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	Suggested Reading List
Curriculum Office	Banner Start Term (202122)
Curriculum Office	Banner Division
Curriculum Office	Catalog Term (21-22)
Curriculum Office	5 Year Revision Year (2021)
Curriculum Office	Effective Quarter
Curriculum Office	Effective Year (2021)
Curriculum Office	Course Status Code
Curriculum Office	Banner Department
Curriculum Office	Course Level
Curriculum Office	College Code
Curriculum Office	Course Characteristics

Section	Changed field
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	Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)
Curriculum Office	Noncredit Enhanced Funding Indicator
Curriculum Office	In Service Indicator
Curriculum Office	Sports/Physical Education Course Indicator
Curriculum Office	COA Code
Curriculum Office	Fund Code
Curriculum Office	Organization Code
Curriculum Office	Account Code
Curriculum Office	Program Code
Curriculum Office	Percent
Curriculum Office	Print/No Print to Catalog
H-Matrix Form	Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc list the prerequisite(s) to participate in the cohort.
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
0	Faculty Initiator	 eLumenData, eLumenData 	Mike Appio
	Course ID (CB01A and CB01B)	DMTD077A	DMTD077A
	Course Control Number	CCC000545344	CCC000545344
	Course Title (CB02)	Special Projects in Manufacturing and CNC/Mastercam Certification Level 1	Special Projects in Manufacturing and CNC/Mastercam Certification Level 1
	Short Course Title	SPEC PROJ MCNC/MC CERT LEVEL 1	SPEC PROJ MCNC/MC CERT LEVEL 1
	TOP Code (CB03)	0956.00	0956.00 Manufacturing and Industrial Technology
	CIP Code	Manufacturing Engineering Technology/Technician	15.0613 Manufacturing Engineering Technology/Technician
	Department	DMT - Design and Mfg. Tech.	DMT - Design and Mfg. Tech.
0	Effective Term	Fall 2021	Fall 2021 <u>2025</u>
	SAM Priority Code (CB09)	Clearly Occupational	Clearly Occupational
•	Course Description	Projects advancing student's knowledge and experience in computer numerical control machining using Mastercam CAD/CAM software, a selected area of Design and Manufacturing Technology. Project type and design will be determined through consultation with the instructor based on Mill Design and Toolpaths. Upon successful completion of the course the student will have the opportunity to earn an Associate Level Certificate from Mastercam.	Projects- <u>The focus of this course is</u> advancing student's knowledge and experience in computer numerical control machining using Mastercam CAD/CAM software, a selected area of Design and Manufacturing Technology. Project type and design will be determined through consultation with the instructor based on Mill Design and Toolpaths. Upon successful completion of the course the student will have the opportunity to earn an Associate Level Certificate from Mastercam.

Cha	anged	Field	Current Version	Proposed Version
	0	Course Type (CB27)	No value	Lower Division
	0	Mode of Delivery	Independent Study	In person ONLY

Faculty Re	Faculty Requirements			
Changed	Field	Current Version	Proposed Version	
θ	Discipline 1	No value	 Manufacturing Technology (Quality control, process control) 	
	Discipline 2	No value	No value	
	Discipline 3	No value	No value	
9	FSA	No value	 FHDA FSA - MACHINE TOOL TECH 	

Course Justification			
Changed	Field	Current Version	Proposed Version
	Course Justification	This Mastercam Level 1 certification course is a major employment preparation course for our Design and Manufacturing Technology Day and Evening Programs. It is intended to better prepare students for work in the advanced manufacturing and machining industry in the area of basic CAD/CAM programming as advised by our industry advisory committee. This course is also part of the Design and Manufacturing Technologies CNC Machinist certificate and degree and is CSU transferable.	This Mastercam Level 1 certification course is a major employment preparation course for our Design and Manufacturing Technology Day and Evening Programs. It is intended to better prepare students for work in the advanced manufacturing and machining industry in the area of basic CAD/CAM programming as advised by our industry advisory committee. This course is also part of the Design and Manufacturing Technologies CNC Machinist certificate and degree and is CSU transferable.

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

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

Formerly Statement			
Changed	Field	Current Version	Proposed Version
	Formerly Statement	(Formerly MCNC D080A.)	(Formerly MCNC D080A.)

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

CTE Course

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

Honors/Non-honors Course

Changed	Field	Current Version	Proposed Version
0	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>	

Is this a No value <u>No</u>
cross-listed course?

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

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

Associated	Programs			

Changed	Field	Current Versio	Proposed Version		
	Course is part of a program	Associated Program	CNC Machinist (In Development)	Associated Program	CNC Machinist (In Development)
		Award	Certificate of Achievement-	Award	Certificate of Achievement-
		Туре	Advanced (COA-A)	Туре	Advanced (COA-A)
		Associated Program	CNC Machinist (In Development)	Associated Program	CNC Machinist (In Development)
		Award Type	Associate in Science (A.S.) Degree	Award Type	Associate in Science (A.S.) Degree
		Associated Program	CNC Machinist	Associated Program	CNC Machinist
		Award	Certificate of	Award	Certificate of
		Туре	Achievement- Advanced (COA-A)	Туре	Achievement- Advanced (COA-A)
		Associated Program	CNC Machinist	Associated Program	CNC Machinist
		Award Type	Associate in Science (A.S.) Degree	Award Type	Associate in Science (A.S.) Degree

Transferability & Gen. Ed. Options				
hanged	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
	GE Information	No value	No value

Weekly Stu	Weekly Student Hours - Profile Name: Default Profile					
Changed	Field	Current Version	Proposed Version			
	Lecture Hours - In Class	0	0			
	Lecture Hours - Out of Class	0	0			
	Laboratory Hours - In Class	6	6			
	Laboratory Hours - Out of Class	0	0			
	NA Hours - In Class	0	0			
	NA Hours - Out of Class	0	0			

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	72	72

Changed	Field	Current Version	Proposed Version
	Lecture Hours - Course In- Class (Contact) per Term	0	0
	Lecture Hours - Course Out- of-Class per Term	0	0
	Laboratory Hours - Course In- Class (Contact) per Term	72	72
	Laboratory Hours - Course Out- of-Class per Term	0	0
	NA Hours - Course In- Class (Contact) per Term	0	0
	NA Hours - Course Out- of-Class per Term	0	0
	Total - Course In-Class (Contact) Hours	72	72
	Total - Course Out-of-Class Hours	0	0
	Total Credit Units - Minimum Credit Units	2	2

Changed	Field	Current Version	Proposed Version
	Total Credit Units - Maximum Credit Units	2	2
Speciality	Hours		
Changed	Field	Current Version	Proposed Version
	Speciality Hours	No value	No value
Credit / No	n-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		

Credit Units

Education Status

Variable Credit

(CB10)

Course

Course 12 Duration (Weeks)	12
Total Lecture - Hours per Term	0
Total72LaboratoryHours perTerm	72
Total Contact - Hours per Term	0
Total Credit 2 Units	2
Minimum 2 Credit Units	2
Maximum 2 Credit Units	2

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

Specifications			

Changed	Field	Current Versi	on	Proposed Ve	rsion
•	Methods of Instruction	Methods of Instruction		Methods of Instruction	Methods of Instruction
		Methods of Instruction	Discussion of research project Oversight of individual student lab project	Methods of Instruction	Discussion of research project Oversight of individual student lab project
	Assignments	consulta See sec	etermined in ation with instructor. ctions 3 and 4 of Projects Contract.	consulta See seo	etermined in ation with instructor. ctions 3 and 4 of Projects Contract.
0	Methods of Evaluation	Methods of Evaluation		Methods of Evaluation	Methods of Evaluation
		Methods of Evaluation	1. Evaluation and inspection of laboratory project and/or examination results relating to objectives, methods and procedures of Special Projects Contract.	Methods of Evaluation	1. Evaluation and inspection of laboratory project and/or examination results relating to objectives, methods and procedures of Special Projects Contract.

Changed	Field	Current Version		Proposed Version		
	Essential Student Materials/Essential College Facilities	of the pro Essential Colle • Design ar	nt upon the nature ject	of the pro Essential Colle • Design a	nt upon the nature oject	
	Examples of Primary Texts and References	Title	No value	Title	No value	
		Author	To be determined through consultation with the instructor. See sections 3 and 4 of Special Project Contract.	Author	To be determined through consultation with the instructor. See sections 3 and 4 of Special Project Contract.	
		Publisher	No value	Publisher	No value	
		Date/Edition	No value	Date/Edition	No value	
		ISBN	No value	ISBN	No value	
9	Suggested Reading List	Reading ListNoMayNoinclude, but are not limited to	ne. value	No value		

Learning Outcomes and Objectives

Changed	Field	Current Version	n	Proposed Versi	ion
	Course Objectives	determine	the s/requirements as ed in areas 3,4, and 5 ecial Projects Contract.	determine	the s/requirements as ed in areas 3,4, and 5 ecial Projects Contract
	CSLOs	CSLOs	Complete advanced project or projects utilizing skills learned in basic CAD/CAM programming.	CSLOs	Complete advanced project or projects utilizing skills learned in basic CAD/CAM programming.
		Expected SLO Performance	0.0	Expected SLO Performance	0.0

Course Outline

Changed	Field	Current Version	Proposed Version
	Course	1. Complete the	1. Complete the
	Content	objectives/requirements as	objectives/requirements as
		determined in areas 3,4, and 5	determined in areas 3,4, and 5
		of the Special Projects	of the Special Projects
		Contract.	Contract.
		1. Demonstrate an	1. Demonstrate an
		understanding of	understanding of
		selected areas of study	selected areas of study
		within the realm of	within the realm of
		design, manufacturing	design, manufacturing
		and CNC technologies.	and CNC technologies.
		2. Evaluate current	2. Evaluate current
		manufacturing and CNC	manufacturing and CNC
		literature related to the	literature related to the
		chosen research topic.	chosen research topic.
		3. Develop skills and	3. Develop skills and
		experience in CNC and	experience in CNC and
		programming laboratory.	programming laboratory

Changed	Field	Current Version	Proposed Version
	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):	No Value	No Value
	Advisory(ies) - Other:	No Value	No Value
	Limitation(s) on Enrollment:	(Consent of instructor and division dean and an approved Special Projects Contract is required.)	(Consent of instructor and division dean and an approved Special Projects Contract is required.)
	Limitation(s) on Enrollment - Other:	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
0	Banner Start Term (202122)	202122	No Value
0	Banner Division	2AT	No Value
0	Catalog Term (21-22)	21-22	No Value
0	5 Year Revision Year (2021)	2018	No Value
0	Effective Quarter	Fall	No Value
0	Effective Year (2021)	2018	No Value
	Sort ID (00 < 10; 0 < 100)	DMT 077A	DMT 077A
	Course Status	Non-substantial	Non-substantial
0	Course Status Code	A	No Value
0	Banner Department	DMT	No Value
0	Course Level	DU	No Value
0	College Code	DA	No Value
0	Course Characteristics	CTE Special Projects	CTE
	Cross- Listed/Related Course Information	NA	NA
	Cross- Listed/Related Course ID's	No Value	No Value
0	CTE Status	Yes	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
0	Emergency Approval	No	No Value
9	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)	Ν	No Value
9	Repeat Type (N = Non- repeatable Credit; A = Activity/Other Repeatable; F = Family Non- repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)	Ν	No Value

Changed	Questions	Current Version	Proposed Version
0	Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)	Six hours laboratory (72 hours total per quarter).	No Value
0	Noncredit Enhanced Funding Indicator	Ν	No Value
9	In Service Indicator	Ν	No Value
0	Sports/Physical Education Course Indicator	Ν	No Value
θ	COA Code	С	No Value
θ	Fund Code	114000	No Value
9	Organization Code	236502	No Value
θ	Account Code	1320	No Value
•	Program Code	095600	No Value
0	Percent	100	No Value
	Curriculum Office Notes	No Value	No Value
0	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

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

A-Matrix Form

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

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

B-Matrix Form

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

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

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

C-Matrix Form

hanged	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

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

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 4: Develop linear function models.Objective 5: Use systems of two linear equations to solve real world problems.Objective 6: Use linear inequalities in one variable to solve real world problems.Objective 7: Examine exponential function models.Objective 8: Examine logarithmic expressions and develop logarithmic function models.Objective 8: Examine logarithmic expressions and develop logarithmic function models.Objective 9: Develop quadratic function models to solve	Objective 4: Develop linear function models.No ValueObjective 5: Use systems of two linear equations to solve real world problems.No ValueObjective 6: Use linear linequalities in one variable to solve real world problems.No ValueObjective 7: Examine exponential function models.No ValueObjective 8: Dogarithmic expressions and develop logarithmic function models.No ValueObjective 8: Dosective 9: No ValueNo ValueObjective 8: consolution solveNo ValueObjective 9: Dosective 9: No ValueNo ValueObjective 9: consolution models.No ValueObjective 9: consolution function models.No ValueObjective 9: consolution function models.No ValueObjective 9: consolution function models to solveNo Value

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

E-Matrix Form

Changed	Questions	Current Version	Proposed Version	
	Elementary	No Value	No Value	
	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.			

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

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

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

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

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

G-Matrix Form

Changed	Questions	Current Version	Proposed Version	
Changed	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	Current Version No Value	No Value	
	removed, provide an			
	explanation as			
	to why.			

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
8	Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc list the prerequisite(s) to participate in the cohort.	No Value	Consent of Instructor and Dean

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:	No Value	No Value	
	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.)			

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	
	Criteria 6: Use	No Value	No Value	
	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.)			

De Anza GE - ESGC Form

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

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
	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

hanged	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

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 Ad	Course Administration Codes				
Articulation	Articulation occurs after course approval. The following fields will not show a Proposed Version.				
Changed	Field	Current Version			
	Curriculum ID	DMTD077A			
	Distance Education Approved	No			
	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	CCC000545344			

Articulation

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	Suggested Reading List
Curriculum Office	Banner Start Term (202122)
Curriculum Office	Banner Division
Curriculum Office	Catalog Term (21-22)
Curriculum Office	5 Year Revision Year (2021)
Curriculum Office	Effective Quarter
Curriculum Office	Effective Year (2021)
Curriculum Office	Course Status Code
Curriculum Office	Banner Department
Curriculum Office	Course Level
Curriculum Office	College Code
Curriculum Office	Course Characteristics

Section	Changed field
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	Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)
Curriculum Office	Noncredit Enhanced Funding Indicator
Curriculum Office	In Service Indicator
Curriculum Office	Sports/Physical Education Course Indicator
Curriculum Office	COA Code
Curriculum Office	Fund Code
Curriculum Office	Organization Code
Curriculum Office	Account Code
Curriculum Office	Program Code
Curriculum Office	Percent
Curriculum Office	Print/No Print to Catalog
H-Matrix Form	Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc list the prerequisite(s) to participate in the cohort.
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	
0	Faculty Initiator	 eLumenData, eLumenData 	Mike Appio	
	Course ID (CB01A and CB01B)	DMTD077B	DMTD077B	
	Course Control Number	CCC000545345	CCC000545345	
	Course Title (CB02)	Special Projects in Manufacturing and CNC/Mastercam Certification Level 2	Special Projects in Manufacturing and CNC/Mastercam Certification Level 2	
	Short Course Title	SPEC PROJ MCNC/MC CERT LEVEL 2	SPEC PROJ MCNC/MC CERT LEVEL 2	
	TOP Code (CB03)	0956.00	0956.00 Manufacturing and Industrial Technology	
	CIP Code	Manufacturing Engineering Technology/Technician	15.0613 Manufacturing Engineering Technology/Technician	
	Department	DMT - Design and Mfg. Tech.	DMT - Design and Mfg. Tech.	
0	Effective Term	Fall 2021	Fall 2021 <u>2025</u>	
	SAM Priority Code (CB09)	Clearly Occupational	Clearly Occupational	
9	Course Description	Projects advancing student's knowledge and experience in computer numerical control machining using Mastercam CAD/CAM software, a selected area of Design and Manufacturing Technologies. Project type and design will be determined through consultation with the instructor based on Advanced Mill Design and Toolpaths. Upon successful completion of the course the student will have the opportunity to earn an Associate Level Certificate from Mastercam.	Projects- <u>The focus of this course is</u> advancing student's knowledge and experience in computer numerical control machining using Mastercam CAD/CAM software, a selected area of Design and Manufacturing Technologies. Project type and design will be determined through consultation with the instructor based on Advanced Mill Design and Toolpaths. Upon successful completion of the course the student will have the opportunity to earn an Associate Level Certificate from Mastercam.	

Cha	anged	Field	Current Version	Proposed Version
	0	Course Type (CB27)	No value	Lower Division
	0	Mode of Delivery	Independent Study	In person ONLY

Faculty Re	Faculty Requirements				
Changed	Field	Current Version	Proposed Version		
θ	Discipline 1	No value	 Manufacturing Technology (Quality control, process control) 		
	Discipline 2	No value	No value		
	Discipline 3	No value	No value		
9	FSA	No value	 FHDA FSA - MACHINE TOOL TECH 		

ourse Ju	stification		
Changed	Field	Current Version	Proposed Version
	Course Justification	This Mastercam Level 2 certification course is a major employment preparation course for our Manufacturing and CNC Technology Day and Evening Programs. It is intended to better prepare students for work in the advanced manufacturing and machining industry in the area of surface contouring CAD/CAM programming, as advised by our industry advisory committee. This course is also part of the Design and Manufacturing Technologies CNC Machinist certificate and degree and is CSU transferable.	This Mastercam Level 2 certification course is a major employment preparation course for our Manufacturing and CNC Technology Day and Evening Programs. It is intended to better prepare students for work in the advanced manufacturing and machining industry in the area of surface contouring CAD/CAM programming, as advised by our industry advisory committee. This course is also part of the Design and Manufacturing Technologies CNC Machinist certificate and degree and is CSU transferable.

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

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

Formerly Statement		
Changed Field	Current Version	Proposed Version
Form		(Formerly MCNC D080B.)

tand-Aloi	ne Statement		
Changed	Field	Current Version	Proposed Version
	Stand-Alone Statement	No value	

CTE Course

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

Honors/Non-honors Course

Changed	Field	Current Version	Proposed Version
0	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>	

Is this a No value <u>No</u>
cross-listed course?

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

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

Associated	Programs			

Changed	Field	Current Versio	on	Proposed Ver	sion
	Course is part of a Associated program Program		CNC Machinist (In Development)	Associated Program	CNC Machinist (In Development)
		Award	Certificate of Achievement-	Award	Certificate of Achievement-
		Туре	Advanced (COA-A)	Туре	Advanced (COA-A)
		Associated Program	CNC Machinist (In Development)	Associated Program	CNC Machinist (In Development)
		Award Type	Associate in Science (A.S.) Degree	Award Type	Associate in Science (A.S.) Degree
		Associated Program	CNC Machinist	Associated Program	CNC Machinist
		Award	Certificate of	Award	Certificate of
		Туре	Achievement- Advanced (COA-A)	Туре	Achievement- Advanced (COA-A)
		Associated Program	CNC Machinist	Associated Program	CNC Machinist
		Award Type	Associate in Science (A.S.) Degree	Award Type	Associate in Science (A.S.) Degree

Transferability & Gen. Ed. Options					
hanged	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
	GE Information	No value	No value

Weekly Student Hours - Profile Name: Default Profile				
Changed	Field	Current Version	Proposed Version	
	Lecture Hours - In Class	0	0	
	Lecture Hours - Out of Class	0	0	
	Laboratory Hours - In Class	6	6	
	Laboratory Hours - Out of Class	0	0	
	NA Hours - In Class	0	0	
	NA Hours - Out of Class	0	0	

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	72	72

Changed	Field	Current Version	Proposed Version
	Lecture Hours - Course In- Class (Contact) per Term	0	0
	Lecture Hours - Course Out- of-Class per Term	0	0
	Laboratory Hours - Course In- Class (Contact) per Term	72	72
	Laboratory Hours - Course Out- of-Class per Term	0	0
	NA Hours - Course In- Class (Contact) per Term	0	0
	NA Hours - Course Out- of-Class per Term	0	0
	Total - Course In-Class (Contact) Hours	72	72
	Total - Course Out-of-Class Hours	0	0
	Total Credit Units - Minimum Credit Units	2	2

Changed	Field	Current Version	Proposed Version
	Total Credit Units - Maximum Credit Units	2	2
Speciality	Hours		
Changed	Field	Current Version	Proposed Version
	Speciality Hours	No value	No value
Credit / No	n-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		

Credit Units

Education Status

Variable Credit

(CB10)

Course

Course 12 Duration (Weeks)	12
Total Lecture - Hours per Term	0
Total72LaboratoryHours perTerm	72
Total Contact - Hours per Term	0
Total Credit 2 Units	2
Minimum 2 Credit Units	2
Maximum 2 Credit Units	2

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

Specifications			

Changed	Field	Current Versi	on	Proposed Ve	rsion
0	Methods of Instruction	Methods of Instruction		Methods of Instruction	Methods of Instruction
		Methods of Instruction	Discussion of research project Oversight of individual student lab project	of research pr Instruction Oversight of	Discussion of research project Oversight of individual student lab project
	Assignments	consulta See sec	etermined in ation with instructor. ctions 3 and 4 of Projects Contract.	consulta See seo	etermined in ation with instructor. ctions 3 and 4 of Projects Contract.
0	Methods of Evaluation	Methods of Evaluation		Methods of Evaluation	Methods of Evaluation
		Methods of Evaluation	1. Evaluation and inspection of laboratory project and/or examination results relating to objectives, methods and procedures of Special Projects Contract.	Methods of Evaluation	1. Evaluation and inspection of laboratory project and/or examination results relating to objectives, methods and procedures of Special Projects Contract.

Changed	Field	eld Current Version		Proposed Version	
	Essential Student Materials/Essential College Facilities	of the pro Essential Colle • Design ar	nt upon the nature ject	of the pro Essential Colle • Design a	nt upon the nature bject
	Examples of Primary Texts and References	Title	No value	Title	No value
		Author	To be determined through consultation with the instructor. See sections 3 and 4 of Special Project Contract.	Author	To be determined through consultation with the instructor. See sections 3 and 4 of Special Project Contract.
		Publisher	No value	Publisher	No value
		Date/Edition	No value	Date/Edition	No value
		ISBN	No value	ISBN	No value
9	Suggested Reading List	Reading ListNoMayNoinclude, but are not limited to	ne. value	No value	

Learning Outcomes and Objectives

Changed	Field	Current Versio	n	Proposed Versi	ion
	Course Objectives	determine	e the s/requirements as ed in areas 3,4, and 5 ecial Projects Contract.	determine	the s/requirements as ed in areas 3,4, and 5 ecial Projects Contract
	CSLOs	CSLOs	Complete advanced project or projects utilizing skills learned in surface contouring CAD/CAM programming.	CSLOs	Complete advanced project or projects utilizing skills learned in surface contouring CAD/CAM programming.
		Expected SLO Performance	0.0	Expected SLO Performance	0.0

Changed	Field	Current Version	ion Proposed Version	
	Course	1. Complete the	1. Complete the	
	Content	objectives/requirements as	objectives/requirements as	
		determined in areas 3,4, and 5	determined in areas 3,4, and 5	
		of the Special Projects	of the Special Projects	
		Contract.	Contract.	
		1. Demonstrate an	1. Demonstrate an	
		understanding of	understanding of	
		selected areas of study	selected areas of study	
		within the realm of	within the realm of	
		design, manufacturing	design, manufacturing	
		and CNC technologies.	and CNC technologies.	
		2. Evaluate current	2. Evaluate current	
		manufacturing and CNC	manufacturing and CNC	
		literature related to the	literature related to the	
		chosen research topic.	chosen research topic.	
		3. Develop skills and	3. Develop skills and	
		experience in CNC and	experience in CNC and	
		programming laboratory.	programming laboratory.	

Changed	Field	Current Version	Proposed Version
	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):	No Value	No Value
	Advisory(ies) - Other:	No Value	No Value
	Limitation(s) on Enrollment:	(Consent of instructor and division dean and an approved Special Projects Contract is required.)	(Consent of instructor and division dean and an approved Special Projects Contract is required.)
	Limitation(s) on Enrollment - Other:	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
0	Banner Start Term (202122)	202122	No Value
0	Banner Division	2AT	No Value
0	Catalog Term (21-22)	21-22	No Value
0	5 Year Revision Year (2021)	2018	No Value
0	Effective Quarter	Fall	No Value
0	Effective Year (2021)	2018	No Value
	Sort ID (00 < 10; 0 < 100)	DMT 077B	DMT 077B
	Course Status	Non-substantial	Non-substantial
0	Course Status Code	A	No Value
0	Banner Department	DMT	No Value
0	Course Level	DU	No Value
0	College Code	DA	No Value
0	Course Characteristics	CTE Special Projects	CTE
	Cross- Listed/Related Course Information	NA	NA
	Cross- Listed/Related Course ID's	No Value	No Value
0	CTE Status	Yes	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
0	Emergency Approval	No	No Value
9	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)	Ν	No Value
9	Repeat Type (N = Non- repeatable Credit; A = Activity/Other Repeatable; F = Family Non- repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)	Ν	No Value

Changed	Questions	Current Version	Proposed Version
0	Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)	Six hours laboratory (72 hours total per quarter).	No Value
0	Noncredit Enhanced Funding Indicator	Ν	No Value
9	In Service Indicator	Ν	No Value
0	Sports/Physical Education Course Indicator	Ν	No Value
θ	COA Code	С	No Value
θ	Fund Code	114000	No Value
9	Organization Code	236502	No Value
θ	Account Code	1320	No Value
•	Program Code	095600	No Value
0	Percent	100	No Value
	Curriculum Office Notes	No Value	No Value
0	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

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

A-Matrix Form

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

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

B-Matrix Form

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

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

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

C-Matrix Form

hanged	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

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

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 4: Develop linear function models.Objective 5: Use systems of two linear equations to solve real world problems.Objective 6: Use linear inequalities in one variable to solve real world problems.Objective 7: Examine exponential function models.Objective 8: Examine logarithmic expressions and develop logarithmic function models.Objective 8: Examine logarithmic expressions and develop logarithmic function models.Objective 9: Develop quadratic function models to solve	Objective 4: Develop linear function models.No ValueObjective 5: Use systems of two linear equations to solve real world problems.No ValueObjective 6: Use linear linequalities in one variable to solve real world problems.No ValueObjective 7: Examine exponential function models.No ValueObjective 8: Dogarithmic expressions and develop logarithmic function models.No ValueObjective 8: Dosective 9: No ValueNo ValueObjective 8: consolution solveNo ValueObjective 9: Dosective 9: No ValueNo ValueObjective 9: consolution models.No ValueObjective 9: consolution function models.No ValueObjective 9: consolution function models.No ValueObjective 9: consolution function models to solveNo Value

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

E-Matrix Form

Changed	Questions	Current Version	Proposed Version	
	Elementary	No Value	No Value	
	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.			

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

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

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

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

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

G-Matrix Form

Changed	Questions	Current Version	Proposed Version
Changed	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	Current Version No Value	No Value
	removed, provide an		
	explanation as		
	to why.		

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		
8	Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc list the prerequisite(s) to participate in the cohort.	No Value	Consent of Instructor and Dean		

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:	No Value	No Value	
	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.)			

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	
	Criteria 6: Use	No Value	No Value	
	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.)			

De Anza GE - ESGC Form

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

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
	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

hanged	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

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	Articulation occurs after course approval. The following fields will not show a Proposed Version.				
Changed	Changed Field Current Version				
	Curriculum ID	DMTD077B			
	Distance Education Approved	No			
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	CCC000545345			

Articulation

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	Suggested Reading List
Curriculum Office	Banner Start Term (202122)
Curriculum Office	Banner Division
Curriculum Office	Catalog Term (21-22)
Curriculum Office	5 Year Revision Year (2021)
Curriculum Office	Effective Quarter
Curriculum Office	Effective Year (2021)
Curriculum Office	Course Status Code
Curriculum Office	Banner Department
Curriculum Office	Course Level
Curriculum Office	College Code
Curriculum Office	Course Characteristics

Section	Changed field
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	Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)
Curriculum Office	Noncredit Enhanced Funding Indicator
Curriculum Office	In Service Indicator
Curriculum Office	Sports/Physical Education Course Indicator
Curriculum Office	COA Code
Curriculum Office	Fund Code
Curriculum Office	Organization Code
Curriculum Office	Account Code
Curriculum Office	Program Code
Curriculum Office	Percent
Curriculum Office	Print/No Print to Catalog
H-Matrix Form	Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc list the prerequisite(s) to participate in the cohort.
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
0	Faculty Initiator	eLumenData, eLumenData	Mike Appio
	Course ID (CB01A and CB01B)	DMTD077C	DMTD077C
	Course Control Number	CCC000545346	CCC000545346
	Course Title (CB02)	Special Projects in Manufacturing and CNC/Mastercam Certification Level 3	Special Projects in Manufacturing and CNC/Mastercam Certification Level 3
	Short Course Title	SPEC PROJ MCNC/MC CERT LEVEL 3	SPEC PROJ MCNC/MC CERT LEVEL 3
	TOP Code (CB03)	0956.00	0956.00 Manufacturing and Industrial Technology
	CIP Code	Manufacturing Engineering Technology/Technician	15.0613 Manufacturing Engineering Technology/Technician
	Department	DMT - Design and Mfg. Tech.	DMT - Design and Mfg. Tech.
0	Effective Term	Fall 2021	Fall 2021 <u>2025</u>
	SAM Priority Code (CB09)	Clearly Occupational	Clearly Occupational
9	Course Description	Projects advancing student's knowledge and experience in computer numerical control machining using Mastercam CAD/CAM software, a selected area of Design and Manufacturing Technologies. Project type and design will be determined through consultation with the instructor based on Multiaxis Mill, Lathe design and Toolpaths. Upon successful completion of the course the student will have the opportunity to earn an Associate Level Certificate from Mastercam.	Projects The focus of this course is advancing student's knowledge and experience in computer numerical control machining using Mastercam CAD/CAM software, a selected area of Design and Manufacturing Technologies. Project type and design will be determined through consultation with the instructor based on Multiaxis Mill, Lathe design and Toolpaths. Upon successful completion of the course the student will have the opportunity to earn an Associate Level Certificate from Mastercam.

Cha	anged	Field	Current Version	Proposed Version
	0	Course Type (CB27)	No value	Lower Division
	0	Mode of Delivery	Independent Study	In person ONLY

Faculty Re	Faculty Requirements				
Changed	Field	Current Version	Proposed Version		
θ	Discipline 1	No value	 Manufacturing Technology (Quality control, process control) 		
	Discipline 2	No value	No value		
	Discipline 3	No value	No value		
9	FSA	No value	 FHDA FSA - MACHINE TOOL TECH 		

ourse Ju	stification		
Changed	Field	Current Version	Proposed Version
	Course Justification	This Mastercam Level 3 certification course is a major employment preparation course for our Manufacturing and CNC Technology Day and Evening Programs. It is intended to better prepare students for work in the advanced manufacturing and machining industry in the area of Lathe and Multi Axis CAD/CAM programming, as advised by our industry advisory committee. This course is also part of the Design and Manufacturing Technologies CNC Machinist certificate and degree and is CSU transferable.	This Mastercam Level 3 certification course is a major employment preparation course for our Manufacturing and CNC Technology Day and Evening Programs. It is intended to better prepare students for work in the advanced manufacturing and machining industry in the area of Lathe and Mult Axis CAD/CAM programming, as advised by our industry advisory committee. This course is also part of the Design and Manufacturing Technologies CNC Machinist certificate and degree and is CSU transferable.

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

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

ormerly S	Statement		
Changed	Field	Current Version	Proposed Version
	Formerly Statement	(Formerly MCNC D080C.)	(Formerly MCNC D080C.)

tand-Alo	ne Statement		
Changed	Field	Current Version	Proposed Version
	Stand-Alone Statement	No value	

CTE Course

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

Honors/Non-honors Course

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

Mirrored C	Mirrored Credit/Noncredit Course					
Changed	Field	Current Version	Proposed Version			
•	Is this a mirrored credit/noncredit course?	No value	<u>No</u>			

Is this a No value <u>No</u>
cross-listed course?

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

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

Associated	Programs			

Changed	Field	Current Versio	on	Proposed Ver	sion
	Course is part of a program	Associated Program	CNC Machinist (In Development)	Associated Program	CNC Machinist (In Development)
		Award	Certificate of Achievement-	Award	Certificate of Achievement-
		Туре	Advanced (COA-A)	Туре	Advanced (COA-A)
		Associated Program	CNC Machinist (In Development)	Associated Program	CNC Machinist (In Development)
		Award Type	Associate in Science (A.S.) Degree	Award Type	Associate in Science (A.S.) Degree
		Associated Program	CNC Machinist	Associated Program	CNC Machinist
		Award	Certificate of	Award	Certificate of
		Туре	Achievement- Advanced (COA-A)	Туре	Achievement- Advanced (COA-A)
		Associated Program	CNC Machinist	Associated Program	CNC Machinist
		Award Type	Associate in Science (A.S.) Degree	Award Type	Associate in Science (A.S.) Degree

Transferability & Gen. Ed. Options				
hanged	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
	GE Information	No value	No value

Weekly Student Hours - Profile Name: Default Profile				
Changed	Field	Current Version	Proposed Version	
	Lecture Hours - In Class	0	0	
	Lecture Hours - Out of Class	0	0	
	Laboratory Hours - In Class	6	6	
	Laboratory Hours - Out of Class	0	0	
	NA Hours - In Class	0	0	
	NA Hours - Out of Class	0	0	

Changed	Field	Current Version	Proposed Version		
	Course Duration (Weeks)	12	12		
	Hours per unit divisor	36	36		
	Total Student Learning Hours	72	72		

Changed	Field	Current Version	Proposed Version
	Lecture Hours - Course In- Class (Contact) per Term	0	0
	Lecture Hours - Course Out- of-Class per Term	0	0
	Laboratory Hours - Course In- Class (Contact) per Term	72	72
	Laboratory Hours - Course Out- of-Class per Term	0	0
	NA Hours - Course In- Class (Contact) per Term	0	0
	NA Hours - Course Out- of-Class per Term	0	0
	Total - Course In-Class (Contact) Hours	72	72
	Total - Course Out-of-Class Hours	0	0
	Total Credit Units - Minimum Credit Units	2	2

Changed	Field	Current Version	Proposed Version	
	Total Credit Units - Maximum Credit Units	2	2	
Speciality	Hours			
Changed	Field	Current Version	Proposed Version	
	Speciality No value Hours		No value	
Credit / No	n-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			

Credit Units

Education Status

Variable Credit

(CB10)

Course

Course 12 Duration (Weeks)	12
Total Lecture - Hours per Term	0
Total72LaboratoryHours perTerm	72
Total Contact - Hours per Term	0
Total Credit 2 Units	2
Minimum 2 Credit Units	2
Maximum 2 Credit Units	2

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

Specifications			

Changed	Field	Current Versi	on	Proposed Ve	rsion
0	Methods of Instruction	Methods of Instruction		Methods of Instruction	Methods of Instruction
		Methods of Instruction	Discussion of research project Oversight of individual student lab project	Methods of Instruction	Discussion of research project Oversight of individual student lab project
	Assignments	consulta See sec	etermined in ation with instructor. ctions 3 and 4 of Projects Contract.	consulta See seo	etermined in ation with instructor. ctions 3 and 4 of Projects Contract.
0	Methods of Evaluation	Methods of Evaluation		Methods of Evaluation	Methods of Evaluation
		Methods of Evaluation	1. Evaluation and inspection of laboratory project and/or examination results relating to objectives, methods and procedures of Special Projects Contract.	Methods of Evaluation	1. Evaluation and inspection of laboratory project and/or examination results relating to objectives, methods and procedures of Special Projects Contract.

Changed	Field Current Version			Proposed Version		
	Essential Student Materials/Essential College Facilities	 Essential Student Materials: Dependent upon the nature of the project Essential College Facilities: Design and Manufacturing CNC technology laboratory 		 Essential Student Materials: Dependent upon the nature of the project Essential College Facilities: Design and Manufacturing CNC technology laboratory 		
	Examples of Primary Texts and References	Title	No value	Title	No value	
		Author	To be determined through consultation with the instructor. See sections 3 and 4 of Special Project Contract.	Author	To be determined through consultation with the instructor. See sections 3 and 4 of Special Project Contract.	
		Publisher	No value	Publisher	No value	
		Date/Edition	No value	Date/Edition	No value	
		ISBN	No value	ISBN	No value	
9	Suggested Reading List	Reading ListNoMayNoinclude, but are not limited to	ne. value	No value		

Learning Outcomes and Objectives

Changed	Field	Current Versio	 Complete the objectives/requirements as determined in areas 3,4, and 5 of the Special Projects Contract. 		ion
	Course Objectives	objectives determine			 Complete the objectives/requirements as determined in areas 3,4, and 5 of the Special Projects Contract
	CSLOs	CSLOs	Complete	CSLOs	Complete
		COLOS	advanced project	COLOS	advanced project
			or projects utilizing		or projects utilizing
			skills learned in Lathe and Multi		skills learned in Lathe and Multi
			Axis CAD/CAM		Axis CAD/CAM
			programming.		programming.
		Expected	0.0	Expected	0.0
		SLO		SLO	
		Performance		Performance	

Changed	Field	Current Version	Proposed Version
	Course	1. Complete the	1. Complete the
	Content	objectives/requirements as	objectives/requirements as
		determined in areas 3,4, and 5	determined in areas 3,4, and 5
		of the Special Projects	of the Special Projects
		Contract.	Contract.
		1. Demonstrate an	1. Demonstrate an
		understanding of	understanding of
		selected areas of study	selected areas of study
		within the realm of	within the realm of
		design, manufacturing	design, manufacturing
		and CNC technologies.	and CNC technologies.
		2. Evaluate current	2. Evaluate current
		manufacturing and CNC	manufacturing and CNC
		literature related to the	literature related to the
		chosen research topic.	chosen research topic.
		3. Develop skills and	3. Develop skills and
		experience in CNC and	experience in CNC and
		programming laboratory.	programming laboratory.

Changed	Field	Current Version	Proposed Version
	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):	No Value	No Value
	Advisory(ies) - Other:	No Value	No Value
	Limitation(s) on Enrollment:	(Consent of instructor and division dean and an approved Special Projects Contract is required.)	(Consent of instructor and division dean and an approved Special Projects Contract is required.)
	Limitation(s) on Enrollment - Other:	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
0	Banner Start Term (202122)	202122	No Value
0	Banner Division	2AT	No Value
0	Catalog Term (21-22)	21-22	No Value
0	5 Year Revision Year (2021)	2018	No Value
0	Effective Quarter	Fall	No Value
0	Effective Year (2021)	2018	No Value
	Sort ID (00 < 10; 0 < 100)	DMT 077C	DMT 077C
	Course Status	Non-substantial	Non-substantial
0	Course Status Code	A	No Value
0	Banner Department	DMT	No Value
0	Course Level	DU	No Value
0	College Code	DA	No Value
0	Course Characteristics	CTE Special Projects	CTE
	Cross- Listed/Related Course Information	NA	NA
	Cross- Listed/Related Course ID's	No Value	No Value
0	CTE Status	Yes	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
0	Emergency Approval	No	No Value
9	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)	Ν	No Value
9	Repeat Type (N = Non- repeatable Credit; A = Activity/Other Repeatable; F = Family Non- repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)	Ν	No Value

Changed	Questions	Current Version	Proposed Version
0	Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)	Six hours laboratory (72 hours total per quarter).	No Value
0	Noncredit Enhanced Funding Indicator	Ν	No Value
9	In Service Indicator	Ν	No Value
0	Sports/Physical Education Course Indicator	Ν	No Value
θ	COA Code	С	No Value
θ	Fund Code	114000	No Value
9	Organization Code	236502	No Value
θ	Account Code	1320	No Value
•	Program Code	095600	No Value
0	Percent	100	No Value
	Curriculum Office Notes	No Value	No Value
0	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

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

A-Matrix Form

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

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

B-Matrix Form

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

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

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

C-Matrix Form

hanged	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

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

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 4: Develop linear function models.Objective 5: Use systems of two linear equations to solve real world problems.Objective 6: Use linear inequalities in one variable to solve real world problems.Objective 7: Examine exponential function models.Objective 8: Examine logarithmic expressions and develop logarithmic function models.Objective 8: Examine logarithmic expressions and develop logarithmic function models.Objective 9: Develop quadratic function models to solve	Objective 4: Develop linear function models.No ValueObjective 5: Use systems of two linear equations to solve real world problems.No ValueObjective 6: Use linear linequalities in one variable to solve real world problems.No ValueObjective 7: Examine exponential function models.No ValueObjective 8: Dogarithmic expressions and develop logarithmic function models.No ValueObjective 8: Dosective 9: No ValueNo ValueObjective 9: connetial function models.No ValueObjective 9: connetial expressions and develop logarithmic function models.No ValueObjective 9: connetial expressions and develop logarithmic function models.No ValueObjective 9: consolveNo Value

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

E-Matrix Form

Changed	Questions	Current Version	Proposed Version	
	Elementary	No Value	No Value	
	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.			

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

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

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

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

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

G-Matrix Form

Changed	Questions	Current Version	Proposed Version
Changed	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	Current Version No Value	No Value
	removed, provide an		
	explanation as		
	to why.		

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
8	Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc list the prerequisite(s) to participate in the cohort.	No Value	Consent of Instructor and Dean

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:	No Value	No Value	
	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.)			

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	
	Criteria 6: Use	No Value	No Value	
	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.)			

De Anza GE - ESGC Form

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

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
	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

hanged	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

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 Ad	Course Administration Codes				
Articulation	Articulation occurs after course approval. The following fields will not show a Proposed Version.				
Changed	Field	Current Version			
	Curriculum ID	DMTD077C			
	Distance Education Approved	No			
	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	CCC000545346			

Articulation

De Anza College Change Report 06/05/2024

Summary of Changes

General InformationFaculty InitiatorGeneral InformationEffective TermGeneral InformationCourse DescriptionGeneral InformationCourse Type (CB27)General InformationMode of DeliveryFaculty RequirementsDiscipline 1Faculty RequirementsDiscipline 2Faculty RequirementsFASpecificationsMethods of InstructionSpecificationsSesential Student Materials/Essential College BacilitiesSpecificationsSuggested Reading ListCurriculum OfficeSharer DivisionCurriculum OfficeStarer Revision Year (2021)Curriculum OfficeEffective QuarterCurriculum OfficeEffective QuarterCurriculum OfficeEffective Year (2021)Curriculum OfficeEffective Year (2021)Curriculum OfficeEffective Year (2021)Curriculum OfficeCourse Status Code	Section	Changed field
Course DescriptionGeneral InformationCourse Type (CB27)General InformationMode of DeliveryFaculty RequirementsDiscipline 1Faculty RequirementsDiscipline 2Faculty RequirementsFSASpecificationsMethods of InstructionSpecificationsEssential Student Materials/Essential College FacilitiesSpecificationsSuggested Reading ListCurriculum OfficeSuggested Reading ListCurriculum OfficeCatalog Term (202122)Curriculum OfficeStear Revision Year (2021)Curriculum OfficeEffective QuarterCurriculum OfficeEffective Year (2021)	General Information	Faculty Initiator
General InformationCourse Type (CB27)General InformationMode of DeliveryFaculty RequirementsDiscipline 1Faculty RequirementsDiscipline 2Faculty RequirementsFSASpecificationsMethods of InstructionSpecificationsSesential Student Materials/Essential College FacilitiesSpecificationsSuggested Reading ListCurriculum OfficeBanner Start Term (202122)Curriculum OfficeStear Revision Year (2021)Curriculum OfficeEffective QuarterCurriculum OfficeEffective Year (2021)	General Information	Effective Term
General InformationMode of DeliveryFaculty RequirementsDiscipline 1Faculty RequirementsDiscipline 2Faculty RequirementsFSASpecificationsMethods of InstructionSpecificationsMethods of EvaluationSpecificationsEssential Student Materials/Essential College FacilitiesSpecificationsExamples of Primary Texts and ReferencesSpecificationsSuggested Reading ListCurriculum OfficeBanner Start Term (202122)Curriculum OfficeSyear Revision Year (2021)Curriculum OfficeSyear Revision Year (2021)Curriculum OfficeEffective QuarterCurriculum OfficeEffective Year (2021)	General Information	Course Description
Faculty RequirementsDiscipline 1Faculty RequirementsDiscipline 2Faculty RequirementsFSASpecificationsMethods of InstructionSpecificationsMethods of EvaluationSpecificationsEssential Student Materials/Essential College FacilitiesSpecificationsExamples of Primary Texts and ReferencesSpecificationsSuggested Reading ListCurriculum OfficeBanner Start Term (202122)Curriculum OfficeStalog Term (21-22)Curriculum OfficeStalog Term (21-22)Curriculum OfficeEffective QuarterCurriculum OfficeEffective Quarter	General Information	Course Type (CB27)
Faculty RequirementsDiscipline 2Faculty RequirementsFSASpecificationsMethods of InstructionSpecificationsMethods of EvaluationSpecificationsEssential Student Materials/Essential College FacilitiesSpecificationsExamples of Primary Texts and ReferencesSpecificationsSuggested Reading ListCurriculum OfficeBanner Start Term (202122)Curriculum OfficeStear Revision Year (2021)Curriculum OfficeStear Revision Year (2021)Curriculum OfficeEffective QuarterCurriculum OfficeEffective Year (2021)	General Information	Mode of Delivery
Faculty RequirementsFSASpecificationsMethods of InstructionSpecificationsMethods of EvaluationSpecificationsEssential Student Materials/Essential College FacilitiesSpecificationsExamples of Primary Texts and ReferencesSpecificationsSuggested Reading ListCurriculum OfficeBanner Start Term (202122)Curriculum OfficeCatalog Term (21-22)Curriculum Office5 Year Revision Year (2021)Curriculum OfficeEffective QuarterCurriculum OfficeEffective Year (2021)	Faculty Requirements	Discipline 1
SpecificationsMethods of InstructionSpecificationsMethods of EvaluationSpecificationsEssential Student Materials/Essential College FacilitiesSpecificationsExamples of Primary Texts and ReferencesSpecificationsSuggested Reading ListCurriculum OfficeBanner Start Term (202122)Curriculum OfficeCatalog Term (21-22)Curriculum Office5 Year Revision Year (2021)Curriculum OfficeEffective QuarterCurriculum OfficeEffective Year (2021)	Faculty Requirements	Discipline 2
SpecificationsMethods of EvaluationSpecificationsEssential Student Materials/Essential College FacilitiesSpecificationsExamples of Primary Texts and ReferencesSpecificationsSuggested Reading ListCurriculum OfficeBanner Start Term (202122)Curriculum OfficeCatalog Term (21-22)Curriculum Office5 Year Revision Year (2021)Curriculum OfficeEffective QuarterCurriculum OfficeEffective Quarter	Faculty Requirements	FSA
SpecificationsEssential Student Materials/Essential College FacilitiesSpecificationsExamples of Primary Texts and ReferencesSpecificationsSuggested Reading ListCurriculum OfficeBanner Start Term (202122)Curriculum OfficeCatalog Term (21-22)Curriculum Office5 Year Revision Year (2021)Curriculum OfficeEffective QuarterCurriculum OfficeEffective Year (2021)	Specifications	Methods of Instruction
FacilitiesSpecificationsExamples of Primary Texts and ReferencesSpecificationsSuggested Reading ListCurriculum OfficeBanner Start Term (202122)Curriculum OfficeBanner DivisionCurriculum OfficeCatalog Term (21-22)Curriculum Office5 Year Revision Year (2021)Curriculum OfficeEffective QuarterCurriculum OfficeEffective Year (2021)	Specifications	Methods of Evaluation
SpecificationsSuggested Reading ListCurriculum OfficeBanner Start Term (202122)Curriculum OfficeBanner DivisionCurriculum OfficeCatalog Term (21-22)Curriculum Office5 Year Revision Year (2021)Curriculum OfficeEffective QuarterCurriculum OfficeEffective Year (2021)	Specifications	-
Curriculum OfficeBanner Start Term (202122)Curriculum OfficeBanner DivisionCurriculum OfficeCatalog Term (21-22)Curriculum Office5 Year Revision Year (2021)Curriculum OfficeEffective QuarterCurriculum OfficeEffective Year (2021)	Specifications	Examples of Primary Texts and References
Curriculum OfficeBanner DivisionCurriculum OfficeCatalog Term (21-22)Curriculum Office5 Year Revision Year (2021)Curriculum OfficeEffective QuarterCurriculum OfficeEffective Year (2021)	Specifications	Suggested Reading List
Curriculum OfficeCatalog Term (21-22)Curriculum Office5 Year Revision Year (2021)Curriculum OfficeEffective QuarterCurriculum OfficeEffective Year (2021)	Curriculum Office	Banner Start Term (202122)
Curriculum Office 5 Year Revision Year (2021) Curriculum Office Effective Quarter Curriculum Office Effective Year (2021)	Curriculum Office	Banner Division
Curriculum Office Effective Quarter Curriculum Office Effective Year (2021)	Curriculum Office	Catalog Term (21-22)
Curriculum Office Effective Year (2021)	Curriculum Office	5 Year Revision Year (2021)
	Curriculum Office	Effective Quarter
Curriculum Office Course Status Code	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	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
A-Matrix Form	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.
A-Matrix Form	Objective 4: Create syntactically varied sentences that are free of mechanical errors.

Section	Changed field
A-Matrix Form	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.
Comments	Stage 7: Content Review Matrix Liaison
Comments	Stage 8: AVP - Instruction
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
θ	Faculty Initiator	Bob Kalpin	Farideh Dada
	Course ID (CB01A and CB01B)	JOURD062A	JOURD062A
	Course Control Number	CCC000525527	CCC000525527
	Course Title (CB02)	Freelance Reporting for Student Media	Freelance Reporting for Student Media
	Short Course Title	FREELANCE RPTNG STDNT MEDIA	FREELANCE RPTNG STDNT MEDIA
	TOP Code (CB03)	0602.00	0602.00 Journalism
	CIP Code	Journalism	09.0401 Journalism
	Department	JOUR - Journalism	JOUR - Journalism
0	Effective Term	Fall 2023	Fall 2023 <u>2025</u>

Changed	Field	Current Version	Proposed Version
	SAM Priority Code (CB09)	Clearly Occupational	Clearly Occupational
0	Course Description	Practical experience contributing as a freelance reporter to the college newspaper and/or digital media as a reporter.	Practical The course offers practical experience contributing as a freelance reporter contributing to the college newspaper and/or student-run publication and digital media as a reporter. media.
θ	Course Type (CB27)	No value	Lower Division
θ	Mode of Delivery	• Hybrid	OnlineHybrid

Faculty Requirements				
Changed	Field	Current Version	Proposed Version	
0	Discipline 1	No value	Journalism	
0	Discipline 2	No value	Mass Communication	
	Discipline 3	No value	No value	
0	FSA	No value	FHDA FSA - JOURNALISM	

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

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This course instructs students in the basics of news media reporting while allowing them to gain experience as freelancer reporters – pitching ideas, communicating with editors and completing assignments on deadline. It is part of the Journalism AA degree and part of a CTE program. It is CSU transferable. The De Anza Journalism Department Advisory Committee recommends that journalism students include this type of hands-on experience in order to be competitive in the job market.	This course instructs students in the basics of news media reporting while allowing them to gain experience as freelancer reporters – pitching ideas, communicating with editors and completing assignments on deadline. It <u>The course</u> is part of the Journalism AA degree and part of a CTE program. It is CSU transferable. The De Anza Journalism Department Advisory Committee recommends that journalism students include this type of hands-on experience in order to be competitive in the job market.

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

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

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

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

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

onors/No	on-honors Cour	Se	
Changed	Field	Current Version	Proposed Version
0	Is this an honors/non- honors course?	No value	No

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

Cross-listed Course

Changed	Field	Current Version	Proposed Version
0	Is this a cross- listed course?	No value	<u>No</u>
More Optic	ons		
Changed	Field	Current Version	Proposed Version
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.
	Course Prior To College Level	Not applicable.	Not applicable.
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.
	Course Support Status (CB26)	Course is not a support course	Course is not a support course
	Repeat Limit	0	0
	Grade Options	Letter GradePass/No Pass	Letter GradePass/No Pass
	Allow Students to Gain Credit by Exam/Challenge		
	Repeatability Statement	No value	

Associated Programs

Changed	Field	Current Version	on	Proposed Ver	sion
	Course is part of a program	Associated Program	Journalism	Associated Program	Journalism
		Award	Associate in Arts	Award	Associate in Arts
		Туре	(A.A.) Degree	Туре	(A.A.) Degree
		Associated	Journalism (In	Associated	Journalism (In
		Program	Development)	Program	Development)
		Award	Associate in Arts	Award	Associate in Arts
		Туре	(A.A.) Degree	Туре	(A.A.) Degree

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

Weekly Student Hours - Profile Name: Default Profile					
Changed	Field	Current Version	Proposed Version		
	Lecture Hours - In Class	0	0		
	Lecture Hours - Out of Class	0	0		

Changed	Field	Current Version	Proposed Version
	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 Stu	udent Hours - Pr	ofile Name: Default Profile	
Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	36	36
	Lecture Hours - Course In- Class (Contact) per Term	0	0
	Lecture Hours - Course Out- of-Class per Term	0	0
	Laboratory Hours - Course In- Class (Contact) per Term	36	36

Changed	Field	Current Version	Proposed Version
	Laboratory Hours - Course Out-of- Class per Term	0	0
	NA Hours - Course In- Class (Contact) per Term	0	0
	NA Hours - Course Out-of- Class per Term	0	0
	Total - Course In-Class (Contact) Hours	36	36
	Total - Course Out-of-Class Hours	0	0
	Total Credit Units - Minimum Credit Units	1	1
	Total Credit Units - Maximum Credit Units	1	1
Speciality	Hours		
Changed	Field	Current Version	Proposed Version
	Speciality Hours	No value	No value

Credit / Non-Credit Options

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

Credit Units

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

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

Changed	Field	Current Version		Proposed Version		
0	Methods of Instruction	Methods of Instruction		Methods of Instruction	Methods of Instruction	
		Methods of Instruction	Discussion of assigned reading. Other: Laboratory experiences which involve students in formal exercises of news gathering and reporting.	Methods of Instruction	Discussion of assigned reading. Quizzes Periodical check-ins and self-evaluation Laboratory experiences which involve students in formal exercises of news gathering and reporting for the student-run publication.	

Changed	Field	Current Version		Proposed Version		
•	Assignments	one appro assignme deadline. 2. Read abo journalisti regarding using criti 3. Keep a lo	ropose and complete oved reporting ent per week; submit by out and react to c concepts and issues writing and reporting cal thinking. g of activities, learning ses and time spent on ents.	pitches comple assignr deadlin 2. Read a journali regardii using c 3. Keep a	bout and react to stic concepts and issues ng writing and reporting ritical thinking. log of activities, learning nces and time spent on nents.	
8	Methods of Evaluation	Methods of Evaluation		Methods of Evaluation	Methods of Evaluation	
		Methods of Evaluation	 Reporting evaluated based on adherence to reporting guidelines and deadline timeliness. Comprehension tests and a final exam requiring students to identify and demonstrate concepts that have been introduced and studied throughout the course. Evaluation of log report for completeness. 	Methods of Evaluation	 Reporting evaluated based on adherence to reporting guidelines and deadline timeliness. Comprehension tests and a final exam requiring students to identify and demonstrate concepts that have been introduced and studied throughout the course. Evaluation of log report for completeness. Evaluation of feedback. 	

