2023 12:00:00 AM
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	External Review Approval Date	Sep 1, 2018 12:00:00 AM
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	Course Control Number	CCC000535992
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Articulation

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

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Type (CB27)
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Transferability & Gen. Ed. Options	GE Information
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
Curriculum Office	Banner Start Term (202122)
Curriculum Office	Banner Division
Curriculum Office	Catalog Term (21-22)
Curriculum Office	5 Year Revision Year (2021)
Curriculum Office	Effective Quarter
Curriculum Office	Effective Year (2021)
Curriculum Office	Course Status Code
Curriculum Office	Banner Department
Curriculum Office	Course Level
Curriculum Office	College Code
Curriculum Office	CTE Status
Curriculum Office	Emergency Approval
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	Noncredit Enhanced Funding Indicator

Section	Changed field
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
Summary of Revisions	Other
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.
D-Matrix Form	Objective 2: Investigate the use of mathematics in real world.
D-Matrix Form	Objective 3: Explore functions.
D-Matrix Form	Objective 7: Examine exponential expressions and develop exponential function models.
D-Matrix Form	Objective 8: Examine logarithmic expressions and develop logarithmic function models.
De Anza GE Form	Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
Comments	Stage 8: AVP - Instruction

Section	Changed field
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?

General Information

Changed	Field	Current Version	Proposed Version
!	Faculty Initiator	<ul style="list-style-type: none"> Mi Chang 	<ul style="list-style-type: none"> Fatemeh Yarahmadi Wilson, William Shukla, Neelam
	Course ID (CB01A and CB01B)	MATHD044.	MATHD044.
	Course Control Number	CCC000318912	CCC000318912
	Course Title (CB02)	Mathematics in Art, Culture, and Society: A Liberal Arts Math Class	Mathematics in Art, Culture, and Society: A Liberal Arts Math Class
	Short Course Title	MATH IN ART/CULT/SOCIETY	MATH IN ART/CULT/SOCIETY
	TOP Code (CB03)	1701.00	1701.00 Mathematics, General
	CIP Code	Mathematics, General	27.0101 Mathematics, General
	Department	MATH - Mathematics	MATH - Mathematics
!	Effective Term	Fall 2023	Fall 2023 <u>2025</u>
	SAM Priority Code (CB09)	Non-Occupational	Non-Occupational
	Course Description	This course is a survey of selected topics from contemporary mathematics, including problem-solving techniques and connections between mathematics and culture. It includes a selection of introductory topics from symmetry; graph theory; chaos and fractals; topology; number theory; geometry; combinatorics and counting; the mathematics of social choice; data analysis, probability, and statistics; consumer mathematics and personal financial management.	This course is a survey of selected topics from contemporary mathematics, including problem-solving techniques and connections between mathematics and culture. It includes a selection of introductory topics from symmetry; graph theory; chaos and fractals; topology; number theory; geometry; combinatorics and counting; the mathematics of social choice; data analysis, probability, and statistics; consumer mathematics and personal financial management.
!	Course Type (CB27)	No value	<ul style="list-style-type: none"> Lower Division
!	Mode of Delivery	<ul style="list-style-type: none"> NA 	<ul style="list-style-type: none"> Online Hybrid

Faculty Requirements

Changed	Field	Current Version	Proposed Version
	Discipline 1	No value	<ul style="list-style-type: none"> Mathematics
	Discipline 2	No value	No value
	Discipline 3	No value	No value
	FSA	No value	<ul style="list-style-type: none"> FHDA FSA - MATHEMATICS

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

Course Justification			
Changed	Field	Current Version	Proposed Version
	Course Justification	<p>This is a general education course which meets CSU upper-division transfer admission requirements for one course in college-level mathematics (CSU area B4), and the UC requirement for one course in mathematical concepts and quantitative reasoning (IGETC area 2A). It includes material on contemporary developments in mathematics and interactions between mathematics and culture which are not included in other college-level mathematics classes and is particularly useful to non-science majors.</p>	<p>This MATH 44 is transferable to CSU and UC. This course meets a general education course which meets CSU upper-division transfer admission requirements for one course in college-level mathematics (CSU area B4), and the UC requirement for one course in mathematical concepts. De Anza, CSUGE, and quantitative reasoning (IGETC area 2A)- IGETC. It includes material on contemporary developments in mathematics and interactions between mathematics and culture which are not included in other college-level mathematics classes and is particularly useful to non-science majors.</p>

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


Course Philosophy			

Changed	Field	Current Version	Proposed Version
	Course Philosophy	Contemporary developments in the mathematical sciences are often easily accessible to undergraduates and stir interest for a number of reasons. Cutting-edge developments that may be completely new to students allow students to involve themselves in exciting contemporary work. The mathematics may make surprising connections to other disciplines such as the arts, psychology, ecology and sociology. Or the ideas may be approached with a wide variety of techniques including computer graphics or other visual techniques. This course will fashion an experience for the students that touches on the mosaic of contemporary developments and draws on the profusion of sources now available. It will maintain an overall focus on the ways in which mathematics is done today and the diversity of people who do it. To this end assignments may include hands-on laboratory and collaborative projects, writing/reading/research assignments, open-ended problem solving, as well as traditional homework exercises. These assignments will involve multi-step critical thinking activities involving written discussions of methods employed and conclusions reached. Within all topics, connections to other scientific disciplines, to the arts, to the humanities, and to contributions by and connections to diverse cultures will be included.	Contemporary developments in the mathematical sciences are often easily accessible to undergraduates and stir interest for a number of reasons. Cutting-edge developments that may be completely new to students allow students to involve themselves in exciting contemporary work. The mathematics may make surprising connections to other disciplines such as the arts, psychology, ecology and sociology. Or the ideas may be approached with a wide variety of techniques including computer graphics or other visual techniques. This course will fashion an experience for the students that touches on the mosaic of contemporary developments and draws on the profusion of sources now available. It will maintain an overall focus on the ways in which mathematics is done today and the diversity of people who do it. To this end assignments may include hands-on laboratory and collaborative projects, writing/reading/research assignments, open-ended problem solving, as well as traditional homework exercises. These assignments will involve multi-step critical thinking activities involving written discussions of methods employed and conclusions reached. Within all topics, connections to other scientific disciplines, to the arts, to the humanities, and to contributions by and connections to diverse cultures will be included.

Foothill Equivalency


Changed	Field	Current Version	Proposed Version
	Foothill Faculty Consultation Name	No value	
	Foothill Course ID	MATH F044.	MATH F044.
	Does the course have a Foothill equivalent?	Yes	Yes

CTE Course


Changed	Field	Current Version	Proposed Version
	Is this a CTE (Career Technical Education) course?	No value	<u>No</u>

Honors/Non-honors Course


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Changed	Field	Current Version	Proposed Version
	Is this an honors/non-honors course?	No value	<u>No</u>

Mirrored Credit/Noncredit Course

Changed	Field	Current Version	Proposed Version
	Is this a mirrored credit/noncredit course?	No value	<u>No</u>

Cross-listed Course

Changed	Field	Current Version	Proposed Version
	Is this a cross-listed course?	No value	<u>No</u>

More Options

Changed	Field	Current Version	Proposed Version
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.
	Course Prior To College Level	Not applicable.	Not applicable.
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.
	Course Support Status (CB26)	Course is not a support course	Course is not a support course
	Repeat Limit	0	0
	Grade Options	<ul style="list-style-type: none"> • Letter Grade • Pass/No Pass 	<ul style="list-style-type: none"> • Letter Grade • Pass/No Pass
	Allow Students to Gain Credit by Exam/Challenge	<input type="checkbox"/>	<input type="checkbox"/>
	Repeatability Statement	No value	

Associated Programs

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Changed Field

Current Version

Proposed Version

Course is part of a program

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

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

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

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

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

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

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

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

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

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

Associated Program	Liberal Arts (Science, Math and Engineering Emphasis)
Award Type	Associate in Arts (A.A.) Degree

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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)	B	B																														
	Transfer Status	Approved	Approved																														
	GE Information	<table border="1"> <tr> <td>System/Institution</td> <td>De Anza GE</td> </tr> <tr> <td>Area(s)</td> <td>• 2GA3 - Approved.</td> </tr> <tr> <td>-</td> <td>No value</td> </tr> </table> <table border="1"> <tr> <td>System/Institution</td> <td>IGETC</td> </tr> <tr> <td>Area(s)</td> <td>• IG2X - Approved.</td> </tr> <tr> <td>-</td> <td>No value</td> </tr> </table> <table border="1"> <tr> <td>System/Institution</td> <td>CSU GE</td> </tr> <tr> <td>Area(s)</td> <td>• CGB4 - Approved.</td> </tr> <tr> <td>-</td> <td>No value</td> </tr> </table>	System/Institution	De Anza GE	Area(s)	• 2GA3 - Approved.	-	No value	System/Institution	IGETC	Area(s)	• IG2X - Approved.	-	No value	System/Institution	CSU GE	Area(s)	• CGB4 - Approved.	-	No value	<table border="1"> <tr> <td>System/Institution</td> <td>De Anza GE</td> </tr> <tr> <td>Area(s)</td> <td>• 2GA3 - Approved.</td> </tr> <tr> <td>-</td> <td>No value</td> </tr> </table> <table border="1"> <tr> <td>System/Institution</td> <td>Cal-GETC</td> </tr> <tr> <td>Area(s)</td> <td>• CA2X - Approved.</td> </tr> <tr> <td>-</td> <td>No value</td> </tr> </table>	System/Institution	De Anza GE	Area(s)	• 2GA3 - Approved.	-	No value	System/Institution	Cal-GETC	Area(s)	• CA2X - Approved.	-	No value
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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

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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
	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

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Changed	Field	Current Version	Proposed Version
	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.
	Course Credit Status (CB04)	Credit - Degree Applicable	Credit - Degree Applicable
	Course Non Credit Category (CB22)	Credit Course.	Credit Course.
	Funding Agency Category (CB23)	Not Applicable.	Not Applicable.
	Cooperative Work Experience Education Status (CB10)	<input type="checkbox"/>	<input type="checkbox"/>
	Variable Credit Course	<input type="checkbox"/>	<input type="checkbox"/>

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			



Methods of Instruction

Methods of Instruction

Methods of Instruction

Lecture and visual aids
 Discussion of assigned reading
 Discussion and problem-solving performed in class
 In-class exploration of internet sites
 Quiz and examination review performed in class
 Homework and extended projects
 Fieldwork and field trips
 Guest speakers
 Collaborative learning and small group exercises
 Collaborative projects
 Problem solving and exploration activities using applications software
 Problem solving and exploration activities using courseware

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

1. Homework and critical thinking problem-solving exercises from the text that include written explanations of concepts and justification of conclusions.
2. Periodic quizzes and/or in-class assignments
3. Required readings from text and other sources.
4. Review questions from the text and/or other sources based upon lecture, reading and/or other materials designed to help students integrate the methods, ideas and techniques learned in class to solve problems.
5. Written reports or essays on a contemporary or historical mathematical source based on library and/or web site research which may also require the student to prepare and present the report orally. Such presentations may require visual aids, demonstrations, etc.
6. Group projects, laboratory projects, and extensive oral presentations that include written descriptions of methods and results, and justification of conclusions.

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Methods of Evaluation

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1. Homework and critical thinking problem-solving exercises will be evaluated for accuracy, completion, and justification of conclusions in order to obtain regular assessment of the student's comprehension of material covered in lecture.
2. Quizzes and in-class assignments will be evaluated for accuracy and completion in order to assess student's comprehension of material covered in lecture and to provide feedback to students on their progress.
3. Participation in and contribution toward classroom discussions and collaborative group written analytical work involving comparative source materials such as the text or recent news articles.
4. A minimum of one in-class one hour exam composed of both computational and concept based questions which will require the student to demonstrate ability in integrating the methods, ideas and techniques learned in class. Questions may also require the student to communicate ideas and conclusions in short essay format.
5. Reports and essays will be evaluated for accuracy and completion. Oral presentations will further be evaluated for clarity and effectiveness of visual aids and demonstrations.
6. Group projects and laboratory projects will be evaluated for accuracy, completeness, and proper use of techniques and methods discussed in class.
7. A minimum of two of the following:
 1. Research project or essay to be presented orally to the class which will be evaluated for accuracy and completion. Oral presentations will further be evaluated for clarity and effectiveness of visual aids and demonstrations.
 2. Extended group project or laboratory project which will be evaluated for accuracy, completeness, and proper use of techniques and methods discussed in class.
 3. Additional one-hour in-class exam and/or take-home exam composed of both computational and concept based questions which will require the student to demonstrate ability in integrating the methods, ideas and techniques learned in class. Questions may also require the student to communicate ideas and conclusions in short essay format.
8. Two-hour comprehensive final exam composed of both computational and concept based questions which will require the student to demonstrate ability in integrating the methods, ideas and techniques learned in class. Questions may also require the student to communicate ideas and conclusions in short essay format.