 Essential Student Materials/Essential College Facilities Essential College Facilities: 	Essential Student Materials:Students will need access to a
• None.	 Students will need access to a laptop or a computer with a working camera, audio and internet access. These will allow students to participate on Canvas and possibly on Zoom. Essential College Facilities: Reliable access to the internet and conferencing tools, such as Zoom is needed. Access to SNO FLOW, La Voz website, College Source app, and La Voz social media are also essential. Some of these platforms need annual payments. It is very helpful if students will have access to Adobe Creative Suite. They may need access to programs such as InDesign, Photoshop, Audacity, Audition as well as video editing programs.

Changed Field

Examples of				
Primary Texts and References	Title	No value	Title	La Voz News Handbook
	Author	Deck, Cecilia. La Voz Handbook. 2018.	Author	La Voz News adviser
	Publisher	No value	Publisher	La Voz
	Date/Edition	No value	Date/Edition	2024
	ISBN	No value	ISBN	No value
	Title	No value	Title	Associated Press
	Author	Associated Press Stylebook and		Stylebook and Briefing on Media Law
		Briefing on Media Law. New York: Associated Press,	Author	Associated Press editors
	Dahlishan	2017.	Publisher	Associated Press
	Publisher	No value	Date/Edition	2022-2024 / 56th
	Date/Edition	No value		edition
	ISBN	No value	ISBN	No value
	Title	No value	Title	Inside Reporting
	Author	Harrower, Tim.	Author	Harrower, Tim
		Inside Reporting, 3rd ed. McGraw-Hill,	Publisher	McGraw-Hill
		2013.	Date/Edition	2012 / 3rd edition
	Publisher	No value	ISBN	No value
	Date/Edition	No value		
	ISBN	No value	Title	Journalism 101 Multimedia Writing / Reporting
				Reporting

Date/Edition 2024 / 1st edition

Open source

Publisher

Changed	Field	Current Ve	rsion	Proposed Ve	ersion
				ISBN	No value
0	Suggested Reading List	Reading List	Kanigel, Rachele. The Student Newspaper Survival Guide. Wiley- Blackwell, 2nd ed. 2011.	No value	
		May include, but are not limited to	No value		

Changed	Field	Current Version	Proposed Version			
	Course Objectives	 Communicate with one or more editors to obtain reporting assignments. Produce and contribute appropriate journalistic assignments to the student media. 	 Communicate with one or more editors to obtain reporting assignments. Produce and contribute appropriate journalistic assignments to the student media. 			

Changed	Field	Current Versior	1	Proposed Versi	on
	CSLOs	CSLOs	Develop news, feature, sports or opinion stories for a student media outlet, suitable for publication or presentation.	CSLOs	Develop news, feature, sports or opinion stories for a student media outlet, suitable for publication or presentation.
		Expected SLO Performance	0.0	Expected SLO Performance	0.0
		CSLOs	Demonstrate the ability to complete assignments within specified deadlines.	CSLOs	Demonstrate the ability to complete assignments within specified deadlines
		Expected SLO Performance	0.0	Expected SLO Performance	0.0

Course Outline

Changed	Field	Current Version	Proposed Version
	Course Content	 Communicate with one or more editors to obtain reporting assignments. Select assignments from assignment list or discussion with editor(s). Suggest assignments to editor(s). Produce and contribute appropriate journalistic assignments to the student media. Report and write for the student newspaper, magazine, or related website following ethical and journalistic guidelines. Turn in assignments in appropriate format and within stated deadline. 	 Communicate with one or more editors to obtain reporting assignments. Select assignments from assignment list or discussion with editor(s). Suggest assignments to editor(s). Produce and contribute appropriate journalistic assignments to the student media. Report and write for the student newspaper, magazine, or related website following ethical and journalistic guidelines. Turn in assignments in appropriate format and within stated deadline.
	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):	EWRT D001A or EWRT D01AH or ESL D005.	EWRT D001A or EWRT D01AH or ESL D005.
	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
0	Banner Start Term (202122)	202122	No Value
0	Banner Division	2LA	No Value
0	Catalog Term (21-22)	23-24	No Value
θ	5 Year Revision Year (2021)	2018	No Value
θ	Effective Quarter	Fall	No Value
θ	Effective Year (2021)	2023	No Value
	Sort ID (00 < 10; 0 < 100)	JOUR 062A	JOUR 062A
	Course Status	Non-substantial	Non-substantial

hanged	Questions	Current Version	Proposed Version
Ð	Course Status Code	Α	No Value
0	Banner Department	JOUR	No Value
0	Course Level	DU	No Value
0	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
0	CTE Status	Yes	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
0	Hybrid Approval Date (MM/DD/YYYY)	01/16/2018	No Value
0	Emergency Approval	No	No Value

Changed	Questions	Current Version	Proposed Version
0	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)	Ν	No Value
9	Repeat Type (N = Non- repeatable Credit; A = Activity/Other Repeatable; F = Family Non- repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)	Ν	No Value
0	Noncredit Enhanced Funding Indicator	Ν	No Value
9	In Service Indicator	Ν	No Value
9	Sports/Physical Education Course Indicator	Ν	No Value
0	COA Code	С	No Value
U			

Changed	Questions	Current Version	Proposed Version
0	Organization Code	238013	No Value
•	Account Code	1320	No Value
•	Program Code	060100	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
0	Print/No Print to Catalog	Yes	No Value
	Checklist	No Value	No Value

Summary of Revisions

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

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

A-Matrix Form

Changed	Questions	Current Version	Proposed Version	
	EWRT D001A	No Value	No Value	
	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.			

Changed	Questions	Current Version	Proposed Version
9	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.	No Value	A writing course emphasizing the analysis of culturally and rhetorically diverse texts provides essential skills and perspectives directly applicable to freelance reporting, including understanding diverse perspectives, enhancing research and writing abilities, fostering cultural sensitivity and ethical reporting practices, and promoting critical thinking and perspective-taking. Students in JOUR 62A are expected to report and write for the student newspaper, magazine, or related website following ethical and journalistic guidelines, as stated in Course Outline B1.
	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	A writing course focused on creating syntactically varied sentences free of mechanical errors can greatly benefit a freelance reporting course by enhancing students' ability to craft clear, engaging, and error-free narratives in appropriate format, which are essential skills in producing high- quality journalistic content, as stated in the Course Outline B.

Changed	Questions	Current Version	Proposed Version
0	Objective 5: Distinguish,	No Value	A writing course can provide valuable guidance for a freelance reporting
	compare, and evaluate the		course, especially when considering the objective of distinguishing,
	multiplicity and ambiguity		comparing, and evaluating the multiplicity and ambiguity of
	of		perspectives, as it fosters critical
pe	perspectives.		thinking skills essential for journalists to navigate complex issues, discern various viewpoints, and produce well-
			rounded and balanced reporting, as stated in the Course Outline B.
			•

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

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

C-Matrix Form

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

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

D-Matrix Form

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

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

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

E-Matrix Form

Changed	Questions	Current Version	Proposed Version	
	Elementary	No Value	No Value	
	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.			

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

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

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

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

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

G-Matrix Form

Changed	Questions	Current Version		Proposed Version
	If the requisite	No Value		No Value
	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.			
I-Matrix F	orm			
Changed	Questions		Current Version	Proposed Version
	Objective 1: For	ontranco into a	No Value	

5			
	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:	No Value	No Value	
	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.)			

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	
	Criteria 6: Use	No Value	No Value	
	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.)			

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

Changed	Questions	Current Version	Propose	ed Versi	on		
0	Stage 7: Content Review Matrix Liaison	No Value	Date	Name - Role OR Tab	Part - Type of Field Edit	Edit	Initiator - Indicate "Y" When Completed
			3/27/24	Zack Judsol	Matrix nA	Please indicate where in the Specifications (assignments dand/or methods of evaluation) and/or the Outline, this information can be found	Ē

Changed	Questions	Current Version	Proposed Versie	on	
			4/29/24 Zack Judsor		dPlease clarify how material indicated matches what is written. I do not doubt that students need this advisory or that students are doing what you suggest in the matrix. However, I am having trouble understanding how " Communicat[ing] with one or more editors to obtain reporting assignments" is the same as " turn[ing] in diverse assignments for the student newspaper and/or magazine or related website." Some parts of what you have written I can find if I search such as " fostering cultural sensitivity and ethical reporting practices" seems to relate to " Report and write for the student newspaper, magazine, or related website following ethical and journalistic guidelines. " from Outline B.1. If these examples (taken from Matrix A under objective 1) are not enough explanation, perhaps we could meet on campus or set up a zoom

Changed	Questions	Current Version		ed Versi	on nk you! Farideh. <i>i</i>	the prod togethe send m and let you wou either o options	r. Please e an email me know if uld like f these	
9	Stage 8: AVP - Instruction	No Value	Date	Name Role OR Tal Gabrie 4Nocito	- Part - Field	Type of Edit s Required	Edit Please delete the Suggested Reading List as this part is reserved for English classes only.	i
	Stage 9: Articulation Officer	No Value	No Valu	le				
	Stage 11: ESGC Faculty Coordinator	No Value	No Valu	le				
	Stage 14: Curriculum Committee	No Value	No Valu	le				
Course Ad	ministration Coo	les						
Articulation of	occurs after course	e approval.	The follow	wing field	s will not show a	Proposed	Version.	
Changed	Field	Current	Version					
	Curriculum ID	JOURD0	62A					

Changed	Field	Current Version
	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	CCC000525527

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

De Anza College Change Report 06/05/2024

Summary of Changes

General InformationFaculty InitiatorGeneral InformationEffective TermGeneral InformationCourse DescriptionGeneral InformationCourse Type (CB27)General InformationMode of DeliveryFaculty RequirementsDiscipline 1Faculty RequirementsDiscipline 2Faculty RequirementsFASpecificationsMethods of InstructionSpecificationsSesential Student Materials/Essential College BacilitiesSpecificationsSuggested Reading ListCurriculum OfficeSharer DivisionCurriculum OfficeStarer Revision Year (2021)Curriculum OfficeEffective QuarterCurriculum OfficeEffective QuarterCurriculum OfficeEffective Year (2021)Curriculum OfficeEffective Year (2021)Curriculum OfficeEffective Year (2021)Curriculum OfficeCourse Status Code	Section	Changed field
Course DescriptionGeneral InformationCourse Type (CB27)General InformationMode of DeliveryFaculty RequirementsDiscipline 1Faculty RequirementsDiscipline 2Faculty RequirementsFSASpecificationsMethods of InstructionSpecificationsEssential Student Materials/Essential College FacilitiesSpecificationsSuggested Reading ListCurriculum OfficeSuggested Reading ListCurriculum OfficeCatalog Term (202122)Curriculum OfficeStear Revision Year (2021)Curriculum OfficeEffective QuarterCurriculum OfficeEffective Year (2021)	General Information	Faculty Initiator
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Curriculum Office 5 Year Revision Year (2021) Curriculum Office Effective Quarter Curriculum Office Effective Year (2021)	Curriculum Office	Banner Division
Curriculum Office Effective Quarter Curriculum Office Effective Year (2021)	Curriculum Office	Catalog Term (21-22)
Curriculum Office Effective Year (2021)	Curriculum Office	5 Year Revision Year (2021)
	Curriculum Office	Effective Quarter
Curriculum Office Course Status Code	Curriculum Office	Effective Year (2021)
	Curriculum Office	Course Status Code

Curriculum OfficeBanner DepartmentCurriculum OfficeCourse LevelCurriculum OfficeCollege CodeCurriculum OfficeCTE StatusCurriculum OfficeEmergency ApprovalCurriculum OfficeRepeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max verriy Repeatable For Max Units Only; Y =Curriculum OfficeRepeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max verriy Repeatable for Max Units Only; Y =Curriculum OfficeRepeat Type (N = Non-repeatable; Credit; A = Activity/Other Repeatable for Max Units Only; Y =Curriculum OfficeRepeat Type (N = Non-repeatable) credit; G = Family Non-repeatable; Credit; A = Activity/Other Repeatable; F = Family Non-repeatable; Credit; G = Family Activity/Other Repeatable; Legally Mandated Training)Curriculum OfficeNoncredit Enhanced Funding IndicatorCurriculum OfficeSports/Physical Education Course IndicatorCurriculum OfficeCOA CodeCurriculum OfficeOrganization CodeCurriculum OfficeProgram CodeCurriculum OfficePercentCurriculum OfficePercentCurriculum OfficeState 8: AVP - InstructionCurriculum OfficeState 8: AVP	Section	Changed field
Curriculum OfficeCollege CodeCurriculum OfficeCTE StatusCurriculum OfficeHybrid Approval Date (MM/DD/YYYY)Curriculum OfficeEmergency ApprovalCurriculum OfficeRepeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)Curriculum OfficeRepeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)Curriculum OfficeHours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)Curriculum OfficeNoncredit Enhanced Funding IndicatorCurriculum OfficeIn Service IndicatorCurriculum OfficeCOA CodeCurriculum OfficeOrganization CodeCurriculum OfficeAccount CodeCurriculum OfficeProgram CodeCurriculum OfficeProgram CodeCurriculum OfficePercentCurriculum OfficeStage 8: AVP - InstructionCurriculum OfficeStage 8: AVP - Instruction	Curriculum Office	Banner Department
Curriculum OfficeCTE StatusCurriculum OfficeHybrid Approval Date (MM/DD/YYYY)Curriculum OfficeEmergency ApprovalCurriculum OfficeEmergency ApprovalCurriculum OfficeRepeat Status (N = Not Repeatable; T = Repeatable for Max Times/Units; U = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)Curriculum OfficeRepeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; L = Legally Mandated Training)Curriculum OfficeHours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)Curriculum OfficeNoncredit Enhanced Funding IndicatorCurriculum OfficeIn Service IndicatorCurriculum OfficeCOA CodeCurriculum OfficeOrganization CodeCurriculum OfficeAccount CodeCurriculum OfficeProgram CodeCurriculum OfficePercentCurriculum OfficeStage 8: AVP - Instruction	Curriculum Office	Course Level
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Curriculum OfficeIn Service IndicatorCurriculum OfficeSports/Physical Education Course IndicatorCurriculum OfficeCOA CodeCurriculum OfficeFund CodeCurriculum OfficeOrganization CodeCurriculum OfficeAccount CodeCurriculum OfficeProgram CodeCurriculum OfficePercentCurriculum OfficeStage 8: AVP - InstructionCurriculum OfficeStage 8: AVP - Instruction	Curriculum Office	
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Curriculum OfficeCOA CodeCurriculum OfficeFund CodeCurriculum OfficeOrganization CodeCurriculum OfficeAccount CodeCurriculum OfficeProgram CodeCurriculum OfficeProgram CodeCurriculum OfficeStage 8: AVP - InstructionCurriculum OfficeIs this a CTE (Career Technical Education) course?	Curriculum Office	In Service Indicator
Curriculum OfficeFund CodeCurriculum OfficeOrganization CodeCurriculum OfficeAccount CodeCurriculum OfficeProgram CodeCurriculum OfficePercentCurriculum OfficePrint/No Print to CatalogCurriculum OfficeStage 8: AVP - InstructionCTE CourseIs this a CTE (Career Technical Education) course?	Curriculum Office	Sports/Physical Education Course Indicator
Curriculum OfficeOrganization CodeCurriculum OfficeAccount CodeCurriculum OfficeProgram CodeCurriculum OfficePercentCurriculum OfficePrint/No Print to CatalogCommentsStage 8: AVP - InstructionCTE CourseIs this a CTE (Career Technical Education) course?	Curriculum Office	COA Code
Curriculum OfficeAccount CodeCurriculum OfficeProgram CodeCurriculum OfficePercentCurriculum OfficePrint/No Print to CatalogCommentsStage 8: AVP - InstructionCTE CourseIs this a CTE (Career Technical Education) course?	Curriculum Office	Fund Code
Curriculum OfficeProgram CodeCurriculum OfficePercentCurriculum OfficePrint/No Print to CatalogCommentsStage 8: AVP - InstructionCTE CourseIs this a CTE (Career Technical Education) course?	Curriculum Office	Organization Code
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Curriculum OfficePrint/No Print to CatalogCommentsStage 8: AVP - InstructionCTE CourseIs this a CTE (Career Technical Education) course?	Curriculum Office	Program Code
Comments Stage 8: AVP - Instruction CTE Course Is this a CTE (Career Technical Education) course?	Curriculum Office	Percent
CTE Course Is this a CTE (Career Technical Education) course?	Curriculum Office	Print/No Print to Catalog
	Comments	Stage 8: AVP - Instruction
Honors/Non-honors Course Is this an honors/non-honors course?	CTE Course	Is this a CTE (Career Technical Education) course?
	Honors/Non-honors Course	Is this an honors/non-honors course?

Section		Changed f	ield		
Mirrored Cr	edit/Noncredit Cours	se Is this a mir	Is this a mirrored credit/noncredit course? Is this a cross-listed course?		
Cross-listed	l Course	Is this a cro			
ieneral In	formation				
Changed	Field	Current Version	Proposed Version		
0	Faculty Initiator	 eLumenData, eLumenData 	Farideh Dada		
	Course ID (CB01A and CB01B)	JOURD062B	JOURD062B		
	Course Control Number	CCC000545339	CCC000545339		
	Course Title (CB02)	Freelance Photography for Student Media	Freelance Photography for Student Media		
	Short Course Title	FREELANCE PHTG STUDENT MEDIA	FREELANCE PHTG STUDENT MEDIA		
	TOP Code (CB03)	0602.00	0602.00 Journalism		
	CIP Code	Journalism	09.0401 Journalism		
	Department	JOUR - Journalism	JOUR - Journalism		
0	Effective Term	Fall 2021	Fall 2021 <u>2025</u>		
	SAM Priority Code (CB09)	Clearly Occupational	Clearly Occupational		
0	Course Description	Practical experience contributing as a freelance photographer to the college newspaper and/or digital media as a reporter.	-		
9	Course Type (CB27)	No value	Lower Division		

Changed	Field	Current Version	Proposed Version
0	Mode of Delivery	• Hybrid	OnlineHybrid

Faculty Requirements				
Changed	Field	Current Version	Proposed Version	
0	Discipline 1	No value	Journalism	
9	Discipline 2	No value	Mass Communication	
	Discipline 3	No value	No value	
0	FSA	No value	FHDA FSA - JOURNALISM	

Course Justification				
Changed	Field	Current Version	Proposed Version	
	Course Justification	This course instructs students in the basics of news media photography while allowing them to gain experience as freelancers – pitching ideas, communicating with editors and completing photography assignments on deadline. It is part of the Journalism AA degree and part of a CTE program. This course is CSU transferable. The De Anza Journalism Department Advisory Committee recommends that journalism students include this type of hands-on experience in order to be competitive in the job market.	This course instructs students in the basics of news media photography while allowing them to gain experience as freelancers – pitching ideas, communicating with editors and completing photography assignments on deadline. It is part of the Journalism AA degree and part of a CTE program. This course is CSU transferable. The De Anza Journalism Department Advisory Committee recommends that journalism students include this type of hands-on experience in order to be competitive in the job market.	

Foothill Equivalency

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

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

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

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

CTE Course

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

Mirrored Credit/Noncredit Course				
Changed	Field	Current Version	Proposed Version	
0	Is this a mirrored credit/noncredit course?	No value	No	

1055-11516	ed Course		
Changed	Field	Current Version	Proposed Version
0	Is this a cross- listed course?	No value	No
lore Optic	ons		
Changed	Field	Current Version	Proposed Version
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.

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

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

Associated Programs					

Changed	Field	Current Versio	on	Proposed Ver	sion
		Associated Program	Journalism	Associated Program	Journalism
		Award	Associate in Arts	Award	Associate in Arts
		Туре	(A.A.) Degree	Туре	(A.A.) Degree
		Associated Program	Graphic Design	Associated Program	Graphic Design
		Award	Certificate of	Award	Certificate of
		Туре	Achievement-	Туре	Achievement-
			Advanced (COA-A)		Advanced (COA-A)
		Associated	Journalism (In	Associated	Journalism (In
		Program	Development)	Program	Development)
		Award	Associate in Arts	Award	Associate in Arts
		Туре	(A.A.) Degree	Туре	(A.A.) Degree
		Associated Program	Graphic Design	Associated Program	Graphic Design
		Award	Associate in Arts	Award	Associate in Arts
		Туре	(A.A.) Degree	Туре	(A.A.) Degree

Transferability & Gen. Ed. Options

hanged	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
	GE Information	No value	No value

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

Course Student Hours - Profile Name: Default Profile				
Changed	Field	Current Version	Proposed Version	
	Course Duration (Weeks)	12	12	
	Hours per unit divisor	36	36	
	Total Student Learning Hours	36	36	

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

Changed Field Current Version		Current Version	Proposed Version
	Total Credit Units - Maximum Credit Units	1	1
Speciality	Hours		
Changed	Field	Current Version	Proposed Version
	Speciality Hours	No value	No value
Credit / No	on-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
		Credit - Degree Applicable Credit Course.	Credit - Degree Applicable Credit Course.
	Status (CB04) Course Non Credit Category		
	Status (CB04) Course Non Credit Category (CB22) Funding Agency	Credit Course.	Credit Course.

Credit Units

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

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

Specifications		

Changed	Field	Current Versi	on	Proposed Ver	sion
9	Methods of Instruction	Methods of Instruction		Methods of Instruction	Methods of Instruction
		Methods of Instruction	Discussion of assigned reading. Other: Laboratory experiences which involve students in formal exercises of news gathering and reporting.	Methods of Instruction	Discussion of assigned reading. Quizzes Periodical check-ins and self-evaluation Other: Laboratory experiences which involve students in formal exercises of news gathering and reporting.
9	Assignments	one app assignn deadline 2. Read al journalis regardir critical t 3. Keep a	bout and react to stic concepts and issues ng photography, using hinking. log of activities, learning nces and time spent on	approve assignm deadline 2. Read at journalis regardir critical t 3. Keep a	bout and react to stic concepts and issues ng photography, using hinking. log of activities, learning nces and time spent on ments

Evaluation	Methods of Evaluation		Methods of Evaluation	Methods of Evaluation
	Methods of Evaluation	 Photos and cutlines evaluated for adherence to photojournalism guidelines and deadline timeliness. Comprehension tests and a final exam requiring students to identify and demonstrate concepts that have been introduced and studied throughout the course. Evaluation of log report for completeness. 	Methods of Evaluation	 Photos and cutlines evaluated for adherence to photojournalism guidelines and deadline timeliness. Comprehension tests and a final exam requiring students to identify and demonstrate concepts that have been introduced and studied throughout the course. Evaluation of log report for completeness. Evaluation of

0	Essential Student Materials/Essential College Facilities	Essential Student Materials: None. Essential College Facilities:	 Essential Student Materials: Students will need access to a laptop or a computer with a
		• None.	 working camera, audio and internet access. These will allow students to participate on Canvas and on Zoom Essential College Facilities: Reliable access to the internet and conferencing tools, such as Zoom is needed. Access to SNO FLOW, La Voz website, College Source app, and La Voz social media are also essential. Some of these platforms need annual payments. It is very helpful if students will have access to Adobe Creative Suite. They may need access to programs such as InDesign, Photoshop,
			Audacity, Audition as well as video editing programs.

Changed Field

)	Examples of				
	Primary Texts and References	Title	No value	Title	La Voz News Handbook
		Author	Deck, Cecilia. La Voz Handbook. Latest edition. 2018.	Author	La Voz News adviser
		Publisher	No value	Publisher	La Voz News
		Date/Edition	No value	Date/Edition	2024
		ISBN	No value	ISBN	No value
		Title	No value	Title	Associated Press Stylebook and
		Author	Associated Press Stylebook and		Briefing on Media Law
			Briefing on Media Law. New York: Associated Press,	Author	Associated Press editors
			2017.	Publisher	Associated Press
		Publisher	No value	Date/Edition	2022-2024 / 56th
		Date/Edition	No value		edition
		ISBN	No value	ISBN	No value
		Title	No value	Title	Inside Reporting
		Author	Harrower, Tim.	Author	Harrower, Tim
			Inside Reporting, 3rd ed. McGraw-Hill,	Publisher	McGraw-Hill
			2013.	Date/Edition	2012 / 3rd edition
		Publisher	No value	ISBN	No value
		Date/Edition	No value		
		ISBN	No value		

Changed	Field	Current Ve	rsion	Proposed Version
•	Suggested Reading List	Reading List	Kanigel, Rachele. The Student Newspaper Survival Guide. Wiley- Blackwell, 2nd ed. 2011.	No value
		May include, but are not limited to	No value	
		Reading List	Kobre, Kenneth. Photojournalism: The Professionals	
		May include, but are not limited to	No value	

Changed	Field	Current Version	Proposed Version
	Course Objectives	 Communicate with one or more editors to obtain photography assignments. Produce and contribute appropriate photojournalism assignments to the student media. 	 Communicate with one or more editors to obtain photography assignments. Produce and contribute appropriate photojournalism assignments to the student media.

hanged Field	Current Versior	1	Proposed Versi	on
CSLOs	CSLOs	Complete news photography assignments suitable for publication or online presentation following ethical and journalistic guidelines.	CSLOs	Complete news photography assignments suitable for publication or online presentation following ethical and journalistic guidelines.
	Expected SLO Performance	0.0	Expected SLO Performance	0.0
	CSLOs	Demonstrate the ability to communicate effectively and complete assignments within specified deadlines.	CSLOs	Demonstrate the ability to communicate effectively and complete assignments within specified deadlines.
	Expected SLO Performance	0.0	Expected SLO Performance	0.0
	CSLOs	Develop and propose ideas for photographic assignments for student news media.	CSLOs	Develop and propose ideas for photographic assignments for student news media.
	Expected SLO Performance	0.0	Expected SLO Performance	0.0

Course Outline

Changed	Field	Current Version	Proposed Version
	Course Content	 Communicate with one or more editors to obtain photography assignments. Select assignments from assignment list or discussion with editor(s). Suggest assignments to editor(s). Produce and contribute appropriate photojournalism assignments to the student media. Complete photo assigments for the student newspaper, magazine, or related website following ethical and journalistic guidelines. Turn in assignments in appropriate format and within stated deadline. 	 Communicate with one or more editors to obtain photography assignments. Select assignments from assignment list or discussion with editor(s). Suggest assignments to editor(s). Produce and contribute appropriate photojournalism assignments to the student media. Complete photo assigments for the student newspaper, magazine, or related website following ethical and journalistic guidelines. Turn in assignments in appropriate format and within stated deadline.
	Lab Component in this Course	No	Νο
	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):	No Value	No Value
	Advisory(ies) - Other:	PHTG D004.	PHTG D004.
	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
θ	Banner Start Term (202122)	202122	No Value
0	Banner Division	2LA	No Value
θ	Catalog Term (21-22)	21-22	No Value
0	5 Year Revision Year (2021)	2018	No Value
0	Effective Quarter	Fall	No Value
θ	Effective Year (2021)	2018	No Value
	Sort ID (00 < 10; 0 < 100)	JOUR 062B	JOUR 062B
	Course Status	Non-substantial	Non-substantial

hanged	Questions	Current Version	Proposed Version
0	Course Status Code	A	No Value
0	Banner Department	JOUR	No Value
0	Course Level	DU	No Value
0	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
0	CTE Status	Yes	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
0	Hybrid Approval Date (MM/DD/YYYY)	01/16/2018	No Value
0	Emergency Approval	No	No Value

Changed	Questions	Current Version	Proposed Version
0	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)	Ν	No Value
9	Repeat Type (N = Non- repeatable Credit; A = Activity/Other Repeatable; F = Family Non- repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)	Ν	No Value
0	Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)	Three hours laboratory (36 hours total per quarter).	No Value
0	Noncredit Enhanced Funding Indicator	Ν	No Value
0	In Service Indicator	Ν	No Value

Changed	Questions	Current Version	Proposed Version
9	Sports/Physical Education Course Indicator	Ν	No Value
0	COA Code	С	No Value
0	Fund Code	114000	No Value
0	Organization Code	238013	No Value
0	Account Code	1320	No Value
0	Program Code	060100	No Value
•	Percent	100	No Value
	Curriculum Office Notes	No Value	No Value
0	Print/No Print to Catalog	Yes	No Value

Summary	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

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

A-Matrix Form

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

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

B-Matrix Form

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

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

C-Matrix Form

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

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

D-Matrix Form

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

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

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

E-Matrix Form

Changed	Questions	Current Version	Proposed Version	
	Elementary	No Value	No Value	
	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.			

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

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

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

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

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

G-Matrix Form

Changed	Questions	Current Version		Proposed Version
	If the requisite	No Value		No Value
	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.			
I-Matrix F	orm			
Changed	Questions		Current Version	Proposed Version
	Objective 1: For	entrance into a	No Value	No Value

hanged	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:	No Value	No Value	
	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.)			

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
	Criteria 6: Use	No Value	No Value
	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.)		

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
	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	
9	Stage 8: AVP - Instruction	No Value	Name - Date Role Part - Field Type of Edit OR Tab Initiator Indicate "Y" Whe Complet	en
			GabrielaSpecifications 3/27/24 Nocito - Suggested Required for AVPI Reading List For AVPI Reading List GabrielaSpecifications Freeding Complete Suggested Reading List 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	JOURD062B
	Distance Education Approved	Yes
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	

Changed	Field	Current Version
	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	CCC000545339

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

De Anza College Change Report 06/05/2024

Summary of Changes

General InformationFaculty InitiatorGeneral InformationEffective TermGeneral InformationCourse DescriptionGeneral InformationCourse Type (CB27)General InformationMode of DeliveryFaculty RequirementsDiscipline 1Faculty RequirementsDiscipline 2Faculty RequirementsFASpecificationsMethods of InstructionSpecificationsSesential Student Materials/Essential College BacilitiesSpecificationsSuggested Reading ListCurriculum OfficeSharer DivisionCurriculum OfficeStarer Revision Year (2021)Curriculum OfficeEffective QuarterCurriculum OfficeEffective QuarterCurriculum OfficeEffective Year (2021)Curriculum OfficeEffective Year (2021)Curriculum OfficeEffective Year (2021)Curriculum OfficeCourse Status Code	Section	Changed field
Course DescriptionGeneral InformationCourse Type (CB27)General InformationMode of DeliveryFaculty RequirementsDiscipline 1Faculty RequirementsDiscipline 2Faculty RequirementsFSASpecificationsMethods of InstructionSpecificationsEssential Student Materials/Essential College FacilitiesSpecificationsSuggested Reading ListCurriculum OfficeSuggested Reading ListCurriculum OfficeCatalog Term (202122)Curriculum OfficeStear Revision Year (2021)Curriculum OfficeEffective QuarterCurriculum OfficeEffective Year (2021)	General Information	Faculty Initiator
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Curriculum Office Effective Quarter Curriculum Office Effective Year (2021)	Curriculum Office	Catalog Term (21-22)
Curriculum Office Effective Year (2021)	Curriculum Office	5 Year Revision Year (2021)
	Curriculum Office	Effective Quarter
Curriculum Office Course Status Code	Curriculum Office	Effective Year (2021)
	Curriculum Office	Course Status Code

Curriculum OfficeBanner DepartmentCurriculum OfficeCourse LevelCurriculum OfficeCollege CodeCurriculum OfficeCTE StatusCurriculum OfficeEmergency ApprovalCurriculum OfficeRepeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max verriy Repeatable For Max Units Only; Y =Curriculum OfficeRepeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max verriy Repeatable for Max Units Only; Y =Curriculum OfficeRepeat Type (N = Non-repeatable; Credit; A = Activity/Other Repeatable for Max Units Only; Y =Curriculum OfficeRepeat Type (N = Non-repeatable) credit; G = Family Non-repeatable; Credit; A = Activity/Other Repeatable; F = Family Non-repeatable; Credit; G = Family Activity/Other Repeatable; Legally Mandated Training)Curriculum OfficeNoncredit Enhanced Funding IndicatorCurriculum OfficeSports/Physical Education Course IndicatorCurriculum OfficeCOA CodeCurriculum OfficeOrganization CodeCurriculum OfficeProgram CodeCurriculum OfficePercentCurriculum OfficePercentCurriculum OfficeState 8: AVP - InstructionCurriculum OfficeState 8: AVP	Section	Changed field
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Curriculum OfficePercentCurriculum OfficePrint/No Print to CatalogCommentsStage 8: AVP - InstructionCTE CourseIs this a CTE (Career Technical Education) course?	Curriculum Office	Account Code
Curriculum OfficePrint/No Print to CatalogCommentsStage 8: AVP - InstructionCTE CourseIs this a CTE (Career Technical Education) course?	Curriculum Office	Program Code
Comments Stage 8: AVP - Instruction CTE Course Is this a CTE (Career Technical Education) course?	Curriculum Office	Percent
CTE Course Is this a CTE (Career Technical Education) course?	Curriculum Office	Print/No Print to Catalog
	Comments	Stage 8: AVP - Instruction
Honors/Non-honors Course Is this an honors/non-honors course?	CTE Course	Is this a CTE (Career Technical Education) course?
	Honors/Non-honors Course	Is this an honors/non-honors course?

Section		Changed fi	eld	
Mirrored Credit/Noncredit Course		se Is this a min	Is this a mirrored credit/noncredit course?	
Cross-listed Course		Is this a cros	ss-listed course?	
ieneral In	formation			
Changed	Field	Current Version	Proposed Version	
0	Faculty Initiator	 eLumenData, eLumenData 	Farideh Dada	
	Course ID (CB01A and CB01B)	JOURD062C	JOURD062C	
	Course Control Number	CCC000545340	CCC000545340	
	Course Title (CB02)	Freelance Video Production for Student Media	Freelance Video Production for Student Media	
	Short Course Title	FREELANCE VID PROD STDNT MEDIA	FREELANCE VID PROD STDNT MEDIA	
	TOP Code (CB03)	0602.00	0602.00 Journalism	
	CIP Code	Journalism	09.0401 Journalism	
	Department	JOUR - Journalism	JOUR - Journalism	
0	Effective Term	Fall 2021	Fall 2021 2025	
	SAM Priority Code (CB09)	Clearly Occupational	Clearly Occupational	
0	Course Description	Practical experience contributing as a freelance video reporter or producer for the college news media.	Practical The course offers practical experience contributing as a freelance video reporter or producer for <u>contributing to</u> the college news <u>student-run publication and digital</u> media.	
0	Course Type (CB27)	No value	Lower Division	

Changed	Field	Current Version	Proposed Version
θ	Mode of Delivery	• Hybrid	OnlineHybrid

Faculty Requirements Changed Field **Current Version Proposed Version** 0 **Discipline 1** No value Journalism A **Discipline 2** No value Mass Communication Discipline 3 No value No value 0 FSA No value Journalism

Course Justification Changed Field **Current Version Proposed Version** Course This course instructs students in the This course instructs students in the Justification basics of video reporting and basics of video reporting and production while allowing them to gain production while allowing them to gain experience as freelancers – pitching experience as freelancers – pitching ideas, communicating with editors and ideas, communicating with editors and completing video assignments on completing video assignments on deadline. It is part of the Journalism deadline. It is part of the Journalism AA degree and part of a CTE program. AA degree and part of a CTE program. This course is CSU transferable. The This course is CSU transferable. The De Anza Journalism Department De Anza Journalism Department Advisory Committee recommends that Advisory Committee recommends that journalism students include this type of journalism students include this type of hands-on experience in order to be hands-on experience in order to be competitive in the job market. competitive in the job market.

Foothill Equivalency

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

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

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

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

CTE Course

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

Mirrored Credit/Noncredit Course			
Changed	Field	Current Version	Proposed Version
0	Is this a mirrored credit/noncredit course?	No value	No

Cross-listed Course						
Changed	Field	Current Version	Proposed Version			
0	Is this a cross- listed course?	No value	No			
lore Optic	ons					
Changed	Field	Current Version	Proposed Version			
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.			

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

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

Associated Programs					

Changed	Field	Current Version	on	Proposed Ver	sion
	Course is part of a program	Associated Program	Journalism	Associated Program	Journalism
		Award	Associate in Arts	Award	Associate in Arts
		Туре	(A.A.) Degree	Туре	(A.A.) Degree
		Associated	Journalism (In	Associated	Journalism (In
		Program	Development)	Program	Development)
		Award	Associate in Arts	Award	Associate in Arts
		Туре	(A.A.) Degree	Туре	(A.A.) Degree

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

Weekly Student Hours - Profile Name: Default Profile					
Changed	Field	Current Version	Proposed Version		
	Lecture Hours - In Class	0	0		
	Lecture Hours - Out of Class	0	0		

Changed	Field	Current Version	Proposed Version
	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 Stu	udent Hours - Pr	ofile Name: Default Profile	
Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	36	36
	Lecture Hours - Course In- Class (Contact) per Term	0	0
	Lecture Hours - Course Out- of-Class per Term	0	0
	Laboratory Hours - Course In- Class (Contact) per Term	36	36

Changed	Field	Current Version	Proposed Version
	Laboratory Hours - Course Out-of- Class per Term	0	0
	NA Hours - Course In- Class (Contact) per Term	0	0
	NA Hours - Course Out-of- Class per Term	0	0
	Total - Course In-Class (Contact) Hours	36	36
	Total - Course Out-of-Class Hours	0	0
	Total Credit Units - Minimum Credit Units	1	1
	Total Credit Units - Maximum Credit Units	1	1
Speciality	Hours		
Changed	Field	Current Version	Proposed Version
	Speciality Hours	No value	No value

Credit / Non-Credit Options

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

Credit Units

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

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

Changed	Field	Current Versi	on	Proposed Vei	rsion
0	Methods of Instruction	Methods of Instruction		Methods of Instruction	Methods of Instruction
		Methods of Instruction	Discussion of assigned reading. Other: Laboratory experiences which involve students in formal exercises of news gathering and reporting.	Methods of Instruction	Discussion of assigned reading Laboratory experiences which involve students in formal exercises of news gathering and reporting Quizzes Periodical check-ins and self-evaluation

Changed	Field	Current Versio	n	Proposed Ve	rsion
Assignments		approved week; sul 2. Read abo journalisti regarding journalisr 3. Keep a lo	nd complete one video assignment per omit by deadline. out and react to ic concepts and issues video or broadcast n using critical thinking. og of activities, learning ces and time spent on ents.	video a deadlin 2. Read a journali regardii journali 3. Keep a	bout and react to stic concepts and issues ng video or broadcast sm using critical thinking. log of activities, learning nces and time spent on nents
0	Methods of Evaluation	Methods of Evaluation		Methods of Evaluation	Methods of Evaluation
		Methods of Evaluation	 Videos evaluated for adherence to video reporting guidelines and deadline timeliness. Comprehension tests and a final exam requiring students to identify and demonstrate concepts that have been introduced and studied throughout the course. Evaluation of log report for completeness. 	Methods of Evaluation	 Videos evaluated for adherence to video reporting guidelines and deadline timeliness. Comprehension tests and a final exam requiring students to identify and demonstrate concepts that have been introduced and studied throughout the course. Evaluation of log report for completeness. Evaluation of feedback.

	Field	Current Version	Proposed Version
Ma	Essential Student Materials/Essential College Facilities	 Essential Student Materials: None. Essential College Facilities: None. 	 Essential Student Materials: Students will need access to a laptop or a computer with a working camera, audio and internet access. These will allow students to participate on Canvas and on Zoom. They also need to have video and audio editing software programs such as Adobe Creative Suite.
			 Essential College Facilities: Reliable access to the internet and conferencing tools, such as Zoom is needed. Access to SNO FLOW, La Voz website, College Source app, and La Voz social media are also essential. Some of these platforms need annual payments. It is very helpful if students will have access to Adobe Creative Suite. They may need access to programs such as InDesign, Photoshop, Audacity, Audition as well as video editing programs.

Changed Field

Current Version

Ex	amples of)		
	imary Texts and ferences	Title	No value	Title	La Voz Handbook
		Author	Deck, Cecilia. La Voz Handbook. 2018.	Author	La Voz News adviser
				Publisher	La Voz News
		Publisher	No value	Date/Edition	2024
		Date/Edition	No value	ISBN	No value
		ISBN	No value		
		Title	No value	Title	Associated Press Stylebook and Briefing on Media
		Author	Associated Press Stylebook and Briefing on Media Law. New York:	Author	Law Associated Press editors
			Associated Press, 2017.	Publisher	Associated Press
		Publisher	No value	Date/Edition	2022-2024 / 56th edition
		Date/Edition	No value	ISBN	No value
		ISBN	No value		
		T :41-		Title	Inside Reporting
		Title	No value	Author	Harrower, Tim
		Author	Harrower, Tim. Inside Reporting,	Publisher	McGraw-Hill
			3rd ed. McGraw-Hill, 2013.	Date/Edition	2012 / 3rd edition
		Publisher	No value	ISBN	No value
		Date/Edition	No value		
		ISBN	No value		

Changed	Field	Current Ve	rsion	Proposed Version
0	Suggested Reading List	Reading List	Kanigel, Rachele. The Student Newspaper Survival Guide. Wiley- Blackwell, 2nd ed. 2011.	No value
		May include, but are not limited to	No value	
		Reading List	Papper, Robert A. Broadcast News Writing Stylebook. Pearson. 5th ed. 2012.	
		May include, but are not limited to	No value	
		Reading List	Kobre, Kenneth. Videojournalism: Multimedia storytelling. Focal Press, 2012.	
		May include, but are not limited to	No value	

Learning Outcomes and Objectives

Changed	Field	Current Versior	1	Proposed Version		
Course Objectives		editors to Produce a appropriat 	cate with one or more obtain assignments. and contribute te video assignments dent media.	editors to Produce a appropriat 	cate with one or more obtain assignments. and contribute te video assignments dent media.	
	CSLOs	CSLOs	Develop video stories for student news media, suitable for online or broadcast presentation.	CSLOs	Develop video stories for student news media, suitable for online or broadcast presentation.	
		Expected SLO Performance	0.0	Expected SLO Performance	0.0	
		CSLOs	Demonstrate the ability to complete assignments within specified deadlines.	CSLOs	Demonstrate the ability to complete assignments within specified deadlines	
		Expected SLO Performance	0.0	Expected SLO Performance	0.0	
		CSLOs	Develop and propose suitable ideas for video assignments for student news media.	CSLOs	Develop and propose suitable ideas for video assignments for student news media.	
		Expected SLO Performance	0.0	Expected SLO Performance	0.0	

Course Outline

Changed	Field	Current Version	Proposed Version
	Course Content	 Communicate with one or more editors to obtain assignments. Select assignments from assignment list or discussion with editor(s). Suggest assignments to editor(s). Produce and contribute appropriate video assignments for the student media. Create video for a student news website or broadcast following ethical and journalistic guidelines. Turn in assignments in appropriate format and within stated deadline. 	 Communicate with one or more editors to obtain assignments. Select assignments from assignment list or discussion with editor(s). Suggest assignments to editor(s). Produce and contribute appropriate video assignments for the student media. Create video for a student news website or broadcast following ethical and journalistic guidelines. Turn in assignments in appropriate format and within stated deadline.
	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):	No Value	No Value
	Advisory(ies) - Other:	F/TV D020.	F/TV D020.
	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	
0	Banner Start Term (202122)	202122	No Value	
0	Banner Division	2LA	No Value	
0	Catalog Term (21-22)	21-22	No Value	
0	5 Year Revision Year (2021)	2018	No Value	
0	Effective Quarter	Fall	No Value	
0	Effective Year (2021)	2018	No Value	
	Sort ID (00 < 10; 0 < 100)	JOUR 062C	JOUR 062C	
	Course Status	Non-substantial	Non-substantial	
0	Course Status Code	A	No Value	
0	Banner Department	JOUR	No Value	

Changed	Questions	Current Version	Proposed Version
0	Course Level	DU	No Value
0	College Code	DA	No Value
	Course Characteristics	CTE	CTE
	Cross- Listed/Related Course Information	NA	ΝΑ
	Cross- Listed/Related Course ID's	No Value	No Value
0	CTE Status	Yes	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
0	Hybrid Approval Date (MM/DD/YYYY)	01/16/2018	No Value
0	Emergency Approval	No	No Value
9	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)	Ν	No Value

Repeat Type (N N No Value	
= Non- repeatable Credit; A = Activity/Other Repeatable; F = Family Non- repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)	
 Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter). 	
Noncredit N No Value Enhanced Funding Indicator	
In Service N No Value	
 Sports/Physical N No Value Education Course Indicator 	
COA Code C No Value	
Fund Code 114000 No Value	
Organization 238013 No Value Code	
Account Code 1320 No Value	
Program Code 060100 No Value	

Change	ed Questions	Current Version	Proposed Version
0	Percent	100	No Value
	Curriculum Office Notes	No Value	No Value
0	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

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

A-Matrix Form

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

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

B-Matrix Form

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

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

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

C-Matrix Form

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

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

D-Matrix Form

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

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

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

E-Matrix Form

Changed	Questions	Current Version	Proposed Version	
	Elementary	No Value	No Value	
	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.			

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

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

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

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

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

G-Matrix Form

Changed	Questions	Current Version		Proposed Version
	If the requisite	No Value		No Value
	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.			
I-Matrix F	orm			
Changed	Questions		Current Version	Proposed Version
	Objective 1: For	entrance into a	No Value	No Value

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:	No Value	No Value	
	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.)			

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

hanged	Questions	Current Version	Proposed Version
	Criteria 6: Use	No Value	No Value
	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.)		

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	
	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
9	Stage 8: AVP - Instruction	No Value	Name - Date Role Part - Field Type of Edit "Y" When OR Tab Completed
			GabrielaSpecifications 3/27/24 Nocito - Suggested Require for AVPI Reading List For AVPI Reading List GabrielaSpecifications For AVPI Reading List GabrielaSpecifications Freeding Comparison Freeding Comparison Freeding Comparison Freeding Comparison Freeding Freeding Comparison Freeding Comparison Freeding Comparison Freeding Freeding Comparison Freeding Freeding Comparison Freeding
	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	JOURD062C
	Distance Education Approved	Yes
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	

Changed	Field	Current Version
	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	CCC000545340

ticulatio	n	
hanged	Field	Current Version
	Course	
	Crosswalk	
	CRS-DEPT-	
	NAME	
	Course	
	Crosswalk	
	CRS-NUMBER	

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	Discipline 2
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
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	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
Comments	Stage 8: AVP - Instruction
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
0	Faculty Initiator	 eLumenData, eLumenData 	Farideh Dada
	Course ID (CB01A and CB01B)	JOURD062D	JOURD062D
	Course Control Number	CCC000545341	CCC000545341
	Course Title (CB02)	Freelance Digital Production for Student Media	Freelance Digital Production for Student Media
	Short Course Title	FREELANCE DIG PROD STDNT MEDIA	FREELANCE DIG PROD STDNT MEDIA
	TOP Code (CB03)	0602.00	0602.00 Journalism
	CIP Code	Journalism	09.0401 Journalism
	Department	JOUR - Journalism	JOUR - Journalism
0	Effective Term	Fall 2021	Fall 2021 2025
	SAM Priority Code (CB09)	Clearly Occupational	Clearly Occupational
0	Course Description	Practical experience contributing as a freelance digital content producer to the college news media.	Practical The course offers practical experience contributing as a freelance digital content producer contributing to the college news student-run publication and digital media.
0	Course Type (CB27)	No value	Lower Division

Changed	Field	Current Version	Proposed Version
0	Mode of Delivery	• Hybrid	OnlineHybrid

Faculty Requirements

Changed	Field	Current Version	Proposed Version
θ	Discipline 1	No value	Journalism
θ	Discipline 2	No value	Mass Communication
	Discipline 3	No value	No value
0	FSA	No value	• FHDA FSA - JOURNALISM

Course Justification Changed Field **Current Version Proposed Version** Course This course instructs students in the This course instructs students in the Justification basics of digital news content basics of digital news content production while allowing them to gain production while allowing them to gain experience as freelancers – pitching experience as freelancers - pitching ideas, communicating with editors and ideas, communicating with editors and completing assignments on deadline. It completing assignments on deadline. It is part of the Journalism AA degree is part of the Journalism AA degree and part of a CTE program. This and part of a CTE program. This course is CSU transferable. The De course is CSU transferable. The De Anza Journalism Department Advisory Anza Journalism Department Advisory Committee recommends that Committee recommends that journalism students include this type of journalism students include this type of hands-on experience in order to be hands-on experience in order to be competitive in the job market. competitive in the job market.

Foothill Equivalency

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

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

Formerly Statement			
Field	Current Version	Proposed Version	
Formerly Statement	No value		
	Field Formerly	FieldCurrent VersionFormerlyNo value	FieldCurrent VersionProposed VersionFormerlyNo valueVersion

Stand-Alone Statement				
Change	d Field	Current Version	Proposed Version	
	Stand-Alone Statement	No value		

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

Mirrored Credit/Noncredit Course				
Changed	Field	Current Version	Proposed Version	
θ	Is this a mirrored credit/noncredit course?	No value	<u>No</u>	

Cross-listed Course					
Changed	Field	Current Version	Proposed Version		
0	Is this a cross- listed course?	No value	No		
More Optic	ons				
Changed	Field	Current Version	Proposed Version		
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.		

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

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

Associated Programs						

Changed	Field	Current Versio	on	Proposed Ver	sion
	Course is part of a program	Associated Program	Journalism	Associated Program	Journalism
		Award	Associate in Arts	Award	Associate in Arts
		Туре	(A.A.) Degree	Туре	(A.A.) Degree
		Associated Program	Graphic Design	Associated Program	Graphic Design
		Award	Certificate of	Award	Certificate of
		Туре	Achievement-	Туре	Achievement-
			Advanced (COA-A)		Advanced (COA-A)
		Associated	Journalism (In	Associated	Journalism (In
		Program	Development)	Program	Development)
		Award	Associate in Arts	Award	Associate in Arts
		Туре	(A.A.) Degree	Туре	(A.A.) Degree
		Associated Program	Graphic Design	Associated Program	Graphic Design
		Award	Associate in Arts	Award	Associate in Arts
		Туре	(A.A.) Degree	Туре	(A.A.) Degree

Transferability & Gen. Ed. Options

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

Weekly Student Hours - Profile Name: Default Profile

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

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

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

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

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

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

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			

Changed	Field	Current Versi	on	Proposed Vei	rsion
9	Methods of Instruction	Methods of Instruction		Methods of Instruction	Methods of Instruction
		Methods of Instruction	Discussion of assigned reading. Other: Laboratory experiences which involve students in formal exercises of news gathering and reporting.	Methods of Instruction	Discussion of assigned reading Laboratory experiences which involve students in formal exercises of news gathering, reporting and/or digital production Quizzes Periodical check-ins and self-evaluation
9	Assignments	approve submit I 2. Read al journalis using cr 3. Keep a	and complete one ed assignment per week; by deadline. bout and react to stic concepts and issues ritical thinking. log of activities, learning nces and time spent on nents.	digital p submit k 2. Read ak journalis related using cr 3. Keep a	

0	Methods of					
E	Evaluation	Methods of Evaluation		Methods Methods of Evaluat of Evaluation		
		Methods of Evaluation	 Evaluation of adherence to digital online journalism guidelines and deadline timeliness. Comprehension tests and a final exam requiring students to identify and demonstrate concepts that have been introduced and studied throughout the course. Evaluation of log report for completeness. 	Methods of Evaluation	 Evaluation of adherence to digital online journalism guidelines and deadline timeliness. Comprehension tests and a final exam requiring students to identify and demonstrate concepts that have been introduced and studied throughout the course. Evaluation of log report for completeness. Evaluation of 	
					feedback.	

Changed	Field	Current Version	Proposed Version
	Essential Student Materials/Essential College Facilities	Essential Student Materials: • None. Essential College Facilities: • None.	Essential Student Materials: • Students will need access to a laptop or a computer with a working camera, audio and internet access. These will allow students to participate on Canvas and on Zoom. They also need to have video and audio editing software programs such as Adobe Creative Suite as well as Canva, InDesign and Photoshop.
			Essential College Facilities: • Reliable access to the internet and conferencing tools, such as Zoom is needed. Access to SNO FLOW, La Voz website, College Source app, and La Voz social media are also essential. Some of these platforms need annual payments. It is very helpful if students will have access to Adobe Creative Suite. They may need access to programs such as InDesign, Photoshop, Audacity, Audition as well as Canva and editing programs.

Changed Field

Current Version

Examples of Primary Texts and References	Title	No value	Title	La Voz News Handbook
	Author	Deck, Cecilia. La Voz Handbook. Latest edition. 2018.	Author	La Voz News adviser
	Publisher	No value	Publisher	La Voz News
	Date/Edition	No value	Date/Edition	2024
	ISBN	No value	ISBN	No value
	Title	No value	Title	Associated Press
	Author	Associated Press Stylebook and		Stylebook and Briefing on Media Law
		Briefing on Media Law. New York: Associated Press,	Author	Associated Press editors
		2017.	Publisher	Associated Press
	Publisher Date/Edition	No value	Date/Edition	2022-2024 / 56th edition
	ISBN	No value	ISBN	No value
	Title	No value	Title	Inside Reporting
	Author	Harrower, Tim.	Author	Harrower, Tim
		Inside Reporting, 3rd ed. McGraw-Hill,	Publisher	McGraw-Hill
		2013.	Date/Edition	2012 / 3rd edition
	Publisher	No value	ISBN	No value
	Date/Edition	No value		
	ISBN	No value		

Changed	Field	Current Ve	rsion	Proposed Version
9	Suggested Reading List	Reading List	Kanigel, Rachele. The Student Newspaper Survival Guide. Wiley- Blackwell, 2nd ed. 2011.	No value
		May include, but are not limited to	No value	
		Reading List	Briggs, Mark. Journalism Next: A Practical Guide to Digital Reporting and Publishing. 3rd ed., 2015.	
		May include, but are not limited to	No value	

earning C	Outcomes and	Objectives	
Changed	Field	Current Version	Proposed Version
	Course Objectives	 Communicate with one or more editors to obtain assignments. Produce and contribute appropriate journalistic assignments to the student media. 	 Communicate with one or more editors to obtain assignments. Produce and contribute appropriate journalistic assignments to the student media.

Changed	Field	Current Version		Proposed Versi	on
0	CSLOs	CSLOs	Develop digital content for a student media suitable for online presentation.	CSLOs	Develop digital content for a student media suitable for online presentation.
		Expected SLO Performance	0.0	Expected SLO Performance	0.0
		CSLOs	Student Learning Outcome: Demonstrate the ability to communicate effectively and complete	CSLOs	Demonstrate the ability to communicate effectively and complete assignments within specified deadlines
			assignments within specified deadlines.	Expected SLO	0.0
		Expected SLO Performance	0.0	Performance	

Course Outline

Changed	Field	Current Version	Proposed Version
	Course Content	 Communicate with one or more editors to obtain assignments. Select assignments from assignment list or discussion with editor(s). Suggest assignments to editor(s). Produce and contribute appropriate journalistic assignments to the student media. Produce content for student news website and social media following ethical and journalistic guidelines. Turn in assignments in appropriate format and within stated deadline. 	 Communicate with one or more editors to obtain assignments. Select assignments from assignment list or discussion with editor(s). Suggest assignments to editor(s). Produce and contribute appropriate journalistic assignments to the student media. Produce content for student news website and social media following ethical and journalistic guidelines. Turn in assignments in appropriate format and within stated deadline.
	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):	No Value	No Value
	Advisory(ies) - Other:	No Value	No Value
	Limitation(s) on Enrollment:	No Value	No Value
	Limitation(s) on Enrollment - Other:	No Value	No Value
	on Enrollment -		

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
0	Banner Start Term (202122)	202122	No Value
θ	Banner Division	2LA	No Value
θ	Catalog Term (21-22)	21-22	No Value
θ	5 Year Revision Year (2021)	2018	No Value
θ	Effective Quarter	Fall	No Value
θ	Effective Year (2021)	2018	No Value
	Sort ID (00 < 10; 0 < 100)	JOUR 062D	JOUR 062D
	Course Status	Non-substantial	Non-substantial
θ	Course Status Code	А	No Value
θ	Banner Department	JOUR	No Value
0	Course Level	DU	No Value

Changed	Questions	Current Version	Proposed Version
0	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
0	CTE Status	Yes	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
0	Hybrid Approval Date (MM/DD/YYYY)	01/16/2018	No Value
0	Emergency Approval	No	No Value
0	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)	Ν	No Value

Changed	Questions	Current Version	Proposed Version
9	Repeat Type (N = Non- repeatable Credit; A = Activity/Other Repeatable; F = Family Non- repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)	Ν	No Value
9	Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)	Three hours laboratory (36 hours total per quarter).	No Value
0	Noncredit Enhanced Funding Indicator	Ν	No Value
0	In Service Indicator	Ν	No Value
9	Sports/Physical Education Course Indicator	Ν	No Value
0	COA Code	С	No Value
0	Fund Code	114000	No Value
9	Organization Code	238013	No Value
0	Account Code	1320	No Value
0	Program Code	060100	No Value
0	Percent	100	No Value

Changed	Questions	Current Version	Proposed Version
	Curriculum Office Notes	No Value	No Value
0	Print/No Print to Catalog	Yes	No Value

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

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

A-Matrix Form

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

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

B-Matrix Form

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

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

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

C-Matrix Form

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

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

D-Matrix Form

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

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

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

E-Matrix Form

solving methods.

Changed **Current Version Proposed Version** Questions Elementary No Value No Value 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. **Objective 1:** No Value No Value Develop, throughout the course as applicable, systematic problem-

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

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

F-Matrix Form

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

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

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

G-Matrix Form

Changed	Questions	Current Version		Proposed Version
	If the requisite does not fall under an A-F Matrix, 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 Fo				
Changed	Questions		Current Version	Proposed Version
	Objective 1: For CTE program su AUTO, APRN, etc prerequisite(s) to program.	ch as Nursing,	No Value	No Value
	such as Honors, performance gro intercollegiate te Projects course,	ups, ams, Special	No Value	No Value

Changed	Questions		Current Version	Proposed Version
	Regulations, or le	ensing/Certification egal requirements, n that mandates a	No Value	No Value
	which the studen hazard to themse around them. Als	and Safety, cific skills, formation without ts would create a elves or those o describe how et those skills, i.e.	No Value	No Value
De Anza G	E Form			
Changed	Questions	Current Version		Proposed Version
	Criteria 1: No Value Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or			No Value

Methods of Evaluation areas, cite, copy and paste

the area referenced.)

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	ged Questions Current Version		Proposed Version
	Criteria 6: Use	No Value	No Value
	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.)		
)e Anza G	E - ESGC Form		

Changed	d 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		
	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

Changed	Questions	Current Version	Propose	d Version				
0	Stage 5: SLO Coordinator	No Value	DATE	Name - Role OR Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
			3/8/2024	Mary Pape 4– SLO Coordinato	Learning Outcome – CSLO #2	^S Required	"Student Learning Outcome: Demonstrate the ability to communicate effectively and complete dassignments within specified deadlines." Please remove the words "Student Learning Outcome:"	2
	Stage 7: Content Review Matrix Liaison	No Value	No Value					
9	Stage 8: AVP - Instruction	No Value	Date R	ame - ole ORPart ab	- Field		Edit	Initiator - Indicate "Y" When Completed
			4/4/24No	abriela Spec ocito - Sug r AVPI Read	gested	Required a	Suggested Reading List 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					

Changed	Questions	Current Version	Proposed Version
	Stage 14: Curriculum Committee	No Value	No Value

Course Ad	ministration Co	des			
Articulation	Articulation occurs after course approval. The following fields will not show a Proposed Version.				
Changed	Field	Current Version			
	Curriculum ID	JOURD062D			
	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	CCC000545341			

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

Changed	Field	Current Version
	Course Crosswalk CRS-NUMBER	

De Anza College Change Report 06/05/2024

Summary of Changes

General InformationFaculty InitiatorGeneral InformationEffective TermGeneral InformationCourse DescriptionGeneral InformationCourse Type (CB27)General InformationMode of DeliveryFaculty RequirementsDiscipline 1Faculty RequirementsDiscipline 2Faculty RequirementsFSASpecificationsMethods of InstructionSpecificationsSesential Student Materials/Essential College FacilitiesSpecificationsEssential Student Materials/Essential College FacilitiesSpecificationsSuggested Reading ListCurriculum OfficeBanner Start Term (202122)Curriculum OfficeScalag Term (21-22)Curriculum OfficeStare Revision Year (2021)Curriculum OfficeEffective QuarterCurriculum OfficeEffective QuarterCurriculum OfficeEffective QuarterCurriculum OfficeEffective QuarterCurriculum OfficeEffective Scode	Section	Changed field
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Curriculum Office Effective Quarter Curriculum Office Effective Year (2021)	Curriculum Office	Catalog Term (21-22)
Curriculum Office Effective Year (2021)	Curriculum Office	5 Year Revision Year (2021)
	Curriculum Office	Effective Quarter
Curriculum Office Course Status Code	Curriculum Office	Effective Year (2021)
	Curriculum Office	Course Status Code

Curriculum OfficeBanner DepartmentCurriculum OfficeCourse LevelCurriculum OfficeCollege CodeCurriculum OfficeCTE StatusCurriculum OfficeEmergency ApprovalCurriculum OfficeRepeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max verriy Repeatable For Max Units Only; Y =Curriculum OfficeRepeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max verriy Repeatable for Max Units Only; Y =Curriculum OfficeRepeat Type (N = Non-repeatable; Credit; A = Activity/Other Repeatable for Max Units Only; Y =Curriculum OfficeRepeat Type (N = Non-repeatable) credit; G = Family Non-repeatable; Credit; A = Activity/Other Repeatable; F = Family Non-repeatable; Credit; G = Family Activity/Other Repeatable; Legally Mandated Training)Curriculum OfficeNoncredit Enhanced Funding IndicatorCurriculum OfficeSports/Physical Education Course IndicatorCurriculum OfficeCOA CodeCurriculum OfficeOrganization CodeCurriculum OfficeProgram CodeCurriculum OfficePercentCurriculum OfficePercentCurriculum OfficeState 8: AVP - InstructionCurriculum OfficeState 8: AVP	Section	Changed field
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CTE Course Is this a CTE (Career Technical Education) course?	Curriculum Office	Print/No Print to Catalog
	Comments	Stage 8: AVP - Instruction
Honors/Non-honors Course Is this an honors/non-honors course?	CTE Course	Is this a CTE (Career Technical Education) course?
	Honors/Non-honors Course	Is this an honors/non-honors course?

Section		Change	d field	
Mirrored Credit/Noncredit Course		se Is this a	Is this a mirrored credit/noncredit course?	
Cross-listed	I Course	Is this a	cross-listed course?	
ieneral In	formation			
Changed	Field	Current Version	Proposed Version	
0	Faculty Initiator	 eLumenData, eLumenData 	Farideh Dada	
	Course ID (CB01A and CB01B)	JOURD062E	JOURD062E	
	Course Control Number	CCC000545342	CCC000545342	
	Course Title (CB02)	Freelance Graphic Production for Student Media	Freelance Graphic Production for Student Media	
	Short Course Title	FREELANCE GRPHC PROD STD MED	NT FREELANCE GRPHC PROD STDNT MED	
	TOP Code (CB03)	0602.00	0602.00 Journalism	
	CIP Code	Journalism	09.0401 Journalism	
	Department	JOUR - Journalism	JOUR - Journalism	
0	Effective Term	Fall 2021	Fall 2021 <u>2025</u>	
	SAM Priority Code (CB09)	Clearly Occupational	Clearly Occupational	
0	Course Description	Practical experience contributing a graphic news producer to the colle newspaper and/or digital media as reporter.	ge experience contributing as a <u>freelance</u>	
9	Course Type (CB27)	No value	Lower Division	

Changed	Field	Current Version	Proposed Version
θ	Mode of Delivery	• Hybrid	OnlineHybrid

Faculty Re	equirements		
Changed	Field	Current Version	Proposed Version
0	Discipline 1	No value	Journalism
9	Discipline 2	No value	Mass Communication
	Discipline 3	No value	No value
0	FSA	No value	FHDA FSA - JOURNALISM

Course Justification			
Changed	Field	Current Version	Proposed Version
	Course Justification	This course instructs students in the basics of graphic news production while allowing them to gain experience as freelancers – pitching ideas, communicating with editors and completing assignments on deadline. It is part of the Journalism AA degree and part of a CTE program. This course is CSU transferable. The De Anza Journalism Department Advisory Committee recommends that journalism students include this type of hands-on experience in order to be competitive in the job market.	This course instructs students in the basics of graphic news production while allowing them to gain experience as freelancers – pitching ideas, communicating with editors and completing assignments on deadline. It is part of the Journalism AA degree and part of a CTE program. This course is CSU transferable. The De Anza Journalism Department Advisory Committee recommends that journalism students include this type of hands-on experience in order to be competitive in the job market.

Foothill Equivalency

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

Course Ph	ourse 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

Ionors/Non-honors Course				
Changed	Field	Current Version	Proposed Version	
θ	Is this an honors/non- honors course?	No value	No	

Mirrored Credit/Noncredit Course				
Changed	Field	Current Version	Proposed Version	
0	Is this a mirrored credit/noncredit course?	No value	No	

1055-11516	ed Course		
Changed	Field	Current Version	Proposed Version
0	Is this a cross- listed course?	No value	No
lore Optic	ons		
Changed	Field	Current Version	Proposed Version
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.

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

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

Associated Programs			

Changed	Field	Current Versio	on	Proposed Ver	sion
	Course is part of a program	Associated Program	Journalism	Associated Program	Journalism
		Award	Associate in Arts	Award	Associate in Arts
		Туре	(A.A.) Degree	Туре	(A.A.) Degree
		Associated Program	Graphic Design	Associated Program	Graphic Design
		Award	Certificate of	Award	Certificate of
		Туре	Achievement-	Туре	Achievement-
			Advanced (COA-A)		Advanced (COA-A)
		Associated	Journalism (In	Associated	Journalism (In
		Program	Development)	Program	Development)
		Award	Associate in Arts	Award	Associate in Arts
		Туре	(A.A.) Degree	Туре	(A.A.) Degree
		Associated Program	Graphic Design	Associated Program	Graphic Design
		Award	Associate in Arts	Award	Associate in Arts
		Туре	(A.A.) Degree	Туре	(A.A.) Degree

Transferability & Gen. Ed. Options

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

Changed	Field	Current Version	Proposed Version
	GE Information	No value	No value

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

Course Student Hours - Profile Name: Default Profile				
Changed	Field	Current Version	Proposed Version	
	Course Duration (Weeks)	12	12	
	Hours per unit divisor	36	36	
	Total Student Learning Hours	36	36	

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

Changed	Field	Current Version	Proposed Version	
Total Credit 1 Units - Maximum Credit Units		1	1	
Speciality				
		Current Version	Proposed Version	
	Speciality No value Hours		No value	
Credit / No	on-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	
		Credit - Degree Applicable Credit Course.	Credit - Degree Applicable Credit Course.	
	Status (CB04) Course Non Credit Category			
	Status (CB04) Course Non Credit Category (CB22) Funding Agency	Credit Course.	Credit Course.	

Credit Units

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

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

Specifications		

Changed	Field	Current Version		Proposed Version	
9	Methods of Instruction	Methods of Instruction		Methods of Instruction	Methods of Instruction
		Methods of Instruction	Discussion of assigned reading. Other: Laboratory experiences which involve students in formal exercises of news gathering and reporting.	Methods of Instruction	Discussion of assigned reading / viewing Laboratory experiences which involve students in formal exercises of graphic production Quizzes Periodical check-ins and self-evaluation
9	Assignments	more ap assignn deadline 2. Read al journalis regardir critical t 3. Keep a	bout and react to stic concepts and issues ng news graphics using thinking. log of activities, learning nces and time spent on	graphic deadline 2. Read al journalis regardir critical t 3. Keep a	bout and react to stic concepts and issues ng news graphics using hinking. log of activities, learning nces and time spent on nents.

Evaluation	Methods of Evaluation		Methods of Evaluation	Methods of Evaluation
	Methods of Evaluation	 Graphics evaluated for adherence to journalistic guidelines for graphics and deadline timeliness. Comprehension tests and a final exam requiring students to identify and demonstrate concepts that have been introduced and studied throughout the course. Evaluation of log report for completeness. 	Methods of Evaluation	 Graphics evaluated for adherence to journalistic guidelines for graphics and deadline timeliness. Comprehension tests and a possible final exam requiring students to identify and demonstrate concepts that have been introduced and studied throughout the course. Evaluation of feedback and log report for completeness.

Changed	Field	Current Version	Proposed Version
9	Essential Student Materials/Essential College Facilities	 Essential Student Materials: None. Essential College Facilities: None. 	 Essential Student Materials: Students will need access to a laptop or a computer with a working camera, audio and internet access. These will allow students to participate on Canvas and on Zoom. It also helps if they have software programs for graphic news production.
			 Essential College Facilities: Reliable access to the internet and conferencing tools, such as Zoom is needed. Access to SNO FLOW, La Voz website, College Source app, and La Voz social media are also essential. Some of these platforms need annual payments. It is very helpful if students will have access to Adobe Creative Suite. They may need access to programs such as Illustrator, InDesign, Photoshop, Audacity, Audition as well as video editing programs.

Changed Field

•	Examples of				
	Primary Texts and References	Title	No value	Title	La Voz News Handbook
		Author	Deck, Cecilia. La Voz Handbook. 2018.	Author	La Voz News adviser
		Publisher	No value	Publisher	Open source
		Date/Edition	No value	Date/Edition	2024
		ISBN	No value	ISBN	No value
		Title	No value	Title	The Associated Press Stylebook
		Author	The Associated Press Stylebook and Libel Manual.	Author	The Associated Press editors
			New York: Associated Press,	Publisher	Associated Press
		Publisher	2017. No value	Date/Edition	2022-2024 / 56th edition
		Date/Edition	No value	ISBN	No value
		ISBN	No value	Title	The Newenener
		Title	No value	litte	The Newspaper Designer's Handbook
		Author	Harrower, Tim. The Newspaper	Author	Harrower, Tim and Elman, Julie
			Designer's Handbook. 7th ed.	Publisher	McGraw-Hill
			McGraw-Hill, 2012.	Date/Edition	2013 / 7th edition
		Publisher	No value	ISBN	No value
		Date/Edition	No value		
		ISBN	No value		

Changed	Field	Current Ver	rsion	Proposed Version
-	Suggested Reading List	Reading List May include, but are not limited to	Kanigel, Rachele. The Student Newspaper Survival Guide. Wiley- Blackwell, 2nd ed. 2011. No value	No value

earning C	Outcomes and	Objectives	
Changed	Field	Current Version	Proposed Version
	Course Objectives	 Communicate with one or more editors to propose and obtain graphics assignments. Produce and contribute appropriate journalistic graphics assignments for student media. 	 Communicate with one or more editors to propose and obtain graphics assignments. Produce and contribute appropriate journalistic graphics assignments for student media.

Changed	Field	Current Versior	1	Proposed Versi	on
	CSLOs	CSLOs	Develop graphic content for a media outlet, suitable for publication or online presentation.	CSLOs	Develop graphic content for a media outlet, suitable for publication or online presentation.
		Expected SLO Performance	0.0	Expected SLO Performance	0.0
		CSLOs	Demonstrate the ability to complete assignments within specified deadlines.	CSLOs	Demonstrate the ability to complete assignments within specified deadlines.
		Expected SLO Performance	0.0	Expected SLO Performance	0.0

Course Outline

Changed	Field	Current Version	Proposed Version
	Course Content	 Communicate with one or more editors to propose and obtain graphics assignments. Select assignments from assignment list or discussion with editor(s). Suggest journalistic graphics assignments to editor(s). Produce and contribute appropriate journalistic graphics assignments for student media. Create graphics to contribute to the production of the student newspaper, magazine, broadcasts or related websites. Turn in assignments in appropriate format and within stated deadline. 	 Communicate with one or more editors to propose and obtain graphics assignments. Select assignments from assignment list or discussion with editor(s). Suggest journalistic graphics assignments to editor(s). Produce and contribute appropriate journalistic graphics assignments for student media. Create graphics to contribute to the production of the student newspaper, magazine, broadcasts or related websites. Turn in assignments in appropriate format and within stated deadline.
	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):	No Value	No Value
	Advisory(ies) - Other:	ARTS D053.	ARTS D053.
	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
0	Banner Start Term (202122)	202122	No Value
0	Banner Division	2LA	No Value
0	Catalog Term (21-22)	21-22	No Value
0	5 Year Revision Year (2021)	2018	No Value
0	Effective Quarter	Fall	No Value
θ	Effective Year (2021)	2018	No Value
	Sort ID (00 < 10; 0 < 100)	JOUR 062E	JOUR 062E
	Course Status	Non-substantial	Non-substantial

hanged	Questions	Current Version	Proposed Version
0	Course Status Code	A	No Value
0	Banner Department	JOUR	No Value
0	Course Level	DU	No Value
0	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
0	CTE Status	Yes	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
0	Hybrid Approval Date (MM/DD/YYYY)	01/16/2018	No Value
0	Emergency Approval	No	No Value

Changed	Questions	Current Version	Proposed Version
0	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)	Ν	No Value
9	Repeat Type (N = Non- repeatable Credit; A = Activity/Other Repeatable; F = Family Non- repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)	Ν	No Value
0	Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)	Three hours laboratory (36 hours total per quarter).	No Value
0	Noncredit Enhanced Funding Indicator	Ν	No Value
0	In Service Indicator	Ν	No Value

Changed	Questions	Current Version	Proposed Version
9	Sports/Physical Education Course Indicator	Ν	No Value
0	COA Code	С	No Value
0	Fund Code	114000	No Value
0	Organization Code	238013	No Value
0	Account Code	1320	No Value
0	Program Code	060100	No Value
0	Percent	100	No Value
	Curriculum Office Notes	No Value	No Value
0	Print/No Print to Catalog	Yes	No Value

Summary	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

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

A-Matrix Form

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

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

B-Matrix Form

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

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

C-Matrix Form

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

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

D-Matrix Form

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

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

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

E-Matrix Form

Changed	Questions	Current Version	Proposed Version	
	Elementary	No Value	No Value	
	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.			

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

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

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

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

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

G-Matrix Form

Changed	Questions	Current Version		Proposed Version
	If the requisite	No Value		No Value
	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.			
I-Matrix F	orm			
Changed	Questions		Current Version	Proposed Version
	Objective 1: For	entrance into a	No Value	No Value

hanged	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:	No Value	No Value	
	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.)			

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
	Criteria 6: Use	No Value	No Value
	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.)		

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	
	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
0	Stage 8: AVP - Instruction	No Value	Name - Date Role Part - Field Type of Edit OR Tab Initiator - Indicate "Y" When Completed
			GabrielaSpecifications 4/4/24Nocito - Suggested Required for AVPI Reading List For AVPI Reading List GabrielaSpecifications For AVPI Reading List Casses 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	JOURD062E
	Distance Education Approved	Yes
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	

Changed	Field	Current Version
	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	CCC000545342

ticulatio	n	
hanged	Field	Current Version
	Course	
	Crosswalk	
	CRS-DEPT-	
	NAME	
	Course	
	Crosswalk	
	CRS-NUMBER	

De Anza College Change Report 06/05/2024

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	Discipline 2
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
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
A-Matrix Form	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.
A-Matrix Form	Objective 4: Create syntactically varied sentences that are free of mechanical errors.
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?

Section

Cross-listed Course

Changed field

Is this a cross-listed course?

General Int	formation		
Changed	Field	Current Version	Proposed Version
θ	Faculty Initiator	Bob Kalpin	Farideh Dada
	Course ID (CB01A and CB01B)	JOURD062F	JOURD062F
	Course Control Number	CCC000545343	CCC000545343
	Course Title (CB02)	Freelance Copy Editing for Student Media	Freelance Copy Editing for Student Media
	Short Course Title	FREELANCE COPY EDIT STDNT MED	FREELANCE COPY EDIT STDNT MED
	TOP Code (CB03)	0602.00	0602.00 Journalism
	CIP Code	Journalism	09.0401 Journalism
	Department	JOUR - Journalism	JOUR - Journalism
0	Effective Term	Fall 2023	Fall 2023 <u>2025</u>
	SAM Priority Code (CB09)	Clearly Occupational	Clearly Occupational
9	Course Description	Practical experience contributing as a copy editor for the college newspaper and/or digital media.	Practical The course offers practical experience contributing as a freelance copy editor for contributing to the college newspaper and/or student-run publication and digital media.
θ	Course Type (CB27)	No value	Lower Division
0	Mode of Delivery	• Hybrid	OnlineHybrid

Faculty Requirements

Changed	Field	Current Version	Proposed Version
0	Discipline 1	No value	• Journalism
9	Discipline 2	No value	Mass Communication
	Discipline 3	No value	No value
0	FSA	No value	FHDA FSA - JOURNALISM

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

	stification		
Changed	Field	Current Version	Proposed Version
	Course Justification	This course instructs students in the basics of journalistic copy editing while allowing them to gain experience copy editing student media as freelancers. It is part of the Journalism AA degree and part of a CTE program. This course is CSU transferable. The De Anza Journalism Department Advisory Committee recommends that journalism students include this type of hands-on experience in order to be competitive in the job market.	This course instructs students in the basics of journalistic copy editing while allowing them to gain experience copy editing student media as freelancers. It is part of the Journalism AA degree and part of a CTE program. This course is CSU transferable. The De Anza Journalism Department Advisory Committee recommends that journalism students include this type of hands-on experience in order to be competitive in the job market.

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

hanged	Field	Current Version	Proposed Version
	Course Philosophy	No value	

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		
9	Is this a CTE (Career Technical Education) course?	No value	<u>Yes</u>		

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

hanged	Field	Current Version	Proposed Version
0	Is this a mirrored credit/noncredit course?	No value	No
Cross-liste	ed Course		
Changed	Field	Current Version	Proposed Version
0	Is this a cross- listed course?	No value	No
More Optic	ons		
Changed	Field	Current Version	Proposed Version
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.
	Course Prior To College Level	Not applicable.	Not applicable.
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.
	Course Support Status (CB26)	Course is not a support course	Course is not a support course
	Repeat Limit	0	0
	Grade Options	Letter GradePass/No Pass	Letter GradePass/No Pass
	Allow Students to Gain Credit by Exam/Challenge		
	Repeatability	No value	

Associated Programs						
Changed	Field	Current Versi	on	Proposed Ver	sion	
	Course is part of a program	Associated Program	Journalism	Associated Program	Journalism	
		Award Type	Associate in Arts (A.A.) Degree	Award Type	Associate in Arts (A.A.) Degree	
		Associated Program	Journalism (In Development)	Associated Program	Journalism (In Development)	
		Award Type	Associate in Arts (A.A.) Degree	Award Type	Associate in Arts (A.A.) Degree	

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

Weekly Student Hours - Profile Name: Default Profile					
Changed	Field	Current Version	Proposed Version		
	Lecture Hours - In Class	0	0		
	Lecture Hours - Out of Class	0	0		

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

Course Student Hours - Profile Name: Default Profile

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

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	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 / No	n-Credit Options		

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

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

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

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

Changed	Field	Current Versi	on	Proposed Ver	rsion
0	Methods of Instruction	Methods of Instruction		Methods of Instruction	Methods of Instruction
		Methods of Instruction	Discussion of assigned reading. Other: Laboratory experiences which involve students in formal exercises of news gathering and reporting.	Methods of Instruction	Discussion of assigned reading / viewing. Laboratory experiences which involve students in formal exercises of copy editing. Quizzes. Periodical check-ins and self-evaluation.
9	Assignments	copy ed week; c 2. Read al journalis regardir proofrea critical t 3. Keep a	log of activities, learning nces and time spent on	assignm 2. Read at journalis regardin proofrea critical t 3. Keep a	log of activities, learning nces and time spent on

0

Current Version

aluation Methods of Evaluation		Methods of Evaluation	Methods of Evaluatior
Methods of Evaluation	 Copy editing evaluated for adherence to conventions of journalistic copy editing and deadline timeliness. Comprehension tests and a final exam requiring students to identify and demonstrate concepts that have been introduced and studied throughout the course. Evaluation of log report for completeness. 	Methods of Evaluation	 Copy editing evaluated for adherence to conventions of journalistic copy editing and deadline timeliness. Comprehension tests and a possible final exam requiring students to identify and demonstrate concepts that have been introduced and studied throughout the course. Evaluation of feedback and log report for

Changed	Field	Current Version	Proposed Version
Ð	Essential Student Materials/Essential College Facilities	Essential Student Materials: • None. Essential College Facilities: • None.	Essential Student Materials: • Students will need access to a laptop or a computer with a working camera, audio and internet access. These will allow students to participate on Canvas and on Zoom. They also need access to the AP Stylebook. It helps if they have access to the software programs such as Adobe Premier or Adobe Creative Suite since they might need to copy edit on InDesign pages.
			 Essential College Facilities: Reliable access to the internet and conferencing tools, such as Zoom is needed. Access to SNC FLOW, La Voz website, College Source app, and La Voz social media are also essential. Some of these platforms need annual payments. It is very helpful if students will have access to Adobe Creative Suite. They may need access to programs such as Illustrator, InDesign and Photoshop for copy editing.

Changed Field

0

Current Version

Proposed Version

	Ourrent Versio	
Examples of		NorDeck, Cecilia. La Voz Handbook. 2018.lisherNo value/EditionNo value/EditionNo valueNo valueIsherNo value
Primary Texts and References	Title	No value
	Author	Voz Handbook.
	Publisher	No value
	Date/Edition	No value
	ISBN	No value
	Title	No value
	Author	Stylebook and Briefing on Media Law. New York: Associated Press,
	Publisher	No value
	Date/Edition	No value
	ISBN	No value
	Title	No value
	Author	Harrower, Tim. Inside Reporting, 3rd ed. McGraw-Hill,

Publisher

ISBN

Date/Edition

2013.

No value

No value

No value

Title	La Voz News Handbook
Author	La Voz News adviser
Publisher	La Voz News
Date/Edition	2024
ISBN	No value

Title	Associated Press Stylebook and Briefing on Media Law
Author	Associated Press editors
Publisher	Associated Press
Date/Edition	2022-2024 / 56th edition
ISBN	No value

Title	Inside Reporting
Author	Harrower, Tim
Publisher	McGraw-Hill
Date/Edition	2012 / 3rd edition
ISBN	No value

Title	Copy-crafting Editing for Journalism Today
Author	Rosenauer, Kenneth
Publisher	Oxford University Press
Date/Edition	2013 / 1st edition

Changed	Field	Current Ve	Current Version		Proposed Version	
				ISBN	No value	
9	Suggested Reading List	Reading List	Kanigel, Rachele. The Student Newspaper Survival Guide. Wiley- Blackwell, 2nd ed. 2011.	No value		
		May include, but are not limited to	No value			
		Reading List	Bowles, Dorothy. Creative Editing, 6th ed. Wadsworth, 2010.			
		May include, but are not limited to	No value			

Learning Outcomes and Objectives					
Changed	Field	Current Version	Proposed Version		
	Course Objectives	 Communicate with one or more editors to obtain copy editing assignments. Copy edit stories, cutlines and other written material using conventions of journalistic style. 	 Communicate with one or more editors to obtain copy editing assignments. Copy edit stories, cutlines and other written material using conventions of journalistic style. 		

Changed	Field	Current Version	1	Proposed Versi	on
	CSLOs	CSLOs	Edit copy for student news media following ethical and journalistic guidelines.	CSLOs	Edit copy for student news media following ethical and journalistic guidelines.
		Expected SLO Performance	0.0	Expected SLO Performance	0.0
		CSLOs	Demonstrate the ability to complete assignments within specified deadlines.	CSLOs	Demonstrate the ability to complete assignments within specified deadlines.
		Expected SLO Performance	0.0	Expected SLO Performance	0.0
		CSLOs	Demonstrate understanding of copy editing for grammar, spelling, AP style and journalistic conventions.	CSLOs	Demonstrate understanding of copy editing for grammar, spelling, AP style and journalistic conventions.
		Expected SLO Performance	0.0	Expected SLO Performance	0.0

Course Outline

Changed	Field	Current Version	Proposed Version
	Course Content	 Communicate with one or more editors to obtain copy editing assignments. Determine scope of assignment in discussion with editors. Suggest editing assignments to editors. Copy edit stories, cutlines and other written material using conventions of journalistic style. Edit for spelling, grammar and Associated Press style and flag ethical or legal concerns. Turn in assignments in appropriate format and within stated deadline. 	 Communicate with one or more editors to obtain copy editing assignments. Determine scope of assignment in discussion with editors. Suggest editing assignments to editors. Suggest editing conventions of journalistic style. Edit for spelling, grammar and Associated Press style and flag ethical or legal concerns. Turn in assignments in appropriate format and within stated deadline.
	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):	EWRT D001A or EWRT D01AH or ESL D005.	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):	No Value	No Value
	General Course Statement(s) - Other:	No Value	No Value

Curriculum Office

Changed	Questions	Current Version	Proposed Version
9	Banner Start Term (202122)	202122	No Value
0	Banner Division	2LA	No Value
0	Catalog Term (21-22)	23-24	No Value
0	5 Year Revision Year (2021)	2018	No Value
0	Effective Quarter	Fall	No Value
0	Effective Year (2021)	2023	No Value
	Sort ID (00 < 10; 0 < 100)	JOUR 062F	JOUR 062F
	Course Status	Non-substantial	Non-substantial
9	Course Status Code	A	No Value
0	Banner Department	JOUR	No Value
0	Course Level	DU	No Value
0	College Code	DA	No Value
	Course Characteristics	CTE	CTE

Changed	Questions	Current Version	Proposed Version
	Cross- Listed/Related Course Information	NA	NA
	Cross- Listed/Related Course ID's	No Value	No Value
9	CTE Status	Yes	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
0	Hybrid Approval Date (MM/DD/YYYY)	01/16/2018	No Value
0	Emergency Approval	No	No Value
9	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)	Ν	No Value

Changed	Questions	Current Version	Proposed Version
9	Repeat Type (N = Non- repeatable Credit; A = Activity/Other Repeatable; F = Family Non- repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)	Ν	No Value
9	Noncredit Enhanced Funding Indicator	Ν	No Value
0	In Service Indicator	Ν	No Value
9	Sports/Physical Education Course Indicator	Ν	No Value
θ	COA Code	C	No Value
•	Fund Code	114000	No Value
0	Organization Code	238013	No Value
θ	Account Code	1320	No Value
θ	Program Code	060100	No Value
θ	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
0	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

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

A-Matrix Form

Changed	Questions	Current Version	Proposed Version	
	EWRT D001A or	No Value	No Value	
	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.			

Changed	Questions	Current Version	Proposed Version
9	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.	No Value	Taking this course ensures students have the necessary skills to analyze culturally and rhetorically diverse college-level texts, facilitating their ability to communicate effectively with editors, understand journalistic style conventions, and address ethical or legal concerns in editing assignments for JOUR 62F, as stated in the Course Outline A.
	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
8	Objective 4: Create syntactically varied sentences that are free of mechanical errors.	No Value	This course ensures students can create syntactically varied sentences free of mechanical errors, essential for copy editing stories and written material effectively in JOUR 62F, maintaining journalistic standards and readability, as stated in the Course Outline B.
	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.	No Value	No Value

B-Matrix Form

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

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

C-Matrix Form

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

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

D-Matrix Form

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

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

E-Matrix Form

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

Changed Qu	uestions	Current Version	Proposed Version
Ex gra nu ch of rel an the the	ojective 3: cplore the aphical and imerical aracteristics linear lationships of describe eir meaning in e context of a oblem.	No Value	No Value
De fur to	ojective 4: evelop linear nction models solve oblems.	No Value	No Value
Us tw eq so	ojective 5: se systems of o linear juations to live real-world oblems.	No Value	No Value
Ex gra nu ch of rel an the the	ojective 6: aphical and merical aracteristics quadratic lationships d describe eir meaning in e context of a oblem.	No Value	No Value
De qu fur to	ojective 7: evelop adratic nction models solve oblems.	No Value	No Value
Us to	ojective 8: se inequalities solve real orld problems.	No Value	No Value

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

F-Matrix Form

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

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

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

G-Matrix Form

hanged	Questions	Current Version	Proposed Version	
	If the requisite	No Value	No Value	
	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.			

H-Matrix Form

hanged	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:	No Value	No Value	
	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.)			

Changed	Questions	Current Version	Proposed Version
	Criteria 2:	No Value	No Value
	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.)		
	Criteria 3:	No Value	No Value
	Stimulate		
	critical thinking.		
	(ONLY using the		
	Outline,		
	Assignments or		
	Methods of		
	Evaluation		
	areas, cite, copy		
	and paste the		
	area		
	referenced.)		

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	
	Criteria 6: Use	No Value	No Value	
	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.)			

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	No Value	No Value	

Changed	Questions	Current Version	Proposed Version
	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	
9	Stage 7: Content Review Matrix Liaison	No Value	Name OR OR TabPart - Type of Field EditEdit3/27/24Zack JudsonAMatrix RequiredComplete Matrix A for your English advisory Please indicate where the4/23/24Zack JudsonAMatrix Required JudsonAComplete Matrix A for your English advisory Please indicate where the skills/activities/assignments listed can be found in eLumen4/29/24Zack JudsonAMatrix Required JudsonAMove your entry under under objective 5 so that it is under objective 4	
0	Stage 8: AVP - Instruction	No Value	Date Role OR Part - Field Type of Edit V	nitiator - ndicate "Y" Vhen Completed
			the Suggested Reading ListGabriela Specifications -Reading List5/06/24NocitoSuggested Reading ListRequired 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	

Changed	Questions	Current Version	Proposed Version
	Stage 14: Curriculum Committee	No Value	No Value
Course Ad	ministration Cod	les	
Articulation	occurs after course	approval.	The following fields will not show a Proposed Version.
Changed	Field	Current	Version
	Curriculum ID	JOURD	062F
	Distance	Yes	
	Education Approved		
	Board of		
	Trustees Approval Date		
	Curriculum		
	Committee Approval Date		
	Time to Next Review	Sep 1, 2	023 12:00:00 AM
	External	Sep 1, 2	018 12:00:00 AM
	Review Approval Date		
	Course Control	CCC000	545343

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

Changed	Field	Current Version
	Course Crosswalk CRS-NUMBER	

De Anza College Change Report 06/05/2024

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
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	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
A-Matrix Form	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.
A-Matrix Form	Objective 4: Create syntactically varied sentences that are free of mechanical errors.
A-Matrix Form	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.
Comments	Stage 7: Content Review Matrix Liaison
Comments	Stage 8: AVP - Instruction
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
0	Faculty Initiator	Bob Kalpin	Farideh Dada
	Course ID (CB01A and CB01B)	JOURD090.	JOURD090.
	Course Control Number	CCC000592178	CCC000592178
	Course Title (CB02)	Introduction to Multimedia Reporting	Introduction to Multimedia Reporting
	Short Course Title	INTRO TO MULTIMEDIA REPORTING	INTRO TO MULTIMEDIA REPORTING
	TOP Code (CB03)	0602.00	0602.00 Journalism
	CIP Code	Journalism	09.0401 Journalism
	Department	JOUR - Journalism	JOUR - Journalism
0	Effective Term	Fall 2023	Fall 2023 <u>2025</u>
	SAM Priority Code (CB09)	Clearly Occupational	Clearly Occupational

Changed	Field	Current Version	Proposed Version
9	Course Description	Provides an introduction to multimedia storytelling with a journalism emphasis. Explores use of video, photos, audio, animation and text to convey interactive news and feature stories through the internet and other electronic media. Includes basic journalism concepts of ethics and law, critical thinking, research and synthesis.	Provides- <u>The course provides</u> an introduction to multimedia storytelling with a journalism emphasis. Explores <u>Students will explore techniques</u> <u>including the</u> use of video, photos, audio, animation animation, and text to convey create interactive news and feature stories through the internet for <u>online platforms</u> and other electronic media. Includes <u>Additionally, the course</u> <u>covers</u> basic journalism concepts of ethics and <u>such as ethics,</u> law, critical thinking, research <u>research</u> , and synthesis. <u>synthesis.</u>
0	Course Type (CB27)	No value	Lower Division
0	Mode of Delivery	• NA	OnlineHybrid

nanged	Field	Current Version	Proposed Version
0	Discipline 1	No value	Journalism
	Discipline 2	No value	No value
	Discipline 3	No value	No value
0	FSA	No value	• FHDA FSA - JOURNALISM

Changed	Field	Current Version	Proposed Version	
	Formerly Statement	No value		

Course Justification

Changed	Field	Current Version	Proposed Version
	Course	This course focuses on specific	This course focuses on specific
	Justification	multimedia reporting skills that	multimedia reporting skills that
		employers in journalism, business and government are looking for. It is C-ID compliant and transfers to CSUs that	employers in journalism, business and government are looking for. It is C-ID compliant and transfers to CSUs that
		offer multimedia reporting classes and journalism majors. The course is part of	offer multimedia reporting classes and journalism majors. The course is part of
		the Journalism AA-T and AA degrees at	the Journalism AA-T and AA degrees at
		De Anza. The Journalism Advisory	De Anza. The Journalism Advisory
		Board suggested the course as preparation for careers in the industry.	Board suggested the course as preparation for careers in the industry.

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

Foothill I	Equivalency
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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	

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

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

Mirrored Credit/Noncredit Course				
Changed	Field	Current Version	Proposed Version	
0	Is this a mirrored credit/noncredit course?	No value	No	

Cross-listed Course				
Changed	Field	Current Version	Proposed Version	
0	Is this a cross- listed course?	No value	No	
More Optic	ons			
Changed	Field	Current Version	Proposed Version	
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.	

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

Associated Programs

Changed	Field	Current Version	on	Proposed Ver	sion
	Course is part of a program	Associated Program	Journalism for Transfer	Associated Program	Journalism for Transfer
		Award Type	Associate in Arts for Transfer (A.AT.) Degree	Award Type	Associate in Arts for Transfer (A.AT.) Degree
		Associated Program	Associate in Arts in Journalism for Transfer	Associated Program	Associate in Arts in Journalism for Transfer
		Award Type	Associate in Arts for Transfer (A.AT.) Degree	Award Type	Associate in Arts for Transfer (A.AT.) Degree
		Associated Program	Journalism	Associated Program	Journalism
		Award Type	Associate in Arts (A.A.) Degree	Award Type	Associate in Arts (A.A.) Degree
		Associated Program	Journalism (In Development)	Associated Program	Journalism (In Development)
		Award Type	Associate in Arts (A.A.) Degree	Award Type	Associate in Arts (A.A.) Degree

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

Weekly Student Hours - Profile Name: Default Profile				
Changed	Field	Current Version	Proposed Version	
	Lecture Hours - In Class	4	4	
	Lecture Hours - Out of Class	8	8	
	Laboratory Hours - In Class	0	0	
	Laboratory Hours - Out of Class	0	0	
	NA Hours - In Class	0	0	
	NA Hours - Out of Class	0	0	

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

Changed	Field	Current Version	Proposed Version
	Laboratory Hours - Course In-Class (Contact) per Term	0	0
	Laboratory Hours - Course Out-of-Class per Term	0	0
	NA Hours - Course In- Class (Contact) per Term	0	0
	NA Hours - Course Out-of- Class per Term	0	0
	Total - Course In-Class (Contact) Hours	48	48
	Total - Course Out-of-Class Hours	96	96
	Total Credit Units - Minimum Credit Units	4	4
	Total Credit Units - Maximum Credit Units	4	4
Speciality	Hours		
Changed	Field	Current Version	Proposed Version
	Speciality Hours	No value	No value

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

Credit Units

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

	Maximum Credit Units			4	
KIP					
Changed	Field	Current Version		Proposed Versi	on
	SKIP	No Value		No Value	
Specificati	ons				
Changed	Field	Current Versi	on	Proposed Ver	rsion
0	Methods of Instruction	Methods of Instruction		Methods of Instruction	Methods of Instruction
		Methods of Instruction	Lecture and visual aids Discussion and problem solving performed in class In-class exploration of Internet sites Quiz and examination review performed in class Homework and extended projects Field observation and field trips Guest speakers Collaborative learning and small group exercises Collaborative projects	Methods of Instruction	Lecture and visual aids Discussion and problem solving performed in class In-class exploration of Internet sites Quiz and examination review performed in class Homework and extended projects Field observation and field trips Guest speakers Collaborative learning and small group exercises Collaborative projects

Changed Field	Current Version	Proposed Version
Assignments	 Take quizzes, discuss in class and write short essay answers evaluating online news content. Create journalistic web, blog and social media posts demonstrating journalistic content and use of links and embeds. Create a news video that includes interviews, transitions and a variety of shots. Create an audio report or audio slideshow that includes interviews, transitions and a variety of sounds. Create a graphic to illustrate a journalistic story or database. Create a web, blog or social media story that integrates two or more of: original journalistic post, video, audio and/or graphic. 	 Take quizzes, discuss in class and write short essay answers evaluating online news content. Create journalistic web, blog and social media posts demonstrating journalistic content and use of links and embeds. Create a news video that includes interviews, transitions and a variety of shots. Create an audio report or audio slideshow that includes interviews, transitions and a variety of sounds. Create a graphic to illustrate a journalistic story or database. Create a web, blog or social media story that integrates two or more of: original journalistic post, video, audio and/or graphic.

angeu neiu		Fioposed version
Methods of Evaluation	Methods of Evaluation	MethodsMethods ofofEvaluationEvaluation

Current Version

Proposed Version

Changed Field

nanged Field	Current Version		Proposed Version		
	Methods	1. Quizzes, in-	Methods	s 1. Quizzes, in-	
	of	class	of	class	
	Evaluation	discussions	Evaluation	discussions	
		and short		and short	
		essays to to		essays to to	
		demonstrate		demonstrate	
		analytical skills,		analytical skills	
		evaluated		evaluated	
		according to		according to	
		checklists and		checklists and	
		rubrics for		rubrics for	
		evaluating web		evaluating web	
		content.		content.	
		2. Student-		2. Student-	
		created audio,		created audio,	
		video and		video and	
		graphic		graphic	
		assignments		assignments	
		evaluated		evaluated	
		primarily		primarily	
		according to		according to	
		journalistic		journalistic	
		content and		content and	
		stated purpose,		stated purpose	
		and		and	
		secondarily		secondarily	
		according to		according to	
		mastery of		mastery of	
		equipment and		equipment and	
		software.		software.	
		3. Student-		3. Student-	
		created online		created online	
		content		content	
		including		including	
		stories, social		stories, social	
		media posts		media posts	
		and audio,		and audio,	
		video and		video and	
		graphic		graphic	
		projects,		projects,	
		including a final		including a fina	
		-		-	
		project,		project,	
		evaluated		evaluated	
		according to		according to	
		application of		application of	
		ethical and		ethical and	
		legal decision-		legal decision-	
		making.		making.	
				Critiques; peer	
	*			critiques	

0

5. Professional protocol: meeting deadlines, participation, adherence to ethics

Essential Student Materials/Essential College Facilities

Essential Student Materials:

None.

Essential College Facilities:

 A classroom/laboratory equipped as a news room: computers with word processing, graphic and video software; internet access; cameras; camera peripherals; portable voice recorders; basic supplies

Essential Student Materials:

 Students may need access to a laptop or a computer with a working camera, audio and internet access. They may need some equipment such as a camera and a recorder, as well as some software programs such as Adobe Creative Suite/Cloud.

Essential College Facilities:

- A classroom/laboratory equipped as a newsroom: access to the internet and conferencing tools, computers with graphic, layout, video and audio software programs; cameras, camcorders; camera peripherals; portable voice recorders, AP stylebook, dictionaries.
- It is very helpful if students will have access to Adobe Creative Suite. They need to have access to programs such as InDesign, Photoshop, Audacity, Audition as well as video/audio editing programs.

Changed	Field
onungou	1 1010

0	Examples of				
	Primary Texts and References	Primary Texts and References Author	No value Briggs, Mark. "Journalism Next: A Practical Guide to	Title	Journalism Next: A Practical Guide to
					Digital Reporting and Publishing.
			Digital Reporting	Author	Briggs, Mark
			and Publishing." 3rd ed, 2015.	Publisher	CQ Press
		Publisher	No value	Date/Edition	2019, 4th edition
		Date/Edition	No value	ISBN	No value
		ISBN	No value	Title	New New Media
		Title	No value	Author	Levinson, Paul
		Author	Levinson, Paul.	Publisher	Pearson
			"New New Media." 2nd ed. Pearson,	Date/Edition	2012 / 2nd edition
			2014.	ISBN	No value
		Publisher	No value		
		Date/Edition	No value		
		ISBN	No value		
				/	

Changed	Field	Current Ve	rsion	Proposed Version
9	Suggested Reading List	Reading List	Luckie, Mark. "The Digital Journalist's Handbook." CreateSpace, 2012.	No value
		May include, but are not limited to	No value	
		Reading List	McAdams, Mindy. "Reporter's Guide to Multimedia Proficiency." University of Florida. Free online booklet licensed under Creative Commons.	
		May include, but are not limited to	No value	

Learning Outcomes and Objectives

Changed	Field	Current Version	Proposed Version
	Course Objectives	 Employ journalistic reporting and writing skills to produce audio and video media stories. Construct news stories for online sites, blogs and social media. Edit audio, video and photos for digital journalistic stories. Interpret and apply ethical and legal standards to works created. 	 Employ journalistic reporting and writing skills to produce audio and video media stories. Construct news stories for online sites, blogs and social media. Edit audio, video and photos for digital journalistic stories. Interpret and apply ethical and legal standards to works created.

ged Field	Current Versior	1	Proposed Versi	on
CSLOs	CSLOs	Critically evaluate and differentiate news websites, social media and blogs and their content for legitimacy and reliability of information.	CSLOs	Critically evaluate and differentiate news websites, socia media and blogs and their content for legitimacy and reliability of information.
	Expected SLO Performance	0.0	Expected SLO Performance	0.0
	CSLOs	Research and create journalistic stories in audio, video and graphic formats using various recording devices and software applications.	CSLOs	Research and create journalistic stories in audio, video and graphic formats using various recording devices and software applications.
	Expected SLO Performance	0.0	Expected SLO Performance	0.0
	CSLOs	Apply ethical and legal standards to creating journalistic online content for websites and social media.	CSLOs	Apply ethical and legal standards to creating journalistic online content for websites and social media.
	Expected SLO Performance	0.0	Expected SLO Performance	0.0

Course Outline

Changed	Field	Current Version	Proposed Version
Changed	Course Content	 Employ journalistic reporting and writing skills to produce audio and video media stories. News values - why this story now? The 5 W's and H - who, what, when, where, why, how? Broadcast journalism style vs. print style Determining the best way to tell a given story. Construct news stories for online sites, blogs and social media. Online style vs. print style. Creating links and embedding video. YouTube optimization. Getting views, likes and clicks. Search engine optimization. Edit audio, video and photos for digital journalistic stories. Computer editing software. Mobile editing decisions. Aesthetics of journalistic stories. Interpret and apply ethical and legal standards to works created. Journalism ethics: Truth- telling, respect for sources, objectivity, avoiding conflict of interest. Maintaining the integrity of audio- and video-recorded interviews. Media law: libel, privacy, copyright. The First Amendment as it applies to online and social media content.	 Proposed version Employ journalistic reporting and writing skills to produce audio and video media stories. News values - why this story now? The 5 W's and H - who, what, when, where, why, how? Broadcast journalism style vs. print style Determining the best way to tell a given story. Construct news stories for online sites, blogs and social media. Online style vs. print style. Creating links and embedding video. YouTube optimization. Getting views, likes and clicks. Search engine optimization. Edit audio, video and photos for digital journalistic stories. Computer editing software. Mobile editing decisions. Aesthetics of journalistic stories. Interpret and apply ethical and legal standards to works created. Journalism ethics: Truth- telling, respect for sources, objectivity, avoiding conflict of interest. Maintaining the integrity of audio- and video-recorded interviews. Media law: libel, privacy, copyright. The First Amendment as it applies to online and social media content.
	Lab Component in this Course	No	No

Changed	Field	Current Version	Proposed Version
	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):	EWRT D001A or EWRT D01AH or ESL D005.	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):	No Value	No Value
	General Course Statement(s) - Other:	No Value	No Value

Curriculum Office				
Changed	Questions	Current Version	Proposed Version	
θ	Banner Start Term (202122)	202122	No Value	
0	Banner Division	2LA	No Value	

Changed	Questions	Current Version	Proposed Version
θ	Catalog Term (21-22)	23-24	No Value
θ	5 Year Revision Year (2021)	2018	No Value
θ	Effective Quarter	Fall	No Value
θ	Effective Year (2021)	2023	No Value
	Sort ID (00 < 10; 0 < 100)	JOUR 090	JOUR 090
	Course Status	New	New
θ	Course Status Code	Α	No Value
θ	Banner Department	JOUR	No Value
Ø	Course Level	DU	No Value
0	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
0	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
0	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)	Ν	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)	Ν	No Value
8	Noncredit Enhanced Funding Indicator	Ν	No Value
0	In Service Indicator	Ν	No Value
8	Sports/Physical Education Course Indicator	Ν	No Value
0	COA Code	С	No Value
0	Fund Code	114000	No Value
0	Organization Code	238011	No Value

Changed	Questions	Current Version	Proposed Version
θ	Account Code	1320	No Value
θ	Program Code	060700	No Value
θ	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
0	Print/No Print to Catalog	Yes	No Value
	Checklist	No Value	No Value

Summary of Revisions			
Questions	Current Version	Proposed Version	
Basic Course Information	No Value	Description update	
Units and Hours	No Value	No Value	
Specifications	No Value	Updated methods of instruction to reflect how course content is taught Updated textbooks and references to reflect current publications	
Outline	No Value	No Value	
Other	No Value	No Value	
	Basic Course Information Units and Hours Specifications Outline	Basic Course InformationNo ValueUnits and HoursNo ValueSpecificationsNo ValueOutlineNo Value	

Blue	Form
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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
0	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.	No Value	This equip students with the critical thinking skills necessary to engage with multimedia reporting across various contexts and perspectives effectively. (Learning outcome A)
	Objective 2: Compose essays drawn from personal experience and assigned texts.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.	No Value	No Value
9	Objective 4: Create syntactically varied sentences that are free of mechanical errors.	No Value	This is essential for JOURD090 students as it ensures they can communicate complex multimedia stories effectively, showcasing mastery of language mechanics vital for professional journalism. (Learning outcome B and C)
9	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.	No Value	This prepares students for JOURD090 by honing their ability to navigate the complexities of multimedia reporting, enabling them to analyze diverse viewpoints critically and produce well- rounded journalistic content. (Learning outcome D)

B-Matrix Form

Changed	Questions	Current Version	Proposed Version	
	ESL D272. and ESL	No Value	No Value	
	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.			

Changed	Questions	Current Version	Proposed Version
	Objective 1: Analyze a variety of college- level texts with a focus predominantly on expository and argumentative writing.	No Value	No Value
	Objective 2: Develop analytical ideas and topics for essays.	No Value	No Value
	Objective 3: Compose and support thesis statements for analytical essays.	No Value	No Value
	Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.	No Value	No Value
	Objective 5: Identify and practice writing for different audiences and purposes.	No Value	No Value
	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.	No Value	No Value
	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.	No Value	No Value

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

C-Matrix Form

Changed	Questions	Current Version	Proposed Version	
	ESL D261. and	No Value	No Value	
	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.			

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

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

D-Matrix Form

Changed	Questions	Current Version	Proposed Version	
	Intermediate	No Value	No Value	
	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.			

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

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

E-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
	Objective 4: Develop linear function models to solve problems.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real-world problems.	No Value	No Value
	Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 7: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 8: Use inequalities to solve real world problems.	No Value	No Value
	Objective 9: Explore arithmetic sequences and series.	No Value	No Value

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

F-Matrix Form

hanged	Questions	Current Version	Proposed Version	
	Pre-algebra or	No Value	No Value	
	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.			
	Objective 1:	No Value	No Value	
	Develop,			
	throughout the			
	course as			
	applicable,			
	systematic			
	problem solving			
	methods.			

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

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

G-Matrix Form

Changed	Questions	Current Version	Proposed Version
	If the requisite	No Value	No Value
	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.		

H-Matrix Form

hanged	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:	No Value	No Value	
	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.)			