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	<p>! Essential Student Materials/Essential College Facilities</p>	<p>Essential Student Materials:</p> <ul style="list-style-type: none"> Scientific or graphing calculator <p>Essential College Facilities:</p> <ul style="list-style-type: none"> None. 	<p>Essential Student Materials:</p> <ul style="list-style-type: none"> Scientific or graphing calculator <p>Essential College Facilities:</p> <ul style="list-style-type: none"> None 																														
	<p>! Examples of Primary Texts and References</p>	<table border="1"> <tr> <td>Title</td> <td>No value</td> </tr> <tr> <td>Author</td> <td>**"The Heart of Mathematics", 4th edition, Burger and Starbird, publ. by Wiley, 2013.</td> </tr> <tr> <td>Publisher</td> <td>No value</td> </tr> <tr> <td>Date/Edition</td> <td>No value</td> </tr> <tr> <td>ISBN</td> <td>No value</td> </tr> </table>	Title	No value	Author	**"The Heart of Mathematics", 4th edition, Burger and Starbird, publ. by Wiley, 2013.	Publisher	No value	Date/Edition	No value	ISBN	No value	<table border="1"> <tr> <td>Title</td> <td>The Heart of Mathematics</td> </tr> <tr> <td>Author</td> <td>Burger and Starbird</td> </tr> <tr> <td>Publisher</td> <td>Wiley</td> </tr> <tr> <td>Date/Edition</td> <td>2020/ 4th edition</td> </tr> <tr> <td>ISBN</td> <td>978-1-119-66828-2</td> </tr> </table> <table border="1"> <tr> <td>Title</td> <td>Survey of Mathematics with Applications</td> </tr> <tr> <td>Author</td> <td>Allen R. Angel, Christine D. Abbott, Dennis Runde</td> </tr> <tr> <td>Publisher</td> <td>Pearson</td> </tr> <tr> <td>Date/Edition</td> <td>2020/ 11th edition</td> </tr> <tr> <td>ISBN</td> <td>13: 9780137409099</td> </tr> </table>	Title	The Heart of Mathematics	Author	Burger and Starbird	Publisher	Wiley	Date/Edition	2020/ 4th edition	ISBN	978-1-119-66828-2	Title	Survey of Mathematics with Applications	Author	Allen R. Angel, Christine D. Abbott, Dennis Runde	Publisher	Pearson	Date/Edition	2020/ 11th edition	ISBN	13: 9780137409099
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Suggested Reading List

No value

Reading List	"Excursions in Modern Mathematics", Tannenbaum and Arnold, publ. By Pearson, 2010.
May include, but are not limited to	No value

Reading List	"For All Practical Purposes", 8th edition, COMAP, publ. By Freeman, 2010.
May include, but are not limited to	No value

Reading List	"Fractals for the Classroom", Peitgen, Jurgens, Saupe
May include, but are not limited to	No value

Reading List	Multicultural Mathematics Bibliography compiled by Karl Schaffer, at (http://nebula2.deanza.edu/~karl/)
May include, but are not limited to	No value

Reading List	Robert Devaney's web sites on chaos and fractals: (http://math.bu.edu/people/bob/)
May include, but are not limited to	No value

Reading List	"Problem Solving Strategies: Crossing the River with Dogs and Other Mathematical Adventures", by Ted Herr and Ken Johnson, publ. by Key Curriculum Press.
May include, but are not limited to	No value

Reading List	"Mathematical People, More Mathematical People", edited by Alexanderson.
May include, but are not limited to	No value

<p>Reading List</p>	<p>"What's Happening in the Mathematical Sciences", four volumes, ed. by Barry Cipra, pub. by the American Mathematical Society.</p>
<p>May include, but are not limited to</p>	<p>No value</p>
<p>Reading List</p>	<p>"Geometry Labs", Picciotto, publ. by Key Curriculum Press.</p>
<p>May include, but are not limited to</p>	<p>No value</p>
<p>Reading List</p>	<p>"Symmetry, Shape and Space", Kinsey and Moore, publ. by Key Curriculum Press.</p>
<p>May include, but are not limited to</p>	<p>No value</p>
<p>Reading List</p>	<p>Recreational Mathematics sites: (http://www.mathpuzzle.com/)</p>
<p>May include, but are not limited to</p>	<p>No value</p>
<p>Reading List</p>	<p>String figures from around the world: (http://www.isfa.org/)</p>
<p>May include, but are not limited to</p>	<p>No value</p>
<p>Reading List</p>	<p>Polyhedra: (http://www.georgehart.com/virtual-polyhedra/vp.html)</p>
<p>May include, but are not limited to</p>	<p>No value</p>
<p>Reading List</p>	<p>Online mathematics columns: (http://www.maa.org/news/columns.html)</p>
<p>May include, but are not limited to</p>	<p>No value</p>

<p>Reading List</p>	<p>Topics in mathematics: (http://www.mathacademy.com/pr/)</p>
<p>May include, but are not limited to</p>	<p>No value</p>
<p>Reading List</p>	<p>Origami and mathematics: (http://mars.wne.edu/~thull/origamimath.html)</p>
<p>May include, but are not limited to</p>	<p>No value</p>
<p>Reading List</p>	<p>African Fractals: (http://www.rpi.edu/~eglash/eglash.dir/afraction/afraction.htm)</p>
<p>May include, but are not limited to</p>	<p>No value</p>
<p>Reading List</p>	<p>Egyptian and Babylonian mathematics: (http://www-gap.dcs.st-and.ac.uk/~history/HistTopics/Babylonian_and_Egyptian.html)</p>
<p>May include, but are not limited to</p>	<p>No value</p>
<p>Reading List</p>	<p>Chinese mathematics: (http://www.roma.unisa.edu.au/07305/chinese.htm)</p>
<p>May include, but are not limited to</p>	<p>No value</p>
<p>Reading List</p>	<p>Ethnomathematics on the web: (http://www.rpi.edu/~eglash/isgem.dir/links.htm)</p>
<p>May include, but are not limited to</p>	<p>No value</p>
<p>Reading List</p>	<p>History of statistics and stories of statisticians compiled by Diane Mathios: (http://faculty.deanza.fhda.edu/mathiosdiane/stories/)</p>
<p></p>	<p></p>

Changed	Field	Current Version	Proposed Version
		<p>May include, but are not limited to No value</p>	
		<p>Reading List "Proof", the 2001 Pulitzer and Tony award winning play by David Auburn.</p>	
		<p>May include, but are not limited to No value</p>	
		<p>Reading List "Arcadia", play about chaos theory by Tom Stoppard.</p>	
		<p>May include, but are not limited to No value</p>	
		<p>Reading List A large bibliography keyed to specific topic headings and a packet of suggested classroom activities, guides, and overheads will be kept in the division office for use by interested faculty.</p>	
		<p>May include, but are not limited to No value</p>	

Learning Outcomes and Objectives			
Changed	Field	Current Version	Proposed Version
	Course Objectives	<ul style="list-style-type: none"> Examine problem solving techniques using a variety of methods and communicate mathematically through a variety of forms. Investigate and solve problems in at least five of 10 areas of contemporary mathematics and its applications. Examine at least two of the topics listed below related to myths and realities concerning mathematics. 	<ul style="list-style-type: none"> Examine problem solving techniques using a variety of methods and communicate mathematically through a variety of forms. Investigate and solve problems in at least five of 10 areas of contemporary mathematics and its applications. Examine at least two of the topics listed below related to myths and realities concerning mathematics.

Changed Field

Current Version

Proposed Version

CSLOs

<p>CSLOs Analyze contemporary mathematical problems, apply problem solving techniques using a variety of methods, and communicate the results mathematically through a variety of forms.</p>	<p>CSLOs Analyze contemporary mathematical problems, apply problem solving techniques using a variety of methods, and communicate the results mathematically through a variety of forms.</p>
<p>Expected SLO Performance 0.0</p>	<p>Expected SLO Performance 0.0</p>
<p>CSLOs Demonstrate and correctly apply basic mathematical techniques in at least five of the following ten areas: symmetry, graph theory, fractals and chaos theory, topology, number theory, geometry, combinatorics, methods of social choice, probability and statistics, economics and personal finance.</p>	<p>CSLOs Demonstrate and correctly apply basic mathematical techniques in at least five of the following ten areas: symmetry, graph theory, fractals and chaos theory, topology, number theory, geometry, combinatorics, methods of social choice, probability and statistics, economics and personal finance.</p>
<p>Expected SLO Performance 0.0</p>	<p>Expected SLO Performance 0.0</p>
<p>CSLOs Examine and evaluate myths and realities about the contemporary discipline of mathematics and its practitioners.</p>	<p>CSLOs Examine and evaluate myths and realities about the contemporary discipline of mathematics and its practitioners.</p>
<p>Expected SLO Performance 0.0</p>	<p>Expected SLO Performance 0.0</p>

Course Outline

Course Content

- | | | |
|---|---|---|
| <p>1. Examine problem solving techniques using a variety of methods and communicate mathematically through a variety of forms.</p> <ol style="list-style-type: none"> 1. Solve problems through <ol style="list-style-type: none"> 1. Mathematical discovery and invention 2. Logical, axiomatic thinking 3. Inductive thinking and searching for patterns in data 4. Mathematical experimentation 5. Construction of models 2. Mathematical communication <ol style="list-style-type: none"> 1. Reading, writing, creating visual images, and oral presentation 2. Collaborative activities 3. Historical/cultural topics, such as <ol style="list-style-type: none"> 1. Logic, mathematics and culture 2. Visual or geometric "proofs" <p>2. Investigate and solve problems in at least five of 10 areas of contemporary mathematics and its applications.</p> <ol style="list-style-type: none"> 1. Distinguish between types of symmetry, and use them to analyze patterns, art, and cultural artifacts. <ol style="list-style-type: none"> 1. The analysis of geometric patterns 2. The rosette groups: rotational symmetry 3. Translation, reflection, and glide symmetries 4. Linear or frieze patterns 5. Tessellations of the plane: regular, semi-regular, irregular, and Penrose tilings 6. Combining symmetries: introduction to symmetry groups <ol style="list-style-type: none"> 1. Islamic art 2. The graphic designs of M.C. Escher's and other artists 3. Analysis of designs from around the world 4. Investigation and report of use of symmetry in each student's family or cultural group 2. Recognize and utilize graphs, digraphs, and trees in problem solving, and use graph theory to analyze cultural designs and social relations. <ol style="list-style-type: none"> 1. Types of graphs <ol style="list-style-type: none"> 1. Simple Graph 2. Digraphs 3. Trees 2. Counting degree, vertices, edges, and faces: Euler's Theorem 3. Eulerian and Hamiltonian circuits and their applications 4. Scheduling problems, coloring graphs, and related applications 5. Historical/cultural topics, such as <ol style="list-style-type: none"> 1. Kinship systems from several cultures 2. African sand designs and Euler circuits | <p>1. Examine problem solving techniques using a variety of methods and communicate mathematically through a variety of forms.</p> <ol style="list-style-type: none"> 1. Solve problems through <ol style="list-style-type: none"> 1. Mathematical discovery and invention 2. Logical, axiomatic thinking 3. Inductive thinking and searching for patterns in data 4. Mathematical experimentation 5. Construction of models 2. Mathematical communication <ol style="list-style-type: none"> 1. Reading, writing, creating visual images, and oral presentation 2. Collaborative activities 3. Historical/cultural topics, such as <ol style="list-style-type: none"> 1. 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3. Social relationships and the small world phenomenon
3. Recognize, analyze, and create fractal patterns, and relate fractals and chaos theory to the iteration of simple processes.
1. Iteration of simple processes
 2. Fractals
 1. Fractal geometry
 2. Symmetry of scale
 3. Mandelbrot and Julia sets
 4. Fractal dimension
 3. Mathematical chaos: periodicity and disorder
 4. Historical/cultural topics, such as
 1. Fractals in African design
 2. Fractals in the arts
 3. Applications of fractals
4. Identify the topological properties and parameters of surfaces, networks, knots, links, and mappings, and use them to analyze and create culturally significant designs.
1. Topology: equivalence under distortion
 2. Surfaces
 1. Sphere and plane
 2. Torus
 3. Mobius band
 4. Klein bottle
 5. Mobius band
 6. Klein bottle
 7. Projective plane
 3. Planar and non-planar networks
 4. Knots and links
 5. Fixed points of mappings
 6. Historical and cultural topics, such as
 1. String figures from around the world
 2. Celtic knots
 3. Symbols and logos
5. Use the theory of numbers and modular arithmetic to analyze patterns, and to encode and decode information.
1. Numerical patterns in nature: the Fibonacci numbers
 2. Prime numbers
 3. Modular arithmetic and applications to error-detecting codes
 4. Data encryption: the RSA code
 5. Historical and cultural topics, such as
 1. Codes and language
 2. Chinese remainder theorem and the historical roots of modular arithmetic.
 3. Pattern analysis of artwork from many cultures using modular arithmetic.
 4. The use of binary multiplication and division schemes in ancient Egypt.

3. Social relationships and the small world phenomenon
3. Recognize, analyze, and create fractal patterns, and relate fractals and chaos theory to the iteration of simple processes.
1. Iteration of simple processes
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 3. Pattern analysis of artwork from many cultures using modular arithmetic.
 4. The use of binary multiplication and division schemes in ancient Egypt.