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
	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
e Anza G	E - 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	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	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
9	Stage 7: Content Review Matrix Liaison	No Value	DateName - Role OR R - Role OR R - Role DatePart - Type of Field Edit EditEditInitiator - Indicate "Y" When Complete English advisory Please indicate where the3/27/24Zack Zack JudsonAMatrix Required English advisory Please indicate where theY - 4/234/23/24Zack JudsonAMatrix Required skills/activities/assignments can be found in eLumenY - 4/23
•	Stage 8: AVP - Instruction	No Value	Name - Role OR Part - Field Tab Type of Edit Edit Initiator - Indicate "Y" When Completed Gabriela Specifications
	Stage 9: Articulation Officer	No Value	Classes only.
	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	JOURD090.
	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	CCC000592178

Articulatio	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	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 OfficeCourse LevelCurriculum OfficeCollege CodeCurriculum OfficeCTE StatusCurriculum OfficeEmergency ApprovalCurriculum OfficeRepeat Status (N = Not Repeatable; T = Repeatable for Max Times/Units; U = Repeatable for Max Times/Units; U = Repeatable Credit, G = Family Activity/Other Repeatable; L = Legally Mandated Training)Curriculum OfficeNoncredit Enhanced Funding IndicatorCurriculum OfficeCOA CodeCurriculum OfficeAccount CodeCurriculum OfficePercentCurriculum OfficeBasic Course InformationSummary of RevisionsSpecificationsBasic Course Informa	Section	Changed field
Curriculum OfficeCTE StatusCurriculum OfficeEmergency ApprovalCurriculum OfficeRepeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Unlts; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)Curriculum OfficeRepeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)Curriculum OfficeNoncredit Enhanced Funding IndicatorCurriculum OfficeIn Service IndicatorCurriculum OfficeSports/Physical Education Course IndicatorCurriculum OfficeCOA CodeCurriculum OfficeOrganization CodeCurriculum OfficeProgram CodeCurriculum OfficeProgram CodeCurriculum OfficePercentCurriculum OfficeSports/Physical EducationSummary of RevisionsBasic Course InformationSummary of RevisionsSpecificationsB-Matrix FormObjective 2: Develop analytical ideas and topics for essays.	Curriculum Office	Course Level
Curriculum OfficeEmergency ApprovalCurriculum OfficeRepeat 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 OfficeRepeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)Curriculum OfficeNoncredit Enhanced Funding IndicatorCurriculum OfficeIn Service IndicatorCurriculum OfficeSports/Physical Education Course IndicatorCurriculum OfficeCOA CodeCurriculum OfficeOrganization CodeCurriculum OfficeAccount CodeCurriculum OfficeProgram CodeCurriculum OfficeProgram CodeCurriculum OfficeProgram CodeCurriculum OfficeSpecificationsBasic Course InformationSpecificationsSummary of RevisionsSpecificationsB-Matrix FormObjective 3: Compose and support thesis statements	Curriculum Office	College Code
Curriculum OfficeCurriculum OfficeRepeat 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 OfficeRepeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)Curriculum OfficeNoncredit Enhanced Funding IndicatorCurriculum OfficeIn Service IndicatorCurriculum OfficeCOA CodeCurriculum OfficeCOA CodeCurriculum OfficeOrganization CodeCurriculum OfficeOrganization CodeCurriculum OfficeProgram CodeCurriculum OfficePercentCurriculum OfficePercentCurriculum OfficeSports/Physical Education Course IndicatorCurriculum OfficeSports/Physical Education Course IndicatorCurriculum OfficeProgram CodeCurriculum OfficeProgram CodeCurriculum OfficePercentCurriculum OfficePrint/No Print to CatalogSummary of RevisionsSpecificationsB-Matrix FormObjective 2: Develop analytical ideas and topics for essays.B-Matrix FormObjective 3: Compose and support thesis statements	Curriculum Office	CTE Status
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Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Non-repeatable Credit; G = Family Non-repeatable Credit; G = Family Non-repeatable; L = Legally Mandated Training)Curriculum OfficeNoncredit Enhanced Funding IndicatorCurriculum OfficeIn Service IndicatorCurriculum OfficeSports/Physical Education Course IndicatorCurriculum OfficeCOA CodeCurriculum OfficeFund CodeCurriculum OfficeOrganization CodeCurriculum OfficeProgram CodeCurriculum OfficeProgram CodeCurriculum OfficePercentCurriculum OfficePercentCurriculum OfficeSports/No Print to CatalogSummary of RevisionsSpecificationsB-Matrix FormObjective 2: Develop analytical ideas and topics for essays.B-Matrix FormObjective 3: Compose and support thesis statements	Curriculum Office	for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y =
Curriculum OfficeIn Service IndicatorCurriculum OfficeSports/Physical Education Course IndicatorCurriculum OfficeCOA CodeCurriculum OfficeFund CodeCurriculum OfficeOrganization CodeCurriculum OfficeAccount CodeCurriculum OfficeProgram CodeCurriculum OfficePercentCurriculum OfficePercentSummary of RevisionsBasic Course InformationSummary of RevisionsSpecificationsB-Matrix FormObjective 3: Compose and support thesis statements	Curriculum Office	Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L =
Curriculum OfficeSports/Physical Education Course IndicatorCurriculum OfficeCOA CodeCurriculum OfficeFund CodeCurriculum OfficeOrganization CodeCurriculum OfficeAccount CodeCurriculum OfficeProgram CodeCurriculum OfficePercentCurriculum OfficeSpecificationSummary of RevisionsSpecificationsB-Matrix FormObjective 2: Develop analytical ideas and topics for essays.B-Matrix FormObjective 3: Compose and support thesis statements	Curriculum Office	Noncredit Enhanced Funding Indicator
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Curriculum OfficeFund CodeCurriculum OfficeOrganization CodeCurriculum OfficeAccount CodeCurriculum OfficeProgram CodeCurriculum OfficePercentCurriculum OfficePrint/No Print to CatalogSummary of RevisionsBasic Course InformationSummary of RevisionsSpecificationsB-Matrix FormObjective 3: Compose and support thesis statements	Curriculum Office	Sports/Physical Education Course Indicator
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Curriculum OfficeAccount CodeCurriculum OfficeProgram CodeCurriculum OfficePercentCurriculum OfficePrint/No Print to CatalogSummary of RevisionsBasic Course InformationSummary of RevisionsSpecificationsB-Matrix FormObjective 2: Develop analytical ideas and topics for essays.B-Matrix FormObjective 3: Compose and support thesis statements	Curriculum Office	Fund Code
Curriculum OfficeProgram CodeCurriculum OfficePercentCurriculum OfficePrint/No Print to CatalogSummary of RevisionsBasic Course InformationSummary of RevisionsSpecificationsB-Matrix FormObjective 2: Develop analytical ideas and topics for essays.B-Matrix FormObjective 3: Compose and support thesis statements	Curriculum Office	Organization Code
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Summary of RevisionsBasic Course InformationSummary of RevisionsSpecificationsB-Matrix FormObjective 2: Develop analytical ideas and topics for essays.B-Matrix FormObjective 3: Compose and support thesis statements	Curriculum Office	Percent
Summary of RevisionsSpecificationsB-Matrix FormObjective 2: Develop analytical ideas and topics for essays.B-Matrix FormObjective 3: Compose and support thesis statements	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	Summary of Revisions	Basic Course Information
B-Matrix Form Objective 3: Compose and support thesis statements	Summary of Revisions	Specifications
	B-Matrix Form	
	B-Matrix Form	

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 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
0	Faculty Initiator	Bob Kalpin	Rachel CatuizaAltman, Danielle
	Course ID (CB01A and CB01B)	KNESD002B	KNESD002B
	Course Control Number	CCC000589379	CCC000589379
	Course Title (CB02)	Deep Water Running	Deep Water Running
	Short Course Title	DEEP WATER RUNNING	DEEP WATER RUNNING
	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
0	Effective Term	Fall 2023	Fall 2023 <u>2025</u>
	SAM Priority Code (CB09)	Non-Occupational	Non-Occupational
9	Course Description	An introduction to the discipline of Kinesiology through deep water running including an historical and global examination of deep water running for fitness and rehabilitation. Students will improve fitness through a program of cardiovascular endurance, strength development and flexibility using water based exercise routines and equipment.	An- <u>This course is</u> introduction to the discipline of Kinesiology through deep water running including an historical and global examination of deep water running for fitness and rehabilitation. Students will improve fitness through a program of cardiovascular endurance, strength development and flexibility using water based exercise routines and equipment.
0	Course Type (CB27)	No value	Lower Division
0	Mode of Delivery	• NA	In person ONLY

Faculty Requirements				
Changed	Field	Current Version	Proposed Version	
9	Discipline 1	No value	Physical Education	
	Discipline 2	No value	No value	
	Discipline 3	No value	No value	
0	FSA	No value	FHDA FSA - PHYSICAL EDUCATION	

Formerly Statement				
Changed	Field	Current Version	Proposed Version	
	Formerly Statement	(Formerly P E D006F and P E D06FX respectively.)	(Formerly P E D006F and P E D06FX respectively.)	

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 uses water based exercise routines and equipment to improve overall fitness.	The course is CSU and UC transferable. This course meets a general education requirement for De Anza and CSUGE. This course uses water based exercise routines and equipment to improve overall fitness.

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
0	Is this a CTE (Career Technical Education) course?	No value	<u>No</u>

Honors/Non-honors Course					

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

Mirrored	Mirrored Credit/Noncredit Course					
Changed	Field	Current Version	Proposed Version			
9	Is this a mirrored credit/noncredit course?	No value	No			

Cross-listed Course				
Changed	Field	Current Version	Proposed Version	
0	Is this a cross-listed course?	No value	<u>No</u>	
More Optic	ons			
Changed	Field	Current Version	Proposed Version	
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.	
	Course Prior To College Level	Not applicable.	Not applicable.	
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.	
	Course Support Status (CB26)	Course is not a support course	Course is not a support course	
	Repeat Limit	0	0	

Changed	Field	Current Version	Proposed Version
	Grade Options	Letter GradePass/No Pass	Letter GradePass/No Pass
	Allow Students to Gain Credit by Exam/Challenge		
	Repeatability Statement	(This course is included in the Aquatics 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 Aquatics Family of activity courses. Please see the rules on "Repeating Courses" in the College Policies section of the catalog.)

Associated Programs

Changed	Field	Current Versio	on	Proposed Ver	sion
	Course is part of a program	Associated Program	Kinesiology for Transfer (In Development)	Associated Program	Kinesiology for Transfer (In Development)
		Award Type	Associate in Arts for Transfer (A.AT.) Degree	Award Type	Associate in Arts for Transfer (A.AT.) Degree
		Associated Program	CSU GE	Associated Program	CSU GE
		Award Type	Certificate of Achievement- Advanced (COA-A)	Award Type	Certificate of Achievement- Advanced (COA-A)
		Associated Program	CSU GE	Associated Program	CSU GE
		Award Type	Certificate of Achievement- Advanced (COA-A)	Award Type	Certificate of Achievement- Advanced (COA-A)
		Associated Program	CSU GE	Associated Program	CSU GE
		Award Type	Certificate of Achievement- Advanced (COA-A)	Award Type	Certificate of Achievement- Advanced (COA-A)
		Associated Program	Associate in Arts in Kinesiology for Transfer	Associated Program	Associate in Arts in Kinesiology for Transfer
		Award Type	Associate in Arts for Transfer (A.AT.) Degree	Award Type	Associate in Arts for Transfer (A.AT.) Degree
		Associated Program	Kinesiology for Transfer	Associated Program	Kinesiology for Transfer

Changed Field	Current Ver	rsion	Proposed \	/ersion
	Award Type	Associate in Arts for Transfer (A.AT.) Degree	Award Type	Associate in Arts for Transfer (A.AT.) Degree

Changed	Field	eld Current Version		Proposed Version	
	Transfer Status (CB05)	Transferable to both U	C and CSU	Transferable to both U	C and CSU
	Course General Education Status (CB25)	Υ		Y	
	Transfer Status	Approved		Approved	
0	GE Information	System/Institution	De Anza GE	System/Institution	De Anza GE
		Area(s)	 2GEP - Approved. 	Area(s)	 2GEP - Approved
		-	No value	-	No value
		System/Institution	CSU GE		
		Area(s)	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
	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)			
	Variable Credit Course			

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 Current Version Proposed Version SKIP No Value No Value

Specifications			

Methods of Instruction	Methods of Instruction	of		Methods of Instruction
	Methods of Instruction	Visual aids Discussion of assigned reading Demonstration of skills and equipment Cues and commands for variation of intensity and exercises Discussion and problem solving performed in class Collaborative learning and small group exercises	Methods of Instruction	Visual aids Discussion of assigned reading Demonstration of skills and equipment Cues and commands for variation of intensity and exercises Discussion and problem solving performed in class Collaborative learning and small group exercises
Assignments	textbook Fahey, e 2. In class 5 compo- how it re health a 3. Written the 5 co how tha deep wa 4. Verbal p water ru 5. Physica evaluate	discussion of one of the onents and fitness and elates to one's overall and wellness. essay analyzing one of imponents of fitness and t component relates to ater running. beer evaluation of deep inning skills. I skills assessments to e individual ascular and strength	compon class te critical a deep wa the chos 2. Reading 1. A th W e 2. R g 3. Skill and 1. P d ir g 2. P a ir a d	Essay on one of the 5 bents of fitness from the xt "Fit and Well" with a analysis of the effects of ater running training on sen component. 3 ssigned readings from he textbook "Fit and Vell" by Thomas Fahey, t al. Review of instructor enerated handouts. d Fitness Acquisition Practice technical skills of eep water running ndividually and in small roups. Physical skills ssessments to evaluate ndividual cardiovascular nd strength evelopment. Dral peer evaluation of

 Oral peer evaluation of deep water running skills. 0

c	Methods of Evaluation		Methods of Evaluation	Methods of Evaluation
c	Methods of Evaluation	 Comprehensive final exam based upon the reading from the textbook "Fit and Well" by Fahey, et al. One page essay on one of the five components of fitness and how it relates to deep water running exercise graded on content and completeness. Completion of verbal peer evaluation of deep water running technique. Fitness assessments evaluated on completeness. 	Methods of Evaluation	 Essay on the one of the five components of fitness from the text "Fit and Well" on how it relates to deep water running grade on content an completeness Written comprehensiv final exam based on reading, demonstration and video. A variety of skill-specific assessments graded on completion of skill techniques. Demonstration of correct technical performance

5. Oral peer evaluation graded on completion.

Changed	Field	Current Versi	on	Proposed Vers	ion
	Essential Student Materials/Essential College Facilities	 Bathing Essential Col Swimmi depth or 	dent Materials: suit, and towel lege Facilities: ng pool with a minimum f 6 feet, a buoyancy vest a student	Essential Colle • Swimmin	euit, and towel ge Facilities: g pool with a minimum 6 feet, a buoyancy ves
0	Examples of Primary Texts and References	Title	No value	Title	Fit and Well Brief Edition
		Author	hor Fahey, Insel, and Roth, "Fit and Well" - Brief 12th edition,	Author	Fahey, T., Insel, P., and Roth, W.
			McGraw - Hill Publishing Co., Mountain View, CA., 2015.	Publisher	McGraw Hill Publishing co., San Francisco, CA
		Publisher	No value	Date/Edition	2023/15th edition.
		Date/Edition	No value	ISBN	No value
		ISBN	No value		
•	Suggested Reading List	List P V M	Gaines, Marybeth Pappas, "Fantastic Vater Workouts," Norton Publishing Co., Inglewood, Colorado, 008.	No value	
		May N include, but are not limited to	lo value		

Learning Outcomes and Objectives

Changed	Field	Current Version	Proposed Version
	Course Objectives	 Examine deep water running in an historical and global context as a mode for rehabilitation and fitness activity. Analyze the human body's ability to adapt while performing water exercise vs land based exercise. Ability to utilize the basic concepts of exercise physiology: target heart rate range, intensity and duration, and compare and contrast how working in the water may change these factors for each individual. Assess and employ the basic components of a safe water exercise program. Differentiate between gender and age for physiological improvement of strength, flexibility, and cardiovascular fitness including individual needs. Recognize and apply the basic concepts of healthy nutrition 	 Examine deep water running in an historical and global context as a mode for rehabilitation and fitness activity. Analyze the human body's ability to adapt while performing water exercise vs land based exercise. Ability to utilize the basic concepts of exercise physiology: target heart rate range, intensity and duration, and compare and contrast how working in the water may change these factors for each individual. Assess and employ the basic components of a safe water exercise program. Differentiate between gender and age for physiological improvement of strength, flexibility, and cardiovascular fitness including individual needs. Recognize and apply the basic concepts of healthy nutrition

hanged	Field	Current Versior	1	Proposed Versi	on
0	CSLOs	CSLOs	Apply knowledge of basic fitness concepts as they apply to health and fitness.	CSLOs	Apply knowledge of basic fitness concepts to health and wellness.
		Expected SLO Performance	0.0	Expected SLO Performance	0.0
		CSLOs	Demonstrate improvement in cardiorespiratory endurance and strongth	CSLOs	Demonstrate improvement in cardiorespiratory endurance and strength.
		Expected SLO Performance	strength.	Expected SLO Performance	0.0
		CSLOs	Demonstrate proper deep water running techniques.	CSLOs	Demonstrate proper deep water running techniques.
		Expected SLO Performance	0.0	Expected SLO Performance	0.0

Course Outline

Changed	Field (Current Version	Proposed Version
Changed	Field C Course Content	 Current Version 1. Examine deep water running in an historical and global context as a mode for rehabilitation and fitness activity. Physical therapy and water movement 1940 research shows benefits of water exercise for rehabilitation 1980's used by athletes for rehab of injuries 2000 - Water fitness used to enhance performance for athletes and is used for rehabilitation in the area of physical therapy. Deep Water Running as a fitness activity for individuals any age, gender. or ability. Analyze the human body's ability to adapt while performing water exercise vs land based exercise. Differentiate between air and water resistance programs Employ the use of accessory equipment Examine water resistance to improve strength and flexibility Maintain erect body alignment and balance through the use of abdominal and back muscles as well as the use of arms and legs Experiment with 	 Proposed Version 1. Examine deep water running in an historical and global context as a mode for rehabilitation and fitness activity. 1. Physical therapy and water movement 1. 1940 research shows benefits of water exercise for rehabilitation 2. 1980's used by athletes for rehab of injuries 3. 2000 - Water fitness used to enhance performance for athletes and is used for rehabilitation in the area of physical therapy. 2. Deep Water Running as a fitness activity for individuals any age, gender. or ability. 2. Analyze the human body's ability to adapt while performing water exercise vs land based exercise. 1. Differentiate between air and water resistance programs 2. Employ the use of accessory equipment 3. Examine water resistance to improve strength and flexibility 4. Maintain erect body alignment and balance through the use of abdominal and back muscles as well as the use of arms and legs 5. Experiment with
		exercises allowing for water forces to work	exercises allowing for water forces to work

Changed	Field	Current Version	Proposed Version
		opposing muscle groups	opposing muscle groups
		to balance strength	to balance strength
		6. Injury prevention	6. Injury prevention
		7. Understand that water	7. Understand that water
		based exercise does not	based exercise does not
		increase bone density.	increase bone density.
		3. Ability to utilize the basic	3. Ability to utilize the basic
		concepts of exercise	concepts of exercise
		physiology: target heart rate	physiology: target heart rate
		range, intensity and duration,	range, intensity and duration,
		and compare and contrast how	and compare and contrast how
		working in the water may	working in the water may
		change these factors for each individual.	change these factors for each individual.
		1. Basic physiological concepts	1. Basic physiological concepts
		2. Monitoring exertion levels	2. Monitoring exertion levels
		1. Target heart rate	1. Target heart rate
		2. Perceived exertion	2. Perceived exertion
		3. Recovery heart	3. Recovery heart
		rate	rate
		3. Effect of water resistance	3. Effect of water resistance
		on physiology and heart	on physiology and heart
		rates	rates
		4. Injury prevention	4. Injury prevention
		Assess and employ the basic	4. Assess and employ the basic
		components of a safe water	components of a safe water
		exercise program.	exercise program.
		1. Warm-up	1. Warm-up
		2. Aerobic and anaerobic	2. Aerobic and anaerobic
		components of exercise	components of exercise
		1. Moving from low to	1. Moving from low to
		high intensity	high intensity
		exercises	exercises
		2. Aerobic exercise	2. Aerobic exercise
		performed for	performed for
		moderate,	moderate,
		continuous	continuous
		endurance activity	endurance activity
		3. Anaerobic exercise	3. Anaerobic exercise
		performed for	performed for
		strenuous bursts of	strenuous bursts o
		speed and	speed and
		explosive power	explosive power
		3. Aerobic cool down	3. Aerobic cool down
		4. Strengthening and toning	4. Strengthening and toning
		exercise	exercise
		1. Wall exercises	1. Wall exercises

Changed	Field	Current Version	Proposed Version
		2. Exercises using	2. Exercises using
		equipment	equipment
		3. Exercises	3. Exercises
		performed without	performed without
		wall support	wall support
		5. Flexibility and final cool- down	5. Flexibility and final cool- down
		5. Differentiate between gender	5. Differentiate between gender
		and age for physiological	and age for physiological
		improvement of strength,	improvement of strength,
		flexibility, and cardiovascular	flexibility, and cardiovascular
		fitness including individual	fitness including individual
		needs.	needs.
		1. Differences in strength,	1. Differences in strength,
		muscle mass, and	muscle mass, and
		muscular development.	muscular development.
		2. Gender differences in	2. Gender differences in
		cardiovascular dynamics.	cardiovascular dynamics.
		3. Hormonal and metabolic	3. Hormonal and metabolic
		differences.	differences.
		4. Differences in percent	4. Differences in percent
		and distribution of body	and distribution of body
		fat.	fat.
		6. Recognize and apply the basic	6. Recognize and apply the basic
		concepts of healthy nutrition	concepts of healthy nutrition
		1. Nutritional concepts with	1. Nutritional concepts with
		special notes regarding	special notes regarding
		specific needs for various	specific needs for various
		populations.	populations.
		2. Assess balanced	2. Assess balanced
		nutritional concepts for wellness.	nutritional concepts for wellness.
		3. Pre class meals as they	3. Pre class meals as they
		relate to individual needs.	relate to individual needs.
	Lab Component in this Course	No	No
	Lab Outline	No value	No value

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	KNES D001C or KNES D01CX, or permission of instructor	KNES D001C or KNES D01CX, or permission of instructor
	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	
0	Banner Start Term (202122)	202122	No Value	
0	Banner Division	2PE	No Value	

Changed	Questions	Current Version	Proposed Version
0	Catalog Term (21-22)	23-24	No Value
0	5 Year Revision Year (2021)	2018	No Value
0	Effective Quarter	Fall	No Value
0	Effective Year (2021)	2023	No Value
	Sort ID (00 < 10; 0 < 100)	KNES 002B	KNES 002B
	Course Status	Non-substantial	Non-substantial
0	Course Status Code	A	No Value
0	Banner Department	KNES	No Value
0	Course Level	DU	No Value
0	College Code	DA	No Value
	Course Characteristics	ΝΑ	NA
	Cross- Listed/Related Course Information	Related Parent	Related Parent
	Cross- Listed/Related Course ID's	No Value	No Value
0	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

Changed	Questions	Current Version	Proposed Version
0	Emergency Approval	No	No Value
9	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)	Ν	No Value
9	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
9	Noncredit Enhanced Funding Indicator	Ν	No Value
0	In Service Indicator	Ν	No Value
9	Sports/Physical Education Course Indicator	Y	No Value

Changed	Questions	Current Version	Proposed Version
0	COA Code	C	No Value
0	Fund Code	114000	No Value
9	Organization Code	236002	No Value
θ	Account Code	1320	No Value
θ	Program Code	083500	No Value
0	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
0	Print/No Print to Catalog	Yes	No Value
	Checklist	No Value	No Value

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

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

A-Matrix Form

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

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

B-Matrix Form

Changed	Questions	Current Version	Proposed Version
	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Analyze a variety of college- level texts with a focus predominantly on expository and argumentative writing.	No Value	No Value
9	Objective 2: Develop analytical ideas and topics for essays.	No Value	Students must learn about each of the 5 components of fitness and analyze the effects of deep water running on each component, and then select the topic for their essay.
8	Objective 3: Compose and support thesis statements for analytical essays.	No Value	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 deep water running training on the chosen component.
	Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.	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
	ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.	No Value	No Value
	Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.	No Value	No Value

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

D-Matrix Form

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

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

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

E-Matrix Form

Changed	Questions	Current Version	Proposed Version	
	Elementary	No Value	No Value	
	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.			

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

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

F-Matrix Form

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

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

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

G-Matrix Form

Changed	Questions	Current Version		Proposed Version	
	If the requisite	No Value		No Value	
	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.				
H-Matrix F	orm				
Changed	Questions		Current Version	Proposed Version	

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
0	Criteria 1:	No Value	Outline B: Analyze the human body's
	Present core		ability to adapt while performing water
	concepts and		exercise vs land based exercise.
	scope that		
	define the		
	discipline.		
	(ONLY using		
	the Outline,		
	Assignments or		
	Methods of		
	Evaluation		
	areas, cite,		
	copy and paste		
	the area		
	referenced.)		

Changed	Questions	Current Version	Proposed Version
9	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	Collaboration: Assignments C.1.Practice technical skills of deep water running individually and in small groups. 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 deep water running training on the chosen component. Oral: Assignments C.3. Oral peer evaluation of deep water running skills.
9	Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	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 deep water running training on the chosen component.

Changed	Questions	Current Version	Proposed Version
0	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: Differentiate between gender and age for physiological improvement of strength, flexibility, and cardiovascular fitness including individual needs.
•	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 deep water running in an historical and global context as a mode for rehabilitation and fitness activity.

Changed	Questions	Current Version	Proposed Version
0	Criteria 6: Use	No Value	Assignments C.2. Physical skills
	real-world or		assessments to evaluate individual
	hands-on		cardiovascular and strength
	applications		development.
	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.)		

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	
	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	No Value	Name Initiator -
Review Matrix Liaison		Date-RolePart - Type of Field EditEditIndicate "Y" When CompletedTabUpdate Matrix G to the current form and
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
	Instruction Stage 9: Articulation Officer Stage 11: ESGC Faculty Coordinator Stage 14: Curriculum	InstructionStage 9: Articulation OfficerNo ValueStage 11: ESGC Faculty CoordinatorNo ValueStage 14: CurriculumNo Value

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

Changed	Field	Current Version
	Curriculum ID	KNESD002B
	Distance Education Approved	No

Changed	Field	Current Version
	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	CCC000589379

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	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 OfficeCourse LevelCurriculum OfficeCollege CodeCurriculum OfficeCTE StatusCurriculum OfficeEmergency ApprovalCurriculum OfficeRepeat Status (N = Not Repeatable; T = Repeatable for Max Times/Units; U = Repeatable for Max Times/Units; U = Repeatable Credit (R = Family Non-repeatable; L = Legally Mandated Training)Curriculum OfficeNoncredit Enhanced Funding IndicatorCurriculum OfficeCOA CodeCurriculum OfficePercentCurriculum OfficePercentCurriculum OfficeSpecificationsSummary of RevisionsSpecificationsBasic Course InformationSpecification	Section	Changed field
Curriculum OfficeCTE StatusCurriculum OfficeEmergency ApprovalCurriculum OfficeRepeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Unlts; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)Curriculum OfficeRepeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)Curriculum OfficeNoncredit Enhanced Funding IndicatorCurriculum OfficeIn Service IndicatorCurriculum OfficeSports/Physical Education Course IndicatorCurriculum OfficeCOA CodeCurriculum OfficeOrganization CodeCurriculum OfficeProgram CodeCurriculum OfficeProgram CodeCurriculum OfficePercentCurriculum OfficeSports/Physical EducationSummary of RevisionsBasic Course InformationSummary of RevisionsSpecificationsB-Matrix FormObjective 2: Develop analytical ideas and topics for essays.	Curriculum Office	Course Level
Curriculum OfficeEmergency ApprovalCurriculum OfficeRepeat 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 OfficeRepeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)Curriculum OfficeNoncredit Enhanced Funding IndicatorCurriculum OfficeIn Service IndicatorCurriculum OfficeSports/Physical Education Course IndicatorCurriculum OfficeCOA CodeCurriculum OfficeOrganization CodeCurriculum OfficeAccount CodeCurriculum OfficeProgram CodeCurriculum OfficeProgram CodeCurriculum OfficeProgram CodeCurriculum OfficeSpecificationsBasic Course InformationSpecificationsSummary of RevisionsSpecificationsB-Matrix FormObjective 3: Compose and support thesis statements	Curriculum Office	College Code
Curriculum OfficeCurriculum OfficeRepeat 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 OfficeRepeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)Curriculum OfficeNoncredit Enhanced Funding IndicatorCurriculum OfficeIn Service IndicatorCurriculum OfficeCOA CodeCurriculum OfficeCOA CodeCurriculum OfficeOrganization CodeCurriculum OfficeOrganization CodeCurriculum OfficeProgram CodeCurriculum OfficePercentCurriculum OfficePercentCurriculum OfficeSports/Physical Education Course IndicatorCurriculum OfficeSports/Physical Education Course IndicatorCurriculum OfficeProgram CodeCurriculum OfficeProgram CodeCurriculum OfficePercentCurriculum OfficePrint/No Print to CatalogSummary of RevisionsSpecificationsB-Matrix FormObjective 2: Develop analytical ideas and topics for essays.B-Matrix FormObjective 3: Compose and support thesis statements	Curriculum Office	CTE Status
Initial and a second	Curriculum Office	Emergency Approval
Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Non-repeatable Credit; G = Family Non-repeatable Credit; G = Family Non-repeatable; L = Legally Mandated Training)Curriculum OfficeNoncredit Enhanced Funding IndicatorCurriculum OfficeIn Service IndicatorCurriculum OfficeSports/Physical Education Course IndicatorCurriculum OfficeCOA CodeCurriculum OfficeFund CodeCurriculum OfficeOrganization CodeCurriculum OfficeProgram CodeCurriculum OfficeProgram CodeCurriculum OfficePercentCurriculum OfficePercentCurriculum OfficeSports/No Print to CatalogSummary of RevisionsSpecificationsB-Matrix FormObjective 2: Develop analytical ideas and topics for essays.B-Matrix FormObjective 3: Compose and support thesis statements	Curriculum Office	for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y =
Curriculum OfficeIn Service IndicatorCurriculum OfficeSports/Physical Education Course IndicatorCurriculum OfficeCOA CodeCurriculum OfficeFund CodeCurriculum OfficeOrganization CodeCurriculum OfficeAccount CodeCurriculum OfficeProgram CodeCurriculum OfficePercentCurriculum OfficePercentSummary of RevisionsBasic Course InformationSummary of RevisionsSpecificationsB-Matrix FormObjective 3: Compose and support thesis statements	Curriculum Office	Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L =
Curriculum OfficeSports/Physical Education Course IndicatorCurriculum OfficeCOA CodeCurriculum OfficeFund CodeCurriculum OfficeOrganization CodeCurriculum OfficeAccount CodeCurriculum OfficeProgram CodeCurriculum OfficePercentCurriculum OfficeSpecificationSummary of RevisionsSpecificationsB-Matrix FormObjective 2: Develop analytical ideas and topics for essays.B-Matrix FormObjective 3: Compose and support thesis statements	Curriculum Office	Noncredit Enhanced Funding Indicator
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Curriculum OfficeFund CodeCurriculum OfficeOrganization CodeCurriculum OfficeAccount CodeCurriculum OfficeProgram CodeCurriculum OfficePercentCurriculum OfficePrint/No Print to CatalogSummary of RevisionsBasic Course InformationSummary of RevisionsSpecificationsB-Matrix FormObjective 3: Compose and support thesis statements	Curriculum Office	Sports/Physical Education Course Indicator
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Curriculum OfficeAccount CodeCurriculum OfficeProgram CodeCurriculum OfficePercentCurriculum OfficePrint/No Print to CatalogSummary of RevisionsBasic Course InformationSummary of RevisionsSpecificationsB-Matrix FormObjective 2: Develop analytical ideas and topics for essays.B-Matrix FormObjective 3: Compose and support thesis statements	Curriculum Office	Fund Code
Curriculum OfficeProgram CodeCurriculum OfficePercentCurriculum OfficePrint/No Print to CatalogSummary of RevisionsBasic Course InformationSummary of RevisionsSpecificationsB-Matrix FormObjective 2: Develop analytical ideas and topics for essays.B-Matrix FormObjective 3: Compose and support thesis statements	Curriculum Office	Organization Code
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Curriculum OfficePrint/No Print to CatalogSummary of RevisionsBasic Course InformationSummary of RevisionsSpecificationsB-Matrix FormObjective 2: Develop analytical ideas and topics for essays.B-Matrix FormObjective 3: Compose and support thesis statements	Curriculum Office	Program Code
Summary of RevisionsBasic Course InformationSummary of RevisionsSpecificationsB-Matrix FormObjective 2: Develop analytical ideas and topics for essays.B-Matrix FormObjective 3: Compose and support thesis statements	Curriculum Office	Percent
Summary of RevisionsSpecificationsB-Matrix FormObjective 2: Develop analytical ideas and topics for essays.B-Matrix FormObjective 3: Compose and support thesis statements	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	Summary of Revisions	Basic Course Information
B-Matrix Form Objective 3: Compose and support thesis statements	Summary of Revisions	Specifications
	B-Matrix Form	
	B-Matrix Form	

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 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
0	Faculty Initiator	Bob Kalpin	Danielle Altman
	Course ID (CB01A and CB01B)	KNESD02BX	KNESD02BX
	Course Control Number	CCC000589378	CCC000589378
	Course Title (CB02)	Deep Water Running	Deep Water Running
	Short Course Title	DEEP WATER RUNNING	DEEP WATER RUNNING
	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
0	Effective Term	Fall 2023	Fall 2023 <u>2025</u>
	SAM Priority Code (CB09)	Non-Occupational	Non-Occupational
8	Course Description	An introduction to the discipline of Kinesiology through deep water running including an historical and global examination of deep water running for fitness and rehabilitation. Students will improve fitness through a program of cardiovascular endurance, strength development and flexibility using water based exercise routines and equipment.	An- <u>This course is</u> introduction to the discipline of Kinesiology through deep water running including an historical and global examination of deep water running for fitness and rehabilitation. Students will improve fitness through a program of cardiovascular endurance, strength development and flexibility using water based exercise routines and equipment.
0	Course Type (CB27)	No value	Lower Division
0	Mode of Delivery	• NA	In person ONLY

Faculty Requirements				
Changed	Field	Current Version	Proposed Version	
9	Discipline 1	No value	Physical Education	
	Discipline 2	No value	No value	
	Discipline 3	No value	No value	
0	FSA	No value	FHDA FSA - PHYSICAL EDUCATION	

Formerly Statement				
Changed	Field	Current Version	Proposed Version	
	Formerly Statement	(Formerly P E D006F and P E D06FX respectively.)	(Formerly P E D006F and P E D06FX respectively.)	

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 uses water based exercise routines and equipment to improve overall fitness.	The course is CSU and UC transferable. This course meets a general education requirement for De Anza and CSUGE. This course uses water based exercise routines and equipment to improve overall fitness.

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	
0	Is this a CTE (Career Technical Education) course?	No value	<u>No</u>	

Honors/Non-honors Course					

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

Mirrored	Mirrored Credit/Noncredit Course			
Changed	Field	Current Version	Proposed Version	
9	Is this a mirrored credit/noncredit course?	No value	No	

Cross-listed Course					
Changed	Field	Current Version	Proposed Version		
0	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	Letter GradePass/No Pass	Letter GradePass/No Pass
	Allow Students to Gain Credit by Exam/Challenge		
	Repeatability Statement	(This course is included in the Aquatics 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 Aquatics Family of activity courses. Please see the rules on "Repeating Courses" in the College Policies section of the catalog.)

Associated Programs

Changed Field		Current Versio	Current Version		sion
	Course is part of a program	Associated Program	Kinesiology for Transfer (In Development)	Associated Program	Kinesiology for Transfer (In Development)
		Award Type	Associate in Arts for Transfer (A.AT.) Degree	Award Type	Associate in Arts for Transfer (A.AT.) Degree
		Associated Program	CSU GE	Associated Program	CSU GE
		Award Type	Certificate of Achievement- Advanced (COA-A)	Award Type	Certificate of Achievement- Advanced (COA-A)
		Associated Program	CSU GE	Associated Program	CSU GE
		Award Type	Certificate of Achievement- Advanced (COA-A)	Award Type	Certificate of Achievement- Advanced (COA-A)
		Associated Program	CSU GE	Associated Program	CSU GE
		Award Type	Certificate of Achievement- Advanced (COA-A)	Award Type	Certificate of Achievement- Advanced (COA-A)
		Associated Program	Associate in Arts in Kinesiology for Transfer	Associated Program	Associate in Arts in Kinesiology for Transfer
		Award Type	Associate in Arts for Transfer (A.AT.) Degree	Award Type	Associate in Arts for Transfer (A.AT.) Degree
		Associated Program	Kinesiology for Transfer	Associated Program	Kinesiology for Transfer

Changed Field	Current Ver	rsion	Proposed \	/ersion
	Award Type	Associate in Arts for Transfer (A.AT.) Degree	Award Type	Associate in Arts for Transfer (A.AT.) Degree

Changed	Field	Current Version		Proposed Version	
	Transfer Status (CB05)	Transferable to both U	C and CSU	Transferable to both U	C and CSU
	Course General Education Status (CB25)	Υ		Y	
	Transfer Status	Approved		Approved	
0	GE Information	System/Institution	De Anza GE	System/Institution	De Anza GE
		Area(s)	 2GEP - Approved. 	Area(s)	 2GEP - Approved
		-	No value	-	No value
		System/Institution	CSU GE		
		Area(s)	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)		
	Variable Credit Course		

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 Current Version Proposed Version SKIP No Value No Value

Specifications			

Methods of Instruction	Methods of Instruction		Methods of Instruction	Methods of Instruction
	Methods of Instruction	Visual aids Discussion of assigned reading Demonstration of skills and equipment Cues and commands for variation of intensity and exercises Discussion and problem solving performed in class Collaborative learning and small group exercises	Methods of Instruction	Visual aids Discussion of assigned reading Demonstration of skills and equipment Cues and commands for variation of intensity and exercises Discussion and problem solving performed in class Collaborative learning and small group exercises
Assignments	textbook Fahey, e 2. In class 5 compo- how it re health a 3. Written the 5 co how tha deep wa 4. Verbal p water ru 5. Physica evaluate	discussion of one of the onents and fitness and elates to one's overall and wellness. essay analyzing one of imponents of fitness and t component relates to ater running. beer evaluation of deep inning skills. I skills assessments to e individual ascular and strength	compon class te critical a deep wa the chos 2. Reading 1. A th W e 2. R g 3. Skill and 1. P d ir g 2. P a ir a d	Essay on one of the 5 bents of fitness from the xt "Fit and Well" with a analysis of the effects of ater running training on sen component. 3 ssigned readings from he textbook "Fit and Vell" by Thomas Fahey, t al. Review of instructor enerated handouts. d Fitness Acquisition Practice technical skills of eep water running ndividually and in small roups. Physical skills ssessments to evaluate ndividual cardiovascular nd strength evelopment. Dral peer evaluation of

 Oral peer evaluation of deep water running skills. 0

Evaluation	Methods of Evaluation		Methods of Evaluation	Methods of Evaluation
	Methods of Evaluation	 Comprehensive final exam based upon the reading from the textbook "Fit and Well" by Fahey, et al. One page essay on one of the five components of fitness and how it relates to deep water running exercise graded on content and completeness. Completion of verbal peer evaluation of deep water running technique. Fitness assessments evaluated on completeness. 	Methods of Evaluation	 Essay on the one of the five components of fitness from the text "Fit and Well" on how it relates to deep water running grade on content an completeness Written comprehensiv final exam based on reading, demonstration and video. A variety of skill-specific assessments graded on completion of skill techniques. Demonstration of correct technical performance

5. Oral peer evaluation graded on completion.

Changed	Field	Current Version		Proposed Version	
	Essential Student Materials/Essential College Facilities	 Bathing Essential Col Swimmi depth or 	dent Materials: suit, and towel lege Facilities: ng pool with a minimum f 6 feet, a buoyancy vest a student	Essential Colle • Swimmin	euit, and towel ge Facilities: g pool with a minimum 6 feet, a buoyancy ves
0	Examples of Primary Texts and References	Title	No value	Title	Fit and Well Brief Edition
		Author	Fahey, Insel, and Roth, "Fit and Well" - Brief 12th edition,	Author	Fahey, T., Insel, P., and Roth, W.
			McGraw - Hill Publishing Co., Mountain View, CA., 2015.	Publisher	McGraw Hill Publishing co., San Francisco, CA
		Publisher	No value	Date/Edition	2023/15th edition
		Date/Edition	No value	ISBN	No value
		ISBN	No value		
0	Suggested Reading List	List P V M	Gaines, Marybeth Pappas, "Fantastic Vater Workouts," Norton Publishing Co., Englewood, Colorado, 008.	No value	
		May N include, but are not limited to	lo value		

Learning Outcomes and Objectives

Changed	Field	Current Version	Proposed Version
	Course Objectives	 Examine deep water running in an historical and global context as a mode for rehabilitation and fitness activity. Analyze the human body's ability to adapt while performing water exercise vs land based exercise. Ability to utilize the basic concepts of exercise physiology: target heart rate range, intensity and duration, and compare and contrast how working in the water may change these factors for each individual. Assess and employ the basic components of a safe water exercise program. Differentiate between gender and age for physiological improvement of strength, flexibility, and cardiovascular fitness including individual needs. Recognize and apply the basic concepts of healthy nutrition 	 Examine deep water running in an historical and global context as a mode for rehabilitation and fitness activity. Analyze the human body's ability to adapt while performing water exercise vs land based exercise. Ability to utilize the basic concepts of exercise physiology: target heart rate range, intensity and duration, and compare and contrast how working in the water may change these factors for each individual. Assess and employ the basic components of a safe water exercise program. Differentiate between gender and age for physiological improvement of strength, flexibility, and cardiovascular fitness including individual needs. Recognize and apply the basic concepts of healthy nutrition

hanged	Field	Current Versior	1	Proposed Versi	on
0	CSLOs	CSLOs	Apply knowledge of basic fitness concepts as they apply to health and fitness.	CSLOs	Apply knowledge of basic fitness concepts to health and wellness.
		Expected SLO Performance	0.0	Expected SLO Performance	0.0
		CSLOs	Demonstrate improvement in cardiorespiratory endurance and strength	CSLOs	Demonstrate improvement in cardiorespiratory endurance and strength.
		Expected SLO Performance	strength.	Expected SLO Performance	0.0
		CSLOs	Demonstrate proper deep water running techniques.	CSLOs	Demonstrate proper deep water running techniques.
		Expected SLO Performance	0.0	Expected SLO Performance	0.0

Course Outline

Changed	Field (Current Version	Proposed Version
Changed	Field C Course Content	 Current Version 1. Examine deep water running in an historical and global context as a mode for rehabilitation and fitness activity. Physical therapy and water movement 1940 research shows benefits of water exercise for rehabilitation 1980's used by athletes for rehab of injuries 2000 - Water fitness used to enhance performance for athletes and is used for rehabilitation in the area of physical therapy. Deep Water Running as a fitness activity for individuals any age, gender. or ability. Analyze the human body's ability to adapt while performing water exercise vs land based exercise. Differentiate between air and water resistance programs Employ the use of accessory equipment Examine water resistance to improve strength and flexibility Maintain erect body alignment and balance through the use of abdominal and back muscles as well as the use of arms and legs Experiment with 	 Proposed Version 1. Examine deep water running in an historical and global context as a mode for rehabilitation and fitness activity. 1. Physical therapy and water movement 1. 1940 research shows benefits of water exercise for rehabilitation 2. 1980's used by athletes for rehab of injuries 3. 2000 - Water fitness used to enhance performance for athletes and is used for rehabilitation in the area of physical therapy. 2. Deep Water Running as a fitness activity for individuals any age, gender. or ability. 2. Analyze the human body's ability to adapt while performing water exercise vs land based exercise. 1. Differentiate between air and water resistance programs 2. Employ the use of accessory equipment 3. Examine water resistance to improve strength and flexibility 4. Maintain erect body alignment and balance through the use of abdominal and back muscles as well as the use of arms and legs 5. Experiment with
		exercises allowing for water forces to work	exercises allowing for water forces to work

Changed	Field	Current Version	Proposed Version
		opposing muscle groups	opposing muscle groups
		to balance strength	to balance strength
		6. Injury prevention	6. Injury prevention
		7. Understand that water	7. Understand that water
		based exercise does not	based exercise does not
		increase bone density.	increase bone density.
		3. Ability to utilize the basic	3. Ability to utilize the basic
		concepts of exercise	concepts of exercise
		physiology: target heart rate	physiology: target heart rate
		range, intensity and duration,	range, intensity and duration,
		and compare and contrast how	and compare and contrast how
		working in the water may	working in the water may
		change these factors for each individual.	change these factors for each individual.
		1. Basic physiological concepts	1. Basic physiological concepts
		2. Monitoring exertion levels	2. Monitoring exertion levels
		1. Target heart rate	1. Target heart rate
		2. Perceived exertion	2. Perceived exertion
		3. Recovery heart	3. Recovery heart
		rate	rate
		3. Effect of water resistance	3. Effect of water resistance
		on physiology and heart	on physiology and heart
		rates	rates
		4. Injury prevention	4. Injury prevention
		Assess and employ the basic	4. Assess and employ the basic
		components of a safe water	components of a safe water
		exercise program.	exercise program.
		1. Warm-up	1. Warm-up
		2. Aerobic and anaerobic	2. Aerobic and anaerobic
		components of exercise	components of exercise
		1. Moving from low to	1. Moving from low to
		high intensity	high intensity
		exercises	exercises
		2. Aerobic exercise	2. Aerobic exercise
		performed for	performed for
		moderate,	moderate,
		continuous	continuous
		endurance activity	endurance activity
		3. Anaerobic exercise	3. Anaerobic exercise
		performed for	performed for
		strenuous bursts of	strenuous bursts o
		speed and	speed and
		explosive power	explosive power
		3. Aerobic cool down	3. Aerobic cool down
		4. Strengthening and toning	4. Strengthening and toning
		exercise	exercise
		1. Wall exercises	1. Wall exercises

Changed	Field	Current Version	Proposed Version
		2. Exercises using	2. Exercises using
		equipment	equipment
		3. Exercises	3. Exercises
		performed without	performed without
		wall support	wall support
		5. Flexibility and final cool- down	5. Flexibility and final cool- down
		5. Differentiate between gender	5. Differentiate between gender
		and age for physiological	and age for physiological
		improvement of strength,	improvement of strength,
		flexibility, and cardiovascular	flexibility, and cardiovascular
		fitness including individual	fitness including individual
		needs.	needs.
		1. Differences in strength,	1. Differences in strength,
		muscle mass, and	muscle mass, and
		muscular development.	muscular development.
		2. Gender differences in	2. Gender differences in
		cardiovascular dynamics.	cardiovascular dynamics.
		3. Hormonal and metabolic	3. Hormonal and metabolic
		differences.	differences.
		4. Differences in percent	4. Differences in percent
		and distribution of body	and distribution of body
		fat.	fat.
		6. Recognize and apply the basic	6. Recognize and apply the basic
		concepts of healthy nutrition	concepts of healthy nutrition
		1. Nutritional concepts with	1. Nutritional concepts with
		special notes regarding	special notes regarding
		specific needs for various	specific needs for various
		populations.	populations.
		2. Assess balanced	2. Assess balanced
		nutritional concepts for wellness.	nutritional concepts for wellness.
		3. Pre class meals as they	3. Pre class meals as they
		relate to individual needs.	relate to individual needs.
	Lab Component in this Course	No	No
	Lab Outline	No value	No value

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	KNES D001C or KNES D01CX, or permission of instructor	KNES D001C or KNES D01CX, or permission of instructor
	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	
0	Banner Start Term (202122)	202122	No Value	
0	Banner Division	2PE	No Value	

Changed	Questions	Current Version	Proposed Version
0	Catalog Term (21-22)	23-24	No Value
0	5 Year Revision Year (2021)	2018	No Value
0	Effective Quarter	Fall	No Value
0	Effective Year (2021)	2023	No Value
	Sort ID (00 < 10; 0 < 100)	KNES 002BX	KNES 002BX
	Course Status	Non-substantial	Non-substantial
0	Course Status Code	A	No Value
0	Banner Department	KNES	No Value
0	Course Level	DU	No Value
0	College Code	DA	No Value
	Course Characteristics	ΝΑ	NA
	Cross- Listed/Related Course Information	Related Child	Related Child
	Cross- Listed/Related Course ID's	KNES 2B	KNES 2B
0	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

Changed	Questions	Current Version	Proposed Version
0	Emergency Approval	No	No Value
9	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)	Ν	No Value
9	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
9	Noncredit Enhanced Funding Indicator	Ν	No Value
0	In Service Indicator	Ν	No Value
9	Sports/Physical Education Course Indicator	Y	No Value

Changed	Questions	Current Version	Proposed Version
0	COA Code	С	No Value
0	Fund Code	114000	No Value
0	Organization Code	236002	No Value
θ	Account Code	1320	No Value
θ	Program Code	083500	No Value
0	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
0	Print/No Print to Catalog	Yes	No Value
	Checklist	No Value	No Value

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

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

A-Matrix Form

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

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

B-Matrix Form

Changed	Questions	Current Version	Proposed Version
	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Analyze a variety of college- level texts with a focus predominantly on expository and argumentative writing.	No Value	No Value
9	Objective 2: Develop analytical ideas and topics for essays.	No Value	Students must learn about each of the 5 components of fitness and analyze the effects of deep water running on each component, and then select the topic for their essay.
8	Objective 3: Compose and support thesis statements for analytical essays.	No Value	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 deep water running training on the chosen component.
	Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.	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
	ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.	No Value	No Value
	Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.	No Value	No Value

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

D-Matrix Form

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

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

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

E-Matrix Form

Changed	Questions	Current Version	Proposed Version	
	Elementary	No Value	No Value	
	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.			

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

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

F-Matrix Form

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

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

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

G-Matrix Form

Changed	Questions	Current Version		Proposed Version	
	If the requisite	No Value		No Value	
	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.				
H-Matrix F	orm				
Changed	Questions		Current Version	Proposed Version	

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
0	Criteria 1:	No Value	Outline B: Analyze the human body's
	Present core		ability to adapt while performing water
	concepts and		exercise vs land based exercise.
	scope that		
	define the		
	discipline.		
	(ONLY using		
	the Outline,		
	Assignments or		
	Methods of		
	Evaluation		
	areas, cite,		
	copy and paste		
	the area		
	referenced.)		

Changed	Questions	Current Version	Proposed Version
9	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	Collaboration: Assignments C.1.Practice technical skills of deep water running individually and in small groups. 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 deep water running training on the chosen component. Oral: Assignments C.3. Oral peer evaluation of deep water running skills.
9	Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	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 deep water running training on the chosen component.

Changed	Questions	Current Version	Proposed Version
0	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: Differentiate between gender and age for physiological improvement of strength, flexibility, and cardiovascular fitness including individual needs.
•	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 deep water running in an historical and global context as a mode for rehabilitation and fitness activity.

Changed	Questions	Current Version	Proposed Version
0	Criteria 6: Use	No Value	Assignments C.2. Physical skills
	real-world or		assessments to evaluate individual
	hands-on		cardiovascular and strength
	applications		development.
	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.)		

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
	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

Changed	Questions	Current Version	Propo	sed Vers	sion			
	Stage 7: Content Review Matrix Liaison	No Value	Date	Name - Role OR Tab	Field		Edit Please update your Matrix G to the latest version of the form and upload a pdf of the document under the Basic Course Information tab. (Otherwise, the matrix looks great).	Y
	Stage 8: AVP - Instruction	No Value	No Val	ue				
	Stage 9: Articulation Officer	No Value	No Val	ue				
	Stage 11: ESGC Faculty Coordinator	No Value	No Val	ue				
	Stage 14: Curriculum Committee	No Value	No Val	ue				
Course Ad	ministration Cod	les						
		approval. The follo	owina fiel	ds will n	ot show	a Propose	ed Version.	
Changed	Field	Current Version						

Curriculum ID KNESD02BX

Changed	Field	Current Version
	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	CCC000589378

Articulatio	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	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	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.
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 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 Cou	rse	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 Initiato	or • Bob Kalpin	Rachel Catuiza
Course ID (CB01A and CB01B)	KNESD005B	KNESD005B
Course Contro	CCC000581807	CCC000581807

Number

Changed	Field	Current Version	Proposed Version
	Course Title (CB02)	High Intensity Indoor Cycling	High Intensity Indoor Cycling
	Short Course Title	HIGH INTENSITY INDOOR CYCLING	HIGH INTENSITY INDOOR CYCLING
	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
9	Effective Term	Fall 2023	Fall 2023 <u>2025</u>
	SAM Priority Code (CB09)	Non-Occupational	Non-Occupational
9	Course Description	An introduction to the discipline of Kinesiology through indoor cycling. Includes an historical examination of indoor cycling/spinning. The cycling program is an individual paced, competitive group-training program designed to develop cardiovascular fitness at higher intensity levels. Using interval training students will improve aerobic and anaerobic energy systems. Utilizing a variety of equipment the student will develop core endurance and strength. Students will be able to assess and design a personal workout program for an indoor program of cycling which can be modified to outdoor trails.	An introduction to the discipline of Kinesiology through indoor cycling. Includes an <u>a</u> historical examination of indoor cycling/spinning. The cycling program is an individual paced, <u>individual-paced,</u> competitive group- training program designed to develop cardiovascular fitness at higher intensity levels. Using interval training <u>training</u> , students will improve aerobic and anaerobic energy systems. Utilizing a variety of equipment the <u>The</u> student will develop core endurance and strength. <u>strength using various equipment.</u> Students will be able to <u>can</u> assess and design a personal workout program for an indoor <u>cycling</u> program of cycling which that can be modified to outdoor trails. <u>trails.</u>
0	Course Type (CB27)	No value	Lower Division
0	Mode of Delivery	• NA	In person ONLY
Faculty Re	quirements		

Changed	Field	Current Version	Proposed Version
0	Discipline 1	No value	Physical Education
	Discipline 2	No value	No value
	Discipline 3	No value	No value
9	FSA	No value	FHDA FSA - PHYSICAL EDUCATION

Formerly Statement				
Changed	Field	Current Version	Proposed Version	
	Formerly Statement	(Formerly P E D003B and P E D03BX respectively.)	(Formerly P E D003B and P E D03BX respectively.)	

Changed	Field	Current Version	Proposed Version		
	Course	The course is CSU and UC transferable.	The course is CSU and UC transferable		
	Justification	This course meets a general education	This course meets a general education		
		requirement for De Anza and CSUGE.	requirement for De Anza and CSUGE.		
		This course is performed at a greater	This course is performed at a greater		
		intensity and uses intervals for training	intensity and uses intervals for training		
		and involves the use of weights.	and involves the use of weights.		

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	
⁼ oothill Eq	quivalency		
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	Νο

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

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

Mirrored Credit/Noncredit Course

Changed	Field	Current Version	Proposed Version
0	Is this a mirrored credit/noncredit course?	No value	No
cross-liste	d Course		
Changed	Field	Current Version	Proposed Version
0	Is this a cross- listed course?	No value	No
lore Optic	ons		
Changed	Field	Current Version	Proposed Version
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.
	Course Prior To College Level	Not applicable.	Not applicable.
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.
	Course Support Status (CB26)	Course is not a support course	Course is not a support course
	Repeat Limit	0	0
	Grade Options	Letter GradePass/No Pass	Letter GradePass/No Pass
	Allow Students to Gain Credit by Exam/Challenge		
	Repeatability Statement	(This course is included in the Cardiovascular Fitness 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 Cardiovascular Fitness Family of activity courses. Please see the rules on "Repeating Courses" in the College Policies section of the catalog.)

Changed	Field	Current Versi	on	Proposed Ver	sion
	Course is part of a program	Associated Program	Kinesiology for Transfer (In Development)	Associated Program	Kinesiology for Transfer (In Development)
		Award Type	Associate in Arts for Transfer (A.AT.) Degree	Award Type	Associate in Arts for Transfer (A.AT.) Degree
		Associated Program	CSU GE	Associated Program	CSU GE
		Award Type	Certificate of Achievement-Advanced (COA-A)	Award Type	Certificate of Achievement-Advanced (COA-A)
		Associated Program	CSU GE	Associated Program	CSU GE
		Award Type	Certificate of Achievement-Advanced (COA-A)	Award Type	Certificate of Achievement-Advanced (COA-A)
		Associated Program	CSU GE	Associated Program	CSU GE
		Award Type	Certificate of Achievement-Advanced (COA-A)	Award Type	Certificate of Achievement-Advanced (COA-A)
		Associated Program	Associate in Arts in Kinesiology for Transfer	Associated Program	Associate in Arts in Kinesiology for Transfer
		Award Type	Associate in Arts for Transfer (A.AT.) Degree	Award Type	Associate in Arts for Transfer (A.AT.) Degree
		Associated Program	Kinesiology for Transfer	Associated Program	Kinesiology for Transfer
		Award Type	Associate in Arts for Transfer (A.AT.) Degree	Award Type	Associate in Arts for Transfer (A.AT.) Degree

hanged	Field	Current Version		Proposed Version	
	Transfer Status (CB05)	Transferable to both U	C and CSU	Transferable to both U	C and CSU
	Course General Education Status (CB25)	Y		Υ	
	Transfer Status	Approved		Approved	
0	GE Information	System/Institution	De Anza GE	System/Institution	De Anza GE
		Area(s)	• 2GEP - Approved.	Area(s)	 2GEP - Approved.
		-	No value	-	No value
		System/Institution	CSU GE		
		Area(s)	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)		
	Variable Credit Course		

Credit Unit	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

Changed	Field	Current Versi	on	Proposed Ver	sion
θ	Methods of Instruction	Methods of Instruction		Methods of Instruction	Methods of Instruction
		Methods of Instruction	Discussion and problem solving performed in class In-class essays Collaborative learning and small group exercises Demonstrations and visual aids	Methods of Instruction	Discussion and problem solving performed in class In-class essays Collaborative learning and small group exercises Demonstrations and visua aids
9	Assignments	 Progression journal throughout the quarter Essay based on specific chapters relating to indoor cycling. Assigned readings from the textbook about health and fitness. Assessments at the beginning and end of quarter. Assessments will include push-ups, core strength and leg exercises. Perform in a program of high intensity cycling to develope speed, strength and endurance. Verbal peer assessment of workout program, including feedback on assessment results. 		b 2. R h sl 2. Writing 1. A c 3. Writing 1. A c 0 2. A c 1. P te c d 2. P te c 3. Skill and 1. P te c c d 3. Skill and 3. C	gs ssigned readings from the ook Fit and Well. review of instructor generate andouts of indoor cycling kills and cardiovascular tness techniques. In essay on one of the five omponents of fitness based in the book Fit and Well. training log to track ardiovascular fitness evelopment and indoor ycling skills. d Fitness Acquisition ractice of indoor cycling echniques for overall ardiovascular fitness evelopment. re- and post fitness ssessments to test for ersonal cardiovascular inprovements, including core ind strength training. Group practice with peer valuation and feedback.

hanged	rieia	Current Version	Proposed Version
0	Methods of Evaluation	Methods of Evaluation	Methods Methods of Evaluation of Evaluation

ofbased upon the textbook "Fit and Well," handouts and in class discussions on cardio respiratory exercise and strength development.ofupon the textboo "Fit and Well," handouts and in class discussions cardio respiratory exercise and strength development.2. Written assessment measurements based upon performance during the initial the initial experience of high intensity cycling and at the end of the quarter when the studen thas developed speed, strength and endurance graded on created on completeness3. Written speed, strength and endurance graded on graded on completeness.Written essay and endurance graded on completeness developed speed, strength and endurance graded on completeness.Written essay and completeness developed speed, strength and endurance graded on completeness.3. Written essay based upon the etxtbox "Fit and Upon the textboo "Fit and Well,"Written essay and completeness3. Written essay based upon the cycling rand at down the textboo "Fit and Well,"Written progress ipural throughout the quarter show content and content and	-		1		
4. Writtenaccomplishmentsprogressionthroughoutjournalparticipation in hiintensity cycling.quarter showingquarter showing5. Verbal peercontent onevaluation gradeoverallon completenessimprovement and6. Collaborativeaccomplishmentsweekly groupthroughoutworkouts. Evaluaparticipation inbased on	hanged Field	of	 Final exam based upon the textbook "Fit and Well," handouts and in class discussions on cardio respiratory exercise and strength development. Written assessment measurements based upon performance during the initial experience of high intensity cycling and at the end of the quarter when the student has developed speed, strength and endurance graded on completeness. Written essay based upon the textbook "Fit and Well," graded on content and completeness. Written progression journal throughout the quarter showing content on overall improvement and accomplishments throughout participation in 	of	 Final exam based upon the textbook "Fit and Well," handouts and in class discussions of cardio respiratory exercise and strength development grade on completeness. Written assessmer measurements based on performance during the initial experient of high-intensity cycling and at the end of the quarter when the student has developed speed, strength an endurance graded on completeness. Written essay base upon the textbook "Fit and Well," graded on content and completeness. Written progression journal throughout the quarter showin content on overall improvement and accomplishments throughout participation in high intensity cycling. Verbal peer evaluation graded on completeness. Collaborative weekly group workouts. Evaluate

Changed	Field	Current Version		Proposed Version		
Essential Student Materials/Essentia College Facilities Examples of Primary Texts and References	Materials/Essential	Essential Stud • Appropria proper fo	ate training attire, and			
			ege Facilities: oom with stereo system onary bikes	 Essential Collet Aerobic r stationary 	oom with stereo system and	
	Title	No value	Title	Fit and Well		
		Author	Fahey, Insel, and	Author	Fahey, Insel, and Roth	
			Roth, "Fit and Well, Brief 12th Edition." Mc Graw-Hill	Publisher	McGraw-Hill Publishing, San Francisco, CA	
			Publishing Co., San Francisco, CA, 2015.	Date/Edition	Brief 15th, 2023	
		Publisher	No value	ISBN	No value	
		Date/Edition	No value			
		ISBN	No value			

hanged	Field	Current Ve	rsion	Proposed Version
0	Suggested Reading List	Reading List	Pelotoncycle.com, online indoor cycling course, including instructor that requires a subscription.	No value
		May include, but are not limited to	No value	
		Reading List	DVD by Healthy Living, "Indoor Cycling Training".	
		May include, but are not limited to	No value	
		Reading List	Video, by Healthy Living, "Indoor Cycling Interval Training", www.spinning.com	
		May include, but are not limited to	No value	
		Reading List	Powers, Scott K., Dodd, Stephen L., "Total Fitness and Wellness" 4th edition, San Francisco, CA, Pearson Publishing Co., 2005.	
		May include, but are not limited to	No value	

Changed Field	Current Ver	rsion	Proposed Version
	Reading List	Carmichael, Chris, "The Time-Crunched Cyclist: Racing-Winning Fitness in 6 Hours a Week, 3rd Edition," VeloPress, Boulder, CO, 2015.	
	May include, but are not limited to	No value	

Learning	Learning Outcomes and Objectives				
Changed	Field	Current Version	Proposed Version		
	Course Objectives	 Examine the perspective of Indoor Cycling in a historical and global context. Formulate and organize core strength through strength and stabilization exercises. Enhance cardiovascular endurance involving high intense interval training. Create interval program based on individual's personal indoor cycling goals. Demonstrate effective and safe riding technique to maximize endurance gains. 	 Examine the perspective of Indoor Cycling in a historical and global context. Formulate and organize core strength through strength and stabilization exercises. Enhance cardiovascular endurance involving high intense interval training. Create interval program based on individual's personal indoor cycling goals. Demonstrate effective and safe riding technique to maximize endurance gains. 		

Changed	Field	Current Version	1	Proposed Versi	on
0	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	Formulate and design a program for core strength and stabilization exercises.	CSLOs	Formulate and design a program for core strength and stabilization exercises
		Expected SLO Performance	0.0	Expected SLO Performance	0.0
		CSLOs	Create an interval cycling program based upon individual indoor cycling goals.	CSLOs	Create an interval cycling program based upon individual indoor cycling goals.
		Expected SLO Performance	0.0	Expected SLO Performance	0.0

Course Outline

Changed	Field	Current Version	Proposed Version
0	Course Content	1. Examine the perspective of Indoor Cycling in a historical and global context.	 Examine the perspective of Indoor Cycling in a historical and global context.
		1. 1980's Johnny G derived	1. 1980's Johnny G derived
		"spinning" from outdoor	"spinning" from outdoor
		cycling	cycling
		1. "spinning" is a	1. "spinning" is a
		copyrighted name	copyrighted name
		2. In his garage he	2. In his garage he
		constructed what is	constructed what is
		known as a spinning	known as a spinning
		bicycle	bicycle
		3. Prior to 1989 held	3. Prior to 1989 held
		spinning classes in his	spinning classes in his
		garage	garage
		2. 1989 opened own spinning	2. 1989 opened own spinning
		studio in Santa Monica, CA	studio in Santa Monica, CA
		1. 1990 began certifying	1. 1990 began certifying
		instructors	instructors
		2. Currently in over 100	2. Currently in over 100
		countries	countries
		3. 6,000 facilities	3. 6,000 facilities
		3. 1994 became a corporation	3. 1994 became a corporation
		1. Maddogathletics	1. Maddogathletics
		2. Spinning.com	2. Spinning.com
		4. IDEA (International Dance	4. IDEA (International Dance
		Exercise Association)	Exercise Association)
		incorporates spinning into	incorporates spinning into
		their international offerings	their international offerings
		for fitness professionals	for fitness professionals
		(1996).	(1996).
		5. 2014 the advent of cycling	5. 2014 the advent of cycling
		studios, such as: Pedal Spin	studios, such as: Pedal Spin
		Studios, CycleScape	Studios, CycleScape
		Fitness, and Planet Fitness.	Fitness, and Planet Fitness.
		6. 2015 - Online courses are	6. 2015 - Online courses are
		created for individuals with	created for individuals with
		indoor cycles at home or	indoor cycles at home or
		work, in which, a live and on	work, in which, a live and on
		demand course such as	demand course such as
		Pelotoncycle.com can be	Pelotoncycle.com can be
		subscribed to that includes	subscribed to that includes
		an instructor.	an instructor.
		2. Formulate and organize core	2. Formulate and organize core
		strength through strength and	strength through strength and
		stabilization exercises.	stabilization exercises.
		1. Introduction of key	1. Introduction of key
		component of floor exercises	components of floor
		on a mat that are used to	exercises on a mat that are
		develop core strength and	used to develop core
		stabilization.	strength and stabilization.

Changed	Field	Current Version	Proposed Version
Changed	Field	 Concepts of increasing balance and coordination relative to core strength on an indoor cycling bike. Enhance cardiovascular endurance involving high intense interval training. Perform cardiovascular strength and endurance through interval anaerobic training. Introduce interval exercise through low to high intensity heart rate training techniques and theory. Introduce cardiovascular endurance and incorporate components of aerobic exercise through state heart rate training. Create interval program based on individual's personal indoor cycling goals. Student will learn concepts of interval training Student will learn to build a personalized interval indoor cycling program	 Concepts of increasing balance and coordination relative to core strength on an indoor cycling bike. Enhance cardiovascular endurance by involving high-intensity interval training. Perform cardiovascular strength and endurance through interval anaerobic training. Introduce interval exercise through low to high-intensity heart rate training techniques and theory. Introduce cardiovascular endurance and incorporate components of aerobic exercise through steady state heart rate training. Create an interval program based on an individual's personal indoor cycling goals. Students will learn concepts of interval training Students will learn to build a personalized interval indoor cycling program Demonstrate effective and safe riding technique to maximize endurance gains. Terminology, equipment, and riding guidelines Safety procedures for indoor cycling Proper warm-up Bike set-up
		endurance gains. 1. Terminology, equipment, and riding guidelines 1. Safety procedures for indoor cycling 2. Proper warm-up	endurance gains. 1. Terminology, equipment, and riding guidelines 1. Safety procedures for indoor cycling 2. Proper warm-up
		 4. Proper mounting and dismounting 5. Cool down including proper stretching exercises. 	 4. Proper mounting and dismounting 5. Cool down including proper stretching exercises.
		 2. Proper riding technique and use of equipment 1. Hand Positions (3) 2. 5 Core movements 1. Seated flats 2. Standing Flats 3. Seated Hills 	 2. Proper riding technique and use of equipment 1. Hand Positions (3) 2. 5 Core movements 1. Seated flats 2. Standing Flats 3. Seated Hills

Changed	Field	Current Version	Proposed Version
		 Pedaling cadence and proper workload. Spinning routines Jumps Sprints Timed combination workouts Cooldown Achieve target heart rate in classes ranging from beginners to elite athletes. Instructor-guided practice of daily spinning workout utilizing training heart-rate levels. 	 Pedaling cadence and proper workload. Spinning routines Jumps Sprints Timed combination workouts Cooldown Achieve target heart rate in classes ranging from beginners to elite athletes. Instructor-guided practice of daily spinning workout utilizing training heart-rate levels.
	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

Image: Start Term (202122)202122No ValueImage: Start Term (202122)202122No ValueImage: Start Term (20212)23-24No ValueImage: Start (21-22)23-24No ValueImage: Start (21-22)2018No ValueImage: Start (2021)2018No ValueImage: Start (2021)2018No ValueImage: Start (2021)FallNo ValueImage: Start (2021)2023No ValueImage: Start (2021)2023No ValueImage: Start (2021)Sort ID (00 < 10; KNES 005B	Changed	Questions	Current Version	Proposed Version
Catalog Term (21-22)23-24No ValueImage: Strain (21-22)2018No ValueImage: Strain (2021)2018No ValueImage: Strain (2021)FallNo ValueImage: Strain (2021)FallNo ValueImage: Strain (2021)2023No ValueImage: Strain (2021)Sort ID (00 < 10; Course Status	0		202122	No Value
(21-22)Image: Image: Ima	0	Banner Division	2PE	No Value
Year (2021)Perfective QuarterFallNo ValuePerfective Year (2021)2023No ValuePerfective Year (2021)2023No ValueSort ID (00 < 10; 0 < 100)	0	-	23-24	No Value
QuarterQuarterEffective Year (2021)2023No ValueSort ID (00 < 10; 0 < 100)	0		2018	No Value
(2021) Sort ID (00 < 10; 0 < 100) KNES 005B Course Status Non-substantial Ourse Status Non-substantial Ourse Status A No Value Ourse Status KNES No Value No Value	0		Fall	No Value
0 < 100) Course Status Non-substantial Course Status A No Value Code Banner KNES Department	0		2023	No Value
 Course Status A No Value Banner Department KNES No Value 			KNES 005B	KNES 005B
Code Banner KNES No Value Department		Course Status	Non-substantial	Non-substantial
Department	0		Α	No Value
Course Level DU No Value	0		KNES	No Value
	0	Course Level	DU	No Value
College Code DA No Value	0	College Code	DA	No Value
CourseNANACharacteristicsNA			ΝΑ	ΝΑ

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
0	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
0	Emergency Approval	No	No Value
9	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)	Ν	No Value

Changed	Questions	Current Version	Proposed Version
9	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
0	Noncredit Enhanced Funding Indicator	Ν	No Value
0	In Service Indicator	Ν	No Value
0	Sports/Physical Education Course Indicator	Y	No Value
θ	COA Code	С	No Value
θ	Fund Code	114000	No Value
0	Organization Code	236002	No Value
θ	Account Code	1320	No Value
θ	Program Code	083500	No Value
θ	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
9	Print/No Print to Catalog	Yes	No Value
	Checklist	No Value	No Value

Summary of Revisions

course.

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

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

A-Matrix Form

Changed	Questions	Current Version	Proposed Version	
	EWRT D001A or	No Value	No Value	
	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.			

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
9	Objective 2: Develop analytical ideas and topics for essays.	No Value	Assignment B - Written essay assignment based upon the course materials, lecture notes, gender differences and the body's adaptation during fitness evaluated on content and completeness. Methods of Evaluation C- Written essay based upon the textbook "Fit and Well," graded on content and completeness.
8	Objective 3: Compose and support thesis statements for analytical essays.	No Value	Methods of Evaluations C. Written essay based upon the textbook "Fit and Well," graded on content and completeness. D. Written progression journal throughout the quarter showing content on overall improvement and accomplishments throughout participation in high-intensity cycling.
	Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.	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
	ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.	No Value	No Value
	Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.	No Value	No Value

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

D-Matrix Form

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

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

E-Matrix Form

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

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

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

F-Matrix Form

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

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

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

G-Matrix F	orm			
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 F	orm			
Changed	Questions		Current Version	Proposed Version
	Objective 1: For e CTE program suc AUTO, APRN, etc prerequisite(s) to program.	h as Nursing,	No Value	No Value
	Objective 2: For S such as Honors, performance grou intercollegiate tea Projects course, prerequisite(s) to cohort.	Puente, ups, ams, Special	No Value	No Value

Changed	Questions		Current Version	Pro	oposed Version
	Objective 3: For Pren based on Government/Licensin Regulations, or legal cite the regulation th prerequisite or attack to this form.	ng/Certification requirements, at mandates a	No Value	No	Value
	Objective 4: For Pren based on Health and describe the specific concepts, and inform which the students w hazard to themselves around them. Also de students will meet th such as a course.	Safety, skills, nation without yould create a s or those escribe how	No Value	No	Value
De Anza G	E Form				
Changed	Questions C	urrent Version		Proposed Ve	rsion

Changed	Questions	Current Version	Proposed Version
Ø	Criteria 1:	No Value	Methods of evaluations- Final exam
	Present core		based upon the textbook "Fit and Well,"
	concepts and		handouts and in class discussions on
	scope that		cardio respiratory exercise and strength
	define the		development.
	discipline.		
	(ONLY using the		
	Outline,		
	Assignments or		
	Methods of		
	Evaluation		
	areas, cite, copy		
	and paste the		
	area		
	referenced.)		

Changed	Questions	Current Version	Proposed Version
9	Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written 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	Method of Evaluation- C. Written essay based upon the textbook "Fit and Well," graded on content and completeness. F. Collaborative weekly group workouts. Evaluated based on performance and completion.
9	Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	Methods of Evaluation D- Written progression journal throughout the quarter showing content on overall improvement and accomplishments throughout participation in high intensity cycling.

Changed	Questions	Current Version	Proposed Version
9	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	Assignment B - Written essay assignmen based upon the course materials, lecture notes, gender differences and the body's adaptation during fitness evaluated on content and completeness.
9	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 Indoor Cycling in a historical and global context.

Changed	Questions	Current Version	Proposed Version
0	Criteria 6: Use	No Value	Methods of Evaluations Written
	real-world or		progression journal throughout the
	hands-on		quarter showing content on overall
	applications		improvement and accomplishments
	that will provide		throughout participation in high intensity
	a context for the		cycling.
	concepts being		
	discussed.		
	(ONLY using the		
	Outline,		
	Assignments or		
	Methods of		
	Evaluation		
	areas, cite, copy		
	and paste the		
	area		
	referenced.)		

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	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	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	Propose	ed Versi	on		
	Stage 2: Department Chair	No Value	No Value	9			
	Stage 3: Division Curriculum Representative	No Value	No Value	9			
	Stage 4: Division Dean	No Value	No Value	9			
	Stage 5: SLO Coordinator	No Value	No Value	9			
9	Stage 7: Content Review Matrix Liaison	No Value	Date 11/8/23	OR Tab	Part - Type of Field Edit ^{Matrix} Require	Edit The	
	Stage 8: AVP - Instruction	No Value	No Value	9			
	Stage 9: Articulation Officer	No Value	No Value	9			
	Stage 11: ESGC Faculty Coordinator	No Value	No Value	9			
	Stage 14: Curriculum Committee	No Value	No Value	9			
Course Ad	ministration Cod	es					

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

Changed	Field	Current Version
	Curriculum ID	KNESD005B

Changed	Field	Current Version
	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	CCC000581807

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

Summary of Changes

General Information	
General mormation	Faculty Initiator
General Information	Effective Term
General Information	Course Description
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Transferability & Gen. Ed. Options	GE Information
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

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
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.
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
θ	Faculty Initiator	Bob Kalpin	Rachel Catuiza
	Course ID (CB01A and CB01B)	KNESD05BX	KNESD05BX

Changed	Field	Current Version	Proposed Version
	Course Control Number	CCC000581904	CCC000581904
	Course Title (CB02)	High Intensity Indoor Cycling	High Intensity Indoor Cycling
	Short Course Title	HIGH INTENSITY INDOOR CYCLING	HIGH INTENSITY INDOOR CYCLING
	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
θ	Effective Term	Fall 2023	Fall 2023 <u>2025</u>
	SAM Priority Code (CB09)	Non-Occupational	Non-Occupational
9	Course Description	An introduction to the discipline of Kinesiology through indoor cycling. Includes an historical examination of indoor cycling/spinning. The cycling program is an individual paced, competitive group-training program designed to develop cardiovascular fitness at higher intensity levels. Using interval training students will improve aerobic and anaerobic energy systems. Utilizing a variety of equipment the student will develop core endurance and strength. Students will be able to assess and design a personal workout program for an indoor program of cycling which can be modified to outdoor trails.	An introduction to the discipline of Kinesiology through indoor cycling. Includes an <u>a</u> historical examination of indoor cycling/spinning. The cycling program is an individual paced, <u>individual-paced,</u> competitive group- training program designed to develop cardiovascular fitness at higher intensity levels. Using interval training <u>training</u> , students will improve aerobic and anaerobic energy systems. Utilizing a variety of equipment the <u>The</u> student will develop core endurance and strength. <u>strength using various</u> <u>equipment.</u> Students will be able to can_assess and design a personal workout program for an indoor <u>cycling</u> program of cycling which <u>that</u> can be modified to outdoor trails. <u>trails.</u>
	Course Type (CB27)	No value	No value
0	Mode of Delivery	• NA	In person ONLY

Faculty Requirements			
Changed	Field	Current Version	Proposed Version
9	Discipline 1	No value	Physical Education
	Discipline 2	No value	No value
	Discipline 3	No value	No value
0	FSA	No value	FHDA FSA - PHYSICAL EDUCATION

Formerly Statement				
Changed	Field	Current Version	Proposed Version	
	Formerly Statement	(Formerly P E D003B and P E D03BX respectively.)	(Formerly P E D003B and P E D03BX respectively.)	

Course	Justification
	•••••

Changed	Field	Current Version	Proposed Version
	Course	The course is CSU and UC	The course is CSU and UC
	Justification	transferable. This course meets a general education requirement for De Anza and CSUGE. This course is performed at a greater intensity and uses intervals for training and involves	transferable. This course meets a general education requirement for De Anza and CSUGE. This course is performed at a greater intensity and uses intervals for training and involves
		the use of weights.	the use of weights.

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		

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

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

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

hanged	Field	Current Version	Proposed Version	
9	Is this a No value mirrored credit/noncredit course?		No	
oss-liste	ed Course			
hanged	Field	Current Version	Proposed Version	
0	Is this a cross- listed course?	No value	No	
ore Optic	ons			
hanged	Field	Current Version	Proposed Version	
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.	
	Course Prior To College Level	Not applicable.	Not applicable.	
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.	
	Course Support Status (CB26)	Course is not a support course	Course is not a support course	
	Repeat Limit	0	0	
	Grade Options	Letter GradePass/No Pass	Letter GradePass/No Pass	
	Allow Students to Gain Credit by Exam/Challenge			

Changed	Field	Current Version	Proposed Version
	Repeatability Statement	(This course is included in the Cardiovascular Fitness 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 Cardiovascular Fitness Family of activity courses. Please see the rules on "Repeating Courses" in the College Policies section of the catalog.)

Associated Programs

Changed	Field	Current Versio	on	Proposed Ver	sion
	Course is part of a program	Associated Program	Kinesiology for Transfer (In Development)	Associated Program	Kinesiology for Transfer (In Development)
		Award Type	Associate in Arts for Transfer (A.AT.) Degree	Award Type	Associate in Arts for Transfer (A.AT.) Degree
		Associated Program	CSU GE	Associated Program	CSU GE
		Award Type	Certificate of Achievement- Advanced (COA-A)	Award Type	Certificate of Achievement- Advanced (COA-A)
		Associated Program	CSU GE	Associated Program	CSU GE
		Award Type	Certificate of Achievement- Advanced (COA-A)	Award Type	Certificate of Achievement- Advanced (COA-A)
		Associated Program	CSU GE	Associated Program	CSU GE
		Award Type	Certificate of Achievement- Advanced (COA-A)	Award Type	Certificate of Achievement- Advanced (COA-A)
		Associated Program	Associate in Arts in Kinesiology for Transfer	Associated Program	Associate in Arts in Kinesiology for Transfer
		Award Type	Associate in Arts for Transfer (A.AT.) Degree	Award Type	Associate in Arts for Transfer (A.AT.) Degree
		Associated Program	Kinesiology for Transfer	Associated Program	Kinesiology for Transfer
		Award Type	Associate in Arts for Transfer (A.AT.) Degree	Award Type	Associate in Arts for Transfer (A.AT.) Degree

Changed	Field	Current Version		Proposed Version	
	Transfer Status (CB05)	Transferable to both U	C and CSU	Transferable to both U	C and CSU
	Course General Education Status (CB25)	Y		Y	
	Transfer Status	Approved		Approved	
0	GE				
-	Information	System/Institution	De Anza GE	System/Institution	De Anza GE
		Area(s)	 2GEP - Approved. 	Area(s)	 2GEP - Approved.
		-	No value	-	No value
		System/Institution	CSU GE		
		Area(s)	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	3	3
	Laboratory Hours - Out of Class	0	0
	NA Hours - In Class	0	0
	NA Hours - Out of Class	0	0
Course Stu	udent Hours - Pro	ofile 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	36	36

0

(Contact) per

Laboratory Hours - Course Out-of-Class per Term 0

Term

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	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 I	Hours				
Changed	Field	Current Version	Proposed Version		
	Speciality Hours	No value	No value		
Credit / Non-Credit Options					
Changed	Field	Current Version	Proposed Version		
	COURSE	Credit Course.	Credit Course.		
	CLASSIFICATION STATUS	I			

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

Credit Units				
Changed	Field	Current Version	Proposed Version	
	Course Duration (Weeks)	12	12	
	Total Lecture Hours per Term	-	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	F	Proposed Version	l
	SKIP	No Value	Ν	lo Value	
Specificati	ons				
Changed	Field	Current Versi	on	Proposed Ver	rsion
	Methods of Instruction	Methods of Instruction		Methods of Instruction	
		Methods of Instruction	Discussion and problem solving performed in class In-class essays Collaborative learning and small group exercises Demonstrations and visual aids	Methods of Instruction	Discussion and problem solving performed in class In-class essays Collaborative learning and small group exercises Demonstrations and visual aids

Changed	Field	Current Version	Proposed Version
	Assignments	 Progression journal throughout the quarter Essay based on specific chapters relating to indoor cycling. Assigned readings from the textbook about health and fitness. Assessments at the beginning and end of quarter. Assessments will include push-ups, core strength and leg exercises. Perform in a program of high intensity cycling to develope speed, strength and endurance. Verbal peer assessment of workout program, including feedback on assessment results. 	 Readings Assigned readings from the book Fit and Well. Review of instructor generated handouts of indoor cycling skills and cardiovascular fitness techniques. Writing

Changed Field	Changed	Field
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Evaluation	Evaluation	

of				
	Methods of Evaluation	 Final exam based upon the textbook "Fit and Well," handouts and in class discussions on cardio respiratory exercise and strength development. Written assessment measurements based upon performance during the initial experience of high intensity cycling and at the end of the quarter when the student has developed speed, strength and endurance graded on completeness. Written essay based upon the textbook "Fit and Well," graded on content and completeness. Written progression journal throughout the quarter showing content on overall improvement and accomplishments throughout 	Methods of Evaluation	content on overall improvement ar accomplishmen throughout
		throughout the quarter showing content on overall improvement and accomplishments		throughout the quarter showing content on overall improvement an accomplishment

Changed	Field	Current Versio	n	Proposed Vers	ion
			graded on completeness.		graded on completeness. 6. Collaborative weekly group workouts.
					Evaluated based on performance and completion.
	Essential Student Materials/Essential College Facilities	Essential Stud • Appropria proper fo	ate training attire, and	Essential Stud • Appropria proper fo	ate training attire, and
			ege Facilities: oom with stereo system onary bikes		e ge Facilities: oom with stereo system onary bikes
0	Examples of	(
•	Primary Texts and	Title	No value	Title	Fit and Well
U	•	Title Author	Fahey, Insel, and Roth, "Fit and Well,	Title Author	Fit and Well Fahey, Insel, and Roth
U	Primary Texts and		Fahey, Insel, and		Fahey, Insel, and
U	Primary Texts and		Fahey, Insel, and Roth, "Fit and Well, Brief 12th Edition." Mc Graw-Hill Publishing Co., San	Author	Fahey, Insel, and Roth McGraw-Hill Publishing Co, San Fransico, Ca Brief 15th Edition,
U	Primary Texts and	Author	Fahey, Insel, and Roth, "Fit and Well, Brief 12th Edition." Mc Graw-Hill Publishing Co., San Francisco, CA, 2015.	Author Publisher	Fahey, Insel, and Roth McGraw-Hill Publishing Co, San Fransico, Ca

hanged	Field	Current Ve	rsion	Proposed Version
0	Suggested Reading List	Reading List May include,	Pelotoncycle.com, online indoor cycling course, including instructor that requires a subscription. No value	No value
		but are not limited to		
		Reading List May include,	DVD by Healthy Living, "Indoor Cycling Training". No value	
		but are not limited to		
		Reading List	Video, by Healthy Living, "Indoor Cycling Interval Training", www.spinning.com	
		May include, but are not limited to	No value	
		Reading List	Powers, Scott K., Dodd, Stephen L., "Total Fitness and Wellness" 4th edition, San Francisco, CA, Pearson Publishing Co., 2005.	

Changed Field	Current Ve	rsion	Proposed Version
	May include, but are not limited to	No value	
	Reading List	Carmichael, Chris, "The Time-Crunched Cyclist: Racing-Winning Fitness in 6 Hours a Week, 3rd Edition," VeloPress, Boulder, CO, 2015.	
	May include, but are not limited to	No value	

Learning Outcomes and Objectives					
Changed	Field	Current Version	Proposed Version		
	Course Objectives	 Examine the perspective of Indoor Cycling in a historical and global context. Formulate and organize core strength through strength and stabilization exercises. Enhance cardiovascular endurance involving high intense interval training. Create interval program based on individual's personal indoor cycling goals. Demonstrate effective and safe riding technique to maximize endurance gains. 	 Examine the perspective of Indoor Cycling in a historical and global context. Formulate and organize core strength through strength and stabilization exercises. Enhance cardiovascular endurance involving high intense interval training. Create interval program based or individual's personal indoor cycling goals. Demonstrate effective and safe riding technique to maximize endurance gains. 		

hanged	Field	Current Version		Proposed Versi	on
0	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	Formulate and design a program for core strength and stabilization exercises.	CSLOs	Formulate and design a program for core strength and stabilization exercises.
		Expected SLO Performance	0.0	Expected SLO Performance	0.0
		CSLOs	Create an interval cycling program based upon individual indoor cycling goals.	CSLOs	Create an interval cycling program based upon individual indoor cycling goals.
		Expected SLO Performance	0.0	Expected SLO Performance	0.0

Course Outline

Changed	Field	Current Version	Proposed Version
	Course Content	 Examine the perspective of Indoor Cycling in a historical and global context. 	 Examine the perspective of Indoo Cycling in a historical and global context.
		1. 1980's Johnny G derived "spinning" from outdoor	1. 1980's Johnny G derived "spinning" from outdoor
		cycling	cycling
		1. "spinning" is a	1. "spinning" is a
		copyrighted name	copyrighted name
		2. In his garage he	2. In his garage he
		constructed what is	constructed what is
		known as a spinning	known as a spinning
		bicycle	bicycle
		3. Prior to 1989 held	3. Prior to 1989 held
		spinning classes in	spinning classes in
		his garage	his garage
		2. 1989 opened own spinning	2. 1989 opened own spinning
		studio in Santa Monica, CA	studio in Santa Monica, C/
		1. 1990 began	1. 1990 began
		certifying instructors	certifying instructors
		2. Currently in over 100	2. Currently in over 10
		countries	countries
		3. 6,000 facilities	3. 6,000 facilities
		3. 1994 became a corporation	3. 1994 became a corporatio
		1. Maddogathletics	1. Maddogathletics
		2. Spinning.com	2. Spinning.com
		4. IDEA (International Dance	4. IDEA (International Dance
		Exercise Association)	Exercise Association)
		incorporates spinning into	incorporates spinning into
		their international offerings	their international offerings
		for fitness professionals	for fitness professionals
		(1996).	(1996).
		5. 2014 the advent of cycling	5. 2014 the advent of cycling
		studios, such as: Pedal	studios, such as: Pedal
		Spin Studios, CycleScape	Spin Studios, CycleScape
		Fitness, and Planet Fitness.	Fitness, and Planet Fitnes
		6. 2015 - Online courses are	6. 2015 - Online courses are
		created for individuals with	created for individuals with
		indoor cycles at home or	indoor cycles at home or
		work, in which, a live and	work, in which, a live and
		on demand course such as	on demand course such a
		Pelotoncycle.com can be	Pelotoncycle.com can be
		subscribed to that includes	subscribed to that includes
		an instructor.	an instructor.
		2. Formulate and organize core	2. Formulate and organize core
		strength through strength and	strength through strength and
		stabilization exercises.	stabilization exercises.
		1. Introduction of key	1. Introduction of key
		component of floor	component of floor
		exercises on a mat that are	exercises on a mat that are

Changed	Field	Current Version	Proposed Version
		used to develop core	used to develop core
		strength and stabilization.	strength and stabilization.
		2. Concepts of increasing	2. Concepts of increasing
		balance and coordination	balance and coordination
		relative to core strength on	relative to core strength on
		an indoor cycling bike.	an indoor cycling bike.
		3. Enhance cardiovascular	3. Enhance cardiovascular
		endurance involving high intense	endurance involving high intense
		interval training.	interval training.
		1. Perform cardiovascular	1. Perform cardiovascular
		strength and endurance	strength and endurance
		through interval anaerobic	through interval anaerobic
		training.	training.
		2. Introduce interval exercise	2. Introduce interval exercise
		through low to high	through low to high
		intensity heart rate training	intensity heart rate training
		techniques and theory.	techniques and theory.
		3. Introduce cardiovascular	3. Introduce cardiovascular
		endurance and incorporate	endurance and incorporate
		components of aerobic	components of aerobic
		exercise through steady	exercise through steady
		state heart rate training.	state heart rate training.
		4. Create interval program based on	4. Create interval program based of
		individual's personal indoor	individual's personal indoor
		cycling goals.	cycling goals.
		1. Student will learn concepts	1. Student will learn concepts
		of interval training	of interval training
		2. Student will learn to build a	2. Student will learn to build a
		personalized interval indoor	personalized interval indoc
		cycling program	cycling program
		5. Demonstrate effective and safe	5. Demonstrate effective and safe
		riding technique to maximize	riding technique to maximize
		endurance gains.	endurance gains.
		1. Terminology, equipment,	1. Terminology, equipment,
		and riding guidelines	and riding guidelines
		1. Safety procedures	1. Safety procedures
		for indoor cycling	for indoor cycling
		2. Proper warm-up	2. Proper warm-up
		3. Bike set-up	3. Bike set-up
		4. Proper mounting and	4. Proper mounting an
		dismounting	dismounting
		5. Cool down including	5. Cool down including
		proper stretching	proper stretching
		exercises.	exercises.
		2. Proper riding technique and	2. Proper riding technique an
		use of equipment	use of equipment
		1. Hand Positions (3)	1. Hand Positions (3)
		2. 5 Core movements	2. 5 Core movements
		1. Seated flats	1. Seated flats

Changed	Field	Current Ve	rsion	Proposed	Version
			3. Seated Hills		3. Seated Hills
			4. Standing hills		4. Standing hills
			5. Jumps		5. Jumps
		3	 Pedaling cadence and 	;	3. Pedaling cadence and
			proper workload.		proper workload.
			1. Spinning routines		1. Spinning routines
			2. Jumps		2. Jumps
			3. Sprints		3. Sprints
			4. Timed combination		4. Timed combination
			workouts		workouts
			5. Cooldown		5. Cooldown
		4	Achieve target heart rate in		4. Achieve target heart rate ir
			classes ranging from		classes ranging from
			beginners to elite athletes.		beginners to elite athletes.
		5	5. Instructor-guided practice	:	5. Instructor-guided practice
			of daily spinning workout		of daily spinning workout
			utilizing training heart-rate		utilizing training heart-rate
			levels.		levels.
	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

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):	(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	Cu		
onangoa	Queenene			

Changed	Questions	Current Version	Proposed Version
0	Banner Start Term (202122)	202122	No Value
0	Banner Division	2PE	No Value
0	Catalog Term (21-22)	23-24	No Value
0	5 Year Revision Year (2021)	2018	No Value
0	Effective Quarter	Fall	No Value
0	Effective Year (2021)	2023	No Value
	Sort ID (00 < 10; 0 < 100)	KNES 005BX	KNES 005BX
	Course Status	Non-substantial	Non-substantial
0	Course Status Code	A	No Value
0	Banner Department	KNES	No Value
Ø	Course Level	DU	No Value
Ø	College Code	DA	No Value

Changed	Questions	Current Version	Proposed Version
	Course Characteristics	ΝΑ	NA
	Cross- Listed/Related Course Information	Related Child	Related Child
	Cross- Listed/Related Course ID's	KNES 5B	KNES 5B
0	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
0	Emergency Approval	No	No Value
0	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)	Ν	No Value

Changed	Questions	Current Version	Proposed Version
9	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
0	Noncredit Enhanced Funding Indicator	Ν	No Value
0	In Service Indicator	Ν	No Value
0	Sports/Physical Education Course Indicator	Y	No Value
0	COA Code	С	No Value
0	Fund Code	114000	No Value
0	Organization Code	236002	No Value
0	Account Code	1320	No Value
θ	Program Code	083500	No Value
0	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
9	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
θ	Specifications	No Value	Updated textbooks and references to reflect current publications
	Outline	No Value	No Value
	Other	No Value	No Value

Blue Form

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

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

A-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.	No Value	No Value
-Matrix F	orm		
Changed	Questions	Current Version	Proposed Version
	ESL D272. and ES D273., or ESL D47 and ESL D473., or eligibility for EWR D001A or EWRT D01AH or ESL D00 If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide explanation as to why.	2. T)5.	No Value
	Objective 1: Analy a variety of colleg level texts with a focus predominan on expository and argumentative writing.	e- tly	No Value
0	Objective 2: Devel analytical ideas ar topics for essays.	nd	Assignment B - Written essay assignment based upon the course materials, lecture notes, gender

differences and the body's adaptation during fitness evaluated on content and completeness. Methods of Evaluation C- Written essay based upon the textbook "Fit and Well," graded on content and completeness.

Changed	Questions	Current Version	Proposed Version
9	Objective 3: Compose and support thesis statements for analytical essays.	No Value	Methods of Evaluations C. Written essay based upon the textbook "Fit and Well," graded on content and completeness. D. Written progression journal throughout the quarter showing content on overall improvement and accomplishments throughout participation in high- intensity cycling.
	Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.	No Value	No Value
	Objective 5: Identify and practice writing for different audiences and purposes.	No Value	No Value
	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.	No Value	No Value
	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.	No Value	No Value
	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.	No Value	No Value

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

C-Matrix Form

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

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

D-Matrix Form

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

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

Changed	Questions	Current Version	Proposed Version
	Objective 11: Develop skills to work with radical expressions.	No Value	No Value

E-Matrix Form

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

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

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

F-Matrix Form

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

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

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

G-Matrix Form

Changed	Questions	Current Version		Proposed Version
	If the requisite does not fall under an A-F Matrix, 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 F	orm			
Changed	Questions		Current Version	Proposed Version
	Objective 1: For CTE program suc AUTO, APRN, etc prerequisite(s) to program.	ch as Nursing,	No Value	No Value

Objective 2: For Student Cohorts, such as Honors, Puente, performance groups,	No Value	No Value
intercollegiate teams, Special		
Projects course, etc list the		
prerequisite(s) to participate in the		
cohort.		

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
0	Criteria 1:	No Value	Methods of evaluations- Final exam
	Present core		based upon the textbook "Fit and Well,"
	concepts and		handouts and in class discussions on
	scope that		cardio respiratory exercise and strength
	define the		development.
	discipline.		
	(ONLY using		
	the Outline,		
	Assignments or		
	Methods of		
	Evaluation		
	areas, cite,		
	copy and paste		
	the area		
	referenced.)		

Changed	Questions	Current Version	Proposed Version
9	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	Method of Evaluation- C. Written essay based upon the textbook "Fit and Well," graded on content and completeness. F. Collaborative weekly group workouts. Evaluated based on performance and completion.
9	Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	Methods of Evaluation D- Written progression journal throughout the quarter showing content on overall improvement and accomplishments throughout participation in high intensity cycling.

Changed	Questions	Current Version	Proposed Version
9	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	Assignment B - Written essay assignment based upon the course materials, lecture notes, gender differences and the body's adaptation during fitness evaluated on content and completeness.
9	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 Indoor Cycling in a historical and global context.

Changed	Questions	Current Version	Proposed Version
Ð	Criteria 6: Use	No Value	Methods of Evaluations Written
	real-world or		progression journal throughout the
	hands-on		quarter showing content on overall
	applications		improvement and accomplishments
	that will provide		throughout participation in high intensity
	a context for		cycling.
	the concepts		
	being		
	discussed.		
	(ONLY using		
	the Outline,		
	Assignments or		
	Methods of		
	Evaluation		
	areas, cite,		
	copy and paste		
	the area		
	referenced.)		

De Anza GE - ESGC Form

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

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	
	Criteria 5:	No Value	No Value	
	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.			

Comments

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

Changed	Questions	Current Version	Proposed V	/ersion				
0	Stage 5: SLO Coordinator	No Value	Date	Name - Role OR Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
			11/7/2023	Mary Pape – SLO Coordinator	Outcomes	Requirec	knowledge of basic fitness concepts as they relate to health and wellness.	
			12/4/2024	Mary Pape – SLO Coordinator	Outcomes	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	No Value					
	Stage 9: Articulation Officer	No Value	No Value					

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

Course Administration Codes

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

Changed	Field	Current Version
	Curriculum ID	KNESD05BX
	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	CCC000581904

Articulation

Changed Field

Current Version

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

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	Essential Student Materials/Essential College Facilities
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

Section	Changed field
Curriculum Office	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)
Curriculum Office	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)
Curriculum Office	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.)
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 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
9	Faculty Initiator	Sarah Lisha	Rachel CatuizaOwiesny, Cheryl
	Course ID (CB01A and CB01B)	KNESD009A	KNESD009A
	Course Control Number	CCC000592179	CCC000592179
	Course Title (CB02)	Interactive Cardiovascular Fitness and Activity Tracking 1	Interactive Cardiovascular Fitness and Activity Tracking 1
	Short Course Title	INTERACT CARDIOVAS FITNESS 1	INTERACT CARDIOVAS FITNESS 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
0	Effective Term	Fall 2023	Fall 2023 2025
	SAM Priority Code (CB09)	Non-Occupational	Non-Occupational
9	Course Description	An introduction to the discipline of kinesiology through an introduction to online fitness. Technology to verify performance via self- reported cardiovascular exercise, assignments, testing and discussion will be utilized. Students will learn to improve fitness through the use of cardiovascular exercise. Basic exercise physiology, nutritional concepts and various components of fitness will be discussed. Students are required to have an instructor-approved tracking application installed on a GPS-enabled device or a fitness tracking device.	An introduction to the discipline of kinesiology through an introduction to online <u>cardiovascular</u> fitness. Technology <u>The use of technology will be</u> <u>used</u> to verify performance via self-reported cardiovascular exercise, assignments, testing and discussion will be utilized. <u>discussion</u> . Students will learn to improve fitness through the use of <u>levels using</u> cardiovascular exercise. Basic exercise physiology, nutritional concepts and various components of fitness will be discussed. Students are required to have an instructor- approved tracking application installed on a GPS- enabled device or a fitness tracking device.
0	Course Type (CB27)	No value	Lower Division

Changed	Field	Current Version	Proposed Version
0	Mode of Delivery	• Hybrid	• Online
Faculty Re	quirements		
Changed	Field	Current Version	Proposed Version
0	Discipline 1	No value	Physical Education
	Discipline 2	No value	No value
	Discipline 3	No value	No value
0	FSA	No value	FHDA FSA - PHYSICAL EDUCATION
Formerly S	itatement		
Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	
Course Jus	stification		
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 the concepts of electronic fitness tracking at an introductory level.	The course is CSU and UC transferable. This course meets a general education requirement for De Anza and CSUGE. This course emphasizes the concepts of electronic fitness tracking at an introductory level.
Stand-Alor	ne Statement		
Changed	Field	Current Version	Proposed Version
	Stand-Alone Statement	No value	
Course Ph	ilosophy		
Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

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

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

Mirrored C	Mirrored Credit/Noncredit Course			
Changed	Field	Current Version	Proposed Version	
0	Is this a mirrored credit/noncredit course?	No value	<u>No</u>	

hanged	Field	Current Version	Proposed Version	
0	Is this a cross- listed course?	No value	No	

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

nanged Field	Current Versi	on	Proposed Ver	sion
Course is pa a program	Associated Program	CSU GE	Associated Program	CSU GE
	Award Type	Certificate of Achievement- Advanced (COA-A)	Award Type	Certificate of Achievement- Advanced (COA-A)
	Associated Program	CSU GE	Associated Program	CSU GE
	Award Type	Certificate of Achievement- Advanced (COA-A)	Award Type	Certificate of Achievement- Advanced (COA-A)
	Associated Program	CSU GE	Associated Program	CSU GE
	Award	Certificate of Achievement-	Award	Certificate of Achievement-
	Туре	Advanced (COA-A)	Туре	Advanced (COA-A)

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

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

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 Lecture Hours - Course In-Class (Contact) per Term		24	24
		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
	Total Credit Units - Minimum Credit Units	0.5	0.5
	Total Credit Units - Maximum Credit Units	0.5	0.5
peciality	Hours		
Changed	Field	Current Version	Proposed Version
	Speciality Hours	No value	No value

Credit / Non-Credit Options

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

Credit Units Changed Field **Current Version Proposed Version Course Duration** 12 12 (Weeks) **Total Lecture** 0 -Hours per Term Total Laboratory 24 24 Hours per Term **Total Contact** 0 -Hours per Term **Total Credit Units** 0.5 0.5 **Minimum Credit** 0.5 0.5 Units **Maximum Credit** 0.5 0.5 Units

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

Specifications

Changed	Field	Current Versi		Proposed Versio	
θ	Methods of Instruction	Methods of Instruction		Methods of Instruction	Methods of Instruction
	MethodsDiscussion of assigned readingofExploration of Internet sites Quiz and examination review performed in class Collaborative learning and small group exercises	Methods of Instruction	Discussion of assigned reading Exploration of Internet sites Quiz and examination review performed in class Collaborative learning and small group exercises		
9	Assignments	links and 2. Writing 1. W sp e 2. C e 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	g from assigned web d textbook. Veekly fitness log of pecific cardiovascular xercises performed. compose a one page ssay analyzing the affect f cardiovascular fitness n lifelong health and vellness. Design and/or create a ersonal fitness plan. Veekly participation in a tudent-based, interactive orum that provides upport, motivation, and ncouragement through iscussion posts rompted by the astructor. Tre and post fitness ssessments for ardiovascular, strength nd flexibility performed. te a short video ation and explanation of e utilizes a wearable o enhance their fitness n.	2. Writing 1. Wee exer 2. Com card wellr 3. Desi 4. Wee forur encc by th 5. Pre a card 6. Verb on c 3. Complete a	om assigned web links and textbook. ekly fitness log of specific cardiovascular rcises performed. hpose a one page essay analyzing the affect of liovascular fitness on lifelong health and ness. ign and/or create a personal fitness plan. ekly participation in a student-based, interactive m that provides support, motivation, and buragement through discussion posts prompted he instructor. and post fitness assessments for liovascular, strength and flexibility performed. bal peer evaluations and collaborations graded ompleteness. a short video presentation and explanation of tilizes a wearable device to enhance their fitness

Methods of Evaluation	Methods of Evaluation		Methods of Evaluation	Methods of Evaluation
	Methods of Evaluation	 Record of fitness changes through student assessments in cardiovascular, muscular strength, muscular endurance and flexibility tests graded on completeness. Personal fitness program design graded on applicable content of exercise regime and personal fitness goals. Activity log of student GPS device/App submitted online to instructor graded on completeness. Student will submit a video that clearly demonstrates how they used their wearable device to support their fitness program. They will demonstrate 3 ways in which it supported them. Comprehensive final exam on readings and assigned web links. 	Methods of Evaluation	 Record of fitness changes through student assessments in cardiovascular muscular strength, muscular endurance and flexibility tests graded on completeness. Personal fitness program design grade on applicable content of exercise regin and personal fitness goals. Activity log of student GPS device/App submitted online to instructor graded on completeness. Student will submit a video that clearly demonstrates how they used their wearable device to support their fitness program. They will demonstrate 3 ways which it supported them. Comprehensive final exam on readings and assigned web links. Verbal peer evaluations through collaborative practice in cardiovascular fitness.

Changed	Field	Current Version		Proposed Version		
0	Essential Student Materials/Essential College Facilities	internet a	ble device, fitness app, ccess, exercise clothes opriate exercise shoes		ble device, fitness app, internet access, exercise nd appropriate exercise shoes	
θ	Examples of					
	Primary Texts and References	Title	No value	Title	Title: https://getlibraryhelp.highlands.edu/PHED1010	
		Author	*Fahey, Thomas, Insel, Paul and Roth, Walton. "Fit	Author	Lisa Jellum, Angelyn Riaz, Althea Moser, Jonathan Howard, Jason Hitzeman	
			and Well". Brief 12th Edition, Mc Graw Hill Publishing Co., San Francisco, CA:	Publisher	Georgia Highlands College	
				Date/Edition	March 2023	
			2015.	ISBN	ZTC	
		Publisher	No value			
		Date/Edition	No value			
		ISBN	No value			

Changed	Field	Current Ve	rsion	Proposed Version
9	Suggested Reading List	Reading List	Michel J. Johnson, Albert Taylor. "Physiology of Exercise and Healthy Aging.Human Kinetics Publishing Co. 2008	No value
		May include, but are not limited to	No value	
		Reading List	Hayes, Fiona, "The Complete Guide to Cross Training". New York, NY. A & C Black Publishers 2008.	
		May include, but are not limited to	No value	
		Reading List	Ruth Ann Carpenter, Carrie E. Finley, "Healthy Eating Every Day" 2nd Edition. Human Kinetics Publishing Co., 2017.	
		May include, but are not limited to	No value	

Learning Outcomes and Objectives

Changed	Field	Current Version	ı	Proposed Versi	ion
	Course Objectives	nutritional lifestyle" a to gender Examine a technique training. Examine g cardiovas of technol Identify m cardioresp flexibility Comprehe paramete	ethods for assessment of piratory, strength training and end and implement techniques to pr decrease exercise intensity le exercising. end and employ safety rs relative to body mechanics, rel, and extraneous apparatus	nutritional lifestyle" a to gender, Examine a technique training. Examine g cardiovas of technol Identify m cardioresp flexibility Comprehe increase o levels whi	ethods for assessment of piratory, strength training and end and implement techniques to or decrease exercise intensity ile exercising. end and employ safety rs relative to body mechanics, vel, and extraneous apparatus
0	CSLOs	CSLOs	Demonstrate improvement of cardiovascular, strength and flexibility through	CSLOs	Apply knowledge of basic fitness concepts as they relate to health and wellness.
		Expected SLO Performance	cardiovascular fitness.	Expected SLO Performance	0.0
		CSLOs	Apply knowledge of basic fitness concepts as they apply to health and wellness.	CSLOs	Demonstrate improvement of cardiovascular, strength and flexibility through cardiovascular fitness.
		Expected SLO Performance	0.0	Expected SLO Performance	0.0
		CSLOs	Design and maintain a weekly online activity log.	CSLOs	Design and maintain a weekly online activity log.
		Expected SLO	0.0	Expected SLO	0.0

Course Outline

Changed	Field	Current Version	Proposed Version
	Course Content	 Examine cardiovascular, flexibility and nutritional components of a "healthy lifestyle" and variations that can occur due 	 Examine cardiovascular, flexibility and nutritional components of a "healthy lifestyle" and variations that can occur due
		to gender, age or physical limitation. 1. Fitness	to gender, age or physical limitation. 1. Fitness
		 Strength development component: Spinal Support; Retention of calcium in bone; Increased joint integrity. Varied responses to cardiovascular development programs: For males and 	 Strength development component: Spinal Support; Retention of calcium in bone; Increased joint integrity. Varied responses to cardiovascular development programs: For males and
		females; Age differences. 3. Flexibility component in a fitness program: Spinal Support: Retention of calcium	females; Age differences. 3. Flexibility component in a fitness program: Spinal Support: Potention of calcium
		Support; Retention of calcium in bone; Increased joint integrity. 4. Varied responses to stretching:	Support; Retention of calcium in bone; Increased joint integrity. 4. Varied responses to stretching
		For males and females; Age differences.	For males and females; Age differences.
		2. Nutrition	2. Nutrition
		1. Balanced diet	1. Balanced diet
		2. Components: protein,	2. Components: protein,
		carbohydrates, fat, water,	carbohydrates, fat, water,
		vitamins and minerals.	vitamins and minerals.
		3. Diets: cultural variations and	3. Diets: cultural variations and
		healthy choices, vegan,	healthy choices, vegan,
		vegetarian, fad diets.	vegetarian, fad diets.
		 Nutritional concepts related to fueling for cardiovascular exercise. 	 Nutritional concepts related to fueling for cardiovascular exercise.
		2. Examine and practice the concepts and	2. Examine and practice the concepts and
		techniques of continuous cardiovascular training.	techniques of continuous cardiovascular training.
		1. Long distance training	1. Long distance training
		2. Interval training	2. Interval training
		3. Fartlek training	3. Fartlek training
		4. Cross training	4. Cross training
		3. Examine global and historical aspects of	3. Examine global and historical aspects of
		cardiovascular fitness through the influence	cardiovascular fitness through the influence
		of technology.	of technology.
		1. Early pedometers	1. Early pedometers
		2. Fitness tracking devices	2. Fitness tracking devices
		 Smart phones and fitness apps Wearable fitness/wellness trackers 	 Smart phones and fitness apps Wearable fitness/wellness trackers
		5. Growth of applications around the	5. Growth of applications around the
		world to encourage healthy lifestyle	world to encourage healthy lifestyle
		1. online tracking	1. online tracking
		2. sharing of activities with others	2. sharing of activities with othe
		3. Competition among groups of people	3. Competition among groups o people
		6. Product features	6. Product features
		1. Reminders to move and stand	1. Reminders to move and stan
		2. Step count	2. Step count
		3. Sleep tracking	3. Sleep tracking
		4. Calories used during activity	4. Calories used during activity
		and daily	and daily
		E Heart rate manitor	E Heart rate monitor

5. Heart rate monitor

5. Heart rate monitor

Changed	Field	Current Version	Proposed Version
		7. Future trends in wearable technology	7. Future trends in wearable technolog
		and wellness and fitness	and wellness and fitness
		1. Diabetes sensor and blood	1. Diabetes sensor and blood
		sugar testing	sugar testing
		2. Health advice	2. Health advice
		4. Identify methods for assessment of	4. Identify methods for assessment of
		cardiorespiratory, strength training and	cardiorespiratory, strength training and
		flexibility	flexibility
		1. Exercise heart rate ranges	1. Exercise heart rate ranges
		1. Resting Heart Rate	1. Resting Heart Rate
		-	-
		2. Recovery Heart Rate 3. Blood Pressure	2. Recovery Heart Rate
			3. Blood Pressure
		2. Cardiovascular Assessments	2. Cardiovascular Assessments
		1. 1.5 mile run	1. 1.5 mile run
		2. 1.0 mile walk	2. 1.0 mile walk
		3. Cycle ergometer submaximal	3. Cycle ergometer submaxima
		test	test
		3. Strength tests	3. Strength tests
		1. Sit-up	1. Sit-up
		2. Push-up	2. Push-up
		3. Leg Press	3. Leg Press
		4. Shoulder press	4. Shoulder press
		4. Flexibility tests - sit and reach	Flexibility tests - sit and reach
		5. Comprehend and implement techniques to	5. Comprehend and implement techniques t
		increase or decrease exercise intensity	increase or decrease exercise intensity
		levels while exercising.	levels while exercising.
		1. Exercise Heart rate ranges	1. Exercise Heart rate ranges
		2. FITT principal (frequency, intensity,	2. FITT principal (frequency, intensity,
		time and type)	time and type)
		3. Physical signs of exercise induced	3. Physical signs of exercise induced
		stress	stress
		1. Breathing rate	1. Breathing rate
		•	_
		2. Skin color and temperature	2. Skin color and temperature
		3. Perceived exertion	3. Perceived exertion
		4. Manipulating exercise stress	4. Manipulating exercise stress
		1. Adding or reducing time (of	1. Adding or reducing time (of
		interval or total duration)	interval or total duration)
		2. Interval intensity (how fast,	2. Interval intensity (how fast,
		race pace or rpms)	race pace or rpms)
		Comprehend and employ safety	Comprehend and employ safety
		parameters relative to body mechanics,	parameters relative to body mechanics,
		fitness level, and extraneous apparatus	fitness level, and extraneous apparatus
		while exercising.	while exercising.
		1. Safety Issues	1. Safety Issues
		1. Terrain the individual is	1. Terrain the individual is
		exercising on (road, trails)	exercising on (road, trails)
		2. Weather conditions	2. Weather conditions
		3. Use of GPS device and apps	3. Use of GPS device and app
		while execising	while execising
		4. Hydration	4. Hydration
		2. Modifying exercises based on	2. Modifying exercises based on
		individual limitations	individual limitations
		1. Current level of physical	1. Current level of physical
		fitness	fitness
		2. Body weight	2. Body weight
		3. Pregnancy	3. Pregnancy
		4. Injury/illness/disability	4. Injury/illness/disability
		3. Appropriate Attire	3. Appropriate Attire
		1. Shoes	1. Shoes

Changed	Field	Current Version		Proposed Version	1
		2.0	Other	2.	Other
			 What to do in case of injury or illness Informing instructor of current physical limitations or conditions Visiting a physician to approve participation in this class 		 What to do in case of injury or illness Informing instructor of current physical limitations or conditions Visiting a physician to approve participation in this class
	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	n Office		
Changed	Questions	Current Version	Proposed Version
9	Banner Start Term (202122)	202122	No Value

Changed	Questions	Current Version	Proposed Version
0	Banner Division	2PE	No Value
0	Catalog Term (21- 22)	23-24	No Value
0	5 Year Revision Year (2021)	2018	No Value
θ	Effective Quarter	Fall	No Value
0	Effective Year (2021)	2023	No Value
	Sort ID (00 < 10; 0 < 100)	KNES 009A	KNES 009A
	Course Status	New	New
θ	Course Status Code	Α	No Value
0	Banner Department	KNES	No Value
0	Course Level	DU	No Value
θ	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
Ø	CTE Status	No	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
0	Hybrid Approval Date (MM/DD/YYYY)	06/20/2017	No Value
0	Emergency Approval	No	No Value

hanged	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)	Ν	No Value
9	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
0	Noncredit Enhanced Funding Indicator	Ν	No Value
0	In Service Indicator	Ν	No Value
0	Sports/Physical Education Course Indicator	Y	No Value
0	COA Code	С	No Value
0	Fund Code	114000	No Value
0	Organization Code	236002	No Value
0	Account Code	1320	No Value
0	Program Code	083500	No Value
0	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
0	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

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

A-Matrix Form

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

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

B-Matrix Form

hanged	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
0	Objective 2: Develop analytical ideas and topics for essays.	No Value	Methods of Evaluation B. 3. Design and/or create a personal fitness plan.
0	Objective 3: Compose and support thesis statements for analytical essays.	No Value	Methods of Evaluation B. 2. Compose a one page essay analyzing the affect of cardiovascular fitness on lifelong health and wellness.