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| <p>5. Calendar calculations in many cultures</p> <p>6. Investigate geometric properties and patterns involved in right triangles, the Fibonacci numbers, spirals and helices, polyhedra, transformations of scale, and non-Euclidean geometry. If this topic is covered, at least one of the historical/cultural subtopics and five other subtopics chosen from a-i will be covered.</p> <ol style="list-style-type: none"> 1. Pythagorean theorem and applications 2. The Fibonacci numbers, the golden mean and phyllotaxis 3. Spirals and helices in nature and art 4. Polyhedra and the Platonic solids 5. Growth, size, and shape: dimensional analysis 6. Non-Euclidean geometry 7. Flatland and the fourth dimension 8. Computational geometry: the art gallery theorem and other applications 9. Historical/cultural topics, such as <ol style="list-style-type: none"> 1. Discovery and use of "Pythagorean theorem" prior to Pythagoras in China and Babylonia 2. The development of spherical trigonometry in the Islamic world. 3. Traditional and theoretical Origami <p>7. Solve problems using counting principles, permutations and combinations.</p> <ol style="list-style-type: none"> 1. Multiplication and addition principles 2. Pigeonhole principle and applications 3. Permutations and combinations 4. Binomial coefficients and Pascal's Triangle 5. Calculating probabilities and other applications 6. Historical and cultural topics, such as <ol style="list-style-type: none"> 1. Development of properties of "Pascal's Triangle" in China, Middle East, and India prior to Pascal 2. Application of Fibonacci numbers to prosody in ancient India <p>8. Identify mathematical techniques used in social choice, and critique methods of voting, sharing, and apportionment.</p> <ol style="list-style-type: none"> 1. Voting methods and paradoxes <ol style="list-style-type: none"> 1. Preference ballots 2. Plurality 3. Borda count 4. Plurality with elimination 5. Pairwise comparisons | <p>5. Calendar calculations in many cultures</p> <p>6. Investigate geometric properties and patterns involved in right triangles, the Fibonacci numbers, spirals and helices, polyhedra, transformations of scale, and non-Euclidean geometry. If this topic is covered, at least one of the historical/cultural subtopics and five other subtopics chosen from a-i will be covered.</p> <ol style="list-style-type: none"> 1. Pythagorean theorem and applications 2. The Fibonacci numbers, the golden mean and phyllotaxis 3. Spirals and helices in nature and art 4. Polyhedra and the Platonic solids 5. Growth, size, and shape: dimensional analysis 6. Non-Euclidean geometry 7. Flatland and the fourth dimension 8. Computational geometry: the art gallery theorem and other applications 9. Historical/cultural topics, such as <ol style="list-style-type: none"> 1. Discovery and use of "Pythagorean theorem" prior to Pythagoras in China and Babylonia 2. The development of spherical trigonometry in the Islamic world. 3. Traditional and theoretical Origami <p>7. Solve problems using counting principles, permutations and combinations.</p> <ol style="list-style-type: none"> 1. Multiplication and addition principles 2. Pigeonhole principle and applications 3. Permutations and combinations 4. Binomial coefficients and Pascal's Triangle 5. Calculating probabilities and other applications 6. Historical and cultural topics, such as <ol style="list-style-type: none"> 1. Development of properties of "Pascal's Triangle" in China, Middle East, and India prior to Pascal 2. Application of Fibonacci numbers to prosody in ancient India <p>8. Identify mathematical techniques used in social choice, and critique methods of voting, sharing, and apportionment.</p> <ol style="list-style-type: none"> 1. Voting methods and paradoxes <ol style="list-style-type: none"> 1. Preference ballots 2. Plurality 3. Borda count 4. Plurality with elimination 5. Pairwise comparisons |
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- | Changed Field | Current Version | Proposed Version |
|---------------|---|---|
| | <ul style="list-style-type: none">2. Voting paradoxes and Arrow's impossibility theorem3. Weighted voting systems<ul style="list-style-type: none">1. Banzhaf power index2. Shapley-Shubik power index4. Fair division<ul style="list-style-type: none">1. Divider-chooser method2. Last-diminisher method3. Sealed bids method5. Apportionment<ul style="list-style-type: none">1. Hamilton's method2. Divisor methods, such as the Jefferson Method, the Webster Method, the Hill-Huntington Method.3. The Alabama paradox6. Historical and cultural topics, such as<ul style="list-style-type: none">1. Voting methods around the world2. Voting methods in sports, entertainment, and culture3. US election controversies and the Electoral College4. Apportionment controversies in the United States9. Determine measures of central tendency and dispersion of data, evaluate survey and sampling methods, understand the meaning and application of probability, find and analyze examples of the use of statistics in the media.<ul style="list-style-type: none">1. The population and collecting data<ul style="list-style-type: none">1. Censuses2. Surveys3. Random sampling4. Clinical studies2. Descriptive statistics: graphing and summarizing data3. Measuring uncertainty: probabilities and odds4. The normal distribution5. Historical and cultural topics, such as<ul style="list-style-type: none">1. History of opinion polls2. Cultural forms of risk-taking with money, which may include topics like Gambling and Casinos, Lotteries, Chain Letters, Pyramid schemes.3. Display of data and the development of number systems4. Games of chance of indigenous America and other areas5. History of statistics and biographies of statisticians10. Apply Mathematical Models to Economics and Personal Finance<ul style="list-style-type: none">1. Interest rates: Compound interest and exponential functions | <ul style="list-style-type: none">2. Voting paradoxes and Arrow's impossibility theorem3. Weighted voting systems<ul style="list-style-type: none">1. Banzhaf power index2. Shapley-Shubik power index4. Fair division<ul style="list-style-type: none">1. Divider-chooser method2. Last-diminisher method3. Sealed bids method5. Apportionment<ul style="list-style-type: none">1. Hamilton's method2. Divisor methods, such as the Jefferson Method, the Webster Method, the Hill-Huntington Method.3. The Alabama paradox6. Historical and cultural topics, such as<ul style="list-style-type: none">1. Voting methods around the world2. Voting methods in sports, entertainment, and culture3. US election controversies and the Electoral College4. Apportionment controversies in the United States9. Determine measures of central tendency and dispersion of data, evaluate survey and sampling methods, understand the meaning and application of probability, find and analyze examples of the use of statistics in the media.<ul style="list-style-type: none">1. The population and collecting data<ul style="list-style-type: none">1. Censuses2. Surveys3. Random sampling4. Clinical studies2. Descriptive statistics: graphing and summarizing data3. Measuring uncertainty: probabilities and odds4. The normal distribution5. Historical and cultural topics, such as<ul style="list-style-type: none">1. History of opinion polls2. Cultural forms of risk-taking with money, which may include topics like Gambling and Casinos, Lotteries, Chain Letters, Pyramid schemes.3. Display of data and the development of number systems4. Games of chance of indigenous America and other areas5. History of statistics and biographies of statisticians10. Apply Mathematical Models to Economics and Personal Finance<ul style="list-style-type: none">1. Interest rates: Compound interest and exponential functions |

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

Changed Field	Current Version	Proposed Version
	<ol style="list-style-type: none">1. Compound interest and exponential functions2. The constant e, natural logarithms and continuous compounding (optional)3. Rules of 70 and 72, and doubling times (optional)4. The effect (short and long term) of compounding5. Variable vs. fixed interest rates	<ol style="list-style-type: none">1. Compound interest and exponential functions2. The constant e, natural logarithms and continuous compounding (optional)3. Rules of 70 and 72, and doubling times (optional)4. The effect (short and long term) of compounding5. Variable vs. fixed interest rates
	<ol style="list-style-type: none">2. Loans and Credit Cards<ol style="list-style-type: none">1. Annuities and geometric series2. Amortizations and Installment Plans, which may include the topics of Mortgages, Student Loans, Consumer Loans.3. Points and fees (optional)4. Annual Percentage Rate (APR)5. Comparing different options	<ol style="list-style-type: none">2. Loans and Credit Cards<ol style="list-style-type: none">1. Annuities and geometric series2. Amortizations and Installment Plans, which may include the topics of Mortgages, Student Loans, Consumer Loans.3. Points and fees (optional)4. Annual Percentage Rate (APR)5. Comparing different options
	<ol style="list-style-type: none">3. Savings and Investments<ol style="list-style-type: none">1. Sinking funds2. IRAs and other savings plans3. Analyzing investment choices, which may include the topics of Performance, Risk and volatility, Diversification	<ol style="list-style-type: none">3. Savings and Investments<ol style="list-style-type: none">1. Sinking funds2. IRAs and other savings plans3. Analyzing investment choices, which may include the topics of Performance, Risk and volatility, Diversification
	<ol style="list-style-type: none">4. Historical and cultural topics, such as<ol style="list-style-type: none">1. Evolution of National and Global Debt Models, which may include topics of the National Debt, International Trade Deficit, Use of Lotteries to Fund Social Programs.2. Evolution of Investment Models, which may include the topics of IRA's, 401(k) and other savings plans, Capital Asset Pricing Model and Modern Portfolio Theory, The Black-Scholes formula and options trading, The Markowitz Model for Efficient Portfolios, Global Investing.3. Innumeracy in financial matters, which may include the topics of Ponzi and pyramid schemes, Internet scams.4. The growth of econometrics, which may include the topics of "Quants" on Wall Street, The Nobel Prizes in economics.	<ol style="list-style-type: none">4. Historical and cultural topics, such as<ol style="list-style-type: none">1. Evolution of National and Global Debt Models, which may include topics of the National Debt, International Trade Deficit, Use of Lotteries to Fund Social Programs.2. Evolution of Investment Models, which may include the topics of IRA's, 401(k) and other savings plans, Capital Asset Pricing Model and Modern Portfolio Theory, The Black-Scholes formula and options trading, The Markowitz Model for Efficient Portfolios, Global Investing.3. Innumeracy in financial matters, which may include the topics of Ponzi and pyramid schemes, Internet scams.4. The growth of econometrics, which may include the topics of "Quants" on Wall Street, The Nobel Prizes in economics.
	<ol style="list-style-type: none">3. Examine at least two of the topics listed below related to myths and realities concerning	<ol style="list-style-type: none">3. Examine at least two of the topics listed below related to myths and realities concerning

mathematics.

1. Mathematical autobiography: an examination of the student's mathematical background
2. Contemporary mathematicians: reports on living or recent mathematicians, their work and background
3. Contemporary mathematical topics: report on the student's choice of topic concerning a recent mathematical development.
4. Nature versus nurture
 1. Current knowledge on links between the brain and mathematics
 2. Math anxiety and the psychology of mathematical achievement
 3. Ethnic background and mathematics achievement
 4. Gender differences and mathematics achievement
5. Mathematics and subculture
 1. Street math versus school math
 2. Mathematical thinking within cultural groups such as
 1. Craft groups
 2. Sports
 3. Disabled community (mathematical structure of Braille or sign language)
 4. Specific national, ethnic, or other groups in world culture
6. Mathematics within occupations (may involve field trip or guest speaker), for example
 1. Real estate
 2. Finance
 3. Graphic design
 4. Law enforcement
7. Electronic mathematical resources
 1. Software
 2. Calculators
 3. Web sites
8. Mathematics and the arts
 1. Contemporary plays (e.g. Proof, Arcadia)
 2. Literature (e.g. Fantasia Mathematica, The Mathematical Magpie)
 3. Films (e.g. A Beautiful Mind, Pi, Good-Will Hunting, Enigma)
 4. Television and radio shows
 5. Art exhibits
 6. Performances that deal with mathematical themes
9. Mathematics of Inequity
 1. In law (e.g. Examining court cases of age bias and other discrimination cases argued statistically)
 2. In Education (e.g. Looking at "curving" and standardized testing)
 3. In Ecology (e.g. Eco-racism and the Bayview-Hunter's Point case)

mathematics.

1. Mathematical autobiography: an examination of the student's mathematical background
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Changed	Field	Current Version	Proposed Version
		4. In Social Science (e.g. Mathematical analysis of hierarchies, such as looking at statistical comparisons of data on the "developing world" and, "developed world" and other examples)	4. In Social Science (e.g. Mathematical analysis of hierarchies, such as looking at statistical comparisons of data on the "developing world" and, "developed world" and other examples)
	Lab Component in this Course	No	No
	Lab Outline	No value	No value

Req/Adv			
Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra	Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra
	Corequisite(s):	No Value	No Value
	Advisory(ies):	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005.	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005.
	Advisory(ies) - Other:	No Value	No Value
	Limitation(s) on Enrollment:	No Value	No Value
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	(See general education pages for the requirements this course meets.)	(See general education pages for the requirements this course meets.)
	General Course Statement(s) - Other:	No Value	No Value

Curriculum Office			
Changed	Questions	Current Version	Proposed Version
!	Banner Start Term (202122)	202122	No Value
!	Banner Division	2PS	No Value
!	Catalog Term (21-22)	23-24	No Value
!	5 Year Revision Year (2021)	2018	No Value

Changed	Questions	Current Version	Proposed Version
?	Effective Quarter	Fall	No Value
?	Effective Year (2021)	2023	No Value
	Sort ID (00 < 10; 0 < 100)	MATH 044	MATH 044
	Course Status	Non-substantial	Non-substantial
?	Course Status Code	A	No Value
?	Banner Department	MATH	No Value
?	Course Level	DU	No Value
?	College Code	DA	No Value
	Course Characteristics	NA	NA
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
?	CTE Status	No	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
?	Emergency Approval	No	No Value
?	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)	N	No Value
?	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
?	Noncredit Enhanced Funding Indicator	N	No Value

Changed	Questions	Current Version	Proposed Version
!	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	235004	No Value
!	Account Code	1320	No Value
!	Program Code	170100	No Value
!	Percent	100	No Value
	Curriculum Office Notes	<ul style="list-style-type: none"> Prerequisite change only for AB705, appr. 6/18/19 (effect. F20) - mkct Requisite change appr. 1/17/23 (effect. F23).-cc 	<ul style="list-style-type: none"> Prerequisite change only for AB705, appr. 6/18/19 (effect. F20) - mkct Requisite change appr. 1/17/23 (effect. F23).-cc
!	Print/No Print to Catalog	Yes	No Value
	Checklist	No Value	No Value

Summary of Revisions

Changed	Questions	Current Version	Proposed Version
	Basic Course Information	No Value	No Value
	Units and Hours	No Value	No Value
	Specifications	No Value	No Value
	Outline	No Value	No Value
!	Other	No Value	Updates to this course outline include updating the textbook, Matrix B and D.

Blue Form

Changed	Questions	Current Version	Proposed Version
	<p>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.</p>	No Value	No Value
	<p>1. Is the unit(s) change required for articulation?</p>	No Value	No Value
	<p>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.</p>	No Value	No Value
	<p>3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.</p>	No Value	No Value
	<p>Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.</p>	No Value	No Value
	<p>Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.</p>	No Value	No Value
	<p>Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.</p>	No Value	No Value

A-Matrix Form

Changed Questions Current Version Proposed Version

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

B-Matrix Form

Changed	Questions	Current Version	Proposed Version
	<p>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.</p>	No Value	No Value
	<p>Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.</p>	No Value	No Value
	<p>Objective 2: Develop analytical ideas and topics for essays.</p>	No Value	No Value
	<p>Objective 3: Compose and support thesis statements for analytical essays.</p>	No Value	No Value
!	<p>Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.</p>	No Value	<p>Assignments A. Homework and critical thinking problem-solving exercises from the text that include written explanations of concepts and justification of conclusions. F. Group projects, laboratory projects, and extensive oral presentations that include written descriptions of methods and results, and justification of conclusions. Methods of Evaluation C. Participation in and contribution toward classroom discussions and collaborative group written analytical work involving comparative source materials such as the text or recent news articles. D. A minimum of one in-class one hour exam composed of both computational and concept based questions which will require the student to demonstrate ability in integrating the methods, ideas and techniques learned in class. Questions may also require the student to communicate ideas and conclusions in short essay format.</p>

Changed	Questions	Current Version	Proposed Version
❗	Objective 5: Identify and practice writing for different audiences and purposes.	No Value	Outline B. Apply Mathematical Models to Economics and Personal Finance C. Examine at least two of the topics listed below related to myths and realities concerning mathematics. 1. Mathematical autobiography: an examination of the student's mathematical background 2. Contemporary mathematicians: reports on living or recent mathematicians, their work and background 3. Contemporary mathematical topics: report on the student's choice of topic concerning a recent mathematical development. 4. Nature versus nurture a. Current knowledge on links between the brain and mathematics b. Math anxiety and the psychology of mathematical achievement c. Ethnic background and mathematics achievement d. Gender differences and mathematics achievement 5. Mathematics and subculture a. Street math versus school math b. Mathematical thinking within cultural groups such as 1. Craft groups 2. Sports 3. Disabled community (mathematical structure of Braille or sign language) 4. Specific national, ethnic, or other groups in world culture 6. Mathematics within occupations (may involve field trip or guest speaker), for example a. Real estate b. Finance c. Graphic design d. Law enforcement 7. Electronic mathematical resources a. Software b. Calculators c. Web sites Assignments: F. Group projects, laboratory projects, and extensive oral presentations that include written descriptions of methods and results, and justification of conclusions.
	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

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Changed Questions Current Version Proposed Version

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

D-Matrix Form

Changed	Questions	Current Version	Proposed Version
	<p>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.</p>	No Value	No Value
	<p>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.</p>	No Value	No Value
!	<p>Objective 2: Investigate the use of mathematics in real world.</p>	No Value	<p>Outline B. Apply Mathematical Models to Economics and Personal Finance C. Examine at least two of the topics listed below related to myths and realities concerning mathematics. 1. Mathematical autobiography: an examination of the student's mathematical background 2. Contemporary mathematicians: reports on living or recent mathematicians, their work and background 3. Contemporary mathematical topics: report on the student's choice of topic concerning a recent mathematical development. 4. Nature versus nurture a. Current knowledge on links between the brain and mathematics b. Math anxiety and the psychology of mathematical achievement c. Ethnic background and mathematics achievement d. Gender differences and mathematics achievement 5. Mathematics and subculture a. Street math versus school math b. Mathematical thinking within cultural groups such as 1. Craft groups 2. Sports 3. Disabled community (mathematical structure of Braille or sign language) 4. Specific national, ethnic, or other groups in world culture 6. Mathematics within occupations (may involve field trip or guest speaker), for example a. Real estate b. Finance c. Graphic design d. Law enforcement 7. Electronic mathematical resources a. Software b. Calculators c. Web sites</p>

Changed	Questions	Current Version	Proposed Version
	Objective 3: Explore functions.	No Value	Outline B. Investigate and solve problems in at least five of 10 areas of contemporary mathematics and its applications. 10. Apply Mathematical Models to Economics and Personal Finance a. Interest rates: Compound interest and exponential functions 1. Compound interest and exponential functions 2. The constant e, natural logarithms and continuous compounding (optional) 3. Rules of 70 and 72, and doubling times (optional) 4. The effect (short and long term) of compounding 5. Variable vs. fixed interest rates
	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	Outline B. Investigate and solve problems in at least five of 10 areas of contemporary mathematics and its applications. 10. Apply Mathematical Models to Economics and Personal Finance a. Interest rates: Compound interest and exponential functions 1. Compound interest and exponential functions 2. The constant e, natural logarithms and continuous compounding (optional) 3. Rules of 70 and 72, and doubling times (optional) 4. The effect (short and long term) of compounding 5. Variable vs. fixed interest rates
	Objective 8: Examine logarithmic expressions and develop logarithmic function models.	No Value	Outline B. Investigate and solve problems in at least five of 10 areas of contemporary mathematics and its applications. 10. Apply Mathematical Models to Economics and Personal Finance a. Interest rates: Compound interest and exponential functions 1. Compound interest and exponential functions 2. The constant e, natural logarithms and continuous compounding (optional) 3. Rules of 70 and 72, and doubling times (optional) 4. The effect (short and long term) of compounding 5. Variable vs. fixed interest rates
	Objective 9: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 10: Investigate the characteristics of rational expressions.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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Objective 11:
Develop skills to
work with radical
expressions.

No Value

No Value

E-Matrix Form

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

Objective 4: Develop linear function models to solve problems.

No Value

No Value

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

No Value

No Value

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

F-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
	Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.	No Value	No Value
	Objective 3: Apply the order of operations to evaluate signed numerical expressions.	No Value	No Value
	Objective 4: Solve problems involving operations with signed numbers.	No Value	No Value
	Objective 5: Explore the characteristics and properties of real numbers.	No Value	No Value
	Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.	No Value	No Value
	Objective 7: Explore rates and ratios and use proportions to solve problems.	No Value	No Value
	Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.	No Value	No Value
	Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.	No Value	No Value
	Objective 10: Solve linear equations in one variable numerically and algebraically.	No Value	No Value

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

G-Matrix Form

Changed	Questions	Current Version	Proposed Version
	If the requisite does not fall under an A-F Matrix, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. If a requisite falling under Matrix G is being removed, provide an explanation as to why.	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 Prerequisites 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, i.e. such as a course.	No Value	No Value

De Anza GE Form

Changed	Questions	Current Version	Proposed Version
!	Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	Outline: A. Examine problem solving techniques using a variety of methods and communicate mathematically through a variety of forms. B. Investigate and solve problems in at least five of 10 areas of contemporary mathematics and its applications. C. Examine at least two of the topics listed below related to myths and realities concerning mathematics: 1- Mathematical autobiography: an examination of the student's mathematical background 2- Contemporary mathematicians: reports on living or recent mathematicians, their work and background 3- Contemporary mathematical topics: report on the student's choice of topic concerning a recent mathematical development. 4- Nature versus nurture
!	Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	Oral: Methods of Evaluation: G 1. Research project or essay to be presented orally to the class which will be evaluated for accuracy and completion. Oral presentations will further be evaluated for clarity and effectiveness of visual aids and demonstrations. Written: Methods of Evaluation: Two-hour comprehensive final exam composed of both computational and concept based questions which will require the student to demonstrate ability in integrating the methods, ideas and techniques learned in class. Questions may also require the student to communicate ideas and conclusions in short essay format. Collaborative: Methods of Evaluation: C. Participation in and contribution toward classroom discussions and collaborative group written analytical work involving comparative source materials such as the text or recent news articles.

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	<p>Assignments: A. Homework and critical thinking problem-solving exercises from the text that include written explanations of concepts and justification of conclusions. Methods of Evaluation: A. Homework and critical thinking problem-solving exercises will be evaluated for accuracy, completion, and justification of conclusions in order to obtain regular assessment of the student's comprehension of material covered in lecture. Outline: A. Examine problem-solving techniques using a variety of methods and communicate mathematically through a variety of forms: 1- Solve problems through Mathematical discovery and invention Logical, axiomatic thinking Inductive thinking and searching for patterns in data Mathematical experimentation Construction of models 2- Mathematical communication Reading, writing, creating visual images, and oral presentation Collaborative activities 3- Historical/cultural topics, such as Logic, mathematics and culture Visual or geometric "proofs"</p>
!	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	<p>Methods of Evaluation: C. Participation in and contribution toward classroom discussions and collaborative group written analytical work involving comparative source materials such as the text or recent news articles. Assignments: E. Written reports or essays on a contemporary or historical mathematical source based on library and/or web site research which may also require the student to prepare and present the report orally. Such presentations may require visual aids, demonstrations, etc</p>
!	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	<p>Assignments: E. Written reports or essays on a contemporary or historical mathematical source based on library and/or web site research which may also require the student to prepare and present the report orally. Such presentations may require visual aids, demonstrations, etc. Method of Evaluations: G. 1. Research project or essay to be presented orally to the class which will be evaluated for accuracy and completion. Oral presentations will further be evaluated for clarity and effectiveness of visual aids and demonstrations</p>
!	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	<p>Assignments: F. Group projects, laboratory projects, and extensive oral presentations that include written descriptions of methods and results, and justification of conclusions Method of Evaluations: F. Group projects, laboratory projects, and extensive oral presentations that include written descriptions of methods and results, and justification of conclusions</p>

De Anza GE - ESGC Form

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

Comments

Changed	Questions	Current Version	Proposed Version												
	Stage 2: Department Chair	No Value	No Value												
	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: AVP - Instruction	No Value	<table border="1"> <thead> <tr> <th>Date</th> <th>Name - Role OR Tab</th> <th>Part - Field</th> <th>Type of Edit</th> <th>Edit</th> <th>Initiator - Indicate "Y" When Completed</th> </tr> </thead> <tbody> <tr> <td>6/10/24</td> <td>Nocito</td> <td>Basic Information - Proposal for AVPI Details - Attachments</td> <td>Required</td> <td>Please attach the newer Course Hybrid and Online Delivery Request form. Forms approved in 2022 are available within eLumen.</td> <td>Y</td> </tr> </tbody> </table>	Date	Name - Role OR Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed	6/10/24	Nocito	Basic Information - Proposal for AVPI Details - Attachments	Required	Please attach the newer Course Hybrid and Online Delivery Request form. Forms approved in 2022 are available within eLumen.	Y
Date	Name - Role OR Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed										
6/10/24	Nocito	Basic Information - Proposal for AVPI Details - Attachments	Required	Please attach the newer Course Hybrid and Online Delivery Request form. Forms approved in 2022 are available within eLumen.	Y										
	Stage 9: Articulation Officer	No Value	No Value												
	Stage 11: ESGC Faculty Coordinator	No Value	No Value												
	Stage 14: 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	MATHD044.
	Distance Education Approved	No
	Board of Trustees Approval Date	

Changed	Field	Current Version
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	Curriculum Committee Approval Date	
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	Time to Next Review	Sep 1, 2023 12:00:00 AM
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	External Review Approval Date	Sep 1, 2018 12:00:00 AM
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	Course Control Number	CCC000318912
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Articulation

Changed	Field	Current Version
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	Course Crosswalk CRS-DEPT-NAME	
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	Course Crosswalk CRS-NUMBER	
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Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Description
General Information	Course Type (CB27)
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Specifications	<u>Methods of Instruction</u>
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
Learning Outcomes and Objectives	Course Objectives
Learning Outcomes and Objectives	CSLOs
Course Outline	Lab Outline
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	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).)