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

C-Matrix Form

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

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

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

E-Matrix Form

Changed	Questions	Current Version	Proposed Version	
	Elementary	No Value	No Value	
	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.			

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
	Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.	No Value	No Value

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

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	No Value	No Value	
	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.			

H-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
	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

anged	Questions	Current Version	Proposed Version
0	Criteria 1: Present	No Value	Course Outline B. Examine and practice the
	core concepts and		concepts and techniques of continuous
	scope that define		cardiovascular training.
	the discipline.		
	(ONLY using the		
	Outline,		
	Assignments or		
	Methods of		
	Evaluation areas,		
	cite, copy and		
	paste the area		
	referenced.)		

Changed	Questions	Current Version	Proposed Version
9	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	Assignments B. 6. Verbal peer evaluations through collaborative practice in cardiovascular fitness. Methods of Evalulation B. Personal fitness program design graded on applicable content of exercise regime and personal fitness goals.
9	Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	Course Outline E. Comprehend and implement techniques to increase or decrease exercise intensity levels while exercising.
9	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 cardiovascular, flexibility and nutritional components of a "healthy lifestyle" and variations that can occur due to gender, age or physical limitation.

Changed	Questions	Current Version	Proposed Version
0	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 C Examine global and historical aspects of cardiovascular fitness through the influence of technology.
9	Criteria 6: Use real- world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	Assignments C Complete a short video presentation and explanation of how one utilizes a wearable device to enhance their fitness program. Methods of Evaluation C Student will submit a video that clearly demonstrates how they used their wearable device to support their fitness program. They will demonstrate 3 ways in which it supported them.

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
	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
	Criteria 4: Analyze how the well being of human society is dependent on sustainable social and ecological systems.	I	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
Comments	5		
Changed	Questions	Current Version	Proposed Version

Stage 2: Department	No Value	No Value	
Chair			
Stage 3: Division	No Value	No Value	
Curriculum			
Representative			
Stage 4: Division	No Value	No Value	
Dean			

Changed	Questions	Current Version	Propose	d Version				
0	Stage 5: SLO Coordinator	No Value	DATE		Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
			3/21/20	Mary Pape 24 – SLO Coordinator	Learning Outcomes – CSLO #1	Requirec	Reword so 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	•				
9	Stage 8: AVP - Instruction	No Value	Date	Name - Role OR Part Tab Gabriela Basic Nocito Inforr for AVPI - Moc	c nation Rec	Plea the c mod Onlin curre Hybr class Hybr attac Cour Deliv	se indicate course ality as ne. It ently says rid. If the s is actually rid, please ch the rse Hybrid	nitiator - ndicate "Y" When Completed
	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	2				
Course Ad	ministration Code	S						
Articulation	occurs after course a	pproval. The following fields v	will not sho	ow a Proposed V	ersion.			
Changed	Field	Current Version						
	Curriculum ID	KNESD009A						

Changed	Field	Current Version
	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	CCC000592179

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

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	Essential Student Materials/Essential College Facilities
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

Section	Changed field
Curriculum Office	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)
Curriculum Office	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)
Curriculum Office	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.)
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
0	Faculty Initiator	Sarah Lisha	Rachel CatuizaOwiesny, Cheryl
	Course ID (CB01A and CB01B)	KNESD09AX	KNESD09AX
	Course Control Number	CCC000592180	CCC000592180
	Course Title (CB02)	Interactive Cardiovascular Fitness and Activity Tracking 1	Interactive Cardiovascular Fitness and Activity Tracking 1
	Short Course Title	INTERACT CARDIOVAS FITNESS 1	INTERACT CARDIOVAS FITNESS 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
9	Effective Term	Fall 2023	Fall 2023 2025
	SAM Priority Code (CB09)	Non-Occupational	Non-Occupational
9	Course Description	An introduction to the discipline of kinesiology through an introduction to online fitness. Technology to verify performance via self- reported cardiovascular exercise, assignments, testing and discussion will be utilized. Students will learn to improve fitness through the use of cardiovascular exercise. Basic exercise physiology, nutritional concepts and various components of fitness will be discussed. Students are required to have an instructor-approved tracking application installed on a GPS-enabled device or a fitness tracking device.	An introduction to the discipline of kinesiology through an introduction to online <u>cardiovascular</u> fitness. Technology The use of technology will be used to verify performance via self-reported cardiovascular exercise, assignments, testing and discussion will be utilized. <u>discussion</u> . Students will learn to improve fitness through the use of <u>levels using</u> cardiovascular exercise. Basic exercise physiology, nutritional concepts and various components of fitness will be discussed. Students are required to have an instructor- approved tracking application installed on a GPS- enabled device or a fitness tracking device.
0	Course Type (CB27)	No value	Lower Division
Ð	Mode of Delivery	• Hybrid	• Online

Faculty Requirements				
Changed	Field	Current Version	Proposed Version	
0	Discipline 1	No value	Physical Education	
	Discipline 2	No value	No value	
	Discipline 3	No value	No value	
0	FSA	No value	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 the concepts of electronic fitness tracking at an introductory level.	The course is CSU and UC transferable. This course meets a general education requirement for De Anza and CSUGE. This course emphasizes the concepts of electronic fitness tracking at an introductory level.		

Changed	Field	Current Version	Proposed Version	
Shangea				
	Stand-Alone	No value		
	Statement			
ourse Ph	ilosophy			
Changed	Field	Current Version	Proposed Version	
	Course	No value		
	Philosophy			

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	Νο

CTE Course

Changed	Field	Current Version	Proposed Version	
0	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	No

Mirrored Credit/Noncredit Course				
Changed	Field	Current Version	Proposed Version	
0	Is this a mirrored credit/noncredit course?	No value	No	

Cross-listed Course				
Changed	Field	Current Version	Proposed Version	
0	Is this a cross- listed course?	No value	No	
lore Optic	ons			
Changed	Field	Current Version	Proposed Version	

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

hanged	Field	Current Versio	on	Proposed Ver	sion
	Course is part of a program	Associated Program	CSU GE	Associated Program	CSU GE
		Award Type	Certificate of Achievement- Advanced (COA-A)	Award Type	Certificate of Achievement- Advanced (COA-A)
		Associated Program	CSU GE	Associated Program	CSU GE
		Award Type	Certificate of Achievement- Advanced (COA-A)	Award Type	Certificate of Achievement- Advanced (COA-A)
		Associated Program	CSU GE	Associated Program	CSU GE
		Award Type	Certificate of Achievement- Advanced (COA-A)	Award Type	Certificate of Achievement- Advanced (COA-A)

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

<u>.</u>		•	_	
Changed	Field	Current Version	Proposed Version	
	Lecture Hours - In	0	0	
	Class			
	Lecture Hours -	0	0	
	Out of Class			
	Laboratory Hours -	3	3	
	In Class			
	Laboratory Hours -	0	0	
	Out of Class			
	NA Hours - In	0	0	
	Class			
	NA Hours - Out of	0	0	
	Class			

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	36	36
	Lecture Hours - Course In-Class (Contact) per Term	0	0
	Lecture Hours - Course Out-of- Class per Term	0	0
	Laboratory Hours - Course In-Class (Contact) per Term	36	36
	Laboratory Hours - Course Out-of- Class per Term	0	0
	NA Hours - Course In-Class (Contact) per Term	0	0
	NA Hours - Course Out-of-Class per Term	0	0
	Total - Course In- Class (Contact) Hours	36	36
	Total - Course Out- of-Class Hours	0	0
	Total Credit Units - Minimum Credit Units	1	1
	Total Credit Units - Maximum Credit Units	1	1
peciality	Hours		
Changed	Field	Current Version	Proposed Version
	Speciality Hours	No value	No value

Credit / Non-Credit Options

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

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

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

Specifications

Changed	Field	Current Versi	on	Proposed Versio	5n
0	Methods of Instruction	Methods of Instruction		Methods of Instruction	Methods of Instruction
		Methods of Instruction	Discussion of assigned reading Exploration of Internet sites Quiz and examination review performed in class Collaborative learning and small group exercises	Methods of Instruction	Discussion of assigned reading Exploration of Internet sites Quiz and examination review performed in class Collaborative learning and small group exercises
9	Assignments	links and 2. Writing 1. W s e 2. C e 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	g from assigned web d textbook. Veekly fitness log of pecific cardiovascular xercises performed. compose a one page ssay analyzing the affect f cardiovascular fitness n lifelong health and rellness. resign and/or create a ersonal fitness plan. Veekly participation in a tudent-based, interactive orum that provides upport, motivation, and ncouragement through iscussion posts rompted by the istructor. re and post fitness ssessments for ardiovascular, strength nd flexibility performed. te a short video ation and explanation of e utilizes a wearable o enhance their fitness n.	2. Writing 1. Wee exer 2. Com card wellr 3. Desi 4. Wee forur encc by th 5. Pre card 6. Verb prac 3. Complete a	om assigned web links and textbook. kkly fitness log of specific cardiovascular cises performed. apose a one page essay analyzing the affect of iovascular fitness on lifelong health and ness. ign and/or create a personal fitness plan. kkly participation in a student-based, interactive m that provides support, motivation, and buragement through discussion posts prompted he instructor. and post fitness assessments for iovascular, strength and flexibility performed. bal peer evaluations through collaborative tice in cardiovascular fitness. a short video presentation and explanation of tilizes a wearable device to enhance their fitness

Methods of Evaluation	Methods of Evaluation		Methods of Evaluation	Methods of Evaluation
	Methods of Evaluation	 Record of fitness changes through student assessments in cardiovascular, muscular strength, muscular endurance and flexibility tests graded on completeness. Personal fitness program design graded on applicable content of exercise regime and personal fitness goals. Activity log of student GPS device/App submitted online to instructor graded on completeness. Student will submit a video that clearly demonstrates how they used their wearable device to support their fitness program. They will demonstrate 3 ways in which it supported them. Comprehensive final exam on readings and assigned web links. 	Methods of Evaluation	 Record of fitness changes through student assessments in cardiovascular muscular strength, muscular endurance and flexibility tests graded on completeness. Personal fitness program design grade on applicable content of exercise regin and personal fitness goals. Activity log of student GPS device/App submitted online to instructor graded on completeness. Student will submit a video that clearly demonstrates how they used their wearable device to support their fitness program. They will demonstrate 3 ways which it supported them. Comprehensive final exam on readings and assigned web links. Verbal peer evaluations and collaborations graded on completeness

0	Essential Student Materials/Essential College Facilities	 GPS enable device, fitness app, internet access, exercise clothes and appropriate exercise shoes 		 Essential Student Materials: GPS enable device, fitness app, internet access, exercise clothes and appropriate exercise shoes Essential College Facilities: None 	
0	Examples of Primary Texts and	Title	No value	Title	https://getlibraryhelp.highlands.edu/PHED1010
	References	Author	*Fahey, Thomas, Insel, Paul and	Author	Lisa Jellum, Angelyn Riaz, Althea Moser, Jonathan Howard, Jason Hitzeman
			Roth, Walton. "Fit and Well". Brief 12th	Publisher	Georgia Highlands College
			Edition, Mc Graw Hill Publishing Co.,	Date/Edition	March 2023
			San Francisco, CA: 2015.	ISBN	ZTC
		Publisher	No value		
		Date/Edition	No value		
		ISBN	No value		

Changed	Field	Current Ve	rsion	Proposed Version
9	Suggested Reading List	Reading List	Michel J. Johnson, Albert Taylor. "Physiology of Exercise and Healthy Aging.Human Kinetics Publishing Co. 2008	No value
		May include, but are not limited to	No value	
		Reading List	Hayes, Fiona, "The Complete Guide to Cross Training". New York, NY. A & C Black Publishers 2008.	
		May include, but are not limited to	No value	
		Reading List	Ruth Ann Carpenter, Carrie E. Finley, "Healthy Eating Every Day" 2nd Edition. Human Kinetics Publishing Co., 2017.	
		May include, but are not limited to	No value	

Learning Outcomes and Objectives

Changed	Field	Current Version	ı	Proposed Versi	ion
	Course Objectives	nutritional lifestyle" a to gender Examine a technique training. Examine g cardiovas of technol Identify m cardioresp flexibility Comprehe paramete	ethods for assessment of piratory, strength training and end and implement techniques to pr decrease exercise intensity le exercising. end and employ safety rs relative to body mechanics, rel, and extraneous apparatus	nutritional lifestyle" a to gender, Examine a technique training. Examine g cardiovas of technol Identify m cardioresp flexibility Comprehe increase o levels whi	ethods for assessment of piratory, strength training and end and implement techniques to or decrease exercise intensity ile exercising. end and employ safety rs relative to body mechanics, vel, and extraneous apparatus
0	CSLOs	CSLOs	Demonstrate improvement of cardiovascular, strength and flexibility through	CSLOs	Apply knowledge of basic fitness concepts as they relate to health and wellness.
		Expected SLO Performance	cardiovascular fitness.	Expected SLO Performance	0.0
		CSLOs	Apply knowledge of basic fitness concepts as they apply to health and wellness.	CSLOs	Demonstrate improvement of cardiovascular, strength and flexibility through cardiovascular fitness.
		Expected SLO Performance	0.0	Expected SLO Performance	0.0
		CSLOs	Design and maintain a weekly online activity log.	CSLOs	Design and maintain a weekly online activity log.
		Expected SLO	0.0	Expected SLO	0.0

Course Outline

Changed	Field	Current Version	Proposed Version
	Course Content	 Examine cardiovascular, flexibility and nutritional components of a "healthy lifestyle" and variations that can occur due 	 Examine cardiovascular, flexibility and nutritional components of a "healthy lifestyle" and variations that can occur due
		to gender, age or physical limitation. 1. Fitness	to gender, age or physical limitation. 1. Fitness
		 Strength development component: Spinal Support; Retention of calcium in bone; Increased joint integrity. Varied responses to cardiovascular development programs: For males and 	 Strength development component: Spinal Support; Retention of calcium in bone; Increased joint integrity. Varied responses to cardiovascular development programs: For males and
		females; Age differences. 3. Flexibility component in a fitness program: Spinal Support: Retention of calcium	females; Age differences. 3. Flexibility component in a fitness program: Spinal Support: Potention of calcium
		Support; Retention of calcium in bone; Increased joint integrity. 4. Varied responses to stretching:	Support; Retention of calcium in bone; Increased joint integrity. 4. Varied responses to stretching
		For males and females; Age differences.	For males and females; Age differences.
		2. Nutrition	2. Nutrition
		1. Balanced diet	1. Balanced diet
		2. Components: protein,	2. Components: protein,
		carbohydrates, fat, water,	carbohydrates, fat, water,
		vitamins and minerals.	vitamins and minerals.
		3. Diets: cultural variations and	3. Diets: cultural variations and
		healthy choices, vegan,	healthy choices, vegan,
		vegetarian, fad diets.	vegetarian, fad diets.
		 Nutritional concepts related to fueling for cardiovascular exercise. 	 Nutritional concepts related to fueling for cardiovascular exercise.
		2. Examine and practice the concepts and	2. Examine and practice the concepts and
		techniques of continuous cardiovascular training.	techniques of continuous cardiovascular training.
		1. Long distance training	1. Long distance training
		2. Interval training	2. Interval training
		3. Fartlek training	3. Fartlek training
		4. Cross training	4. Cross training
		3. Examine global and historical aspects of	3. Examine global and historical aspects of
		cardiovascular fitness through the influence	cardiovascular fitness through the influence
		of technology.	of technology.
		1. Early pedometers	1. Early pedometers
		2. Fitness tracking devices	2. Fitness tracking devices
		 Smart phones and fitness apps Wearable fitness/wellness trackers 	 Smart phones and fitness apps Wearable fitness/wellness trackers
		5. Growth of applications around the	5. Growth of applications around the
		world to encourage healthy lifestyle	world to encourage healthy lifestyle
		1. online tracking	1. online tracking
		2. sharing of activities with others	2. sharing of activities with othe
		3. Competition among groups of people	3. Competition among groups o people
		6. Product features	6. Product features
		1. Reminders to move and stand	1. Reminders to move and stan
		2. Step count	2. Step count
		3. Sleep tracking	3. Sleep tracking
		4. Calories used during activity	4. Calories used during activity
		and daily	and daily
		E Heart rate manitor	E Heart rate monitor

5. Heart rate monitor

5. Heart rate monitor

Changed	d Field	Current Version	Proposed Version		
		7. Future trends in wearable technology	7. Future trends in wearable technolog		
		and wellness and fitness	and wellness and fitness		
		1. Diabetes sensor and blood	1. Diabetes sensor and blood		
		sugar testing	sugar testing		
		2. Health advice	2. Health advice		
		4. Identify methods for assessment of	4. Identify methods for assessment of		
		cardiorespiratory, strength training and	cardiorespiratory, strength training and		
		flexibility	flexibility		
		1. Exercise heart rate ranges	1. Exercise heart rate ranges		
		1. Resting Heart Rate	1. Resting Heart Rate		
		-	-		
		2. Recovery Heart Rate 3. Blood Pressure	2. Recovery Heart Rate		
			3. Blood Pressure		
		2. Cardiovascular Assessments	2. Cardiovascular Assessments		
		1. 1.5 mile run	1. 1.5 mile run		
		2. 1.0 mile walk	2. 1.0 mile walk		
		3. Cycle ergometer submaximal	3. Cycle ergometer submaxima		
		test	test		
		3. Strength tests	3. Strength tests		
		1. Sit-up	1. Sit-up		
		2. Push-up	2. Push-up		
		3. Leg Press	3. Leg Press		
		4. Shoulder press	4. Shoulder press		
		4. Flexibility tests - sit and reach	Flexibility tests - sit and reach		
		5. Comprehend and implement techniques to	5. Comprehend and implement techniques t		
		increase or decrease exercise intensity	increase or decrease exercise intensity		
		levels while exercising.	levels while exercising.		
		1. Exercise Heart rate ranges	1. Exercise Heart rate ranges		
		2. FITT principal (frequency, intensity,	2. FITT principal (frequency, intensity,		
		time and type)	time and type)		
		3. Physical signs of exercise induced	3. Physical signs of exercise induced		
		stress	stress		
		1. Breathing rate	1. Breathing rate		
		•	_		
		2. Skin color and temperature	2. Skin color and temperature		
		3. Perceived exertion	3. Perceived exertion		
		4. Manipulating exercise stress	4. Manipulating exercise stress		
		1. Adding or reducing time (of	1. Adding or reducing time (of		
		interval or total duration)	interval or total duration)		
		2. Interval intensity (how fast,	2. Interval intensity (how fast,		
		race pace or rpms)	race pace or rpms)		
		Comprehend and employ safety	Comprehend and employ safety		
		parameters relative to body mechanics,	parameters relative to body mechanics,		
		fitness level, and extraneous apparatus	fitness level, and extraneous apparatus		
		while exercising.	while exercising.		
		1. Safety Issues	1. Safety Issues		
		1. Terrain the individual is	1. Terrain the individual is		
		exercising on (road, trails)	exercising on (road, trails)		
		2. Weather conditions	2. Weather conditions		
		3. Use of GPS device and apps	3. Use of GPS device and app		
		while execising	while execising		
		4. Hydration	4. Hydration		
		2. Modifying exercises based on	2. Modifying exercises based on		
		individual limitations	individual limitations		
		1. Current level of physical	1. Current level of physical		
		fitness	fitness		
		2. Body weight	2. Body weight		
		3. Pregnancy	3. Pregnancy		
		4. Injury/illness/disability	4. Injury/illness/disability		
		3. Appropriate Attire	3. Appropriate Attire		
		1. Shoes	1. Shoes		

Changed	Field	Current Version		Proposed Version	1
		2.0	Other	2.	Other
			 What to do in case of injury or illness Informing instructor of current physical limitations or conditions Visiting a physician to approve participation in this class 		 What to do in case of injury or illness Informing instructor of current physical limitations or conditions Visiting a physician to approve participation in this class
	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	
9	Banner Start Term (202122)	202122	No Value	

Changed	Questions	Current Version	Proposed Version
0	Banner Division	2PE	No Value
θ	Catalog Term (21- 22)	23-24	No Value
θ	5 Year Revision Year (2021)	2018	No Value
θ	Effective Quarter	Fall	No Value
θ	Effective Year (2021)	2023	No Value
	Sort ID (00 < 10; 0 < 100)	KNES 009AX	KNES 009AX
	Course Status	New	New
θ	Course Status Code	Α	No Value
θ	Banner Department	KNES	No Value
0	Course Level	DU	No Value
θ	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 9A	KNES 9A
0	CTE Status	No	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
0	Hybrid Approval Date (MM/DD/YYYY)	06/20/2017	No Value
0	Emergency Approval	No	No Value

hanged	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)	Ν	No Value
9	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
0	Noncredit Enhanced Funding Indicator	Ν	No Value
0	In Service Indicator	Ν	No Value
0	Sports/Physical Education Course Indicator	Y	No Value
0	COA Code	С	No Value
0	Fund Code	114000	No Value
0	Organization Code	236002	No Value
0	Account Code	1320	No Value
0	Program Code	083500	No Value
0	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
0	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

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

A-Matrix Form

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

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

B-Matrix Form

hanged	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
0	Objective 2: Develop analytical ideas and topics for essays.	No Value	Methods of Evaluation B. 3. Design and/or create a personal fitness plan.
0	Objective 3: Compose and support thesis statements for analytical essays.	No Value	Methods of Evaluation B. 2. Compose a one page essay analyzing the affect of cardiovascular fitness on lifelong health and wellness.

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

C-Matrix Form

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

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

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

E-Matrix Form

Changed	Questions	Current Version	Proposed Version	
	Elementary	No Value	No Value	
	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.			

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
	Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.	No Value	No Value

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

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	No Value	No Value	
	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.			

H-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
	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

anged	Questions	Current Version	Proposed Version
0	Criteria 1: Present	No Value	Course Outline B. Examine and practice the
	core concepts and		concepts and techniques of continuous
	scope that define		cardiovascular training.
	the discipline.		
	(ONLY using the		
	Outline,		
	Assignments or		
	Methods of		
	Evaluation areas,		
	cite, copy and		
	paste the area		
	referenced.)		

Changed	Questions	Current Version	Proposed Version
9	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	Assignments B. 6. Verbal peer evaluations through collaborative practice in cardiovascular fitness. Methods of Evalulation B. Personal fitness program design graded on applicable content of exercise regime and personal fitness goals.
9	Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	Course Outline E. Comprehend and implement techniques to increase or decrease exercise intensity levels while exercising.
9	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 cardiovascular, flexibility and nutritional components of a "healthy lifestyle" and variations that can occur due to gender, age or physical limitation.

Changed	Questions	Current Version	Proposed Version
•	Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	Outline C Examine global and historical aspects of cardiovascular fitness through the influence of technology. 5. Growth of applications around the world to encourage healthy lifestyle
9	Criteria 6: Use real- world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	Assignments C Complete a short video presentation and explanation of how one utilizes a wearable device to enhance their fitness 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

Changed	Questions	Current Version	Proposed Version
	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
	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	5		
Changed	Questions	Current Version	Proposed Version

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	
0	Stage 8: AVP - Instruction	No Value	Date Role Part - Field Type of OR Tab	Initiator - Indicate "Y" When Completed
			Basic Complete Gabriela Information 3/27/24 Nocito for AVPI Proposal Details - Attachments form	
	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	

rticulation	occurs after course ap	proval. The following fields will not show a Proposed Version.
Changed	Field	Current Version
	Curriculum ID	KNESD09AX
	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	CCC000592180

Articulation

Changed Field

Current Version

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
Learning Outcomes and Objectives	CSLOs
Req/Adv	Prerequisite(s):
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)

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.)
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.)

Section	Changed field
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
0	Faculty Initiator	• Sarah Lisha	Rachel CatuizaOwiesny, Cheryl
	Course ID (CB01A and CB01B)	KNESD009B	KNESD009B
	Course Control Number	CCC000592243	CCC000592243
	Course Title (CB02)	Interactive Cardiovascular Fitness and Activity Tracking 2	Interactive Cardiovascular Fitness and Activity Tracking 2
	Short Course Title	INTERACT CARDIOVAS FITNESS 2	INTERACT CARDIOVAS FITNESS 2
	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
θ	Effective Term	Fall 2023	Fall 2023 <u>2025</u>
	SAM Priority Code (CB09)	Non-Occupational	Non-Occupational

Changed	Field	Current Version	Proposed Version
	Course	An introduction to the discipline of kinesiology	An introduction to the discipline of kinesiology
	Description	through online fitness. This is an intermediate	through online fitness. This is an intermediate
		level online fitness course that will utilize	level online fitness course that will utilize
		technology to verify performance via self-	technology to verify performance via self-
		reported cardiovascular exercise, assignments,	reported cardiovascular exercise, assignments,
		testing and discussion. Students will learn to	testing and discussion. Students will learn to
		improve fitness through the use of	improve fitness through the use of
		cardiovascular exercise. Basic exercise	cardiovascular exercise. Basic exercise
		physiology, nutritional concepts and various	physiology, nutritional concepts and various
		components of fitness will be discussed.	components of fitness will be discussed.
		Students are required to have an instructor-	Students are required to have an instructor-
		approved tracking application installed on a	approved tracking application installed on a
		GPS-enabled device or a fitness tracking device.	GPS-enabled device or a fitness tracking device
0	Course Type (CB27)	No value	Lower Division
		Hybrid	

Faculty Re	Faculty Requirements				
Changed	Field	Current Version	Proposed Version		
0	Discipline 1	No value	Physical Education		
	Discipline 2	No value	No value		
	Discipline 3	No value	No value		
0	FSA	No value	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 the ability to adapt or modify a cardiovascular fitness program using technology.	The course is CSU and UC transferable. This course meets a general education requirement for De Anza and CSUGE. This course emphasizes the ability to adapt or modify a cardiovascular fitness program using technology.		

Changed	Field	Current Version	Proposed Version
	Stand-Alone Statement	No value	
Course Ph	ilosophy		
Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	
Foothill Eq	uivalency		
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	Νο
CTE Cours	e		
Changed	Field	Current Version	Proposed Version
0	Is this a CTE (Career Technical Education) course?	No value	No
Honors/No	n-honors Course		
Changed	Field	Current Version	Proposed Version
θ	ls this an honors/non- honors course?	No value	No

Changed	Field	Current Version	Proposed Version	
Is this a mirrored credit/noncredit course?		No value	Proposed Version	
ross-liste	d Course			
Changed	Field	Current Version	Proposed Version	
θ	Is this a cross- listed course?	No value	No	
lore Optic	ons			
Changed	Field	Current Version	Proposed Version	
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.	
	Course Prior To College Level	Not applicable.	Not applicable.	
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.	
	Course Support Status (CB26)	Course is not a support course	Course is not a support course	
	Repeat Limit	0	0	
	Grade Options	Letter GradePass/No Pass	Letter GradePass/No Pass	
	Allow Students to Gain Credit by Exam/Challenge			
	Repeatability (This course is included in the C Statement Fitness Family of activity course the rules on "Repeating Courses Policies section of the catalog.)		(This course is included in the Cardiovascular Fitness 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	on	Proposed Version	
Course is part of a program	Associated Program	CSU GE	Associated Program	CSU GE	
		Award Type	Certificate of Achievement- Advanced (COA-A)	Award Type	Certificate of Achievement- Advanced (COA-A)
		Associated Program	CSU GE	Associated Program	CSU GE
		Award Type	Certificate of Achievement- Advanced (COA-A)	Award Type	Certificate of Achievement- Advanced (COA-A)
		Associated Program	CSU GE	Associated Program	CSU GE
		Award Type	Certificate of Achievement- Advanced (COA-A)	Award Type	Certificate of Achievement- Advanced (COA-A)

Transferability & Gen. Ed. Options Changed Field **Current Version Proposed Version Transfer Status** Transferable to both UC and CSU Transferable to both UC and CSU (CB05) Y Course General Υ **Education Status** (CB25) **Transfer Status** Approved Approved 0 **GE Information** System/Institution De Anza GE System/Institution De Anza GE • 2GEP -Area(s) • 2GEP -Area(s) Approved. Approved. No value No value --System/Institution CSU GE Area(s) • CGEP -Approved. No value -

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
	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

Field	Current Version	Proposed Version		
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 0.5 - Minimum Credit Units		0.5		
Total Credit Units - Maximum Credit Units	0.5	0.5		
Hours				
Field	Current Version	Proposed Version		
Speciality Hours	No value	No value		
n-Credit Options				
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.		
	NA Hours - Course Out-of- Class per TermTotal - Course In- Class (Contact) HoursTotal - Course Out-of-Class HoursTotal Credit Units - Minimum Credit UnitsTotal Credit Units - Maximum Credit UnitsFieldSpeciality HoursFieldSpeciality HoursFieldCOURSE CLASSIFICATION STATUSCourse Credit Status (CB04)Course Non Credit Category (CB22)	NA Hours - Course Out-of- Class per Term0Total - Course In- Class (Contact) 		

Credit Units

Changed	Field	Current Versio	on	Proposed Version		
	Course Duration (Weeks)	12		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		0.5	
	Maximum Credit Units	0.5		0.5		
SKIP						
Changed	Field	Current Versio	n	Proposed Version		
	SKIP	No Value		No Value		
Specificati	ons					
Changed	Field	Current Versi	on	Proposed Ver	sion	
9	Methods of Instruction	Methods of Instruction Methods of Instruction	Discussion of assigned reading Forum exploration of Internet sites	Methods of Instruction Methods of Instruction	Methods of Instruction Discussion of assigned reading Forum exploration of Internet sites	
			Quiz and examination review performed in class Collaborative learning and small group exercises		Quiz and examination review performed in class Collaborative learning and small group exercises	

Changed	Field	Current Version	Proposed Version	
•	Assignments	 Reading of assigned web links, textbook and discussions Writing Online personal fitness log and assessments Compose a one page essay that analyzing how using technology can improve and enhance a personal fitness program through cardiovascular exercise. Design and/or create a personal fitness plan. Weekly participation in a student- based, interactive forum that provides support, motivation, and encouragement through discussion posts prompted by the instructor. Student will analyze in a short video presentation how well their fitness they would make. 	 Reading of assigned web links, textbook and discussions Writing Online personal fitness log and assessments Compose a one page essay that analyzing how using technology can improve and enhance a personal fitness program through cardiovascular exercise. Design and/or create a personal fitness plan. Weekly participation in a student- based, interactive forum that provides support, motivation, and encouragement through discussion posts prompted by the instructor. Verbal peer evaluations through collaborative practice in cardiovascular fitness. Student will analyze in a short video presentation how well their fitness/workout program worked and wha changes they would make. 	

Changed	Field	Current Version	Proposed Version
	Methods of Evaluation	Methods of Evaluation	Methods Methods of Evaluation of Evaluation
		Methods of Evaluation1. Record of fitness changes through student assessments in cardiovascular, muscular strength, muscular endurance and flexibility tests graded on completeness.2. Personal fitness 	Methods of1. Record of fitness changes through student assessments in cardiovascular, muscular endurance and flexibility tests graded on completeness.2. Personal fitness program design and implementation evaluated on use of applicable exercises to achieve personal goals.3. Activity log of student GPS device/App submitted online graded on completion.4. Video presentation that clearly states an applicable fitness program, status of personal fitness.5. Comprehensive final exam on readings and assigned web links.6. Verbal peer evaluations and collaborations graded on completeness.
0	Essential Student Materials/Essential College Facilities	 Essential Student Materials: GPS enabled device, fitness app, internet access, exercise clothes and appropriate exercise shoes 	 Essential Student Materials: GPS enabled device, fitness app, internet access, exercise clothes and appropriate exercise shoes
		Essential College Facilities:	Essential College Facilities:
		None.	None

Changed	Field	Current Vers	sion	Proposed Version
0	Examples of Primary Texts and References	Title	No value	No value
	References	Author	*Fahey, Thomas, Insel, Paul and Roth, Walton. "Fit and Well". Brief 12th Edition, Mc Graw Hill Publishing Co., San Francisco, CA: 2015.	
		Publisher	No value	
		Date/Editio	n No value	
		ISBN	No value	
Ð	Suggested			No value
	Reading List	List	Michel J. Johnson, Albert Taylor. "Physiology of Exercise and Healthy Aging.Human Kinetics Publishing Co. 2008	
		May include, but are not limited to	No value	
		List	Hayes, Fiona, "The Complete Guide to Cross Training". New York, NY. A & C Black Publishers 2008.	
		May include, but are not limited to	No value	
		List	Hayes, Fiona, "The Complete Guide to Cross Training." A & C Black Publishers, NY, 1998	
		May include, but are not limited to	No value	

Learning Outcomes and Objectives

Changed	Field	Current Version	I	Proposed Versi	on
	Course Objectives	 componentintermedia Examine tiduration, tiduration, tiduration, tiduration, tiduration, tidurationase Examine gicardiovase Examine gicardiovase Identify micardioresp Implementinespine at Compreheries Compreheries 	he "FITT" principles (frequency, ime, type) to practice continuous cular training at an intermediate level. global and historical aspects of cular fitness through the influence of	 component intermedia Examine t duration, t cardiovase Examine g cardiovase technology Identify ma cardioresp Implement regime at Comprehet relative to 	he "FITT" principles (frequency, ime, type) to practice continuous cular training at an intermediate level. global and historical aspects of cular fitness through the influence of
0	CSLOs	CSLOs	Demonstrate intermediate level improvement of cardiovascular,	CSLOs	Apply knowledge of intermediate fitness concepts in relation to health
			strength and flexibility through cardiovascular fitness.		and wellness
		Expected SLO Performance	0.0	Expected SLO Performance	0.0
		CSLOs	Apply knowledge of intermediate fitness concepts as they apply to health and wellness.	CSLOs	Demonstrate intermediate level improvement of cardiovascular, strength and flexibility through cardiovascular fitness.
		Expected SLO Performance	0.0	Expected SLO Performance	0.0
		CSLOs	Alter or modify cardiovascular fitness program in order to improve body composition/flexibility,cardiovascular fitness/muscular endurance/muscular strength related to performance at an intermediate level.	CSLOs	Alter or modify cardiovascular fitness program in order to improve body composition/flexibility,cardiovascular fitness/muscular endurance/muscular strength related to performance at an intermediate level.
		Expected SLO Performance	0.0	Expected SLO Performance	0.0

hanged	Field	Current Version	Proposed Version
	Course Content	 Examine cardiovascular, flexibility and nutritional components of a "healthy lifestyle" at an intermediate level. Components of a healthy lifestyle. 	 Examine cardiovascular, flexibility and nutritional components of a "healthy lifestyle" at an intermediate level. Components of a healthy lifestyle.
		1. Fitness	1. Fitness
		1. Strength development	1. Strength development
		component	component
		2. Cardiovascular	2. Cardiovascular
		development	development
		Flexibility component to	
		a fitness program.	a fitness program.
		4. Varied responses to	4. Varied responses to
		cardiovascular,	cardiovascular,
		strength and flexibility	strength and flexibility
		development	development
		programs: emphasis on	
		gender differences,	gender differences,
		age differences, and	age differences, and
		physical limitations.	physical limitations.
		2. Nutrition	2. Nutrition
		1. Carbohydrates: Fuel	1. Carbohydrates: Fuel
		for exercise	for exercise
		2. Hydration	2. Hydration
		3. Avoidance of empty	3. Avoidance of empty
		calories.	calories.
		2. Exercise and Mental Health	2. Exercise and Mental Health
		1. Motivation	1. Motivation
		2. Self efficacy	2. Self efficacy
		3. Exercise as stress reduction	Exercise as stress reduction
		2. Examine the "FITT" principles (frequency,	2. Examine the "FITT" principles (frequency
		duration, time, type) to practice continuous	duration, time, type) to practice continuou
		cardiovascular training at an intermediate	cardiovascular training at an intermediate
		level.	level.
		 Frequency - increase the number of 	 Frequency - increase the number of
		time per week of each exercise session to increase total	time per week of each exercise session to increase total
		cardiovascular exercise.	cardiovascular exercise.
		 Intensity - Increase the intensity of cardiovascular exercise through interval training, sprints, cadence, 	 Intensity - Increase the intensity of cardiovascular exercise through interval training, sprints, cadence,
		speed, or resistance.	speed, or resistance.
		3. Time - Increase the total number of	3. Time - Increase the total number of
		minutes of each continuous cardiovascular exercise session.	minutes of each continuous cardiovascular exercise session.
		 Type - Use cross training to encourage different modes and 	 Type - Use cross training to encourage different modes and
		types of cardiovascular training such as elliptical, swimming,	types of cardiovascular training su as elliptical, swimming, running,
		running, walking, and bicycling.	walking, and bicycling.
		3. Examine global and historical aspects of	3. Examine global and historical aspects of
		cardiovascular fitness through the	cardiovascular fitness through the
		influence of technology.	influence of technology.
		1. Smart phones and fitness apps	1. Smart phones and fitness apps
		2. Wearable fitness/wellness trackers	2. Wearable fitness/wellness trackers
		3. Growth of applications to encourage	3. Growth of applications to encourage
		a healthy lifestyle on a global level.	a healthy lifestyle on a global level
		4. Using online tracking at an	4. Using online tracking at an

Changed	Field	Current Version	Proposed Version
		1. step count	1. step count
		2. sleep tracking	2. sleep tracking
		3. heart rate monitor	3. heart rate monitor
		5. Future trends in wearable	5. Future trends in wearable
		technology and how it will influence	technology and how it will influence
		wellness and fitness.	wellness and fitness.
		1. Diabetes sensor and blood	1. Diabetes sensor and blood
		sugar testing	sugar testing
		2. Clothing with sensors	2. Clothing with sensors
		4. Identify methods for assessment of	4. Identify methods for assessment of
		cardiorespiratory, strength training and	cardiorespiratory, strength training and
		flexibility	flexibility
		1. Cardiovascular assessment	1. Cardiovascular assessment
		1. 1.5 mile run	1. 1.5 mile run
		2. cycle ergometer submaximal	2. cycle ergometer submaximal
		test	test
		3. Heart rate	3. Heart rate
		2. Strength assessments	2. Strength assessments
		1. Sit-up	1. Sit-up
		2. Push-up	2. Push-up
		3. leg press	3. leg press
		4. Shoulder press	4. Shoulder press
		3. Flexibility tests	3. Flexibility tests
		1. sit and reach	1. sit and reach
		2. sling test	2. sling test
		5. Implement techniques to employ an	5. Implement techniques to employ an
		exercise regime at an intermediate level.	exercise regime at an intermediate level.
		1. Utilize heart rate ranges	1. Utilize heart rate ranges
		2. FITT principal (frequency, intensity,	2. FITT principal (frequency, intensity,
		time and type)	time and type)
		Physical signs of exercise induced	3. Physical signs of exercise induced
		stress.	stress.
		1. Ratings of perceived exertion	1. Ratings of perceived exertion
		2. Breathing rate	2. Breathing rate
		Adding strength exercises using	Adding strength exercises using
		resistance training or body weight	resistance training or body weight
		1. Planks and push-ups	1. Planks and push-ups
		2. Free weights, weight	2. Free weights, weight
		machines, or stability	machines, or stability
		exercises	exercises
		Comprehend and employ safety	Comprehend and employ safety
		parameters relative to body mechanics,	parameters relative to body mechanics,
		fitness level, and extraneous apparatus	fitness level, and extraneous apparatus
		while exercising.	while exercising.
		1. Injury Prevention and Care	1. Injury Prevention and Care
		1. R.I.C.E	1. R.I.C.E
		2. Proper footwear	2. Proper footwear
		3. Proper fit of bike	3. Proper fit of bike
		4. Informing instructor of current physical limitations or	4. Informing instructor of current physical limitations or
		conditions	conditions
		2. Safety Issues	2. Safety Issues
		1. Terrain the individual is	1. Terrain the individual is
		exercising on (road, trails)	exercising on (road, trails)
		2. Weather conditions	2. Weather conditions
		3. Safely operating GPS device	3. Safely operating GPS device
		and apps while exercising.	and apps while exercising.
		4. Nutrition	4. Nutrition

Changed	Field	Current Version	Proposed Version	
		1. Hydration		1. Hydration
		2. Proper pre	exercise	2. Proper pre exercise
		meal		meal
		5. Communication o will be exercising		ommunication of where you Il be exercising to someone
		(time return)		me return)
	Lab Component in this Course	No	No	
	Lab Outline	No value	No value	

eq/Adv			
Changed	Questions	Current Version	Proposed Version
0	Prerequisite(s):	No Value	KNES D009A or KNES D09AX
	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		
0	Banner Start Term (202122)	202122	No Value		
0	Banner Division	2PE	No Value		

Changed	Questions	Current Version	Proposed Version
0	Catalog Term (21- 22)	23-24	No Value
0	5 Year Revision Year (2021)	2018	No Value
0	Effective Quarter	Fall	No Value
0	Effective Year (2021)	2023	No Value
	Sort ID (00 < 10; 0 < 100)	KNES 009B	KNES 009B
	Course Status	New	New
θ	Course Status Code	Α	No Value
θ	Banner Department	KNES	No Value
0	Course Level	DU	No Value
0	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
θ	CTE Status	No	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
0	Hybrid Approval Date (MM/DD/YYYY)	06/20/2017	No Value
0	Emergency Approval	No	No Value

Changed	Questions	Current Version	Proposed Version
9	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)	Ν	No Value
9	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
0	Noncredit Enhanced Funding Indicator	Ν	No Value
0	In Service Indicator	Ν	No Value
0	Sports/Physical Education Course Indicator	Y	No Value
0	COA Code	C	No Value
0	Fund Code	114000	No Value
0	Organization Code	236002	No Value
θ	Account Code	1320	No Value
θ	Program Code	083500	No Value
θ	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
9	Print/No Print to Catalog	Yes	No Value
	Checklist	No Value	No Value

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

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

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

A-Matrix Form

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

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

B-Matrix Form

Changed	Questions	Current Version	Proposed Version
	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Analyze a variety of college- level texts with a focus predominantly on expository and argumentative writing.	No Value	No Value
0	Objective 2: Develop analytical ideas and topics for essays.	No Value	Methods of Evaluation ARecord of fitness changes through student assessments in cardiovascular, muscular strength, muscular endurance and flexibility tests graded on completeness.

Changed	Questions	Current Version	Proposed Version
9	Objective 3: Compose and support thesis statements for analytical essays.	No Value	Assignments B. 2. Compose a one page essay that analyzing how using technology can improve and enhance a personal fitness program through cardiovascular exercise.
	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

ESL D281. and ESL D285. or ESL D465. or eligibility or EWRT D01AH or E	Changed	Questions	Current Version	Proposed Version
Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.No ValueObjective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages written or visual texts.No ValueObjective 3: vertex or is inspired by written or visual texts.No ValueObjective 4: purposeful, dore in the visions.No ValueNo ValueValueNo ValueNo ValueNo ValueNo ValueNo ValueValueNo ValueValueNo Value		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	No Value	No Value
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 ValueObjective 3: Produce written work using a cyclical process of multiples drafts and revisions.No ValueNo ValueObjective 4: ability to include a variety ofNo ValueNo Value		Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a	No Value	No Value
Produce written work using a cyclical process of multiples drafts and revisions. Objective 4: No Value Demonstrate the ability to include a variety of		Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual	No Value	No Value
Demonstrate the ability to include a variety of		Produce written work using a cyclical process of multiples drafts	No Value	No Value
structures in writing.		Demonstrate the ability to include a variety of sentence structures in	No Value	No Value

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

D-Matrix Form

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

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

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

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

F-Matrix Form

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

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

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

G-Matrix Form

Changed	Questions	Current Version	Proposed Version	
	If the requisite	No Value	No Value	
	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.			

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
9	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: Examine cardiovascular, flexibility and nutritional components of a "healthy lifestyle" at an intermediate level.
9	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	Assignments: Compose a one page essay that analyzing how using technology can improve and enhance a personal fitness program throug cardiovascular exercise.

hanged	Questions	Current Version	Proposed Version
9	Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	Record of fitness changes through student assessments in cardiovascular, muscular strength, muscular endurance and flexibility tests graded on completeness.
9	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 cardiovascular, flexibility and nutritional components of a "healthy lifestyle" and variations that can occur due to gender, age or physical limitation.
•	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 C Examine global and historical aspects of cardiovascular fitness through the influence of technology. 5. Growth of applications around the world to encourage healthy lifestyle
•	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: E. Implement techniques to employ an exercise regime at an intermediate level. 1. Utilize heart rate ranges 2. FITT principal (frequency, intensity, time and type) 3. Physical signs of exercise induced stress.

De Anza GE - ESGC Form

hanged	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

Changed Quest	ons Current Version	Proposed Version	
unders how th person impac enviro comm partici action more enviro sustai	strate an tanding of e student's al activities	No Value	

Comments

Changed	Questions	Current Version	Proposed V	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					
θ	Stage 5: SLO Coordinator	No Value	DATE		Part - Field	Ean	Edit	Initiator - Indicate "Y" When Completed
			3/26/2024	Mary Pape – SLO Coordinator	Learning Outcomes – CSLO #1	Required	Reword so the word 'apply" is not repeated twice. Suggestion: "Apply knowledge of intermediate fitness concepts in relation to health and wellness."	
	Stage 7: Content Review Matrix Liaison	No Value	No Value					

Changed	Questions	Current Version	Propose	ed Version					
0	Stage 8: AVP - Instruction	No Value	Date	Tab	Part - Field	Typ Edif	e of	Edit	Completed
			4/10/24	Basic Course Information	Proposal Details – Attachment		uired	Since the Modality indicated Hybrid, please attach th Course Hybrid Modality Request form.	is d as le
0	Stage 9: Articulation Officer	No Value	Date	Name - Role OR Tab	Part - Field	Type of Edit	Edit		Initiator - Indicate "Y" When Completed
			4/22/24	Betty Inoue Articulation	, Examples of Texts	add			Completed
	Stage 11: ESGC Faculty Coordinator	No Value	No Value	е					
	Stage 14: Curriculum Committee	No Value	No Value	e					

Course Administration Codes

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

Changed	Field	Current Version
	Curriculum ID	KNESD009B
	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	CCC000592243

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

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	Essential Student Materials/Essential College Facilities
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
Learning Outcomes and Objectives	CSLOs
Req/Adv	Prerequisite(s):
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	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.)
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 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

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
9	Faculty Initiator	Sarah Lisha	Rachel CatuizaOwiesny, Cheryl
	Course ID (CB01A and CB01B)	KNESD09BX	KNESD09BX
	Course Control Number	CCC000592250	CCC000592250
	Course Title (CB02)	Interactive Cardiovascular Fitness and Activity Tracking 2	Interactive Cardiovascular Fitness and Activity Tracking 2
	Short Course Title	INTERACT CARDIOVAS FITNESS 2	INTERACT CARDIOVAS FITNESS 2
	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
9	Effective Term	Fall 2023	Fall 2023 2025
	SAM Priority Code (CB09)	Non-Occupational	Non-Occupational
9	Course Description	An introduction to the discipline of kinesiology through online fitness. This is an intermediate level online fitness course that will utilize technology to verify performance via self- reported cardiovascular exercise, assignments, testing and discussion. Students will learn to improve fitness through the use of cardiovascular exercise. Basic exercise physiology, nutritional concepts and various components of fitness will be discussed. Students are required to have an instructor- approved tracking application installed on a GPS-enabled device or a fitness tracking device.	An introduction to the discipline of kinesiology through <u>an introduction to</u> online <u>cardiovascular</u> fitness. This is an intermediate level online fitness course that <u>The use of technology</u> will utilize technology <u>be used</u> to verify performance via self-reported cardiovascular exercise, assignments, testing and discussion. Students will learn to improve fitness through the use of <u>levels using</u> cardiovascular exercise. Basic exercise physiology, nutritional concepts and various components of fitness will be discussed. Students are required to have an instructor-approved tracking application installed on a GPS-enabled device or a fitness tracking device. <u>device</u> .
0	Course Type (CB27)	No value	Lower Division

	Field	Current Version	Proposed Version
0	Mode of Delivery	• Hybrid	• Online
aculty Re	quirements		
Changed	Field	Current Version	Proposed Version
9	Discipline 1	No value	Physical Education
	Discipline 2	No value	No value
	Discipline 3	No value	No value
θ	FSA	No value	FHDA FSA - PHYSICAL EDUCATION
ormerly S	Statement		
Changed	Field	Current Version	Proposed Version
	Formerly	No value	
	Statement		
Course Ju	Statement		
Course Jus Changed	stification	Current Version	Proposed Version
	stification	Current Version The course is CSU and UC transferable. This course meets a general education requirement for De Anza and CSUGE. This course emphasizes the ability to adapt or modify a cardiovascular fitness program using technology.	The course is CSU and UC transferable. This
Changed	stification Field Course	The course is CSU and UC transferable. This course meets a general education requirement for De Anza and CSUGE. This course emphasizes the ability to adapt or modify a cardiovascular fitness program using	The course is CSU and UC transferable. This course meets a general education requirement for De Anza and CSUGE. This course emphasizes the ability to adapt or modify a cardiovascular fitness program using
Changed	stification Field Course Justification	The course is CSU and UC transferable. This course meets a general education requirement for De Anza and CSUGE. This course emphasizes the ability to adapt or modify a cardiovascular fitness program using	The course is CSU and UC transferable. This course meets a general education requirement for De Anza and CSUGE. This course emphasizes the ability to adapt or modify a cardiovascular fitness program using

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	
Foothill Eq	uivalency		
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 Cours	e		
Changed	Field	Current Version	Proposed Version
0	Is this a CTE (Career Technical Education) course?	No value	No
Honors/No	n-honors Course		
Changed	Field	Current Version	Proposed Version
0	Is this an honors/non- honors course?	No value	No
Mirrored Cı	redit/Noncredit Cou	irse	
Changed	Field	Current Version	Proposed Version
9	Is this a mirrored credit/noncredit course?	No value	<u>No</u>
	d Course		

Changed	Field	Current Version	Proposed Version	
θ	Is this a cross- listed course?	No value	No	
More Optic	ons			
Changed	Field	Current Version	Proposed Version	
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.	
	Course Prior To College Level	Not applicable.	Not applicable.	
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.	
	Course Support Status (CB26)	Course is not a support course	Course is not a support course	
	Repeat Limit	0	0	
	Grade Options	Letter GradePass/No Pass	Letter GradePass/No Pass	
	Allow Students to Gain Credit by Exam/Challenge			
	Repeatability Statement(This course is included in the Car Fitness Family of activity courses. the rules on "Repeating Courses" Policies section of the catalog.)		(This course is included in the Cardiovascular Fitness 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	on	Proposed Ver	sion
	Course is part of a program	Associated Program	CSU GE	Associated Program	CSU GE
		Award Type	Certificate of Achievement- Advanced (COA-A)	Award Type	Certificate of Achievement- Advanced (COA-A)
		Associated Program	CSU GE	Associated Program	CSU GE
		Award Type	Certificate of Achievement- Advanced (COA-A)	Award Type	Certificate of Achievement- Advanced (COA-A)
		Associated Program	CSU GE	Associated Program	CSU GE
		Award Type	Certificate of Achievement- Advanced (COA-A)	Award Type	Certificate of Achievement- Advanced (COA-A)

Transferability & Gen. Ed. Options Changed Field **Current Version Proposed Version Transfer Status** Transferable to both UC and CSU Transferable to both UC and CSU (CB05) Y Course General Υ **Education Status** (CB25) **Transfer Status** Approved Approved 0 **GE Information** System/Institution De Anza GE System/Institution De Anza GE • 2GEP -Area(s) • 2GEP -Area(s) Approved. Approved. No value No value --System/Institution CSU GE Area(s) • CGEP -Approved. No value -

Weekly Student Hours - Profile Name: Default Profile			
Changed	Field	Current Version	Proposed Version
	Lecture Hours - In	0	0

0	0
3	3
0	0
0	0
0	0
	3 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 Currer		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
peciality	Hours		
Changed	Field	Current Version	Proposed Version
	Speciality Hours	No value	No value
Fredit / No	Speciality Hours	No value	No value
Credit / No Changed	n-Credit Options	No value Current Version	No value Proposed Version
	n-Credit Options		
	n-Credit Options Field COURSE CLASSIFICATION	Current Version	Proposed Version
	n-Credit Options Field COURSE CLASSIFICATION STATUS Course Credit	Current Version Credit Course.	Proposed Version Credit Course.
	n-Credit Options Field COURSE CLASSIFICATION STATUS Course Credit Status (CB04) Course Non Credit	Current Version Credit Course. Credit - Degree Applicable	Proposed Version Credit Course. Credit - Degree Applicable
	n-Credit Options Field COURSE CLASSIFICATION STATUS Course Credit Status (CB04) Course Non Credit Category (CB22) Funding Agency	Current Version Credit Course. Credit - Degree Applicable Credit Course.	Proposed Version Credit Course. Credit - Degree Applicable Credit Course.