Section	Changed field
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
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?

General Information

Changed	Field	Current Version	Proposed Version
	Faculty Initiator	• eLumenData, eLumenData	• John Thomsen
	Course ID (CB01A and CB01B)	MUSID012A	MUSID012A
	Course Control Number	CCC000248706	CCC000248706
	Course Title (CB02)	Class Piano I	Class Piano I
	Short Course Title	CLASS PIANO I	CLASS PIANO I
	TOP Code (CB03)	1004.00	1004.00 Music
	CIP Code	Music, General	50.0901 Music, General
	Department	MUSI - Music	MUSI - Music
	Effective Term	Fall 2021	Fall 2024 2025
	SAM Priority Code (CB09)	Non-Occupational	Non-Occupational
	Course Description	Beginning piano for students with no previous instruction, those who need knowledge of piano for a teaching credential, music majors, and the general student.	Beginning This course is a beginning piano class for students with no previous instruction, those who need knowledge of <u>the</u> piano for a teaching credential, music majors, and <u>for</u> the general student student. <u>No previous instruction is required.</u>
	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	• Music
	Discipline 2	No value	No value
	Discipline 3	No value	No value
	FSA	No value	• FHDA FSA - MUSIC

Course Justification			
Changed	Field	Current Version	Proposed Version
	Course Justification	This course is a major preparation requirement in the discipline of music for at least one CSU or UC. This course is required as part of the A.A. degree in Music. Basic piano skills are elemental to the study of music theory, voice, and ear training.	This course is a major preparation requirement in the discipline of music for at least one CSU or UC. This course is required as part of the A.A. degree in Music. Basic piano skills are elemental to the study of music theory, voice, and ear training.


Foothill Equivalency			
Changed	Field	Current Version	Proposed Version
	Does the course have a Foothill equivalent?	Yes	Yes
	Foothill Faculty Consultation Name	No value	
	Foothill Course ID	MUS F012A	MUS F012A


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	<u>No</u>

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

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

Cross-listed Course			
Changed	Field	Current Version	Proposed Version
	Is this a cross-listed course?	No value	<u>No</u>

More Options			
Changed	Field	Current Version	Proposed Version
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.
	Course Prior To College Level	Not applicable.	Not applicable.
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.
	Course Support Status (CB26)	Course is not a support course	Course is not a support course
	Repeat Limit	0	0
	Grade Options	<ul style="list-style-type: none"> • Letter Grade • Pass/No Pass 	<ul style="list-style-type: none"> • Letter Grade • Pass/No Pass
	Allow Students to Gain Credit by Exam/Challenge	<input type="checkbox"/>	<input type="checkbox"/>
	Repeatability Statement	(This course is included in the Piano Class Applied Performance Family of activity courses. Please see the rules on "Repeating Courses" in the College Policies section of the catalog.)	(This course is included in the Piano Class Applied Performance Family of activity courses. Please see the rules on "Repeating Courses" in the College Policies section of the catalog.)

Stand-Alone Statement			

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

Associated Programs

Changed	Field	Current Version	Proposed Version								
	Course is part of a program	<table border="1"> <tr> <td>Associated Program</td> <td>Music (In Development)</td> </tr> <tr> <td>Award Type</td> <td>Associate in Arts (A.A.) Degree</td> </tr> </table>	Associated Program	Music (In Development)	Award Type	Associate in Arts (A.A.) Degree	<table border="1"> <tr> <td>Associated Program</td> <td>Music (In Development)</td> </tr> <tr> <td>Award Type</td> <td>Associate in Arts (A.A.) Degree</td> </tr> </table>	Associated Program	Music (In Development)	Award Type	Associate in Arts (A.A.) Degree
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Award Type		Associate in Arts (A.A.) Degree									
Associated Program		Music									
Award Type		Associate in Arts (A.A.) Degree									
	<table border="1"> <tr> <td>Associated Program</td> <td>Liberal Arts (Arts and Letters Emphasis)</td> </tr> <tr> <td>Award Type</td> <td>Associate in Arts (A.A.) Degree</td> </tr> </table>	Associated Program	Liberal Arts (Arts and Letters Emphasis)	Award Type	Associate in Arts (A.A.) Degree	<table border="1"> <tr> <td>Associated Program</td> <td>Liberal Arts (Arts and Letters Emphasis)</td> </tr> <tr> <td>Award Type</td> <td>Associate in Arts (A.A.) Degree</td> </tr> </table>	Associated Program	Liberal Arts (Arts and Letters Emphasis)	Award Type	Associate in Arts (A.A.) Degree	
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Associated Program	Liberal Arts (Arts and Letters 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	1	1

Changed	Field	Current Version	Proposed Version
	Lecture Hours - Out of Class	2	2
	Laboratory Hours - In Class	2	2
	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	60	60
	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	24	24
	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	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

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Changed	Field	Current Version	Proposed Version
	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.
	Course Credit Status (CB04)	Credit - Degree Applicable	Credit - Degree Applicable
	Course Non Credit Category (CB22)	Credit Course.	Credit Course.
	Funding Agency Category (CB23)	Not Applicable.	Not Applicable.
	Cooperative Work Experience Education Status (CB10)	<input type="checkbox"/>	<input type="checkbox"/>
	Variable Credit Course	<input type="checkbox"/>	<input type="checkbox"/>

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	24	24
	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	<div style="border: 1px solid black; padding: 5px;"> <p>Methods of Instruction</p> <p>Methods of Instruction</p> <p>Lecture and visual aids Lecture demonstration Discussion, practice, and problem solving performed in class Evaluation of in-class performances</p> </div>	<div style="border: 1px solid black; padding: 5px;"> <p>Methods of Instruction</p> <p>Methods of Instruction</p> </div>



Assignments

- Current Version**
1. Practice the assigned pieces, understanding the notation and finger patterns involved
 2. In-class practice plus at least one-half hour of daily practice outside classroom from presented and assigned material.

- Proposed Version**
1. Practice understanding rhythm pattern
 2. In-class half hour class assignment
 3. Weekly reinforcement notation



Methods of Evaluation

Current Version	Proposed Version
<p>Methods of Evaluation</p> <p>Methods of Evaluation</p> <ol style="list-style-type: none"> 1. Weekly quizzes on practice assignment progress to show mastery of material 2. In-class performance of a solo piece and scale or scales for midterm and final exams demonstrating basic skills covered. 3. Student will write critique of performance in class, which requires summary of course concepts. 	<p>Methods of Evaluation</p> <p>Methods of Evaluation</p>



Essential Student Materials/Essential College Facilities

Essential Student Materials:

- Access to a piano

Essential College Facilities:

- Piano classroom equipped with monitored electronic pianos, music blackboard, phonograph player, cassette deck, amplifier, speakers

Essential Student Materials:

- Access to a piano
- Appropriate facilities

Essential College Facilities:

- Piano classroom equipped with monitored electronic pianos
- At least one piano
- Sound system
- Internet access
- Large room for practice

! Examples of Primary Texts and References

Title	No value
Author	*Agay, Dennis. Joy of First Year Piano. Yorktown Music Press, Inc., 1972.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title
Author
Publisher
Date/Edition
ISBN

Title	No value
Author	*Poklewski, Anna. Scales and Averages. Cupertino, CA: De Anza College Bookstore, 2000.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title
Author
Publisher
Date/Edition
ISBN

Title
Author
Publisher
Date/Edition
ISBN

! Suggested Reading List

Reading List	Grove Music On-line Dictionary: http://www.grovemusic.com/LOGIN?sessionId=0a30cb01a11c740a381d8335dca7ebf8&authstatuscode=4148335dca7ebf8&authstatuscode=414
May include, but are not limited to	No value

No value

Learning Outcomes and Objectives

Changed Field	Current Version	Proposed Version
! Course Objectives	<ul style="list-style-type: none"> • Read and play piano music encompassing a range of 4 octaves • Perform with appropriate interpretation easy piano solos and duets using basic note values, rests, dynamics, and rhythmic patterns • Play scales in major keys using up to 5 flats or sharps • Harmonize melodies using tonic, dominant chords, and dynamics • Play easy piano pieces within a four octave range • Recognize and play major scale patterns and basic chord structures 	<ul style="list-style-type: none"> • Read and play piano music encompassing a range of 4 octaves • Harmonize melodies using tonic, dominant chords, and dynamics • Perform with appropriate interpretation easy piano solos and duets using basic note values, rests, dynamics, and rhythmic patterns • Play scales in major keys using up to 4 flats or 4 sharps • Play easy piano pieces within a four octave range • Recognize and play major scale patterns and basic chord structures

Changed Field

Current Version

Proposed Version



CSLOs

CSLOs Demonstrate the basic knowledge of music notation enabling them to find pitches to be played on the keyboard and for the amount of time suggested by standard proportional durations.

Expected SLO Performance 0.0

CSLOs Demonstrate the basic knowledge of music notation enabling them to find pitches to be played on the keyboard and for the amount of time suggested by standard proportional durations.

Expected SLO Performance 0.0

CSLOs Play major scales up to five sharps and flats with a high degree of accuracy.

Expected SLO Performance 0.0

CSLOs Play major scales up to four sharps and four flats with a high degree of accuracy.

Expected SLO Performance 0.0

Course Outline

Changed Field

Current Version

Proposed Version



Course Content

1. Read and play piano music encompassing a range of 4 octaves
 1. Introduction to the keyboard
 2. Recognition of keyboard pattern
 3. Naming keys
2. Perform with appropriate interpretation easy piano solos and duets using basic note values, rests, dynamics, and rhythmic patterns
 1. Notation of pitch
 2. Treble and bass clefs
 3. Relation of notated pitch to the keyboard
3. Play scales in major keys using up to 5 flats or sharps
 1. Reading notated rhythms
 2. Reading notes and rests
 3. Reading basic rhythms including eighth, quarter, half, whole notes and rests and simple dotted rhythms
4. Harmonize melodies using tonic, dominant chords, and dynamics
 1. Simple theory with melodies within five adjacent scale degrees
 2. Finger pattern technique
5. Play easy piano pieces within a four octave range
 1. Solos
 2. Duets
 3. Examples: Poklewski Etudes nos. 1-6, 8, 10, 11, 15, 1; Haslinger Sonata
6. Recognize and play major scale patterns and basic chord structures
 1. Major scale patterns
 1. Up to 5 sharps and 5 flats
 2. Hands separately and together
 2. Basic chord structures
 1. Tonic and dominant triads
 2. Accompaniment patterns
 3. Harmonizing melodies

1. Read and play piano music encompassing a range of 4 octaves
 1. Introduction to the keyboard
 2. Recognition of keyboard pattern
 3. Naming keys
2. Perform with appropriate interpretation easy piano solos and duets using basic note values, rests, dynamics, and rhythmic patterns
 1. Notation of pitch
 2. Treble and bass clefs
 3. Relation of notated pitch to the keyboard
 4. Time signatures 2/4, 3/4, 4/4
3. Play scales in major keys using up to four flats or four sharps
 1. Reading notated rhythms
 2. Reading notes and rests
 3. Reading basic rhythms including eighth, quarter, half, whole notes and rests and simple dotted rhythms
 4. Reading time signatures 2/4, 3/4, 4/4
4. Harmonize melodies using tonic, dominant chords, and dynamics
 1. Simple theory with melodies within five adjacent scale degrees
 2. Finger pattern technique
5. Play easy piano pieces within a four octave range
 1. Solos
 2. Duets
 3. Examples: "The Joy of First Year Piano" by Denes Agay, and "Sight-Reading: Piano Music for Sight Reading and Short Study" by Keith Snell and Diane Hidy
6. Recognize and play major scale patterns and basic chord structures
 1. Major scale patterns
 1. Up to four sharps and four flats
 2. Hands separately and together
 2. Basic chord structures
 1. Tonic and dominant triads
 2. Accompaniment patterns
 3. Harmonizing melodies

Lab Component in this Course Yes

Yes

Changed	Field	Current Version	Proposed Version
!	Lab Outline	1. Sight Reading exercises 2. Scale and chord work 3. Work on memorization of exercises as well as assigned literature 4. Introductory finger technique and arm/wrist technique exercises	1. Sight Reading exercises 2. Ensemble playing (duets and larger groups) 3. Scale and chord work 4. Work on memorization of exercises as well as assigned literature 5. Introductory finger technique and arm/wrist technique exercises

Req/Adv			
Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	No Value	No Value
	Corequisite(s):	No Value	No Value
	Advisory(ies):	No Value	No Value
	Advisory(ies) - Other:	MUSI D002.	MUSI D002.
	Limitation(s) on Enrollment:	No Value	No Value
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	No Value	No Value
	General Course Statement(s) - Other:	No Value	No Value

Curriculum Office			
Changed	Questions	Current Version	Proposed Version
!	Banner Start Term (202122)	202122	No Value
!	Banner Division	2CA	No Value
!	Catalog Term (21-22)	21-22	No Value
!	5 Year Revision Year (2021)	2018	No Value
!	Effective Quarter	Fall	No Value
!	Effective Year (2021)	2018	No Value
	Sort ID (00 < 10; 0 < 100)	MUSI 012A	MUSI 012A
	Course Status	Non-substantial	Non-substantial
!	Course Status Code	A	No Value
!	Banner Department	MUSI	No Value
!	Course Level	DU	No Value
!	College Code	DA	No Value