Credit Units

Changed	Field	Current Versio	on	Propo	sed Ver	sion
	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 Versio	n	Propo	sed Ver	sion
	SKIP	No Value		No Val	ue	
Specificati	ons					
Changed	Field	Current Versi	on	Propo	osed Vei	rsion
0	Methods of Instruction	Methods of Instruction		of	nods ruction	Methods of Instruction
		Methods of Instruction	Discussion of assigned reading Forum exploration of Internet sites Quiz and examination review performed in class Collaborative learning and small group exercises	Meth of Instr	nods	Discussion of assigned reading Forum exploration of Internet sites Quiz and examination review performed in class Collaborative learning and small group exercises

Changed	Field	Current Version	Proposed Version
•	Assignments	 Reading of assigned web links, textbook and discussions Writing Online personal fitness log and assessments Compose a one page essay that analyzing how using technology can improve and enhance a personal fitness program through cardiovascular exercise. Design and/or create a personal fitness plan. Weekly participation in a student- based, interactive forum that provides support, motivation, and encouragement through discussion posts prompted by the instructor. Student will analyze in a short video presentation how well their fitness they would make. 	 Reading of assigned web links, textbook and discussions Writing Online personal fitness log and assessments Compose a one page essay that analyzing how using technology can improve and enhance a personal fitness program through cardiovascular exercise. Design and/or create a personal fitness plan. Weekly participation in a student- based, interactive forum that provides support, motivation, and encouragement through discussion posts prompted by the instructor. Verbal peer evaluations through collaborative practice in cardiovascular fitness. Student will analyze in a short video presentation how well their fitness/workout program worked and wha changes they would make.

hanged	Field	Current Version	Proposed Version
0	Methods of Evaluation	Methods of Evaluation	Methods Methods of Evaluation of Evaluation
		Methods of Evaluation1. Record of fitness changes through student assessments in cardiovascular, muscular strength, muscular endurance and flexibility tests graded on completeness.2. Personal fitness 	Methods of1. Record of fitness changes through student assessments in cardiovascular, muscular endurance and flexibility tests graded on completeness.2. Personal fitness program design and implementation evaluated on use of applicable exercises to achieve personal goals.3. Activity log of student GPS device/App submitted online graded on completion.4. Video presentation that clearly states an applicable fitness program, status of personal fitness.5. Comprehensive final exam on readings and assigned web links.6. Verbal peer evaluations and collaborations graded on completeness.
0	Essential Student Materials/Essential College Facilities	 Essential Student Materials: GPS enabled device, fitness app, internet access, exercise clothes and appropriate exercise shoes 	 Essential Student Materials: GPS enabled device, fitness app, internet access, exercise clothes and appropriate exercise shoes
		Essential College Facilities:	Essential College Facilities:
		None.	None

Changed	Field	Current Vers	sion	Proposed Version
0	Examples of Primary Texts and References	Title	No value	No value
	References	Author	*Fahey, Thomas, Insel, Paul and Roth, Walton. "Fit and Well". Brief 12th Edition, Mc Graw Hill Publishing Co., San Francisco, CA: 2015.	
		Publisher	No value	
		Date/Editio	n No value	
		ISBN	No value	
Ð	Suggested			No value
	Reading List	List	Michel J. Johnson, Albert Taylor. "Physiology of Exercise and Healthy Aging.Human Kinetics Publishing Co. 2008	
		May include, but are not limited to	No value	
		List	Hayes, Fiona, "The Complete Guide to Cross Training". New York, NY. A & C Black Publishers 2008.	
		May include, but are not limited to	No value	
		List	Hayes, Fiona, "The Complete Guide to Cross Training." A & C Black Publishers, NY, 1998	
		May include, but are not limited to	No value	

Learning Outcomes and Objectives

Changed	Field	Current Version	I	Proposed Versi	on
	Course Objectives	 componentintermedia Examine tiduration, tiduration, tiduration, tiduration, tiduration, tidurationase Examine gicardiovase Examine gicardiovase Identify micardioresp Implementinespine at Compreheries Compreheries 	he "FITT" principles (frequency, ime, type) to practice continuous cular training at an intermediate level. global and historical aspects of cular fitness through the influence of	 component intermedia Examine t duration, t cardiovase Examine g cardiovase technology Identify ma cardioresp Implement regime at Comprehet relative to 	he "FITT" principles (frequency, ime, type) to practice continuous cular training at an intermediate level. global and historical aspects of cular fitness through the influence of
0	CSLOs	CSLOs	Demonstrate intermediate level improvement of cardiovascular,	CSLOs	Apply knowledge of intermediate fitness concepts in relation to health
			strength and flexibility through cardiovascular fitness.		and wellness
		Expected SLO Performance	0.0	Expected SLO Performance	0.0
		CSLOs	Apply knowledge of intermediate fitness concepts as they apply to health and wellness.	CSLOs	Demonstrate intermediate level improvement of cardiovascular, strength and flexibility through cardiovascular fitness.
		Expected SLO Performance	0.0	Expected SLO Performance	0.0
		CSLOs	Alter or modify cardiovascular fitness program in order to improve body composition/flexibility,cardiovascular fitness/muscular endurance/muscular strength related to performance at an intermediate level.	CSLOs	Alter or modify cardiovascular fitness program in order to improve body composition/flexibility,cardiovascular fitness/muscular endurance/muscular strength related to performance at an intermediate level.
		Expected SLO Performance	0.0	Expected SLO Performance	0.0

hanged	Field	Current Version	Proposed Version		
	Course Content	 Examine cardiovascular, flexibility and nutritional components of a "healthy lifestyle" at an intermediate level. Components of a healthy lifestyle. 	 Examine cardiovascular, flexibility and nutritional components of a "healthy lifestyle" at an intermediate level. Components of a healthy lifestyle. 		
		1. Fitness	1. Fitness		
		1. Strength development	1. Strength development		
		component	component		
		2. Cardiovascular	2. Cardiovascular		
		development	development		
		Flexibility component to			
		a fitness program.	a fitness program.		
		4. Varied responses to	4. Varied responses to		
		cardiovascular,	cardiovascular,		
		strength and flexibility	strength and flexibility		
		development	development		
		programs: emphasis on			
		gender differences,	gender differences,		
		age differences, and	age differences, and		
		physical limitations.	physical limitations.		
		2. Nutrition	2. Nutrition		
		1. Carbohydrates: Fuel	1. Carbohydrates: Fuel		
		for exercise	for exercise		
		2. Hydration	2. Hydration		
		3. Avoidance of empty	3. Avoidance of empty		
		calories.	calories.		
		2. Exercise and Mental Health	2. Exercise and Mental Health		
		1. Motivation	1. Motivation		
		2. Self efficacy	2. Self efficacy		
		3. Exercise as stress reduction	Exercise as stress reduction		
		2. Examine the "FITT" principles (frequency,	2. Examine the "FITT" principles (frequency		
		duration, time, type) to practice continuous	duration, time, type) to practice continuou		
		cardiovascular training at an intermediate	cardiovascular training at an intermediate		
		level.	level.		
		 Frequency - increase the number of 	 Frequency - increase the number of 		
		time per week of each exercise session to increase total	time per week of each exercise session to increase total		
		cardiovascular exercise.	cardiovascular exercise.		
		 Intensity - Increase the intensity of cardiovascular exercise through interval training, sprints, cadence, 	 Intensity - Increase the intensity of cardiovascular exercise through interval training, sprints, cadence, 		
		speed, or resistance.	speed, or resistance.		
		3. Time - Increase the total number of	3. Time - Increase the total number of		
		minutes of each continuous cardiovascular exercise session.	minutes of each continuous cardiovascular exercise session.		
		 Type - Use cross training to encourage different modes and 	 Type - Use cross training to encourage different modes and 		
		types of cardiovascular training such as elliptical, swimming,	types of cardiovascular training su as elliptical, swimming, running,		
		running, walking, and bicycling.	walking, and bicycling.		
		3. Examine global and historical aspects of	3. Examine global and historical aspects of		
		cardiovascular fitness through the	cardiovascular fitness through the		
		influence of technology.	influence of technology.		
		1. Smart phones and fitness apps	1. Smart phones and fitness apps		
		2. Wearable fitness/wellness trackers	2. Wearable fitness/wellness trackers		
		3. Growth of applications to encourage	3. Growth of applications to encourage		
		a healthy lifestyle on a global level.	a healthy lifestyle on a global level		
		4. Using online tracking at an	4. Using online tracking at an		

Changed	Field	Current Version	Proposed Version
		1. step count	1. step count
		2. sleep tracking	2. sleep tracking
		3. heart rate monitor	3. heart rate monitor
		5. Future trends in wearable	5. Future trends in wearable
		technology and how it will influence	technology and how it will influence
		wellness and fitness.	wellness and fitness.
		1. Diabetes sensor and blood	1. Diabetes sensor and blood
		sugar testing	sugar testing
		2. Clothing with sensors	2. Clothing with sensors
		4. Identify methods for assessment of	4. Identify methods for assessment of
		cardiorespiratory, strength training and	cardiorespiratory, strength training and
		flexibility	flexibility
		1. Cardiovascular assessment	1. Cardiovascular assessment
		1. 1.5 mile run	1. 1.5 mile run
		2. cycle ergometer submaximal	2. cycle ergometer submaximal
		test	test
		3. Heart rate	3. Heart rate
		2. Strength assessments	2. Strength assessments
		1. Sit-up	1. Sit-up
		2. Push-up	2. Push-up
		3. leg press	3. leg press
		4. Shoulder press	4. Shoulder press
		3. Flexibility tests	3. Flexibility tests
		1. sit and reach	1. sit and reach
		2. sling test	2. sling test
		5. Implement techniques to employ an	5. Implement techniques to employ an
		exercise regime at an intermediate level.	exercise regime at an intermediate level.
		1. Utilize heart rate ranges	1. Utilize heart rate ranges
		2. FITT principal (frequency, intensity,	2. FITT principal (frequency, intensity,
		time and type)	time and type)
		Physical signs of exercise induced	3. Physical signs of exercise induced
		stress.	stress.
		1. Ratings of perceived exertion	1. Ratings of perceived exertion
		2. Breathing rate	2. Breathing rate
		Adding strength exercises using	Adding strength exercises using
		resistance training or body weight	resistance training or body weight
		1. Planks and push-ups	1. Planks and push-ups
		2. Free weights, weight	2. Free weights, weight
		machines, or stability	machines, or stability
		exercises	exercises
		Comprehend and employ safety	Comprehend and employ safety
		parameters relative to body mechanics,	parameters relative to body mechanics,
		fitness level, and extraneous apparatus	fitness level, and extraneous apparatus
		while exercising.	while exercising.
		1. Injury Prevention and Care	1. Injury Prevention and Care
		1. R.I.C.E	1. R.I.C.E
		2. Proper footwear	2. Proper footwear
		3. Proper fit of bike	3. Proper fit of bike
		4. Informing instructor of current physical limitations or	4. Informing instructor of current physical limitations or
		conditions	conditions
		2. Safety Issues	2. Safety Issues
		1. Terrain the individual is	1. Terrain the individual is
		exercising on (road, trails)	exercising on (road, trails)
		2. Weather conditions	2. Weather conditions
		3. Safely operating GPS device	3. Safely operating GPS device
		and apps while exercising.	and apps while exercising.
		4. Nutrition	4. Nutrition

Changed	Field	Current Version	Proposed Version	Proposed Version	
		1. Hydration		1. Hydration	
		2. Proper pre	exercise	2. Proper pre exercise	
		meal		meal	
		5. Communication o will be exercising		ommunication of where you Il be exercising to someone	
		(time return)		me return)	
	Lab Component in this Course	No	No		
	Lab Outline	No value	No value		

eq/Adv			
Changed	Questions	Current Version	Proposed Version
0	Prerequisite(s):	No Value	KNES D009A or KNES D09AX
	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		
0	Banner Start Term (202122)	202122	No Value		
0	Banner Division	2PE	No Value		

Changed	Questions	Current Version	Proposed Version
θ	Catalog Term (21- 22)	23-24	No Value
θ	5 Year Revision Year (2021)	2018	No Value
0	Effective Quarter	Fall	No Value
θ	Effective Year (2021)	2023	No Value
	Sort ID (00 < 10; 0 < 100)	KNES 009BX	KNES 009BX
	Course Status	New	New
θ	Course Status Code	Α	No Value
θ	Banner Department	KNES	No Value
0	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 9B	KNES 9B
0	CTE Status	No	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
0	Hybrid Approval Date (MM/DD/YYYY)	06/20/2017	No Value
0	Emergency Approval	No	No Value

Changed	Questions	Current Version	Proposed Version
9	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)	Ν	No Value
9	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
0	Noncredit Enhanced Funding Indicator	Ν	No Value
0	In Service Indicator	Ν	No Value
0	Sports/Physical Education Course Indicator	Y	No Value
0	COA Code	C	No Value
0	Fund Code	114000	No Value
0	Organization Code	236002	No Value
θ	Account Code	1320	No Value
θ	Program Code	083500	No Value
θ	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
9	Print/No Print to Catalog	Yes	No Value
	Checklist	No Value	No Value

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

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

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

A-Matrix Form

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

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

B-Matrix Form

Changed	Questions	Current Version	Proposed Version
	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Analyze a variety of college- level texts with a focus predominantly on expository and argumentative writing.	No Value	No Value
0	Objective 2: Develop analytical ideas and topics for essays.	No Value	Methods of Evaluation A Record of fitness changes through student assessments in cardiovascular, muscular strength, muscular endurance and flexibility tests graded on completeness.

Changed	Questions	Current Version	Proposed Version
9	Objective 3: Compose and support thesis statements for analytical essays.	No Value	Assignments B. 2. Compose a one page essay that analyzing how using technology can improve and enhance a personal fitness program through cardiovascular exercise.
	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

ESL D281. and ESL D285. or ESL D465. or eligibility or EWRT D01AH or E	Changed	Questions	Current Version	Proposed Version
Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.No ValueObjective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages written or visual texts.No ValueObjective 3: vertex or is inspired by written or visual texts.No ValueObjective 4: purposeful, dore in the visions.No ValueNo ValueValueNo ValueNo ValueNo ValueNo ValueNo ValueValueNo ValueValueNo Value		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	No Value	No Value
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 ValueObjective 3: Produce written work using a cyclical process of multiples drafts and revisions.No ValueNo ValueObjective 4: ability to include a variety ofNo ValueNo Value		Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a	No Value	No Value
Produce written work using a cyclical process of multiples drafts and revisions. Objective 4: No Value Demonstrate the ability to include a variety of		Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual	No Value	No Value
Demonstrate the ability to include a variety of		Produce written work using a cyclical process of multiples drafts	No Value	No Value
structures in writing.		Demonstrate the ability to include a variety of sentence structures in	No Value	No Value

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

D-Matrix Form

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

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

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

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

F-Matrix Form

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

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

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

G-Matrix Form

Changed	Questions	Current Version	Proposed Version	
	If the requisite	No Value	No Value	
	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.			

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
9	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: Examine cardiovascular, flexibility and nutritional components of a "healthy lifestyle" at an intermediate level.
9	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	Assignments: Compose a one page essay that analyzing how using technology can improve and enhance a personal fitness program throug cardiovascular exercise.

Changed	Questions	Current Version	Proposed Version
0	Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	Record of fitness changes through student assessments in cardiovascular, muscular strength, muscular endurance and flexibility tests graded on completeness.
	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
9	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: E. Implement techniques to employ an exercise regime at an intermediate level. 1. Utilize heart rate ranges 2. FITT principal (frequency, intensity, time and type) 3. Physical signs of exercise induced stress.

De Anza GE - ESGC Form

hanged	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:	No Value	No Value	
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.			

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					
0	Stage 5: SLO Coordinator	No Value	DATE	Name - Role OR Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Complete
			3/26/2024	Mary Pape 4– SLO Coordinatoi	Outcomes	Required	Reword so the word 'apply" is not repeated twice. Suggestion: "Apply knowledge of intermediate fitness in relation to health and well-being."	2

Changed	Questions	Current Version	Propose	ed Versio	n			
θ	Stage 7: Content Review Matrix Liaison	No Value	Date	Name - Role OR Tab	Part - Field	Type of Edit		Initiator - Indicate "Y" When Completed
			4/15/24	Zack Judson	Matrix G	Required	Update to the current Matrix G form and upload a bpdf of Matrix G under the Basic Course Information tab	1
	Stage 8: AVP - Instruction	No Value	No Value	9				
	Stage 9: Articulation Officer	No Value	No Value	e				
	Stage 11: ESGC Faculty Coordinator	No Value	No Value	e				
	Stage 14: Curriculum Committee	No Value	No Value	e				

Course Administration Codes

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

Changed	Field	Current Version
	Curriculum ID	KNESD09BX
	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	CCC000592250

Articulatio	n	
Changed	Field	Current Version
	Course Crosswalk CRS-DEPT-NAME	
	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	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	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.)

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 • Sarah Lisha Initiator	Rachel CatuizaJohnson, Rusty

Changed	Field	Current Version	Proposed Version
	Course ID (CB01A and CB01B)	KNESD019B	KNESD019B
	Course Control Number	CCC000592246	CCC000592246
	Course Title (CB02)	Strength Development 2	Strength Development 2
	Short Course Title	STRENGTH DEVELOPMENT 2	STRENGTH DEVELOPMENT 2
	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
0	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 strength training at an intermediate level. Includes etiquette, safety and techniques of strength development, with a brief historical examination of how strength training has changed due to the influence of individuals, and their style of lifting. The development of skill and adaptations based on the physical ability, age and gender of the individual student will be encouraged. Students will review and apply basic exercise physiology, nutrition, flexibility and strength concepts to improve their physical condition.	An introduction to the discipline of kinesiology through strength training at an intermediate level. Includes etiquette, safety and techniques of strength development, with a brief historical examination of how strength training has changed due to the influence of individuals, and their style of lifting. The development of skill and adaptations based on the physical ability, age and gender of the individual student will be encouraged. Students will review and apply basic exercise physiology, nutrition, flexibility and strength concepts to improve their physical condition.
0	Course Type (CB27)	No value	Lower Division
θ	Mode of Delivery	• Hybrid	In person ONLY

Faculty Requirements					
Changed	Field	Current Version	Proposed Version		
0	Discipline 1	No value	Physical Education		
	Discipline 2	No value	No value		
	Discipline 3	No value	No value		
0	FSA	No value	FHDA FSA - PHYSICAL EDUCATION		

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

Changed	Field	Current Version	Proposed Version
	Course Justification	This course meets a general education requirement for De Anza and CSUGE. In addition the course meets the requirements for transfer status to the CSU and UC systems. This course emphasizes strength development at an intermediate level.	This course meets a general education requirement for De Anza and CSUGE. In addition the course meets the requirements for transfer status to the CSU and UC systems. This course emphasizes strength development at an intermediate leve

Stand-Alc	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	No value		
	Consultation			
	Name			
	Foothill	No value		
	Course ID			
	Does the	No	No	
	course have a			
	Foothill			
	equivalent?			

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

Honors/Non-honors Course

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

Mirrored Credit/Noncredit Course						
Changed	Field	Current Version	Proposed Version			
0	Is this a mirrored credit/noncredit course?	No value	No			

Cross-listed Course					
Changed	Field	Current Version	Proposed Version		
0	Is this a cross-listed course?	No value	No		

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 Ve	rsion	Proposed Ve	ersion
	Grade Options	Letter Gra		Letter Grad	
		 Pass/No F 	Pass	 Pass/No Pa 	ISS
	Allow Students to Gain Credit by Exam/Challeng				
	Repeatability Statement	Strength De activity cour on "Repeati	e is included in the evelopment Family of rses. Please see the rules ing Courses" in the icies section of the	Strength Dev activity cours on "Repeatin	is included in the elopment Family of es. Please see the rules g Courses" in the ies section of the
ssociated	d Programs				
Changed	Field	Current Versio	on	Proposed Ver	sion
	Course is part of a program	Associated Program	CSU GE	Associated Program	CSU GE
		Award Type	Certificate of Achievement- Advanced (COA-A)	Award Type	Certificate of Achievement- Advanced (COA-A)
		Associated Program	CSU GE	Associated Program	CSU GE
			CSU GE Certificate of Achievement- Advanced (COA-A)		CSU GE Certificate of Achievement- Advanced (COA-A)
		Program Award	Certificate of Achievement-	Program Award	Certificate of Achievement-

Changed	Field	Current Version		Proposed Version	
	Transfer Status (CB05)	Transferable to both U	C and CSU	Transferable to both U	IC and CSU
	Course General Education Status (CB25)	Υ		Υ	
	Transfer Status	Approved		Approved	
0	GE Information				
	mormation	System/Institution	De Anza GE	System/Institution	De Anza GE
		Area(s)	 2GEP - Approved. 	Area(s)	 2GEP - Approved.
		-	No value	-	No value
		System/Institution	CSU GE		
		Area(s)	CGEP - Approved.		
		-	No value		

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 Stu	ıdent Hours - Pr	ofile 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)		
	Variable Credit Course		

Credit Uni	ts		
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

Changed	Field	Current Versi	on	Proposed Vei	rsion
0	Methods of Instruction	Methods of Instruction		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 Visual aids Demonstration	Methods of Instruction	Demonstration Discussion and problem solving performed in class Collaborative learning and small group exercises Lab experience

Changed	Field	Current Version	Proposed Version
9	Assignments	 Reading Specific assignments from textbook Media Sources Handouts Write a two page paper analyzing the difference between muscular strength development and muscular endurance development and applying the appropriate resistance training exercises for strength and endurance. Skill acquisition Partner lifting and verbal peer evaluation of proper form for a variety of lifting exercises Pre- and post muscular strength and endurance testing Perform a variety of strength development exercises in class 	 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 strength training on the chosen component. Essay on the historical context of major developments in the history of weight lifting. Reading Assigned readings from the textbook "Fit and Well" by Thomas Fahey, et al. Review of instructor generated handouts. Skill and Fitness Acquisition Practice technical skills of bench press, back squat, dead lift, and power clean Pre- and post- strength assessments on capacity and overall power output Oral peer evaluation of lifting techniques and safety procedures Group Workouts

Changed	Field	Current Version	Proposed Version
9	Methods of Evaluation	Methods of Evaluation	MethodsMethods ofofEvaluationEvaluation

Methods of Evaluation1. Skills proficiency assessments will be used to evaluate the proper utilization of exercise equipment and to see the progress of each individual graded on completion.Methods of Evaluation1. Essay on the one of the five components of the text "Fit and Well" on how it relates to strength development and to see the progress of each individual graded on completion.1. Essay on the one of the five components of the text "Fit and Well" on now it relates to strength development and to see the progress of each individual graded on completion.1. Essay on the one of the five completeness.2. Pre- and post fitness assessments graded on completion.2. Essay on the individual graded on completion.3. Written the history of weight lifting.3. Verbal peer evaluation graded on comprehensive to completion.3. Written the progress comprehensive final exam based on reading, dermostration, and video.4. A variety of skill-specific assessments comparing different completion of skill-specific assessments4. Essay evaluated on accuracy of accuracy of
acquired andstrengthability toassessmentsapplyon bothknowledgecapacity andof basicpower

hanged	Field	Current Versio	n	Proposed Vers	lon
			fitness concepts.		conducted to assess individual improvements and will be graded on completion. 7. Weekly collaborative group workouts. Evaluated based on performance and completion.
	Essential Student Materials/Essential	Essential Stud • Cross tra	ent Materials: ining or athletic	Essential Stud • Cross tra	ent Materials: ining or athletic shoe
	College Facilities	Essential Colle • Weight R	opropriate attire	-	ege Facilities:
9	College Facilities Examples of Primary Texts and	Essential Colle • Weight R	opropriate attire ege Facilities: foom with free	Essential Colle • Weight R	ege Facilities: oom with free weight ht machines Fit & Well: Core
9	College Facilities Examples of	Essential Colle • Weight R weights a	Propriate attire Propriate at	Essential Colle • Weight R and weig	ege Facilities: oom with free weight ht machines Fit & Well: Core Concepts and Labs in Physical Fitness
9	College Facilities Examples of Primary Texts and	Essential Colle • Weight R weights a	Propriate attire Propriate at	Essential Colle • Weight R and weig	ege Facilities: oom with free weigh ht machines Fit & Well: Core Concepts and Labs in Physical Fitness and Wellness 16th edition
9	College Facilities Examples of Primary Texts and	Essential Colle • Weight R weights a	Propriate attire Propriate at	Essential Colle • Weight R and weig Title	ege Facilities: oom with free weight ht machines Fit & Well: Core Concepts and Labs in Physical Fitness and Wellness 16th edition Fahey, T., Insel, P.,
9	College Facilities Examples of Primary Texts and	Essential Colle • Weight R weights a	Propriate attire Propriate at	Essential Colle • Weight R and weig Title Author	ege Facilities: oom with free weight ht machines Fit & Well: Core Concepts and Labs in Physical Fitness and Wellness 16th edition Fahey, T., Insel, P., and Roth, W.
9	College Facilities Examples of Primary Texts and	Essential Colle • Weight R weights a Title Author	Propriate attire Propriate at	Essential Colle • Weight R and weig Title Author Publisher	ege Facilities: oom with free weight ht machines Fit & Well: Core Concepts and Labs in Physical Fitness and Wellness 16th edition Fahey, T., Insel, P., and Roth, W. McGraw Hill

9 Sugge Readi	ested ng List Read List		Thygerson, Alton L., "Fit to be Well," Sudbury, MA, Jones & Bartlett, Publishers, 2005.	No value
	May inclue but a not limite to	de, re	No value	
	Read List	-	Gary T. Moran and George McGlynn. "Dynamics of Strength Training and Conditioning". McGraw-Hill Co. 2001.	
	May inclue but a not limite to	de, re	No value	
	Read List	Ū	Frederic Delavier. "The Strength Training Anatomy Workout II". Human Kinetics Publishers, 2012.	
	May inclue but a not limite to	de, re	No value	

Changed	Field	Current Version	Proposed Version
	Course Objectives	 Practice conventional safety techniques and make individual adaptations based on strength, flexibility and coordination. Apply safety techniques, proper exercise techniques and proper weight room etiquette. Develop intermediate knowledge of applied physical repetition relative to force development and lifting technique. Examine significant historical events in weight training which have influenced the evolution of strength development and the creation of equipment for the physically challenged. Examine and apply basic exercise physiology, nutrition, flexibility, strength, and mental concepts to improve one's physical condition; considering for variables which occur due to age, gender and physical conditions. 	 Practice conventional safety techniques and make individual adaptations based on strength, flexibility and coordination. Apply safety techniques, prope exercise techniques and prope weight room etiquette. Develop intermediate knowledge of applied physical repetition relative to force development and lifting technique. Examine significant historical events in weight training which have influenced the evolution of strength development and the creation of equipment for the physically challenged. Examine and apply basic exercise physiology, nutrition, flexibility, strength, and mental concepts to improve one's physical condition; considering for variables which occur due to age, gender and physical conditions.

hanged	Field	Current Versio	n	Proposed Versi	ion
0	CSLOs	CSLOs	Perform safe and appropriate use of resistance, training machines and free weights at an intermediate level.	CSLOs	Perform safe and appropriate use of resistance, training machines and free weights at an intermediate level.
		Expected SLO Performance	0.0	Expected SLO Performance	0.0
		CSLOs	Apply knowledge of basic fitness concepts as they apply to health and wellness.	CSLOs	Apply knowledge of basic fitness concepts to health and wellness.
		Expected SLO Performance	0.0	Expected SLO Performance	0.0

Course Outline

 Course Content Practice conventional safety techniques and make individual adaptations based on strength, fexibility and coordination. Fundamental description and skills acquisition Fundamental description and skills acquisition Apply safety techniques, proper exercise techniques and proper weight room eliquette. Concepts of: Where to place your body, Grip: Hands and feet, Breathing: (Eastern Europe vs. Western World), Rhythm of lifting (Purpose of Slow vs. Frast Repetition), Muscles applied to a lift (Fast Twitch vs. Slow Twitch), and Muscles applied to a lift (Fast Twitch vs. Slow Twitch), and plate load and free weights after every set, Never rest on a machine or apparatus, Use of soptiers with free weights after every set, Never rest on a machine or apparatus, Use of soptiers with free weights after every set, Never rest on a machine or apparatus, Use of soptiers with free trangiful to a lift (Fast Twitch vs. Slow Twitch), and Muscle Groups (Large vs. Small) will be taught. Practice increased intensity (weight or repetitions) for ramifications and proper techniques will be taught. Practice increased Prac
duration of strength machine or apparatus, Use

Changed	Field	Current Version	Proposed Version
		3. Develop intermediate	ramifications and proper
		knowledge of applied physi	ical techniques will be taught.
		repetition relative to force	3. Practice increased intensity
		development and lifting	(weight or repetitions) for
		technique.	intermediate level strength
		1. Employ the use of	development strategies.
		"FITT" principles.	4. Practice increased duration
		1. Frequency -	of strength development
		increase the	exercises
		number of	3. Develop intermediate knowledge
		strength worke	outs of applied physical repetition
		per week.	relative to force development and
		2. Intensity -	lifting technique.
		Increase the	1. Employ the use of "FITT"
		amount of wei	ight principles.
		or resistance	1. Frequency -
		used for each	increase the number
		exercise to	of strength workouts
		improve to an	per week.
		intermediate	2. Intensity - Increase
		level.	the amount of weight
		3. Time - Increas	se or resistance used
		the length of	for each exercise to
		workout or add	ding improve to an
		in an increase	d intermediate level.
		number of	3. Time - Increase the
		exercises to e	ach length of workout or
		workout	adding in an
		4. Type - Use a	increased number of
		variety of lifting	g exercises to each
		techniques,	workout
		resistance	4. Type - Use a variety
		training, and b	oody of lifting techniques,
		weight exercis	ses resistance training,
		to challenge	and body weight
		muscular	exercises to
		development a	at challenge muscular
		an intermediat	te development at an
		level.	intermediate level.
		2. Utilize a variety of	2. Utilize a variety of strength
		strength developmer	nt development techniques
		techniques such as	such as "olympic lifts",
		"olympic lifts", "Supe	er- "Super-Sets" and "lift to
		Sets" and "lift to failu	ire" failure" for increasing to an
		for increasing to an	intermediate workout
		intermediate workout	t regime.
		regime.	4. Examine significant historical
			events in weight training which

Changed Fiel	d Current Version	Proposed Version
	4. Examine significant histo	rical have influenced the evolution of
	events in weight training	which strength development and the
	have influenced the evolu	ution creation of equipment for the
	of strength development	and physically challenged.
	the creation of equipmen	t for 1. Milo of Crotona (father of
	the physically challenged	. weight lifting) 6 B.C. First
	1. Milo of Crotona (fa	ther recorded instance of
	of weight lifting) 6 l	B.C. progressive resistance
	First recorded insta	ance exercise.
	of progressive	2. Eumastes of Greece (lifte
	resistance exercise	e. a rock weighing over half-
	2. Eumastes of Gree	ce a-ton) First recorded
	(lifted a rock weigh	ing instance of power lifting
	over half-a-ton) Fir	
	recorded instance	of 3. Olympic games 1896
	power lifting which	, , , ,
	became a sport.	weight training.
	3. Olympic games 18	
	International	apparatus designed for
	competition in weig	
	training.	strength development in
	4. Exergenee 1964 (I	
	apparatus designe	-
	space). Designed 1	
	strength developm	
	restricted space	5. 1970's development of
	(astronauts) combi	
	isotonic and isome	
	lifting.	challenged athletes.
	5. 1970's developme	-
	adapted weight tra	-
	equipment for phys	6
	challenged athlete	
	5. Examine and apply basic	
	exercise physiology, nutri	
	flexibility, strength, and m	- - - - -
	concepts to improve one	
	physical condition; consid	
	for variables which occur	
	to age, gender and physic	
	conditions.	7.
	1. Theories of anaero	
	exercise	exercise physiology, nutrition,
	1. Concepts su	
	as: small mu	
	groups, leve	1 1
	action and	variables which occur due to ag
	angles, type	-
	angies, type	

Changed	Field Current Version	I	Proposed Version
		muscular	1. Theories of anaerobic
		contractions,	exercise
		types of	1. Large muscle
		exercises, and	groups
		resistance will be	2. Small muscle group
		taught.	3. Lever action and
		2. Concepts such	angles
		as: body position,	4. Types of muscular
		isolating a	contractions
		muscle, proper	5. Types of exercises
		breathing	6. Types of resistance
		techniques,	7. Body positions
		warm-up and	8. Isolating a muscle
		cool-down, and	9. Proper breathing
		soreness will be	technique
		taught.	10. Warm-up
	2. Nut	ritional concepts	11. Soreness
		h as: balanced diet	2. Nutritional concepts of
	for v	vellness, pre-class	resistive training
		als, and proper	1. Balanced diet for
		ng habits for weight	wellness
		and weight loss will	2. Pre-class meals
		aught.	3. Eating habits for
		kibility concepts with	weight gain and
		cial notes regarding	weight loss
	•	cific needs for	3. Flexibility concepts with
		ous populations.	special notes regarding
		1. Techniques for	specific needs for various
		overall flexibility.	populations
		2. Techniques for	1. Techniques for
		individuals based	overall flexibility
		on physical	2. Techniques for
		limitations.	individuals based o
		3. Theories about	physical limitations
		stretching after a	3. Theories about
		proper warm-up	stretching during
		and post-lifting.	warm-up
		niques for overall	4. Theories about
		ngth, applying	stretching post-liftin
		ngth concepts with	4. Strength concepts with
		cial notes regarding	special notes regarding
	•	cific needs for	specific needs for various
	•	ous populations.	populations
		1. Proper form and	1. Techniques for
		proper breathing.	overall strength
		2. Concepts such	1. Free weights
		as: overload,	2. Weight
		specificity of	machines

Changed	Field	Current Version		Proposed Version
	l ab		training, correct order of exercise, individual differences, reversibility, and mental concepts will be taught. Gender differences in muscle development.	3. Sets and repetitions 4. Gravity 5. Choosing correct weight 2. Techniques to avoid injuries and flat spots 1. Proper form 2. Proper breathing 3. Overloads 4. Specificity of training 5. Choosing correct order of exercise and development of antagonistic muscle groups 6. Spotters 7. Collars - preventing accidents 8. Individual differences 9. Reversibility 5. Mental concepts with special notes regarding specific needs for various populations 1. Setting goals 2. Imagery 3. Relaxation 4. Concentration 5. Repetitions
	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 fo 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	
0	Banner Start Term (202122)	202122	No Value	
0	Banner Division	2PE	No Value	

Changed	Questions	Current Version	Proposed Version
0	Catalog Term (21-22)	23-24	No Value
0	5 Year Revision Year (2021)	2018	No Value
0	Effective Quarter	Fall	No Value
0	Effective Year (2021)	2023	No Value
	Sort ID (00 < 10; 0 < 100)	KNES 019B	KNES 019B
	Course Status	New	New
0	Course Status Code	A	No Value
0	Banner Department	KNES	No Value
0	Course Level	DU	No Value
0	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
0	CTE Status	No	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
0	Hybrid Approval Date (MM/DD/YYYY)	10/27/2020	No Value

Changed	Questions	Current Version	Proposed Version
0	Emergency Approval	No	No Value
9	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)	Ν	No Value
9	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
0	Noncredit Enhanced Funding Indicator	Ν	No Value
0	In Service Indicator	Ν	No Value
0	Sports/Physical Education Course Indicator	Y	No Value

Changed	Questions	Current Version	Proposed Version
0	COA Code	С	No Value
0	Fund Code	114000	No Value
0	Organization Code	236002	No Value
0	Account Code	1320	No Value
0	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
0	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

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

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

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

B-Matrix Form

Changed	Questions	Current Version	Proposed Version
	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Analyze a variety of college- level texts with a focus predominantly on expository and argumentative writing.	No Value	No Value
8	Objective 2: Develop analytical ideas and topics for essays.	No Value	Reading: Assigned readings from the textbook "Fit and Well" by Thomas Fahey, et al. Review of instructor generated handouts.
8	Objective 3: Compose and support thesis statements for analytical essays.	No Value	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 strength training on the chosen component.
	Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.	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
	ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Create compositions about fiction and non- fiction texts from many cultural and social perspectives in a variety of genres.	No Value	No Value
	Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.	No Value	No Value

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

D-Matrix Form

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

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

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

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

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

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

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

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

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

G-Matrix Form

Changed	Questions	Current Version	Proposed Version
	If the requisite	No Value	No Value
	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.		

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

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
0	Criteria 1:	No Value	Writing: Essay on one of the 5
	Present core		components of fitness from the class
	concepts and		text "Fit and Well" with a critical
	scope that		analysis of the effects of strength
	define the		training on the chosen component.
	discipline.		Methods of Evaluation: Written
	(ONLY using		comprehensive final exam based on
	the Outline,		reading, demonstration, and video.
	Assignments or		
	Methods of		
	Evaluation		
	areas, cite,		
	copy and paste		
	the area		
	referenced.)		

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, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	G. Weekly collaborative group workouts. Evaluated based on performance and completion.
9	Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite,	No Value	Skill and Fitness Acquisition: Practice technical skills of bench press, back squat, dead lift, and power clean Skill and Fitness Acquisition: Pre- and post-strength assessments on capacity and overall power output

copy and paste

the area referenced.)

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	Course Outline: Examine significant historical events in weight training which have influenced the evolution of strength development and the creation of equipment for the physically challenged. Course Outline: Examine and apply basic exercise physiology, nutrition, flexibility, strength, and mental concepts to improve one's physical condition; considering for variables which occur due to age, gender and physical conditions.
•	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	Course Outline: Examine significant historical events in weight training which have influenced the evolution of strength development and the creation of equipment for the physically challenged.

De Anza GE - ESGC Form

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

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
	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

hanged	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

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 Ad	Course Administration Codes				
Articulation	Articulation occurs after course approval. The following fields will not show a Proposed Version.				
Changed	nged Field Current Version				
	Curriculum ID	KNESD019B			
	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	CCC000592246			

Articulation

Changed	Field	Current Version
	Course	
	Crosswalk	
	CRS-DEPT-	
	NAME	
	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	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	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	Specifications
B-Matrix Form	Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.
B-Matrix Form	Objective 2: Develop analytical ideas and topics for essays.
B-Matrix Form	Objective 3: Compose and support thesis statements for analytical essays.

Section	Changed field
B-Matrix Form	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in 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 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	
0	Faculty Initiator	Sarah Lisha	Rachel CatuizaJohnson, Rusty	
	Course ID (CB01A and CB01B)	KNESD19BX	KNESD19BX	
	Course Control Number	CCC000592253	CCC000592253	
	Course Title (CB02)	Strength Development 2	Strength Development 2	
	Short Course Title	STRENGTH DEVELOPMENT 2	STRENGTH DEVELOPMENT 2	
	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	
0	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	An introduction to the discipline of kinesiology through strength training at an intermediate level. Includes etiquette, safety and techniques of strength development, with a brief historical examination of how strength training has changed due to the influence of individuals, and their style of lifting. The development of skill and adaptations based on the physical ability, age and gender of the individual student will be encouraged. Students will review and apply basic exercise physiology, nutrition, flexibility and strength concepts to improve their physical condition.	An introduction to the discipline of kinesiology through strength training at an intermediate level. Includes etiquette, safety and techniques of strength development, with a brief historical examination of how strength training has changed due to the influence of individuals, and their style of lifting. The development of skill and adaptations based on the physical ability, age and gender of the individual student will be encouraged. Students will review and apply basic exercise physiology, nutrition, flexibility and strength concepts to improve their physical condition.
0	Course Type (CB27)	No value	Lower Division
9	Mode of Delivery	• Hybrid	In person ONLY

Faculty Requirements			
Changed	Field	Current Version	Proposed Version
0	Discipline 1	No value	Physical Education
	Discipline 2	No value	No value
	Discipline 3	No value	No value
0	FSA	No value	FHDA FSA - PHYSICAL EDUCATION

Formerly Statement

Changed	Field	Current Version	Proposed Version	
	Formerly Statement	No value		
Course Ju	ustification			

Changed	Field	Current Version	Proposed Version
	Course	This course meets a general	This course meets a general
	Justification	education requirement for De Anza	education requirement for De Anza
		and CSUGE. In addition the course	and CSUGE. In addition the course
		meets the requirements for transfer	meets the requirements for transfer
		status to the CSU and UC systems.	status to the CSU and UC systems.
		This course emphasizes strength	This course emphasizes strength
		development at an intermediate level.	development at an intermediate level

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 Cours	se		
Changed	Field	Current Version	Proposed Version
0	ls this a CTE (Career Technical	No value	No

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

Education) course?

Mirrored Credit/Noncredit Course					

9	Is this a mirrored credit/noncredit course?	No value	<u>No</u>
ross-liste	ed Course		
Changed	Field	Current Version	Proposed Version
0	Is this a cross-listed course?	No value	<u>No</u>
lore Optic	ons		
Changed	Field	Current Version	Proposed Version
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.
	Course Prior To College Level	Not applicable.	Not applicable.
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.
	Course Support Status (CB26)	Course is not a support course	Course is not a support course
	Repeat Limit	0	0
	Grade Options	Letter GradePass/No Pass	Letter GradePass/No Pass
	Allow Students to Gain Credit by Exam/Challenge		

Changed	Field	Current Version	Proposed Version
	Repeatability	(This course is included in the	(This course is included in the
	Statement	Strength Development Family of activity courses. Please see the rules on "Repeating Courses" in the College Policies section of the	Strength Development Family of activity courses. Please see the rules on "Repeating Courses" in the College Policies section of the
		catalog.)	catalog.)

Changed	Field	Current Versio	on	Proposed Ver	sion
	Course is part of a program	Associated Program	CSU GE	Associated Program	CSU GE
		Award Type	Certificate of Achievement- Advanced (COA-A)	Award Type	Certificate of Achievement- Advanced (COA-A)
		Associated Program	CSU GE	Associated Program	CSU GE
		Award Type	Certificate of Achievement- Advanced (COA-A)	Award Type	Certificate of Achievement- Advanced (COA-A)
		Associated Program	CSU GE	Associated Program	CSU GE
		Award Type	Certificate of Achievement- Advanced (COA-A)	Award Type	Certificate of Achievement- Advanced (COA-A)

Transferability & Gen. Ed. Options

Changed	Field Current Version		Proposed Version		
	Transfer Status (CB05)	Transferable to both U	C and CSU	Transferable to both U	C and CSU
	Course General Education Status (CB25)	Υ		Υ	
	Transfer Status	Approved		Approved	
0	GE Information	Suctor // notitution		Suctor /Institution	
	mornation	System/Institution	De Anza GE	System/Institution	De Anza GE
		Area(s)	• 2GEP - Approved.	Area(s)	 2GEP - Approved.
		-	No value	-	No value
		System/Institution	CSU GE		
		Area(s)	CGEP - Approved.		
		-	No value		

hanged	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

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

Changed	Field	Current Version	Proposed Version
	Laboratory Hours - Course Out- of-Class per Term	0	0
	NA Hours - Course In- Class (Contact) per Term	0	0
	NA Hours - Course Out- of-Class per Term	0	0
	Total - Course In-Class (Contact) Hours	36	36
	Total - Course Out-of-Class Hours	0	0
	Total Credit Units - Minimum Credit Units	1	1
	Total Credit Units - Maximum Credit Units	1	1
Speciality	Hours		
Changed	Field	Current Version	Proposed Version
	Speciality Hours	No value	No value

Credit / Non-Credit Options

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

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

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

Changed	Field	Current Versi	Current Version		Proposed Version	
0	Methods of Instruction	Methods of Instruction		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 Visual aids Demonstration	Methods of Instruction	Demonstration Discussion and problem solving performed in groups Collaborative learning and small group exercises Lab experience	

Changed	Field	Current Version	Proposed Version
9	Assignments	 Reading Specific assignments from textbook Media Sources Handouts Write a two page paper analyzing the difference between muscular strength development and muscular endurance development and applying the appropriate resistance training exercises for strength and endurance. Skill acquisition Partner lifting and verbal peer evaluation of proper form for a variety of lifting exercises Pre- and post muscular strength and endurance testing Perform a variety of strength development exercises in class 	 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 strength training on the chosen component. Essay on the historical context of major developments in the history of weight lifting. Reading Assigned readings from the textbook "Fit and Well" by Thomas Fahey, et al. Review of instructor generated handouts. Skill and Fitness Acquisition Practice technical skills of bench press, back squat, dead lift, and power clean Pre- and post- strength assessments on capacity and overall power output Oral peer evaluation of lifting techniques and safety procedures Group Workouts

Changed	Field	Current Version	Proposed Version
9	Methods of Evaluation	Methods of Evaluation	MethodsMethods ofofEvaluationEvaluation

	Field	Current Versio	n	Proposed Vers	ion
			fitness concepts.		conducted to assess individual improvements and will be graded on completion. 7. Weekly collaborative group workouts. Evaluated based on performance and completion.
	Essential Student Materials/Essential		ent Materials: ining or athletic opropriate attire	Essential Stud • Cross tra appropria	ining or athletic shoes,
	College Facilities	Essential Colle • Weight R		Essential Colle • Weight R	
9	College Facilities Examples of Primary Texts and References	Essential Colle • Weight R	ege Facilities: noom with free and weight machines No value Fahey, Insel, and Roth, "Fit and Well Brief 12th Edition", Mountain View, CA. Mayfield	Essential Colle • Weight R	ege Facilities: oom with free weights
9	Examples of Primary Texts and	Essential Colle • Weight R weights a Title Author Publisher	ege Facilities: noom with free and weight machines No value Fahey, Insel, and Roth, "Fit and Well Brief 12th Edition", Mountain View, CA. Mayfield Publishing Co., 2015. No value	Essential Colle • Weight R and weig Title	ege Facilities: oom with free weights ht machines Fit and Well: Core Concepts and Labs in Physical Fitness and Wellness, 16th Edition Fahey, T., Insel, P.,
9	Examples of Primary Texts and	Essential Colle • Weight R weights a Title Author	ege Facilities: noom with free and weight machines No value Fahey, Insel, and Roth, "Fit and Well Brief 12th Edition", Mountain View, CA. Mayfield Publishing Co., 2015.	Essential Colle • Weight R and weig Title Author	ege Facilities: oom with free weights ht machines Fit and Well: Core Concepts and Labs in Physical Fitness and Wellness, 16th Edition Fahey, T., Insel, P., and Roth, W. McGraw Hill Publishing Company San

gested ding List	Reading List	Thygerson, Alton L., "Fit to be Well," Sudbury, MA, Jones & Bartlett, Publishers, 2005.	No value
	May include, but are not limited to	No value	
	Reading List	Gary T. Moran and George McGlynn. "Dynamics of Strength Training and Conditioning". McGraw-Hill Co. 2001.	
	May include, but are not limited to	No value	
	Reading List	Frederic Delavier. "The Strength Training Anatomy Workout II". Human Kinetics Publishers, 2012.	
	May include, but are not limited to	No value	

Changed Field	Current Version	Proposed Version
Cours Objec		 vidual techniques and make individual adaptations based on strength flexibility and coordination. Apply safety techniques, proper exercise techniques and proper weight room etiquette. Develop intermediate knowledge of applied physical repetition relative to force development and lifting technique. Examine significant historical events in weight training which have influenced the evolution of the strength development and the creation of equipment for the physically challenged. Examine and apply basic exercise physiology, nutrition, flexibility, strength, and mental concepts to improve one's physical condition; considering

hanged	Field	Current Version	n	Proposed Versi	ion
9	CSLOs	CSLOs	Perform safe and appropriate use of resistance, training machines and free weights at an intermediate level.	CSLOs	Perform safe and appropriate use of resistance, training machines and free weights at an intermediate level.
		Expected SLO Performance	0.0	Expected SLO Performance	0.0
		CSLOs	Apply knowledge of basic fitness concepts as they apply to health and wellness.	CSLOs	Apply knowledge of basic fitness concepts to health and wellness.
		Expected SLO Performance	0.0	Expected SLO Performance	0.0

Course Outline

Changed	Field	Current Version	Proposed Version
Changed	Field	Current Version 1. Practice conventional safety techniques and make individual adaptations based on strength, flexibility and coordination. 1. Fundamental description and skills acquisition 2. Adaptive mechanics for individual limitations 2. Apply safety techniques, proper exercise techniques and proper weight room etiquette. 1. Concepts of: Where to place your body, Grip: Hands and feet, Breathing: (Eastern Europe vs. Western World), Rhythm of lifting (Purpose of Slow vs. Fast Repetition), Muscles applied to a lift (Fast Twitch vs. Slow Twitch), and Muscle Groups (Large vs. Small) will be taught. 2. Concepts of Etiquette: Unload all plate load and free weights after every set, Never rest on a machine or apparatus Use of spotters with free weights, safety ramifications and proper techniques will be taught. 3. Practice increased intensity (weight or repetitions) for intermediate level strength development strategies. 4. Practice increased	 Practice conventional safety techniques and make individual adaptations based on strength, flexibility and coordination. Fundamental description and skills acquisition Fundamental description and skills acquisition Cueing "weight room lingo" and vocabulary Knowing and understanding fundamentals and techniques of pin load equipment Knowing and understanding fundamentals and techniques of plate loaded equipment Knowing and understanding fundamentals and techniques of plate loaded equipment Knowing and understanding fundamentals and techniques of free weight equipment Adaptive mechanics for individual limitations Apply safety techniques, proper exercise techniques and proper weight room etiquette. Where to place your body Grip: Hands and feet Breathing: (Eastern Europe vs. Western World) Rhythm of lifting (Purpose
		duration of strength development exercises	loaded and free weights once sets are completed.

Changed Field Current Version	Proposed Version
Changed Field Current Version 3. Develop intermediate knowledge of applied physical repetition relative to force development and lifting technique. 1. Employ the use of "FITT" principles. 1. Errequency - increase the number of strength workouts per week. 2. Intensity - Increase the amount of weight or resistance used for each exercise to improve to an intermediate level. 3. Time - Increase the amount of weight or resistance used for each exercise to improve to an intermediate level. 3. Time - Increase the ength of workout or adding in an increased number of exercises to each workout 4. Type - Use a variety of lifting techniques, resistance training, and body weight exercises to challenge muscular development at an intermediate level. 4. Type - Use a variety of strength development at an intermediate level. 5. Utilize a variety of strength development at an intermediate level. 5. Output: 6. Utilize a variety of strength development techniques such as "olympic lifts", "Super-Sets" and "lift to failure" for increasing to an intermediate workout	 Proposed Version Never rest on a machine or apparatus Use of spotters with free weights, safety ramifications and proper techniques. Develop knowledge of applied physics repetition relative to force development and lifting technique. Simple applied physics Transfer of momentum Angles and creating power Angles and creating nower Proper placement of hands and feet. Speed: slow vs. fast Proper technique prepares one for a good foundation and transfer of momentum Mental aspect of lifting Examine significant historical events in weight training which have influenced the evolution of strength development and the creation of equipment for the physically challenged. Milo of Crotona (father of weight lifting) 6 B.C First recorded instance of progressive resistance exercise Eumastes of Greece (lifted a rock weighing over halfa-ton) First recorded instance of progressive resistance exercise Olympic games 1896 international competition in weight training Exergenee 1964 (lifting apparatus designed for space). Designed for

Changed	Field	Current Version	Proposed Version
		4. Examine significant historical	(astronauts) combining
		events in weight training which	isotonic and isometric
		have influenced the evolution	lifting
		of strength development and	5. 1970's development of
		the creation of equipment for	adapted weight training
		the physically challenged.	equipment for physically
		1. Milo of Crotona (father	challenged athletes
		of weight lifting) 6 B.C.	6. 1990s - China, Turkey,
		First recorded instance	Greece and Iran dominate
		of progressive	the sport.
		resistance exercise.	7. 2000 - Women participate
		2. Eumastes of Greece	in the sport of weight lifting
		(lifted a rock weighing	at the games in Sydney.
		over half-a-ton) First	8. From the 2000 Olympic
		recorded instance of	Games in Sydney, men
		power lifting which	have competed in 8 weigh
		became a sport.	lifting categories while
		3. Olympic games 1896	women have competed in
		International	7.
		competition in weight	5. Examine and apply basic
		training.	exercise physiology, nutrition,
		4. Exergence 1964 (lifting	flexibility, strength, and mental
		apparatus designed for	concepts to improve one's
		space). Designed for	physical condition; considering for
		strength development in	variables which occur due to age
		restricted space	gender and physical conditions.
		(astronauts) combining	1. Theories of anaerobic
		isotonic and isometric	exercise
		lifting.	
		5	1. Large muscle
		5. 1970's development of	groups
		adapted weight training	 Small muscle group Lever action and
		equipment for physically	
		challenged athletes.	angles
		5. Examine and apply basic	4. Types of muscular
		exercise physiology, nutrition,	contractions
		flexibility, strength, and mental	5. Types of exercises
		concepts to improve one's	6. Types of resistance
		physical condition; considering	7. Body positions
		for variables which occur due	8. Isolating a muscle
		to age, gender and physical	9. Proper breathing
		conditions.	technique
		1. Theories of anaerobic	10. Warm-up
		exercise	11. Soreness
		1. Concepts such	2. Nutritional concepts of
		as: small muscle	resistive training
		groups, lever	1. Balanced diet for
		action and	wellness
		angles, types of	2. Pre-class meals

Changed	Field	Current Version	Proposed Version
		muscu	ular 3. Eating habits for
		contra	actions, weight gain and
		types	of weight loss
		exerci	ises, and 3. Flexibility concepts with
		resista	ance will be special notes regarding
		taught	t. specific needs for various
		2. Conce	epts such populations
		as: bo	bdy position, 1. Techniques for
		isolatii	ng a overall flexibility
		muscl	le, proper 2. Techniques for
		breath	ning individuals based on
		techni	iques, physical limitations
		warm-	-up and 3. Theories about
		cool-d	down, and stretching during
		sorene	ess will be warm-up
		taught	
		2. Nutritional co	
		such as: bala	anced diet 4. Strength concepts with
		for wellness,	, pre-class special notes regarding
		meals, and p	proper specific needs for various
		eating habits	s for weight populations
		gain and wei	
		be taught.	overall strength
		3. Flexibility co	-
		special notes	
		specific need	
		various popu	
			niques for repetitions
			Il flexibility. 4. Gravity
			niques for 5. Choosing
			duals based correct weight
		on phy	-
		limitati	
		3. Theor	ries about spots
		stretch	hing after a
			r warm-up 2. Proper
			ost-lifting. breathing
		4. Techniques f	
		strength, app	
		strength con	
		special notes	
		specific need	
		various popu	
			er form and and
			r breathing. development
			epts such of antagonistic
			verload, muscle
			ficity of groups
		speen	gioupo

hanged	Field	Current Version		Proposed Version
			training, correct	6. Spotters
			order of exercise,	7. Collars -
			individual	preventing
			differences,	accidents
			reversibility, and	8. Individual
			mental concepts	differences
			will be taught.	9. Reversibility
		3	. Gender	5. Mental concepts with
			differences in	special notes regarding
			muscle	specific needs for various
			development.	populations
				1. Setting goals
				2. Imagery
				3. Relaxation
				4. Concentration
				5. Repetitions
	Lab	No		No
	Component			
	in this			
	Course			
	Lab Outline	No value		No value
	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

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):	(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		
0	Banner Start Term (202122)	202122	No Value		
0	Banner Division	2PE	No Value		
0	Catalog Term (21-22)	23-24	No Value		
0	5 Year Revision Year (2021)	2018	No Value		
0	Effective Quarter	Fall	No Value		
0	Effective Year (2021)	2023	No Value		
	Sort ID (00 < 10; 0 < 100)	KNES 019BX	KNES 019BX		
	Course Status	New	New		
0	Course Status Code	Α	No Value		

Changed	Questions	Current Version	Proposed Version
0	Banner Department	KNES	No Value
0	Course Level	DU	No Value
0	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 19B	KNES 19B
0	CTE Status	No	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
0	Hybrid Approval Date (MM/DD/YYYY)	10/27/2020	No Value
0	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)	Ν	No Value

Changed	Questions	Current Version	Proposed Version
8	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
9	Noncredit Enhanced Funding Indicator	Ν	No Value
9	In Service Indicator	Ν	No Value
0	Sports/Physical Education Course Indicator	Y	No Value
0	COA Code	С	No Value
0	Fund Code	114000	No Value
0	Organization Code	236002	No Value
0	Account Code	1320	No Value
θ	Program Code	083500	No Value
θ	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
θ	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	No Value		
	Units and Hours	No Value	No Value		
9	Specifications	No Value	Updated assignments to align with SLO's and/or course objectives Aligned methods of evaluation 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
	For changes to the units and hours tab; 1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.	No Value	No Value
	1. Is the unit(s) change required for articulation?	No Value	No Value
	2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.	No Value	No Value
	3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.	No Value	No Value
	Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value

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

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

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

B-Matrix Form

Changed	Questions	Current Version	Proposed Version
	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
•	Objective 1: Analyze a variety of college- level texts with a focus predominantly on expository and argumentative writing.	No Value	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 strength training on the chosen component.
9	Objective 2: Develop analytical ideas and topics for essays.	No Value	Reading: Assigned readings from the textbook "Fit and Well" by Thomas Fahey, et al. Review of instructor generated handouts.
9	Objective 3: Compose and support thesis statements for analytical essays.	No Value	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 strength training on the chosen component.
	Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.	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
9	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.	No Value	Practice conventional safety techniques and make individual adaptations based on strength, flexibility and coordination.
	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.	No Value	No Value
	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.	No Value	No Value
	Objective 9: Demonstrate appropriate grammar usage and mechanics.	No Value	No Value

C-Matrix Form

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

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

D-Matrix Form

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

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

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

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

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

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

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

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

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

G-Matrix Form

Changed	Questions	Current Version	Proposed Version
	If the requisite	No Value	No Value
	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.		
	to wily.		