Changed	Questions	Current Version	Proposed Version
	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
!	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)	F	No Value
!	Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)	One hour lecture, two 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	231012	No Value
!	Account Code	1320	No Value
!	Program Code	100400	No Value
!	Percent	100	No Value
	Curriculum Office Notes	No Value	No Value
!	Print/No Print to Catalog	Yes	No Value

Summary of Revisions

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

Blue Form

Changed	Questions	Current Version	Proposed Version
	For changes to the units and hours tab; 1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.	No Value	No Value
	1. Is the unit(s) change required for articulation?	No Value	No Value
	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
	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
	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.	No Value	No Value
	Objective 9: Demonstrate appropriate grammar usage and mechanics.	No Value	No Value

C-Matrix Form

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

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

D-Matrix Form

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

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

E-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
	Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 4: Develop linear function models to solve problems.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real-world problems.	No Value	No Value
	Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 7: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 8: Use inequalities to solve real world problems.	No Value	No Value
	Objective 9: Explore arithmetic sequences and series.	No Value	No Value
	Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

F-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
	Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.	No Value	No Value
	Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.	No Value	No Value
	Objective 3: Apply the order of operations to evaluate signed numerical expressions.	No Value	No Value
	Objective 4: Solve problems involving operations with signed numbers.	No Value	No Value
	Objective 5: Explore the characteristics and properties of real numbers.	No Value	No Value
	Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.	No Value	No Value
	Objective 7: Explore rates and ratios and use proportions to solve problems.	No Value	No Value
	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, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. If a requisite falling under Matrix G is being removed, provide an explanation as to why.	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 Prerequisites 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, i.e. such as a course.	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
	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

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

Comments

Changed	Questions	Current Version	Proposed Version
	Stage 2: Department Chair	No Value	No Value
	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: AVP - Instruction	No Value	No Value
	Stage 9: Articulation Officer	No Value	No Value
	Stage 11: ESGC Faculty Coordinator	No Value	No Value
	Stage 14: 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	MUSID012A
	Distance Education Approved	Yes
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	
	Time to Next Review	Aug 31, 2023 12:00:00 AM
	External Review Approval Date	Sep 1, 2018 12:00:00 AM
	Course Control Number	CCC000248706

Articulation

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

De Anza College
Change Report
06/04/2024

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Description
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 and Objectives	<u>Course Objectives</u>
Learning Outcomes and Objectives	CSLOs
Course Outline	Lab Outline
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

Section	Changed field
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	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 5: SLO Coordinator

Section**Changed field**

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?

General Information**Changed****Field****Current Version****Proposed Version****Faculty Initiator**

• eLumenData, eLumenData

• John Thomsen

Course ID (CB01A and CB01B)

MUSID012B

MUSID012B

Course Control Number

CCC000339998

CCC000339998

Course Title (CB02)

Class Piano II

Class Piano II

Short Course Title

CLASS PIANO II

CLASS PIANO II

TOP Code (CB03)

1004.00

1004.00 Music

CIP Code

Music, General

50.0901 Music, General

Department

MUSI - Music

MUSI - Music

**Effective Term**

Fall 2021

Fall ~~2024~~ 2025**SAM Priority Code (CB09)**



Non-Occupational

Non-Occupational



**Course Description**

Basic piano for beginning students who read treble and bass clef and understand music notation.

~~Basic~~ This course is a second quarter, beginning piano class for ~~beginning~~ students who read treble and bass clef and understand ~~music~~ basic rhythm notation.

Changed	Field	Current Version	Proposed Version
	Course Type (CB27)	No value	<ul style="list-style-type: none"> Lower Division
	Mode of Delivery	<ul style="list-style-type: none"> Hybrid 	<ul style="list-style-type: none"> In person ONLY

Faculty Requirements

Changed	Field	Current Version	Proposed Version
	Discipline 1	No value	<ul style="list-style-type: none"> Music
	Discipline 2	No value	No value
	Discipline 3	No value	No value
	FSA	No value	<ul style="list-style-type: none"> FHDA FSA - MUSIC

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	<p>This course is the second quarter of study for basic piano. This course is a major preparation requirement in the discipline of music for at least one CSU or UC. It meets the requirements of the A.A. Degree in Music. Intermediate piano skills are elemental to the study of music theory, voice, and ear training.</p>	<p>This course is the second quarter of study for basic piano. This course is a major preparation requirement in the discipline of music for at least one CSU or UC. It meets the requirements of the A.A. Degree in Music. Intermediate piano skills are elemental to the study of music theory, voice, and ear training.</p>

Foothill Equivalency

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Changed	Field	Current Version	Proposed Version
	Does the course have a Foothill equivalent?	Yes	Yes
	Foothill Faculty Consultation Name	No value	
	Foothill Course ID	MUS F012B	MUS F012B

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
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Is this a CTE
(Career
Technical
Education)
course?

No value

No

Honors/Non-honors Course

Changed	Field	Current Version	Proposed Version
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Is this an
honors/non-
honors
course?

No value

No

Mirrored Credit/Noncredit Course

Changed	Field	Current Version	Proposed Version
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Is this a
mirrored
credit/noncredit
course?

No value

No

Cross-listed Course

Changed	Field	Current Version	Proposed Version
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Is this a
cross-listed
course?

No value

No

More Options

Changed	Field	Current Version	Proposed Version
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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	<ul style="list-style-type: none"> • Letter Grade • Pass/No Pass 	<ul style="list-style-type: none"> • Letter Grade • Pass/No Pass
	Allow Students to Gain Credit by Exam/Challenge	<input type="checkbox"/>	<input type="checkbox"/>
	Repeatability Statement	(This course is included in the Piano Class Applied Performance Family of activity courses. Please see the rules on "Repeating Courses" in the College Policies section of the catalog.)	(This course is included in the Piano Class Applied Performance Family of activity courses. Please see the rules on "Repeating Courses" in the College Policies section of the catalog.)

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

Associated Programs			

Changed	Field	Current Version	Proposed Version
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Course is part of a program

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

Transferability & Gen. Ed. Options

Changed	Field	Current Version	Proposed Version
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Transfer Status (CB05)

Transferable to both UC and CSU

Transferable to both UC and CSU

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

Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	1	1
	Lecture Hours - Out of Class	2	2
	Laboratory Hours - In Class	2	2
	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	60	60
	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	24	24
	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

Changed	Field	Current Version	Proposed Version
	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)	<input type="checkbox"/>	<input type="checkbox"/>

Changed	Field	Current Version	Proposed Version
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	Variable Credit Course	<input type="checkbox"/>	<input type="checkbox"/>
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Credit Units

Changed	Field	Current Version	Proposed Version
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	Course Duration (Weeks)	12	12
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	Total Lecture Hours per Term	36	36
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	Total Laboratory Hours per Term	24	24
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	Total Contact Hours per Term	-	0
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	Total Credit Units	1.5	1.5
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	Minimum Credit Units	1.5	1.5
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	Maximum Credit Units	1.5	1.5
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SKIP

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

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

Methods of Instruction Lecture and visual aids
Lecture demonstration
Discussion, practice, and problem solving performed in class
Evaluation of in-class performances

Methods of Instruction

Methods of Instruction

Methods of Instruction Lecture and visual aids
Lecture demonstration
Group discussion, practice, Individual discussions, practice, Evaluation of in-class performances

**Assignments**

1. Minimum half an hour daily practice outside class
2. Daily sight-reading to enhance ability of reading music notation
3. Reading from texts

1. Daily sight-reading to enhance ability of reading music notation including articulation (legato/lifting, non-legato, staccato).
2. Practice the assigned pieces, understanding the pitch and rhythmic notation and finger patterns (hand positions) involved
3. Specific assignments with greater rhythmic complexity.
4. In-class practice plus at least one-half hour of daily practice outside classroom from presented and assigned material.
5. Weekly short assignments to reinforce rhythmic and pitch notation literacy.



Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

1. Weekly quizzes on practice assignments, at the keyboard, to assess progress in sight reading and repertoire learning
2. In-class performance of a solo piano piece and scale for midterm and final examinations demonstrating knowledge of musical styles and understanding of form.
3. Critique of performance in class evaluating the students comprehension of course material.

Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

1. Weekly quizzes on practice assignments, at the keyboard, to assess progress in sight reading and repertoire learning
2. In-class performance of solo piano piece and scales for midterm and final examinations demonstrating knowledge of musical styles and understanding of form
3. Critique of performance in class evaluating the students comprehension of course material.

Changed	Field	Current Version	Proposed Version
!	Essential Student Materials/Essential College Facilities	Essential Student Materials: <ul style="list-style-type: none">• Access to a piano Essential College Facilities: <ul style="list-style-type: none">• Piano classroom equipped with monitored electronic pianos, music blackboard, and audio-visual aids	Essential Student Materials: <ul style="list-style-type: none">• Access to a piano• Appropriate textbooks Essential College Facilities: <ul style="list-style-type: none">• Piano classroom equipped with monitored electronic pianos• At least one acoustic piano.• Sound system• Internet access• Large monitor or screen

Changed Field

Current Version

Proposed Version



Examples of Primary Texts and References

Title	No value
Author	Bach, J. S. Note Book for Anna Magdalena. Peters Edition. Second edition. n.p.: Alfred Music, 1992.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Clementi, Muzio. Sonatinas op. 36. Willard A. Palmer, editor. n.p.: Alfred Music, 1968.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Kabalevsky, Dmitri. Toccata. Willard A. Palmer, editor. n.p.: Alfred Music, 1969.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value

Title	Joy of First Year Piano
Author	Agay, Denes
Publisher	Yorktown Music Press, Inc.
Date/Edition	1992
ISBN	No value

Title	Joy of First Classics
Author	Agay, Denes
Publisher	Yorktown Music Press, Inc.
Date/Edition	1987
ISBN	No value

Title	Essential Piano Repertoire
Author	Snell, Keith
Publisher	Neil A Kjos Music Company, 4382 Jutland Dr. San Diego
Date/Edition	2007
ISBN	No value

Title	Sight-Reading: Piano Music for Sight-Reading and Short Study
Author	Hidy, Diance and Snell, Keith

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

Author Poklewski, Anna Marie. Scales and Arpeggios. Cupertino, CA: De Anza College Bookstore, 1982.

Publisher No value

Date/Edition No value

ISBN No value

Title No value

Author Prokofiew, Sergei. Music for Children.

Publisher No value

Date/Edition No value

ISBN No value

Publisher Neil A. Kjos Piano Library

Date/Edition 2019

ISBN No value

Title Scale Skills

Author Snell, Keith

Publisher Neil A. Kjos Piano Library

Date/Edition 2000

ISBN No value


**Suggested Reading List**

Reading List Schumann, Robert. Album for the Young. Frankfurt/New York/London: C. F. Peters, n.d.

May include, but are not limited to No value

No value

Learning Outcomes and Objectives

Changed	Field	Current Version	Proposed Version
	Course Objectives	<ul style="list-style-type: none">• Read beginning piano music in major and minor keys.• Analyze structure used in beginning piano pieces.• Perform memorized or sight-read piano solos with understanding of simple form, harmony and dynamics.	<ul style="list-style-type: none">• Read beginning piano music in major and minor keys.• Analyze structure used in beginning piano pieces.• Perform memorized or sight-read piano solos with understanding of simple form, harmony and dynamics. Perform with music and from memory, piano compositions with an understanding of simple forms, harmony, dynamics and articulation.• Perform minor scales up to four sharps and four flats.

Changed Field

Current Version

Proposed Version



CSLOs

CSLOs Accurately read beginning piano music like selections from J.S. Bach's Anna Magdalena Bach collection, Clementi Sonatinas, and Schumann Album for the Young in both major and minor keys.

Expected SLO Performance 0.0

CSLOs Ability to analyze the structure and form of these pieces as well demonstrate a basic understanding of the harmonies and dynamics of the pieces played.

Expected SLO Performance 0.0

CSLOs Accurately perform beginning piano music in major and minor keys like the easier composition from Schumann's "Album for the Young" Op. 68, J.S. Bach's Notebook for Anna Magdalena, or Clementi Sonatinas, Op. 36

Expected SLO Performance 0.0

CSLOs Ability to analyze the structure, form, and musical nuances of these pieces by performing with accurate notes, rhythm as well as articulation and dynamics

Expected SLO Performance 0.0

Course Outline

Changed	Field	Current Version	Proposed Version
!	Course Content	<ol style="list-style-type: none"> 1. Read beginning piano music in major and minor keys. <ol style="list-style-type: none"> 1. Major and minor scales, and broken chords 2. Up to five sharps and five flats 3. Value of and good strategies in daily practice 2. Analyze structure used in beginning piano pieces. <ol style="list-style-type: none"> 1. Study of "Etudes" dealing with: <ol style="list-style-type: none"> 1. Scale patterns 2. Triplets 3. Double tone technique 4. Chorale patterns 2. Study Baroque dances from suites and notebook of Anna Magdalena Bach <ol style="list-style-type: none"> 1. Menuet, polonaise, musette march 2. Binary Baroque form 3. Perform memorized or sight-read piano solos with understanding of simple form, harmony and dynamics. <ol style="list-style-type: none"> 1. Polyphony <ol style="list-style-type: none"> 1. Study of Baroque Binary forms 2. Classical sonatina 2. Classical music <ol style="list-style-type: none"> 1. Study of Sonatina form 2. Alberti Bass 3. Basic harmonic analysis 4. Dynamics 3. Romantic music <ol style="list-style-type: none"> 1. Three part (ABA) forms 	<ol style="list-style-type: none"> 1. Read beginning piano music in major and minor keys. <ol style="list-style-type: none"> 1. Minor and Major chords (broken and blocked) 2. Up to four sharps and four flats 3. Time signatures including simple meter (2/4, 3/4, 4/4) and compound meters (3/8, 6/8) 4. Value of and good strategies in daily practice 2. Perform minor scales up to four sharps and four flats <ol style="list-style-type: none"> 1. Performed two octaves 2. Performed Hands apart and together 3. Analyze structure used in beginning piano pieces. <ol style="list-style-type: none"> 1. Study of "Etudes" dealing with: <ol style="list-style-type: none"> 1. Scale patterns 2. Triplets 3. Articulation 4. Transposition 2. Study Baroque dances from suites and notebook of Anna Magdalena Bach <ol style="list-style-type: none"> 1. Menuet, polonaise, musette, and march 2. Binary Baroque form 4. Perform memorized or sight-read piano solos with understanding of simple form, harmony, articulation, and dynamics. <ol style="list-style-type: none"> 1. Baroque Period Music <ol style="list-style-type: none"> 1. Study of Baroque Binary forms 2. Polyphonic textures 3. Terraced dynamics 2. Classical Period Music <ol style="list-style-type: none"> 1. Study of Sonatina form 2. Basic harmonic analysis 3. Dynamics 4. Phrasing

Changed	Field	Current Version	Proposed Version
		2. Basic harmonic analysis 4. Contemporary music 1. Choral structure 2. Rhythmic patterns	5. Balance between melodies and alberti bass accompaniment 3. Romantic music 1. Three part (ABA) forms 2. Basic harmonic analysis 3. Balance within a homophonic texture Contemporary music 4. Compound meters (6/8, 3/8)
	Lab Component in this Course	Yes	Yes



Lab Outline

1. Sight Reading exercises
2. Scale and chord work
3. Work on memorization of assigned repertoire
4. Application of finger technique versus arm/wrist technique

1. Sight Reading exercises
2. Ensemble playing (etudes performed as a group as well as duets)
3. Scale and chord work
4. Work on memorization of assigned repertoire
5. Application of finger technique versus arm/wrist technique

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	MUSI D012A or consent of instructor	MUSI D012A or consent of instructor
	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

Changed	Questions	Current Version	Proposed Version
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**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
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**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)**

2018

No Value



**Effective
Quarter**

Fall

No Value



**Effective Year
(2021)**

2018

No Value

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

MUSI 012B






MUSI 012B

Course Status

Non-substantial

Non-substantial

Changed	Questions	Current Version	Proposed Version
!	Course Status Code	A	No Value
!	Banner Department	MUSI	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	Hybrid	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)	F	No Value
	 Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)	One hour lecture, two hours laboratory (36 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
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Sports/Physical Education Course Indicator

N

No Value



COA Code

C

No Value



Fund Code

114000

No Value



Organization Code

231012

No Value



Account Code

1320

No Value



Program Code

100400

No Value



Percent

100

No Value

Curriculum Office Notes

No Value

No Value



Print/No Print to Catalog

Yes

No Value

Summary of Revisions

Changed	Questions	Current Version	Proposed Version
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Basic Course Information

No Value

No Value

Units and Hours

No Value

No Value

Specifications

No Value

No Value

Outline

No Value

No Value

Other

No Value

No Value

Blue Form

Changed	Questions	Current Version	Proposed Version
	<p>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.</p>	No Value	No Value
	<p>1. Is the unit(s) change required for articulation?</p>	No Value	No Value
	<p>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.</p>	No Value	No Value
	<p>3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.</p>	No Value	No Value
	<p>Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.</p>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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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
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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
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**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
	<p>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.</p>	No Value	No Value
	<p>Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.</p>	No Value	No Value
	<p>Objective 2: Develop analytical ideas and topics for essays.</p>	No Value	No Value
	<p>Objective 3: Compose and support thesis statements for analytical essays.</p>	No Value	No Value
	<p>Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.</p>	No Value	No Value
	<p>Objective 5: Identify and practice writing for different audiences and purposes.</p>	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
	<p>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.</p>	No Value	No Value
	<p>Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.</p>	No Value	No Value
	<p>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.</p>	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

Blank area for the D-Matrix Form.

Changed	Questions	Current Version	Proposed Version
	<p>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.</p>	No Value	No Value
	<p>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.</p>	No Value	No Value
	<p>Objective 2: Investigate the use of mathematics in real world.</p>	No Value	No Value
	<p>Objective 3: Explore functions.</p>	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
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	Objective 10: Investigate the characteristics of rational expressions.	No Value	No Value
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	Objective 11: Develop skills to work with radical expressions.	No Value	No Value
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E-Matrix Form

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

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

G-Matrix Form

Changed	Questions	Current Version	Proposed Version
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	<p>If the requisite does not fall under an A-F Matrix, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. If a requisite falling under Matrix G is being removed, provide an explanation as to why.</p>	No Value	No Value
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H-Matrix Form

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

No Value

No Value

De Anza GE Form

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

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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	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
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	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
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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

Changed	Questions	Current Version	Proposed Version
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	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
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De Anza GE - ESGC Form

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

Changed	Questions	Current Version	Proposed Version
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**Criteria 5:
Demonstrate an understanding of how the student's personal activities impact the environment and communities by participating in actions to create a more environmentally sustainable and equitable future.**

No Value

No Value

Comments

Changed	Questions	Current Version	Proposed Version
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**Stage 2:
Department
Chair**

No
Value

No Value

**Stage 3:
Division
Curriculum
Representative**

No
Value

No Value

**Stage 4:
Division Dean**

No
Value

No Value

Changed	Questions	Current Version	Proposed Version					Initiator - Indicate "Y" When Completed
			Date	Name - Role OR Tab	Part - Type of Field Edit	Edit		
!	Stage 5: SLO Coordinator	No Value	5/14/2024	Mary Pape SLO Coordinator	CSLO #2 Required	Outcome must begin with a Bloom's Taxonomy verb. Also 'these' is unclear when it is a separate outcome. Suggestion: "Ability to analyze the structure, form, and musical nuances of beginning piano music by performing with accurate notes, rhythm as well as articulation." and dynamics		
	Stage 7: Content Review Matrix Liaison	No Value	No Value					
	Stage 8: AVP - Instruction	No Value	No Value					
	Stage 9: Articulation Officer	No Value	No Value					

Changed	Questions	Current Version	Proposed Version
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	Stage 11: ESGC Faculty Coordinator	No Value	No Value
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	Stage 14: Curriculum Committee	No Value	No Value
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Course Administration Codes

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

Changed	Field	Current Version
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	Curriculum ID	MUSID012B
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	Distance Education Approved	Yes
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	Board of Trustees Approval Date	
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	Curriculum Committee Approval Date	
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	Time to Next Review	Aug 31, 2023 12:00:00 AM
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	External Review Approval Date	Sep 1, 2018 12:00:00 AM
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	Course Control Number	CCC000339998
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Articulation

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

	Course	
	Crosswalk	
	CRS-NUMBER	

De Anza College
Change Report
06/12/2024

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Description
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 and Objectives	Course Objectives
Learning Outcomes and Objectives	CSLOs
Course Outline	Lab Outline
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 5: SLO Coordinator
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?

General Information

Changed	Field	Current Version	Proposed Version
!	Faculty Initiator	• eLumenData, eLumenData	• John Thomsen
	Course ID (CB01A and CB01B)	MUSID012C	MUSID012C
	Course Control Number	CCC000219080	CCC000219080
	Course Title (CB02)	Class Piano III	Class Piano III
	Short Course Title	CLASS PIANO III	CLASS PIANO III
	TOP Code (CB03)	1004.00	1004.00 Music
	CIP Code	Music, General	50.0901 Music, General
	Department	MUSI - Music	MUSI - Music
!	Effective Term	Fall 2021	Fall 2024 <u>2025</u>
	SAM Priority Code (CB09)	Non-Occupational	Non-Occupational
!	Course Description	Piano performance with emphasis on interpretation, musical form and harmony.	Piano performance- <u>This course is a third quarter beginning level piano class with an emphasis on interpretation, musical form- developing technical skills, and harmony- interpretation.</u>
!	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	• Music
	Discipline 2	No value	No value

Changed	Field	Current Version	Proposed Version
	Discipline 3	No value	No value
!	FSA	No value	<ul style="list-style-type: none"> FHDA FSA - MUSIC

Course Justification			
Changed	Field	Current Version	Proposed Version
	Course Justification	<p>This course is a major preparation requirement in the discipline of Music for at least one CSU or UC. It meets the requirements of the A.A. Degree in Music. This course is the third quarter of study for basic piano. Advanced piano is elemental to the study of music theory, voice, and ear training.</p>	<p>This course is a major preparation requirement in the discipline of Music for at least one CSU or UC. It meets the requirements of the A.A. Degree in Music. This course is the third quarter of study for basic piano. Advanced piano is elemental to the study of music theory, voice, and ear training.</p>

Foothill Equivalency			
Changed	Field	Current Version	Proposed Version
	Does the course have a Foothill equivalent?	Yes	Yes
	Foothill Faculty Consultation Name	No value	
	Foothill Course ID	MUS F012C	MUS F012C

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

Formerly Statement			

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

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

Changed	Field	Current Version	Proposed Version
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	Is this a CTE (Career Technical Education) course?	No value	<u>No</u>
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Honors/Non-honors Course

Changed	Field	Current Version	Proposed Version
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	Is this an honors/non-honors course?	No value	<u>No</u>
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Mirrored Credit/Noncredit Course

Changed	Field	Current Version	Proposed Version
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	Is this a mirrored credit/noncredit course?	No value	<u>No</u>
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Cross-listed Course

Changed	Field	Current Version	Proposed Version
	Is this a cross-listed course?	No value	<u>No</u>

More Options

Changed	Field	Current Version	Proposed Version
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.
	Course Prior To College Level	Not applicable.	Not applicable.
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.
	Course Support Status (CB26)	Course is not a support course	Course is not a support course
	Repeat Limit	0	0
	Grade Options	<ul style="list-style-type: none"> • Letter Grade • Pass/No Pass 	<ul style="list-style-type: none"> • Letter Grade • Pass/No Pass
	Allow Students to Gain Credit by Exam/Challenge	<input type="checkbox"/>	<input type="checkbox"/>
	Repeatability Statement	(This course is included in the Piano Class Applied Performance Family of activity courses. Please see the rules on "Repeating Courses" in the College Policies section of the catalog.)	(This course is included in the Piano Class Applied Performance Family of activity courses. Please see the rules on "Repeating Courses" in the College Policies section of the catalog.)

Stand-Alone Statement

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

Associated Programs

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Changed Field**Current Version****Proposed Version****Course is part of a program****Associated Program** Music (In Development)**Award Type** Associate in Arts (A.A.) Degree**Associated Program** Music (In Development)**Award Type** Associate in Arts (A.A.) Degree**Associated Program** Music**Award Type** Associate in Arts (A.A.) Degree**Associated Program** Music**Award Type** Associate in Arts (A.A.) Degree**Associated Program** Liberal Arts (Arts and Letters Emphasis)**Award Type** Associate in Arts (A.A.) Degree**Associated Program** Liberal Arts (Arts and Letters Emphasis)**Award Type** Associate in Arts (A.A.) Degree**Associated Program** Liberal Arts (Arts and Letters Emphasis)**Award Type** Associate in Arts (A.A.) Degree**Associated Program** Liberal Arts (Arts and Letters Emphasis)**Award Type** Associate in Arts (A.A.) Degree**Associated Program** Liberal Arts (Arts and Letters Emphasis) (In Development)**Award Type** Associate in Arts (A.A.) Degree**Associated Program** Liberal Arts (Arts and Letters 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	1	1
	Lecture Hours - Out of Class	2	2
	Laboratory Hours - In Class	2	2
	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	60	60
	Lecture Hours - Course In-Class (Contact) per Term	12	12
	Lecture Hours - Course Out-of-Class per Term	24	24

Changed	Field	Current Version	Proposed Version
	Laboratory Hours - Course In-Class (Contact) per Term	24	24
	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	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

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Changed	Field	Current Version	Proposed Version
	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.
	Course Credit Status (CB04)	Credit - Degree Applicable	Credit - Degree Applicable
	Course Non Credit Category (CB22)	Credit Course.	Credit Course.
	Funding Agency Category (CB23)	Not Applicable.	Not Applicable.
	Cooperative Work Experience Education Status (CB10)	<input type="checkbox"/>	<input type="checkbox"/>
	Variable Credit Course	<input type="checkbox"/>	<input type="checkbox"/>

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	24	24
	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
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Methods of Instruction

Methods of Instruction

Methods of Instruction Lecture and visual aids
In-class assignments
Quiz and examination review performed in class
Collaborative learning and small group exercises

Methods of Instruction

Methods of Instruction

Methods of Instruction Lectures with visual aids
Lecture Demonstrations
Group Discussions
Individual discussions
Evaluation of in-class performances



Assignments

1. Minimum of one hour daily practice outside of class
2. Regular seminar-style meetings with teacher and colleagues
3. Selection of material for final performance

1. Daily sight-reading to enhance ability of reading music notation including articulation (legato/lifting, non-legato, staccato) and Dynamics nuances.
2. Practice the assigned pieces, understanding the pitch and rhythmic notation with greater independence between hands
3. Specific assignments with greater rhythmic complexity and technical difficulty
4. In-class practice plus at least one-half hour of daily practice outside classroom from presented and assigned material.
5. Weekly short assignments to reinforce rhythmic, pitch notation literacy as well as overall technical skill.



Methods of Evaluation

Methods of Evaluation	
Methods of Evaluation	<ol style="list-style-type: none"> 1. Weekly assignments demonstrating growth in musicianship and progress towards technical mastery as covered in lecture and demonstrated in class. 2. Participation in and contribution towards classroom discussions regarding productive practice habits and performance skills after listening to accounts and demonstrations of how specific practices improve performance. 3. Final in-class performance demonstrating ability to master playing music repertoire.

Methods of Evaluation	
Methods of Evaluation	<ol style="list-style-type: none"> 1. Weekly assignments demonstrating growth in musicianship and progress towards technical and musical mastery as covered in lecture and demonstrated in class. 2. Participation in and contribution towards classroom discussions regarding productive practice habits and performance skills after listening to accounts and demonstrations of how specific practices improve performance. 3. Midterm and Final recital performance demonstrating ability to master playing music repertoire.

Changed	Field	Current Version	Proposed Version
❗	Essential Student Materials/Essential College Facilities	Essential Student Materials: <ul style="list-style-type: none"> • Access to a piano Essential College Facilities: <ul style="list-style-type: none"> • Piano classroom equipped with monitored electronic pianos • Music chalk-board and audio/visual aids 	Essential Student Materials: <ul style="list-style-type: none"> • Access to a piano • Appropriate textbooks Essential College Facilities: <ul style="list-style-type: none"> • Piano classroom equipped with monitored electronic pianos • At least one acoustic piano. • Sound system • Internet access • Large monitor or screen



Examples of Primary Texts and References

Title	No value
Author	Bach, J. S. and Willard Palmer, editor n.p. "Note Book for Anna Magdalena." Second edition. Alfred Music, San Diego, CA, 1992.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Poklewski, Anna Marie. "Scales and Arpeggios." De Anza College Bookstore, Cupertino, CA 1982.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Kuhlau Sonatinas book 1, G. Schirmer, New York/ London
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	Scales Skill
Author	Snell, Keith
Publisher	Neil A. Kjos Piano Library
Date/Edition	2000
ISBN	No value

Title	Essential Piano Repertoire
Author	Keith Snell and Diane Hidy
Publisher	Neil A Kjos Music Company, 4382 Jutland Dr. San Diego
Date/Edition	2007
ISBN	No value

Title	Sight Reading: Piano Music for Sight-Reading and Short Study
Author	Diane Hidy and Keith Snell
Publisher	Neil A. Kjos Piano Library, 4382 Jutland Dr. San Diego
Date/Edition	2019
ISBN	No value

Title	Joy of First Classics
Author	Agay, Denes
Publisher	Yorktown Music Press, Inc.
Date/Edition	1987
ISBN	No value

Title	Joy of First Year Piano
Author	Agay, Denes
Publisher	Yorktown Music Press, Inc.

Changed Field

Current Version

Proposed Version

Date/Edition 1992

ISBN No value



Suggested Reading List

No value

Reading List Tchaikovsky, Piotr. "Album for the Young." C. F. Peters, Frankfurt/New York/London.

May include, but are not limited to No value

Reading List Lemoine, Henri. "Etudes opus 37". E. C. Schirmer Publishing, New York/London, 1925.

May include, but are not limited to No value

Reading List Bela Bartok. "Romanian Dances". Boosey and Hawkes, New York, 1918.

May include, but are not limited to No value

Reading List Clementi, Muzio and Palmer, Willard, editor, n.p. "Sonatinas opus 36." Alfred Music, San Diego, CA, 1969.

Changed Field

Current Version

Proposed Version

May include, but are not limited to No value

Learning Outcomes and Objectives

Changed Field

Current Version

Proposed Version



Course Objectives

- Analyze and learn to play advanced musical pieces in major and minor keys
- Perform regular class solo performances from memory, or with music score.
- Develop an understanding of form, harmony and dynamics
- Use of effective regular and productive practice habits and performance skills

- Analyze and learn to play beginning intermediate piano pieces in all major and minor keys
- Perform regular class solo performances from memory, or with music score.
- Develop an understanding of form, harmony and dynamics
- Use effective regular and productive practice habits and performance skills
- Perform Major and Minor scales up to seven sharps or flats.

Changed Field

Current Version

Proposed Version



CSLOs

CSLOs Perform piano solos from memory and music scores.

Expected SLO Performance 0.0

CSLOs Develop an advanced understanding the implications of form, harmony, and dynamics in playing pieces.

Expected SLO Performance 0.0

CSLOs Perform piano solos and ensemble compositions from memory and music scores in recital like situations

Expected SLO Performance 0.0

CSLOs Develop an sophisticated understanding the piano works performed including articulation, tone production, balance, dynamic nuance and phrasing.

Expected SLO Performance 0.0

Course Outline



Course Content

1. Analyze and learn to play advanced musical pieces in major and minor keys
 1. Piano music from different musical periods
 2. Etudes dealing with scale patterns
 3. Rhythmical complexities including triplets and other ratios
 4. Double tone technique
2. Perform regular class solo performances from memory, or with music score.
 1. One performance must be a work by a Classical or Baroque composer. This will be a recital like performance for the instructor as well as the class.
 2. One performance must be a work by a Romantic or Twentieth Century composer. This will be a recital like performance for the instructor as well as the class.
 3. Regular (weekly, bi-Weekly) performances for the instructor to demonstrate students technical development. These performances will consist of technical exercises (scales, arpeggios..etc.).
 4. Perform technical exercises as an ensemble (group playing).
3. Develop an understanding of form, harmony and dynamics
 1. Baroque binary and prelude forms
 2. Sonatina form
 3. Rondo forms
 4. Waltz, Polonaise, and Mazurka forms
 5. Chordal patterns
4. Use of effective regular and productive practice habits and performance skills
 1. Application of principles discussed in class

1. Analyze and learn to play beginning intermediate piano pieces in any major or minor keys
 1. Piano music from different musical periods
 2. Etudes dealing with more complex scale patterns (Up to seven sharps and flats)
 3. Rhythmical complexities including changes of subdivision from groups of two into groups of threes.
 4. Dynamic nuances such as phrasing, and balance as it pertains to form and harmony
 5. Tone production
2. Perform regular class solo performances from memory, or with music score in a recital like setting
 1. One composition must be from either the Baroque period or Classical period.
 2. One composition must be from either the Romanitic period or Early Twentieth century
 3. Regular (weekly) performances for the instructor to demonstrate students technical development. These performances will consist of technical exercises (scales, arpeggios..etc.).
 4. Perform technical exercises as an ensemble (group playing).
3. Develop an understanding of articulation, form, harmony, dynamics nuances, and phrasing within the context of each musical period.
 1. Music of the Baroque period with polyphonic textures and terraced dynamics
 2. Classical period with homophonic textures and balance
 3. Romantic period with great control of phrasing and tone

Changed	Field	Current Version	Proposed Version
		2. Proper posture 3. Hand, fingers, and arm positions 4. Memorization 5. Performance etiquette	production 4. Damper releasing (far right pedal) as it relates to phrasing, dynamic nuance, balance 4. Use effective regular and productive practice habits and performance skills 1. Application of principles discussed in class 2. Proper posture relevant to good tone production 3. Hand, fingers, and arm positions appropriate for technical executions within the context of each time period 4. Memorization techniques 5. Performance etiquette and performance practice within the typical recital setting

Lab Component in this Course

Yes

Yes



Lab Outline

1. Daily Sight Reading exercises
2. Daily work and scales and chords
3. Continued work on memorization assigned repertoire

1. Weekly Sight Reading exercises individually and as a group (ensemble)
2. Weekly work on short assignments, and scales other technical exercises individually and as a group (in ensemble)
3. Continued work on memorization of assigned repertoire for midterm and final performances

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	MUSI D012B or consent of instructor	MUSI D012B or consent of instructor
	Corequisite(s):	No Value	No Value
	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):	No Value	No Value
	General Course Statement(s) - Other:	No Value	No Value

Curriculum Office

Changed	Questions	Current Version	Proposed Version
!	Banner Start Term (202122)	202122	No Value
!	Banner Division	2CA	No Value
!	Catalog Term (21-22)	21-22	No Value
!	5 Year Revision Year (2021)	2018	No Value
!	Effective Quarter	Fall	No Value
!	Effective Year (2021)	2018	No Value
	Sort ID (00 < 10; 0 < 100)	MUSI 012C	MUSI 012C
	Course Status	Non-substantial	Non-substantial
!	Course Status Code	A	No Value

Changed	Questions	Current Version	Proposed Version
!	Banner Department	MUSI	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	Hybrid	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)	F	No Value
!	Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)	One hour lecture, two 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	231012	No Value
!	Account Code	1320	No Value
!	Program Code	100400	No Value
!	Percent	100	No Value
	Curriculum Office Notes	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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Print/No Print to Catalog

Yes

No Value

Summary of Revisions

Changed	Questions	Current Version	Proposed Version
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Basic Course Information

No Value

No Value

Units and Hours

No Value

No Value

Specifications

No Value

No Value

Outline

No Value

No Value

Other

No Value

No Value

Blue Form

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

Changed	Questions	Current Version	Proposed Version
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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
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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

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Changed	Questions	Current Version	Proposed Version
	<p>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.</p>	No Value	No Value
	<p>Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.</p>	No Value	No Value
	<p>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.</p>	No Value	No Value
	<p>Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.</p>	No Value	No Value

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

Changed	Questions	Current Version	Proposed Version
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	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
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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

Blank area for E-Matrix Form content.

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

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

G-Matrix Form

Changed	Questions	Current Version	Proposed Version
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If the requisite does not fall under an A-F Matrix, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. If a requisite falling under Matrix G is being removed, provide an explanation as to why.

No Value

No Value

H-Matrix Form

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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Objective 4: For Prerequisites 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, i.e. such as a course.

No Value

No Value

De Anza GE Form

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

No Value

No Value

Changed

Questions

Current Version

Proposed Version

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

De Anza GE - ESGC Form

Changed	Questions	Current Version	Proposed Version
	Criteria 1: Explain the interconnectivity of economic prosperity, social equity and environmental quality.	No Value	No Value
	Criteria 2: Identify the most serious environmental, equity, and social justice problems globally and locally and explain their underlying causes and possible consequences.	No Value	No Value
	Criteria 3: Explain some significant ways students can make a difference in making a positive impact, locally, at a state level, or globally in making the world more environmentally sustainable and socially just.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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**Criteria 4:
Analyze how the well being of human society is dependent on sustainable social and ecological systems.**

No Value

No Value

**Criteria 5:
Demonstrate an understanding of how the student's personal activities impact the environment and communities by participating in actions to create a more environmentally sustainable and equitable future.**

No Value

No Value

Comments

Changed	Questions	Current Version	Proposed Version
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**Stage 2:
Department
Chair**

No
Value

No Value

**Stage 3:
Division
Curriculum
Representative**

No
Value

No Value

**Stage 4:
Division Dean**

No
Value

No Value

Changed Questions Current Version Proposed Version



Stage 5: SLO Coordinator

No Value

DATE	Name - Role OR Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
5/16/2024 & 5/17/2024	Mary Pape - SLO Coordinator	Learning Outcomes - CSLO #2	Required	Reword to: "Develop a sophisticated understanding of the piano works performed including articulation, tone production, balance, dynamic nuance and phrasing."	

Stage 7: Content Review Matrix Liaison

No Value

No Value

Stage 8: AVP - Instruction

No Value

No Value

Stage 9: Articulation Officer

No Value

No Value

Stage 11: ESGC Faculty Coordinator

No Value

No Value

Stage 14: 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

MUSID012C

Distance Education Approved

Yes

Changed	Field	Current Version
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	Board of Trustees Approval Date	
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	Curriculum Committee Approval Date	
--	---	--

	Time to Next Review	Aug 31, 2023 12:00:00 AM
--	----------------------------	--------------------------

	External Review Approval Date	Sep 1, 2018 12:00:00 AM
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	Course Control Number	CCC000219080
--	------------------------------	--------------

Articulation

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