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

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
0	Criteria 1:	No Value	Writing: Essay on one of the 5
	Present core		components of fitness from the class
	concepts and		text "Fit and Well" with a critical
	scope that		analysis of the effects of strength
	define the		training on the chosen component.
	discipline.		Methods of Evaluation: Written
	(ONLY using		comprehensive final exam based on
	the Outline,		reading, demonstration, and video.
	Assignments or		
	Methods of		
	Evaluation		
	areas, cite,		
	copy and paste		
	the area		
	referenced.)		

Changed	Questions	Current Version	Proposed Version
9	Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written 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	G. Weekly collaborative 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	No Value	Skill and Fitness Acquisition: Practice technical skills of bench press, back squat, dead lift, and power clean Skill and Fitness Acquisition: Pre- and post-strength assessments on capacity and overall power output

the area referenced.)

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	Course Outline: Examine significant historical events in weight training which have influenced the evolution of strength development and the creation of equipment for the physically challenged. Course Outline: Examine and apply basic exercise physiology, nutrition, flexibility, strength, and mental concepts to improve one's physical condition; considering for variables which occur due to age, gender and physical conditions.
•	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	Course Outline: Examine significant historical events in weight training which have influenced the evolution of strength development and the creation of equipment for the physically challenged.

Changed	Questions	Current Version	Proposed Version
0	Criteria 6: Use real-world or	No Value	Methods of Evaluation: Demonstration of correct technical
	hands-on		performance of strength development exercises. Skills and Fitness
	applications that will provide		Acquisition: Practice technical skills of
	a context for the concepts		bench press, back squat, dead lift, and power clean Skills and Fitness
	being discussed.		Acquisition: Pre- and post-strength assessments on capacity and overall
	(ONLY using the Outline,		power output
	Assignments or		
	Methods of Evaluation		
	areas, cite, copy and paste		
	the area referenced.)		

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	
	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
9	Stage 8: AVP - Instruction	No Value	DateName - Role OR TabPart - FieldType of EditEditInitiator - Indicate "Y" When Completed3/27/24Basic
	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	KNESD19BX
	Distance	Yes
	Education	
	Approved	
	Board of	
	Trustees	
	Approval Date	
	Curriculum	
	Committee	
	Approval Date	

Changed	Field	Current Version
	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	CCC000592253

ticulatio	11		
hanged	Field	Current Version	
	Course		
	Crosswalk		
	CRS-DEPT-		
	NAME		
	Course		
	Crosswalk		
	CRS-NUMBER		

De Anza College Change Report 06/27/2024

Summary of Changes

General InformationFaculty InitiatorGeneral InformationEffective TermGeneral InformationCourse DescriptionGeneral InformationCourse Type (CEGeneral InformationMode of DeliveryFaculty RequirementsDiscipline 1Faculty RequirementsFSASpecificationsMethods of InstruSpecificationsExamples of PrintSpecificationsSuggested ReadCourse OutlineLab OutlineReq/AdvPrerequisite(s):	27)
General InformationCourse DescriptionGeneral InformationCourse Type (CEGeneral InformationMode of DeliveryFaculty RequirementsDiscipline 1Faculty RequirementsFSASpecificationsMethods of InstructionSpecificationsExamples of PrintSpecificationsSuggested ReadCourse OutlineLab Outline	27)
General InformationCourse Type (CEGeneral InformationMode of DeliveryFaculty RequirementsDiscipline 1Faculty RequirementsFSASpecificationsMethods of InstruSpecificationsMethods of EvaluSpecificationsExamples of PrintSpecificationsSuggested ReadCourse OutlineLab Outline	27)
General InformationMode of DeliveryFaculty RequirementsDiscipline 1Faculty RequirementsFSASpecificationsMethods of InstruSpecificationsMethods of EvaluSpecificationsExamples of PrintSpecificationsSuggested ReadCourse OutlineLab Outline	
Faculty RequirementsDiscipline 1Faculty RequirementsFSASpecificationsMethods of InstruSpecificationsMethods of EvaluSpecificationsExamples of PrintSpecificationsSuggested ReadCourse OutlineLab Outline	
Faculty RequirementsFSASpecificationsMethods of InstruSpecificationsMethods of EvaluSpecificationsExamples of PrintSpecificationsSuggested ReadCourse OutlineLab Outline	
Specifications Methods of Instructions Specifications Methods of Evaluations Specifications Examples of Printic Specifications Suggested Read Course Outline Lab Outline	
Specifications Methods of Evaluation Specifications Examples of Print Specifications Suggested Read Course Outline Lab Outline	
Specifications Examples of Print Specifications Suggested Read Course Outline Lab Outline	iction
Specifications Suggested Read Course Outline Lab Outline	lation
Course Outline Lab Outline	nary Texts and References
	ing List
Reg/Adv Prerequisite(s):	
reception (3).	
Req/Adv Advisory(ies):	
Req/Adv Entrance Skill(s)	- Other:
Curriculum Office Banner Start Terr	n (202122)
Curriculum Office Banner Division	
Curriculum Office Catalog Term (21	
Curriculum Office 5 Year Revision Y	-22)
Curriculum Office Effective Quarter	
Curriculum Office Effective Year (20	⁄ear (2021)

Section	Changed field
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
Curriculum Office	Organization Code
Curriculum Office	Account Code
Curriculum Office	Program Code
Curriculum Office	Percent
Curriculum Office	Print/No Print to Catalog
C-Matrix Form	ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.
	-

Section	Changed field
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
0	Faculty Initiator	Chris Deming	Ilan GlasmanSchneider, James
	Course ID (CB01A and CB01B)	MUSID009A	MUSID009A
	Course Control Number	CCC000527745	CCC000527745
	Course Title (CB02)	Jazz Piano I	Jazz Piano I
	Short Course Title	JAZZ PIANO I	JAZZ 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 2023	Fall 2023 <u>2025</u>
	SAM Priority Code (CB09)	Non-Occupational	Non-Occupational

Changed	Field	Current Version	Proposed Version
8	Course Description	Development of the ability to play basic jazz piano arrangements from lead sheets in a variety of jazz styles using knowledge of jazz harmony, jazz piano techniques, and improvisational skills. Improvisational skill is developed through the application of provided scale choices and techniques for melodic development.	Development of This course is an introduction to jazz piano. Students gain the ability to play basic jazz piano arrangements from lead sheets in a variety of jazz styles using knowledge of jazz harmony, jazz piano techniques, and improvisational skills. Improvisational skill is developed through the application of provided scale choices and techniques for melodic development.
0	Course Type (CB27)	No value	Lower Division
0	Mode of Delivery	• NA	In person ONLY

Faculty Requirements

Changed	Field	Current Version	Proposed Version
0	Discipline 1	No value	Music
	Discipline 2	No value	No value
	Discipline 3	No value	No value
0	FSA	No value	• FHDA FSA - MUSIC

Formerly Statement						
Changed	Field	Current Version	Proposed Version			
	Formerly Statement	(Formerly MUSI D009.)	(Formerly MUSI D009.)			

Course Justification		

Changed	Field	Current Version	Proposed Version
Course	Course	This course is accepted transferable	This course is accepted transferable
	Justification	to CSU and UC, particularly for Jazz	to CSU and UC, particularly for Jazz
		Studies music majors. The course	Studies music majors. The course
		belongs on the AA degree in Music.	belongs on the AA degree in Music.
		This course is the first in a three	This course is the first in a three
		quarter sequence providing a jazz	quarter sequence providing a jazz
		focus among piano classes within the music department.	focus among piano classes within the music department.

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				

oothill 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		
0	Is this a CTE (Career Technical Education) course?	No value	<u>No</u>		

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

Mirrored C	Mirrored Credit/Noncredit Course				
Changed	Field	Current Version	Proposed Version		
0	Is this a mirrored credit/noncredit course?	No value	No		

Cross-listed Course						
Changed	Field	Current Version	Proposed Version			
0	Is this a cross-listed course?	No value	No			
More Optio	More Options					

Changed	Field	Current Version	Proposed Version
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.
	Course Prior To College Level	Not applicable.	Not applicable.
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.
	Course Support Status (CB26)	Course is not a support course	Course is not a support course
	Repeat Limit	0	0
	Grade Options	Letter GradePass/No Pass	Letter GradePass/No Pass
	Allow Students to Gain Credit by Exam/Challenge		
	Repeatability Statement	(This course is included in the Class Applied Performance - Jazz and Non-Western 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 Class Applied Performance - Jazz and Non-Western 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	on	Proposed Version		
	Course is part of a program	Associated Program	Music	Associated Program	Music	
		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)	Associated Program	Liberal Arts (Arts and Letters Emphasis)	
		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
	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 St	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

	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 / No	n-Credit Options			
Credit / No Changed	n-Credit Options Field	Current Version	Proposed Version	
		Credit Course.	Proposed Version Credit Course.	
	Field COURSE CLASSIFICATION	Credit Course.		
	Field COURSE CLASSIFICATION STATUS Course Credit	Credit Course.	Credit Course.	
	Field COURSE CLASSIFICATION STATUS Course Credit Status (CB04) Course Non Credit Category	Credit Course.	Credit Course. Credit - Degree Applicable	

Changed	Field	Current Version	Proposed Version
	Variable Credit Course		

Credit Units Changed Field **Proposed Version Current Version** 12 12 Course Duration (Weeks) **Total Lecture** 36 36 Hours per Term Total 24 24 Laboratory Hours per Term **Total Contact** 0 -Hours per Term **Total Credit** 1.5 1.5 Units 1.5 Minimum 1.5 **Credit Units** Maximum 1.5 1.5 **Credit Units**

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

Specifications			

Methods of Instruction	Methods of Instruction		Methods of Instruction	Methods of Instruction
	Methods of Instruction	Lecture and demonstration Discussion of assigned listening Discussion of arranging options in class Ear training-chord and melody recognition Homework and extended projects Supervised practice	Methods of Instruction	Lecture and demonstration Discussion of assigned listening Discussion of arranging options in class Ear training-chord and melody recognition Homework and extended projects Supervised practice
Assignments	provided perform jazz pia jazz tun element harmon techniqu discusse perform 2. Memoriz twelve k convert various 3. Compos improvis	ze the major triads in all keys and learn to those chords into jazz 7th chords. se a simple sation on a part of a jazz ition using provided	provided perform jazz pia jazz tun element harmon techniqu discuss perform 2. Memori twelve k convert various 3. Compos improvis	ze the major triads in a keys and learn to those chords into jazz 7th chords. se a simple sation on a part of a ja vition using provided

Changed	Field	Current Version	Proposed Version
0	Methods of Evaluation	Methods of Evaluation	MethodsMethods ofofEvaluationEvaluation

Changed Field	Current Version	I	Proposed Versi	ion
Changed Field	Current Version Methods of Evaluation	1. Midterm solo or ensemble piano performance of a jazz arrangement, demonstrating the application of jazz piano style, accurate	Proposed Version	ion 1. Midterm solo or ensemble piano performance of a jazz arrangement, demonstrating the application of jazz piano style, accurate
		playing of jazz harmonies and melodies. 2. Final solo or ensemble piano performance of a jazz arrangement demonstrating the application		 playing of jazz harmonies and melodies. 2. Final solo or ensemble piano performance of a jazz arrangement demonstrating the application
		of jazz piano style, accurate playing of jazz harmonies, arranging techniques, and improvisational content.		of jazz piano style, accurate playing of jazz harmonies, arranging techniques, and improvisational content.
		3. Participation in class activities, homework assignments, practice, and performance; evaluated on accuracy of chords, melody, and improvisation		3. Participation in class activities, homework assignments, practice, and performance; evaluated on accuracy of chords, melody, and improvisation

Changed	Field	Current Version	Proposed Version
	Essential Student Materials/Essential	Essential Student Materials:Blank music staff paper	Essential Student Materials:Blank music staff paper
	College Facilities	 Essential College Facilities: Digital piano with headphones for each student Jazz song lead sheets Sound system for playing audio recordings Extensive collection of jazz piano recordings Chalkboards for demonstration 	 Essential College Facilities: Digital piano with headphones for each student Jazz song lead sheets Sound system for playing audio recordings Extensive collection of jazz piano recordings Chalkboards for demonstration

Changed Field

0

Examples of Primary Texts and References

Title	No value
Author	None.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	The Jazz Piano Book
Author	Mark Levine
Publisher	Sher Music Co.
Date/Edition	Januray 1, 1989, First Edition
ISBN	978-0961470159

Title	The Jazz Theory Book
Author	Mark Levine
Publisher	Sher Music Co.
Date/Edition	June 1, 1995, First Edition
ISBN	978-1883217044

Title	Jazz Piano Fundamentals: Explanations, Exercises, Listening Guides, and Practice Plans for the First Six Months of Study
Author	Jeremy Siskind
Publisher	Self-published
Date/Edition	November 29, 2021
ISBN	978-1735169538

Changed	Field	Current Ve	rsion	Proposed Version
0	Suggested Reading List	Reading List	Levine, Mark. "The Jazz Piano Book". Petaluma, Ca: Sher Music Co., 1990	No value
		May include, but are not limited to	No value	
		Reading List	Levine, Mark. "The Jazz Theory Book". Petaluma, Ca: Sher Music Co., 1995	
		May include, but are not limited to	No value	

Learning Outcomes and Objectives

Changed	Field	Current Version	Proposed Version
	Course Objectives	 Understand and apply the fundamental elements of basic jazz styles for performance on the piano Read and play simple jazz chords written in standard chord symbol notation on the piano Play melodic improvised jazz material based on provided appropriate basic scale choices on the piano Use basic jazz piano arranging techniques to create simple but stylistically appropriate solo and piano trio jazz piano arrangements from lead sheets. 	 Understand and apply the fundamental elements of basic jazz styles for performance on the piano Read and play simple jazz chords written in standard chord symbol notation on the piano Play melodic improvised jazz material based on provided appropriate basic scale choices on the piano Use basic jazz piano arranging techniques to create simple but stylistically appropriate solo and piano trio jazz piano arrangements from lead sheets.

Changed	Field	Current Versior	1	Proposed Versi	on
	CSLOs	CSLOs	Demonstrate the ability to play basic jazz piano arrangements in a variety of jazz styles using knowledge of jazz harmony and jazz piano techniques.	CSLOs	Demonstrate the ability to play basic jazz piano arrangements in a variety of jazz styles using knowledge of jazz harmony and jazz piano techniques.
		Expected SLO Performance	0.0	Expected SLO Performance	0.0
		CSLOs	Demonstrate the ability to improvise on piano through the application of provided scale choices and the application of techniques for melodic development.	CSLOs	Demonstrate the ability to improvise on piano through the application of provided scale choices and the application of techniques for melodic development.
		Expected SLO Performance	0.0	Expected SLO Performance	0.0

Course Outline

Changed	Field	Current Version	Proposed Version
	Course Content	1. Understand and apply the fundamental elements of basic jazz styles for performance on	1. Understand and apply the fundamental elements of basic jazz styles for performance on
		the piano	the piano
		1. Swing	1. Swing
		1. The swing eighth	1. The swing eighth
		rhythm	rhythm
		2. Two-beat feel	2. Two-beat feel 2. Blues
		2. Blues	
		1. Blues	1. Blues
		ornamentation on	ornamentation on
		the piano	the piano
		2. The 12-bar blues	2. The 12-bar blues
		chord progression	chord progression
		and variations	and variations 3. Ballads
		3. Ballads	
		1. Use of rubato as a	1. Use of rubato as a
		means of	means of
		expression	expression
		2. Use of the piano	2. Use of the piano
		sustain pedal in a	sustain pedal in a
		jazz performance 4. Bossa nova	jazz performance 4. Bossa nova
		4. Bossa nova 1. Bossa nova bass	4. Bossa nova 1. Bossa nova bass
		patterns	patterns
		2. Highly syncopated	2. Highly syncopated
		rhythms	rhythms
		2. Read and play simple jazz	2. Read and play simple jazz
		chords written in standard chord	chords written in standard chord
		symbol notation on the piano	symbol notation on the piano
		1. Jazz chord symbol	1. Jazz chord symbol
		notation	notation
		2. Triads	2. Triads
		3. Chord inversions and	3. Chord inversions and
		"slash" chords	"slash" chords
		4. 7th chords	4. 7th chords
		3. Play melodic improvised jazz	3. Play melodic improvised jazz
		material based on provided	material based on provided
		appropriate basic scale choices	appropriate basic scale choices
		on the piano	on the piano
		1. Use of the blues scale for	1. Use of the blues scale for
		improvisation on "bluesy"	improvisation on "bluesy"
		jazz tunes	jazz tunes
		2. The tonal center	2. The tonal center
		approach	approach
		1. Understand what a	1. Understand what a

Changed	Field	Current Version	Proposed Version
		the cont	ext of jazz the context of jazz
		compos	ition composition
		2. Use of n	najor and 2. Use of major and
		minor so	cales for minor scales for
		improvis	ation in improvisation in
		one or n	nore tonal one or more tonal
		centers	of a jazz centers of a jazz
		compos	ition composition
		3. Basic melodic	techniques 3. Basic melodic techniques
		for improvisation	on for improvisation
		1. Melodic	reference 1. Melodic reference
		— using	the — using the
		melody	as a melody as a
		source f	or source for
		improvis	ed improvised
		material	material
		2. Rhythmi	c repetition 2. Rhythmic repetition
		Use basic jazz piano	arranging 4. Use basic jazz piano arranging
		techniques to create	simple but techniques to create simple but
		stylistically appropria	te solo and stylistically appropriate solo and
		piano trio jazz piano	piano trio jazz piano
		arrangements from le	ad sheets. arrangements from lead sheets.
		1. Arranging chor	
		position or spe	
		inversion in the	
		with	with
		melody/improv	
		the right hand	the right hand
		2. Use of basic b	
		chord patterns	
		hand	hand
		3. Arrangements	c c c
		dedicated base	
			a bass line 1. Playing a bass line
			-beat feel in a two-beat feel
			a bass line 2. Playing a bass line
		in a bos	
		feel	feel
		3. Adding o	_
			y notes to harmony notes to
		the right	-
			e melody under the melody
		4. Basic endings	
		arrangements	arrangements
		1. Simple r	
		2. Repeate	
			neasures or four measures
		3. The "Ba	sie" ending 3. The "Basie" ending

Changed	Field	Current Version	Proposed Version
		4. Surprise chords 5. Basic piano arranging for jazz piano trio (piano, bass, and drums) 1. 3rd and 7th left hand chord voicings 2. Rootless 3-note	4. Surprise chords 5. Basic piano arranging for jazz piano trio (piano, bass, and drums) 1. 3rd and 7th left hand chord voicings 2. Rootless 3-note
		left hand voicings	left hand voicings
	Lab Component in this Course	Yes	Yes
9	Lab Outline	 Practice styles including swing, blues, ballads, and bossa nova. Practice reading and playing jazz chords presented in standard chord symbol notation. Practice improvising melodic jazz material based on various scales. Practice creating simple, stylistically-appropriate solo and piano trio jazz piano arrangements. Students will practice harmonic and melodic ear training skills. 	 Practice styles including swing, blues, ballads, and bossa nova. Practice reading and playing jazz chords presented in standard chord symbol notation Practice improvising melodic jazz material based on various scales. Practice creating simple, stylistically-appropriate solo and piano trio jazz piano arrangements. Practice harmonic and melodic ear training skills.

Req/Adv

Changed	Questions	Current Version	Proposed Version
0	Prerequisite(s):	Ability to play a keyboard instrument and read music.	No Value
	Corequisite(s):	No Value	No Value
0	Advisory(ies):	ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005.	No Value

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
0	Entrance Skill(s) - Other:	No Value	Ability to play a keyboard instrument and read music
	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
θ	Banner Start Term (202122)	202122	No Value
0	Banner Division	2CA	No Value
θ	Catalog Term (21-22)	23-24	No Value
θ	5 Year Revision Year (2021)	2018	No Value
θ	Effective Quarter	Fall	No Value
θ	Effective Year (2021)	2023	No Value

Changed	Questions	Current Version	Proposed Version
	Sort ID (00 < 10; 0 < 100)	MUSI 009A	MUSI 009A
	Course Status	Non-substantial	Non-substantial
9	Course Status Code	A	No Value
0	Banner Department	MUSI	No Value
9	Course Level	DU	No Value
0	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
0	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
0	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)	Ν	No Value
0	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
9	Noncredit Enhanced Funding Indicator	Ν	No Value
0	In Service Indicator	Ν	No Value
0	Sports/Physical Education Course	Ν	No Value
	Indicator		
9	Indicator COA Code	C	No Value

Changed	Questions	Current Version	Proposed Version
0	Organization Code	231013	No Value
0	Account Code	1320	No Value
0	Program Code	100400	No Value
0	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
0	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

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

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

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

B-Matrix Form

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

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

C-Matrix Form

Changed	Questions	Current Version	Proposed Version
9	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	Remove this advisory as students will not need to do any English writing for the course.
	Objective 1: Create compositions about fiction and non- fiction texts from many cultural and social perspectives in a variety of genres.	No Value	No Value
	Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.	No Value	No Value

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

D-Matrix Form

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

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

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

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

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

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

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

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

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

G-Matrix Form

Changed	Questions	Current Version	Proposed Version
	If the requisite	No Value	No Value
	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 romovod		
	removed, provide an		
	explanation as		
	explanation as		

H-Matrix Form	
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hanged	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	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	
	Criteria 6: Use	No Value	No Value	
	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.)			

De Anza GE - ESGC Form

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

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	
	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

Changed	Questions	Current Version	Propose	ed Versio	n				
	Stage 7: Content Review Matrix Liaison	No Value	Date 6/10/24 6/12/24	Judson	Matrix (Type of Edit	Please your prerect dthe fie Entrar Skills Under box of matrix dhow th curricu justifie remov	the first the first the explain e ulum es the val of	zj 6/11/24 incomplete - zj 6/12/24
	Stage 8: AVP - Instruction	No Value	No Value	è				dvisory	
9	Stage 9: Articulation Officer	No Value	Date 06/18/2	Tab 024 ^{Chri}	Part -		Type of Edit	Must have a least one textboo within seven years o	ok of re
	Stage 11: ESGC Faculty Coordinator	No Value	No Value	9					

Changed	Questions	Current Version	Proposed Version
	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.				
	Curriculum ID	MUSID009A		
	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	CCC000527745		

Articulation				
Changed	Field	Current Version		

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

De Anza College Change Report 06/27/2024

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	Examples of Primary Texts and References
Specifications	Suggested Reading List
Learning Outcomes and Objectives	CSLOs
Req/Adv	Prerequisite(s):
Req/Adv	Advisory(ies):
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
C-Matrix Form	ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.
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 In	General Information				
Changed	Field	Current Version	Proposed Version		
0	Faculty Initiator	Chris Deming	Ilan GlasmanSchneider, James		
	Course ID (CB01A and CB01B)	MUSID009B	MUSID009B		
	Course Control Number	CCC000545352	CCC000545352		
	Course Title (CB02)	Jazz Piano II	Jazz Piano II		
	Short Course Title	JAZZ PIANO II	JAZZ PIANO II		
	TOP Code (CB03)	1004.00	1004.00 Music		
	CIP Code	Music, General	50.0901 Music, General		
	Department	MUSI - Music	MUSI - Music		
θ	Effective Term	Fall 2023	Fall 2023 <u>2025</u>		
	SAM Priority Code (CB09)	Non-Occupational	Non-Occupational		
9	Course Description	Development of the ability to play intermediate jazz piano arrangements from lead sheets in a variety of jazz styles and settings using knowledge of jazz theory, jazz piano techniques, and improvisational skills. Improvisational skill on the piano is developed through the application of scales determined through the use of jazz theory and harmonic analysis, and the application of techniques for melodic development.	Development of the- <u>This course is</u> designed for students who have attained some background in jazz piano playing. <u>The course is designed to develop</u> <u>students'</u> ability to play intermediate jazz piano arrangements from lead sheets in a variety of jazz styles and settings using knowledge of jazz theory, jazz piano techniques, and improvisational skills. Improvisational skill on the piano is developed through the application of scales determined through the use of jazz theory and harmonic analysis, and the application of techniques for melodic development.		
θ	Course Type (CB27)	No value	Lower Division		
θ	Mode of Delivery	• NA	In person ONLY		

aculty Requirements			
Changed	Field	Current Version	Proposed Version
0	Discipline 1	No value	Music
	Discipline 2	No value	No value
	Discipline 3	No value	No value
0	FSA	No value	FHDA FSA - MUSIC

Formerly Statement				
Changed	Field	Current Version	Proposed Version	
	Formerly Statement	(Formerly MUSI D069B.)	(Formerly MUSI D069B.)	

Changed	Field	Current Version	Proposed Version
	Course	This course is accepted transferable to	This course is accepted transferable to
	Justification	CSU and UC, particularly for Jazz	CSU and UC, particularly for Jazz
		Studies music majors. The course	Studies music majors. The course
		belongs on the AA degree in Music.	belongs on the AA degree in Music.
		Intermediate skills needed by music	Intermediate skills needed by music
		students for performance in most musical	students for performance in most musica
		styles within the music department.	styles within the music department.

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

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

Mirrored Credit/Noncredit Cours	e
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Changed	Field	Current Version	Proposed Version
0	Is this a mirrored credit/noncredit course?	No value	No
Cross-liste	d Course		
Changed	Field	Current Version	Proposed Version
0	Is this a cross- listed course?	No value	No
More Optic	ons		
Changed	Field	Current Version	Proposed Version
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.
	Course Prior To College Level	Not applicable.	Not applicable.
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.
	Course Support Status (CB26)	Course is not a support course	Course is not a support course
	Repeat Limit	0	0
	Grade Options	Letter GradePass/No Pass	Letter GradePass/No Pass
	Allow Students to Gain Credit by Exam/Challenge		
	Repeatability Statement	(This course is included in the Class Applied Performance - Jazz and Non- Western 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 Class Applied Performance - Jazz and Non- Western Family of activity courses. Please see the rules on "Repeating Courses" in the College Policies section of the catalog.)

Changed	Field	Current Version	on	Proposed Ver	sion
	Course is part of a program	Associated Program	Music	Associated Program	Music
		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

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 Stu	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		

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	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

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	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 / No	n-Credit Options		
Changed	Field	Current Version	Proposed Version

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.
	COURSE CLASSIFICATION STATUS Course Credit Status (CB04) Course Non Credit Category (CB22) Funding Agency	COURSE CLASSIFICATION STATUSCredit Course.Course Credit Status (CB04)Credit - Degree ApplicableCourse Non Credit Category (CB22)Credit Course.Funding AgencyNot Applicable.

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

Credit Uni	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		Field	Current Version	Proposed Version	
		SKIP	No Value	No Value	

Specifications

9		Current Version Proposed Version			
	Methods of Instruction	Methods of Instruction		Methods Methods of Instruction of Instruction	
		Methods of Instruction	Lecture and demonstration Discussion of assigned listening Discussion of arranging options in class Ear training exercise- chord and melody recognition Supervised practice	Methods of Instruction	Lecture and demonstration Discussion of assigned listening Discussion of arranging options in class Ear training exercise- chord and melody recognition Supervised practice
9	Assignments	 Working from lead sheets provided in class, practice and perform original solo piano, jazz piano trio, or solo accompaniment arrangements of jazz tunes on the piano. Apply the elements of jazz style, jazz harmony, jazz piano arranging techniques, and jazz improvisation discussed in the course to the performance. Practice playing the natural and altered extensions on the 5 basic 7th chord types, in all keys. Compose an improvisation over a set of chord changes by first doing a basic harmonic analysis of the given tune in order to determine scale choices, and then using effective melodic techniques such as tonal 		provided perform piano tri accomp jazz tun the elen harmon techniqu improvis course f 2. Practice altered 7th choi 3. Compos set of cl doing a of the gi determi then usi techniqu	g from lead sheets d in class, practice and original solo piano, jazz io, or solo animent arrangements es on the piano. Apply nents of jazz style, jazz y, jazz piano arranging ues, and jazz sation discussed in the to the performance. e playing the natural and extensions on the 5 bas rd types, in all keys. se an improvisation over nord changes after first basic harmonic analysis iven tune in order to ne scale choices, and ing effective melodic ues such as tonal ce to build a melody.

Field	Current Version	Proposed Version
Methods of Evaluation	Methods of Evaluation	Methods Methods of Evaluation of Evaluation
	Methods of	Methods of Evaluation Methods of

Changed Field	Current Version		Proposed Version	
	Methods of Evaluation	1. Midterm piano performance of a jazz arrangement,	Methods of Evaluation	 Midterm piano performance of a jazz arrangement,
		evaluated for appropriate		evaluated for appropriate
		applications of		applications of
		jazz piano styles		jazz piano style
		covered in the		covered in the
		first half of the		first half of the
		class, accurate		class, accurate
		playing of jazz		playing of jazz
		harmonies,		harmonies,
		including the		including the
		use of natural		use of natural
		extensions, and		extensions, and
		improvisation		improvisation
		based on		based on
		appropriate		appropriate
		scale choices		scale choices
		and effective		and effective
		melodic		melodic
		structure.		structure.
		2. Final piano		2. Final piano
		performance of		performance of
		a jazz		a jazz
		arrangement,		arrangement,
		evaluated for		evaluated for
		appropriate application of		appropriate application of
		jazz piano styles		jazz piano style
		covered		covered
		throughout the		throughout the
		course, accurate		course, accura
		playing of jazz		playing of jazz
		harmonies,		harmonies,
		including altered		including altere
		chord		chord
		extensions, and		extensions, and
		improvistion		improvistion
		based on		based on
		appropriate		appropriate
		scale choices		scale choices
		and effective		and effective
		melodic		melodic
		structure.		structure.
		3. Participation in		3. Participation in
		class activities,		class activities,
		homework		homework
		assignments,		assignments,
		practice,		practice,

Changed	Field	Current Version Proposed Version	
		classroom demonstrations, and performance; evaluated for accuracy of chords, melody,	classroom demonstrations, and performance; evaluated for accuracy of chords, melody,
		and improvisation.	and improvisation.
Essential Student Essent		Essential Student Materials:	Essential Student Materials:
	Materials/Essential College Facilities	 Blank music staff paper Essential College Facilities: Digital piano with headphones for each student Jazz song lead sheets Sound system for playing audio recordings Extensive collection of jazz piano recordings Chalk boards for music notation demonstration 	 Blank music staff paper Essential College Facilities: Digital piano with headphones for each student Jazz song lead sheets Sound system for playing audio recordings Extensive collection of jazz piano recordings Chalk boards for music notation demonstration

0

Current Version

Examples of Primary Texts and References

Title	No value
Author	None.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	The Jazz Piano Book
Author	Mark Levine
Publisher	Sher Music Co.
Date/Edition	January 1, 1989 / First Edition
ISBN	978-0961470159

Title	The Jazz Theory Book
Author	Mark Levine
Publisher	Sher Music Co.
Date/Edition	June 1, 1995, First Edition
ISBN	978-1883217044

Title	Jazz Piano Fundamentals: Explanations, Exercises, Listening Guides, and Practice Plans for the First Six Months of Study
Author	Jeremy Siskind
Publisher	Self-published
Date/Edition	November 29, 2021
ISBN	978-1735169538

Changed	Field	Current Ve	rsion	Proposed Version
8	Suggested Reading List	Reading List	Levine, Mark. "The Jazz Piano Book". Petaluma, CA: Sher Music Co., 1990	No value
		May include, but are not limited to	No value	
		Reading List	Levine, Mark. "The Jazz Theory Book". Petaluma, CA: Sher Music Co., 1995	
		May include, but are not limited to	No value	

Learning Outcomes and Objectives

Changed	Field	Current Version	1	Proposed Version	
	Course Objectives	 and apply those style piano. Read and types of ja extended Play on th improvised scales der analysis a commonly jazz impro Create, fro stylistically arrangement 	wareness of jazz styles fundamental elements of es to performance on the play on the piano all izz chords, including and altered chords. e piano melodic d jazz material based on rived from harmonic nd an understanding of v used scale choices in ovisation. om lead sheets, y appropriate jazz piano ents for solo, solo niment, and piano trio	 and apply those style piano. Read and types of ja extended Play on th improvised scales der analysis a commonly jazz impro Create, fro stylistically arrangement 	wareness of jazz styles fundamental elements of es to performance on the play on the piano all azz chords, including and altered chords. e piano melodic d jazz material based on rived from harmonic nd an understanding of v used scale choices in ovisation. om lead sheets, y appropriate jazz piano ents for solo, solo niment, and piano trio
9	CSLOs	CSLOs	Demonstrate the ability to perform expanded jazz styles such as bebop, boogie-Woogie, and calypso on the piano.	CSLOs	Demonstrate the ability to perform expanded jazz styles such as bebop, boogie-woogie, and calypso on the piano.
		Expected SLO Performance	0.0	Expected SLO Performance	0.0
		CSLOs	Demonstrate the ability to perform the natural and altered chord extensions on the 5 types of 7th chords, along with improvising on appropriate scales that align with those chords.	CSLOs	Demonstrate the ability to perform the natural and altered chord extensions on the 5 types of 7th chords, along with improvising on appropriate scales that align with those chords.
		Expected SLO Performance	0.0	Expected SLO Performance	0.0

Course Outline

Changed	Field	Current Version	Proposed Version
	Course Content	1. Expand awareness of jazz styles and apply fundamental elements of those styles to performance on the	1. Expand awareness of jazz styles and apply fundamental elements of those styles to performance on the
		piano.	piano.
		1. Introduction to bebop	1. Introduction to bebop
		1. Performing basic	1. Performing basic
		bebop melody lines on	bebop melody lines o
		piano	piano
		2. Use of basic	2. Use of basic
		chromaticism in bebop lines	chromaticism in bebo lines
		3. Use of sparse chord	3. Use of sparse chord
		voicing under a bebop	voicing under a bebo
		melody	melody
		Expanding the blues style:	Expanding the blues style:
		New Orleans and boogie-	New Orleans and boogie-
		woogie	woogie
		1. Typical New Orleans	1. Typical New Orleans
		and boogie-woogie	and boogie-woogie
		bass lines	bass lines
		2. Common New	2. Common New Orlea
		Orleans and boogie-	and boogie-woogie
		woogie idioms	idioms
		3. Calypso	3. Calypso
		1. Harmonizing the	1. Harmonizing the
		melody in the calypso	melody in the calyps
		style	style
		2. Basic calypso bass	2. Basic calypso bass
		rhythms	rhythms
		2. Read and play on the piano all	2. Read and play on the piano all
		types of jazz chords, including extended and altered chords.	types of jazz chords, including extended and altered chords.
		1. Natural chord extensions	1. Natural chord extensions
		2. Altered chord extensions	2. Altered chord extensions
		3. Play on the piano melodic	3. Play on the piano melodic
		improvised jazz material based on	improvised jazz material based or
		scales derived from harmonic	scales derived from harmonic
		analysis and an understanding of	analysis and an understanding of
		commonly used scale choices in	commonly used scale choices in
		jazz improvisation.	jazz improvisation.
		1. The tonal center approach to	1. The tonal center approach
		scale choice	scale choice
		1. The ii-V-I chord	1. The ii-V-I chord
		progression and its	progression and its
		role in establishing the	role in establishing th
		tonal center	tonal center
		2. Finding the tonal	2. Finding the tonal
		centers in a jazz tune	centers in a jazz tune
		3. Scale choices for a	3. Scale choices for a
		given tonal center	given tonal center

Changed Fiel	d Current Version	Proposed Version
	2. The chord/scale appro	ach by 2. The chord/scale approach by
	using common scale c	hoices using common scale choices
	for the 5 basic 7th cho	rd for the 5 basic 7th chord
	types	types
	3. When to apply the tona	al 3. When to apply the tonal
	center approach versu	s the center approach versus the
	chord/scale approach	chord/scale approach
	4. Using diatonic sequen	ce in 4. Using diatonic sequence in
	an improvisation	an improvisation
	4. Create, from lead sheets,	4. Create, from lead sheets,
	stylistically appropriate jazz p	biano stylistically appropriate jazz piano
	arrangements for solo, solo	arrangements for solo, solo
	accompaniment, and piano tr	io accompaniment, and piano trio
	settings.	settings.
	1. Solo piano arranging	1. Solo piano arranging
	1. Splitting the note	es of 1. Splitting the notes of
	the extended ch	ords the extended chords
	between the two	b between the two
	hands	hands
	2. Use of a walking	g bass 2. Use of a walking bass
	line in the	line in the
	accompaniment	of a accompaniment of a
	solo piano	solo piano
	arrangement.	arrangement.
	3. Use of a boogie	- 3. Use of a boogie-
	woogie or New	woogie or New
	Orleans bass lin	e in a Orleans bass line in a
	solo piano	solo piano
	accompaniment	
	2. Intermediate endings in	n jazz 2. Intermediate endings in jazz
	piano arrangements	piano arrangements
	1. The use of the ii	
	V turnaround	V turnaround
	2. Vamp endings	2. Vamp endings
	3. Intermediate piano arra	anging 3. Intermediate piano arranging
	for jazz piano trio (pian	no, for jazz piano trio (piano,
	bass, and drums)	bass, and drums)
	1. Using 4-note left	t hand 1. Using 4-note left hand
	voicings	voicings
	2. Effective	2. Effective
	accompanying	accompanying
	('comping) rhyth	
	4. Arrangements for	4. Arrangements for
	accompaniment of a se	oloist accompaniment of a soloist
	1. The role of the le	eft and 1. The role of the left and
	right hands	right hands
	2. How to incorpora	ate an 2. How to incorporate ar
	improvised pian	o solo improvised piano solo
	3. Performing ruba	.
	sections with a s	soloist sections with a soloist

Changed	Field	Current Version	Proposed Version
	Lab Component in this Course	Yes	Yes
	Lab Outline	 Students will practice expansion of styles to include bebop, New Orleans and boogie-woogie, and calypso. Practice reading and playing jazz chords presented in standard chord symbol notation including extended and altered chords. Practice improvising melodic jazz material based on various scales derived from harmonic analysis and understanding of common chord choices. Practice creating intermediate level, stylistically-appropriate solo and piano trio jazz piano arrangements. Practice harmonic and melodic ear training skills. 	 Students will practice expansion of styles to include bebop, New Orleans and boogie-woogie, and calypso. Practice reading and playing jazz chords presented in standard chord symbol notation including extended and altered chords. Practice improvising melodic jazz material based on various scales derived from harmonic analysis and understanding of common chord choices. Practice creating intermediate level, stylistically-appropriate solo and piano trio jazz piano arrangements. Practice harmonic and melodic ear training skills.

Req/Adv			
Changed	Questions	Current Version	Proposed Version
0	Prerequisite(s):	MUSI D009A or by instructor consent	MUSI D009A
	Corequisite(s):	No Value	No Value
0	Advisory(ies):	ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005.	No Value
	Advisory(ies) - Other:	No Value	No Value
	Limitation(s) on Enrollment:	No Value	No Value
	Limitation(s) on Enrollment - Other:	No Value	No Value

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

Curriculum Office					
Changed	Questions	Current Version	Proposed Version		
0	Banner Start Term (202122)	202122	No Value		
θ	Banner Division	2CA	No Value		
9	Catalog Term (21-22)	23-24	No Value		
0	5 Year Revision Year (2021)	2018	No Value		
0	Effective Quarter	Fall	No Value		
0	Effective Year (2021)	2023	No Value		
	Sort ID (00 < 10; 0 < 100)	MUSI 009B	MUSI 009B		
	Course Status	Non-substantial	Non-substantial		
0	Course Status Code	A	No Value		
0	Banner Department	MUSI	No Value		
•	Course Level	DU	No Value		
0	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
θ	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
0	Emergency Approval	No	No Value
9	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)	Ν	No Value

Changed	Questions	Current Version	Proposed Version
9	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
0	Noncredit Enhanced Funding Indicator	Ν	No Value
0	In Service Indicator	Ν	No Value
0	Sports/Physical Education Course Indicator	Ν	No Value
•	COA Code	С	No Value
θ	Fund Code	114000	No Value
0	Organization Code	231012	No Value
θ	Account Code	1320	No Value
θ	Program Code	100400	No Value
θ	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
0	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

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

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

A-Matrix Form

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

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

B-Matrix Form

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

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

C-Matrix Form

Changed	Questions	Current Version	Proposed Version
9	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	Remove this advisory as students will not need to do any English writing for the course.
	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
	Written English.		

D-Matrix Form

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

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

E-Matrix Form

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

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

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

F-Matrix Form

Changed	Questions	Current Version	Proposed Version	
	Pre-algebra or	No Value	No Value	
	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.			
	10 m.y.			
	Objective 1:	No Value	No Value	
	Develop,			
	throughout the			
	course as			
	applicable,			
	systematic			
	problem solving			
	methods.			

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

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

G-Matrix F	orm				
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 F	orm				
Changed	Questions		Current Version	Proposed Version	
	Objective 1: For e CTE program suc AUTO, APRN, etc prerequisite(s) to program.	ch as Nursing,	No Value	No Value	
	Objective 2: For S such as Honors, performance grou intercollegiate tea Projects course, prerequisite(s) to cohort.	Puente, ups, ams, Special	No Value	No Value	

Changed	Questions		Current Version		Proposed Version
		nsing/Certification gal requirements, n that mandates a	No Value		No Value
	Objective 4: For P based on Health a describe the spec concepts, and info which the student hazard to themse around them. Also students will mee such as a course.	and Safety, ific skills, ormation without ts would create a lves or those o describe how t those skills, i.e.	No Value		No Value
De Anza G	E Form				
Changed	Questions	Current Version		Proposed	d Version
	Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the	No Value		No Value	

Outline,

area

referenced.)

Assignments or Methods of Evaluation areas, cite, copy and paste the

Changed	Questions	Current Version	Proposed Version
	Criteria 2:	No Value	No Value
	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.)		
	Criteria 3:	No Value	No Value
	Stimulate		
	critical thinking.		
	(ONLY using the		
	Outline,		
	Assignments or		
	Methods of		
	Evaluation		
	areas, cite, copy		
	and paste the		
	area		
	referenced.)		

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

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
	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:	No	No Value
	Department	Value	
	Chair		
	Stage 3:	No	No Value
	Division	Value	
	Curriculum		
	Representative		
	Stage 4:	No	No Value
	Division Dean	Value	
	Stage 5: SLO	No	No Value
	Coordinator	Value	

Changed	Questions	Current Version	Proposed \	/ersion				
	Stage 7: Content Review Matrix Liaison	No Value	No Value					
	Stage 8: AVP - Instruction	No Value	No Value					
0	Stage 9: Articulation Officer	No Value	Date	Tab	Part - Field	Type of Edit	Did you intend to remove the	Initiator - Indicate "Y" When Completed
			06/14/2024	4Req/Adv	Primary Texts	Require	for instructor consent? Please update textbooks. At least one textbook must be from within	
	Stage 11: ESGC Faculty Coordinator	No Value	No Value					
	Stage 14: Curriculum Committee	No Value	No Value					
Course Ad	ministration Cod	les						

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

Changed	Field	Current Version
	Curriculum ID	MUSID009B
	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	CCC000545352

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

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
Req/Adv	Prerequisite(s):
Req/Adv	Advisory(ies):
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
C-Matrix Form	ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.
Comments	Stage 3: Division Curriculum Representative
Comments	Stage 7: Content Review Matrix Liaison
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?

	ection Chang		Changed field	
Mirrored Cr	edit/Noncredit Course	e Is t	his a mirrored credit/noncredit course?	
Cross-listed	l Course	Is t	Is this a cross-listed course?	
General In	formation			
Changed	Field	Current Version	Proposed Version	
0	Faculty Initiator	Chris Deming	Ilan GlasmanSchneider, James	
	Course ID (CB01A and CB01B)	MUSID009C	MUSID009C	
	Course Control Number	CCC000545353	CCC000545353	
	Course Title (CB02)	Jazz Piano III	Jazz Piano III	
	Short Course Title	JAZZ PIANO III	JAZZ PIANO III	
	TOP Code (CB03)	1004.00	1004.00 Music	
	CIP Code	Music, General	50.0901 Music, General	
	Department	MUSI - Music	MUSI - Music	
9	Effective Term	Fall 2023	Fall 2023 <u>2025</u>	
	SAM Priority Code (CB09)	Non-Occupational	Non-Occupational	
9	Course Description	Development of the ability to p advanced jazz piano arrangen from lead sheets in a variety o styles and settings using know jazz harmony, jazz piano techr and improvisational skills. Improvisational skill on the pia developed through the applica basic to advanced scales dete through the use of jazz theory harmonic analysis, and the ap of idiomatic phrases.	mentswill developthe ability to play advancef jazzjazz piano arrangements from leadidedge ofsheets in a variety of jazz styles andniques,settings using knowledge of jazzharmony, jazz piano techniques, andno isimprovisational skills. Improvisationaltion ofskill on the piano is developed throughrminedthe application of basic to advancedandscales determined through the use of	

Changed	Field	Current Version	Proposed Version
0	Course Type (CB27)	No value	Lower Division
0	Mode of Delivery	• NA	In person ONLY

Faculty Re	Faculty Requirements		
Changed	Field	Current Version	Proposed Version
0	Discipline 1	No value	Music
	Discipline 2	No value	No value
	Discipline 3	No value	No value
θ	FSA	No value	FHDA FSA - MUSIC

For	Formerly Statement			
Ch	anged	Field	Current Version	Proposed Version
		Formerly Statement	(Formerly MUSI D069C.)	(Formerly MUSI D069C.)

Course Justification			
Changed	Field	Current Version	Proposed Version
	Course	This course is accepted transferable to	This course is accepted transferable to
	Justification	CSU and UC, particularly for Jazz	CSU and UC, particularly for Jazz
		Studies music majors. The course	Studies music majors. The course
		belongs on the AA degree in Music.	belongs on the AA degree in Music.
		More advanced improvisational skills	More advanced improvisational skills
		are needed for students in most	are needed for students in most
		musical styles within the music	musical styles within the music
		department.	department.

Stand-Alone Statement			
Changed	Field	Current Version	Proposed Version
	Stand-Alone Statement	No value	
Course Ph	ilosophy		
Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	
Foothill Eq	luivalency		
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 Cours	CTE Course			
Changed	Field	Current Version	Proposed Version	
9	Is this a CTE (Career Technical Education) course?	No value	No	

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

hanged	Field	Current Version	Proposed Version
0	Is this a mirrored credit/noncredit course?	No value	No

Mirrored Credit/Noncredit Course

Cross-listed Course				
Changed	Field	Current Version	Proposed Version	
0	Is this a cross- listed course?	No value	No	
More Optic	ons			
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 Vers	sion	Proposed Ve	rsion
	Grade Options	Letter GradPass/No Pation		Letter GradePass/No Pa	-
	Allow Students to Gain Credit by Exam/Challenge				
	Repeatability Statement	Applied Perfo Western Fam Please see th	is included in the Class ormance - Jazz and Non- hily of activity courses. he rules on "Repeating he College Policies e catalog.)	Applied Perfo Western Fam Please see th	s included in the Class rmance - Jazz and Non- ily of activity courses. e rules on "Repeating ne College Policies catalog.)
	d Programs Field	Current Versic	on	Proposed Ver	sion
Associated Changed		Current Versic Associated Program	on Music	Proposed Ver Associated Program	sion Music
	Field Course is part	Associated		Associated	
	Field Course is part	Associated Program Award	Music Associate in Arts	Associated Program Award	Music Associate in Arts

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	

Changed	Field	Current Version	Proposed Version
	Course General Education Status (CB25)	Υ	Υ
	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
	Hours per unit divisor	36	36

Changed	Field	Current Version	Proposed Version
	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

Changed	Field	Current Version	Proposed Version
	Total Credit Units - Maximum Credit Units	1.5	1.5
Speciality	Hours		
Changed	Field	Current Version	Proposed Version
	Speciality Hours	No value	No value
	n Credit Ontions		
Credit / No	n-Credit Options		
Changed	Field	Current Version	Proposed Version
	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.
	Course Credit Status (CB04)	Credit - Degree Applicable	Credit - Degree Applicable
	Course Non Credit Category (CB22)	Credit Course.	Credit Course.
	Funding Agency Category (CB23)	Not Applicable.	Not Applicable.
	Cooperative Work Experience Education Status (CB10)		
	Variable Credit Course		

Credit Units

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	36	36
	Total Laboratory Hours per Term	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

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

Specifications

Methods of Instruction	Methods of Instruction		Methods of Instruction	Methods of Instruction
	Methods of Instruction	Lecture and demonstration Discussion of assigned listening Discussion of arranging options in class Ear training exercise- chord and melody recognition Supervised practice	Methods of Instruction	Lecture and demonstration Discussion of assigned listening Discussion of arranging options in class Ear training exercise- chord and melody recognition Supervised practice
Assignments	provided perform piano tri accomp the piano of jazz s piano au reharmo improvis 2. Practice substitu progres 3. Transcri improvis perform master. 4. Write a	g from lead sheets d in class, practice and original solo piano, jazz io, or solo animent of jazz tunes on to, applying the elements style, jazz harmony, jazz rranging techniques, onization, and jazz sation. e playing the tritone tion for the ii-V7-I chord sion in all keys. ibe a section of an sed solo from a recorded ance of a jazz piano reharmonization of a d jazz tune.	provided perform piano tr accomp the pian of jazz s piano au reharmo improvis 2. Practice substitu progres 3. Transcr improvis perform master. 4. Write a	g from lead sheets d in class, practice and original solo piano, jazz io, or solo paniment of jazz tunes or no, applying the elements style, jazz harmony, jazz rranging techniques, onization, and jazz sation. e playing the tritone tion for the ii-V7-I chord sion in all keys. ibe a section of an sed solo from a recorded ance of a jazz piano reharmonization of a d jazz tune.

Changed	Field	Current Version	Proposed Version
0	Methods of Evaluation	Methods of Evaluation	MethodsMethods of EvaluationofEvaluation

hanged Field	Current Version		Proposed Version	
	Methods	1. Midterm	Methods	1. Midterm
	of	ensemble or	of	ensemble or
	Evaluation	solo piano	Evaluation	solo piano
		performance of		performance of
		a jazz		a jazz
		arrangement		arrangement
		demonstrating		demonstrating
		appropriate		appropriate
		application of		application of
		jazz piano		jazz piano
		styles,		styles,
		application of		application of
		some basic		some basic
		reharmonization,		reharmonizatio
		idiomatically		idiomatically
		appropriate		appropriate
		improvised		improvised
		material, and		material, and
		advanced jazz		advanced jazz
		piano		piano
		techniques.		techniques.
		2. Final piano		2. Final piano
		performance of		performance o
		a jazz		a jazz
		arrangement,		arrangement,
		evaluated for		evaluated for
		appropriate		appropriate
		application of		application of
		jazz piano styles		jazz piano style
		covered		covered
		throughout the		throughout the
		course,		course,
		significant		significant
		reharmonization,		reharmonizatio
		an improvisation		an improvisatio
		that includes		that includes
		idiomatically		
		,		idiomatically appropriate
		appropriate material and		material and
		advanced scale		advanced scal
		choices such as		choices such a
		altered or		altered or
		diminished		diminished
		scales, and		scales, and
		advanced jazz		advanced jazz
		piano		piano
		techniques.		techniques.
		3. Participation in		3. Participation in
		class activities,		class activities,

Changed	Field	Current Version	Proposed Version
		homework	homework
		assignments,	assignments,
		practice, and	practice, and
		performance;	performance;
		evaluated for	evaluated for
		accuracy of	accuracy of
		chords, melody,	chords, melody,
		and	and
		improvisation.	improvisation.
	Essential Student	Essential Student Materials:	Essential Student Materials:
	Essential Student Materials/Essential	Essential Student Materials:Blank music staff paper	Essential Student Materials:Blank music staff paper
		Blank music staff paper	Blank music staff paper
	Materials/Essential	Blank music staff paper Essential College Facilities:	Blank music staff paper Essential College Facilities:
	Materials/Essential	 Blank music staff paper Essential College Facilities: Digital piano with headphones for 	 Blank music staff paper Essential College Facilities: Digital piano with headphones for
	Materials/Essential	 Blank music staff paper Essential College Facilities: Digital piano with headphones for each student 	 Blank music staff paper Essential College Facilities: Digital piano with headphones for each student
	Materials/Essential	 Blank music staff paper Essential College Facilities: Digital piano with headphones for each student Jazz song lead sheets 	 Blank music staff paper Essential College Facilities: Digital piano with headphones for each student Jazz song lead sheets
	Materials/Essential	 Blank music staff paper Essential College Facilities: Digital piano with headphones for each student Jazz song lead sheets Sound system for playing audio 	 Blank music staff paper Essential College Facilities: Digital piano with headphones for each student Jazz song lead sheets Sound system for playing audio
	Materials/Essential	 Blank music staff paper Essential College Facilities: Digital piano with headphones for each student Jazz song lead sheets Sound system for playing audio recordings 	 Blank music staff paper Essential College Facilities: Digital piano with headphones for each student Jazz song lead sheets Sound system for playing audio recordings
	Materials/Essential	 Blank music staff paper Essential College Facilities: Digital piano with headphones for each student Jazz song lead sheets Sound system for playing audio recordings Extensive collection of jazz piano 	 Blank music staff paper Essential College Facilities: Digital piano with headphones for each student Jazz song lead sheets Sound system for playing audio recordings Extensive collection of jazz piano
	Materials/Essential	 Blank music staff paper Essential College Facilities: Digital piano with headphones for each student Jazz song lead sheets Sound system for playing audio recordings 	 Blank music staff paper Essential College Facilities: Digital piano with headphones for each student Jazz song lead sheets Sound system for playing audio recordings

Changed Field

0

Current Version

Examples of Primary Texts and References

Title	No value
Author	None.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	The Jazz Piano book
Author	Mark Levine
Publisher	Sher Music Co.
Date/Edition	January 1, 1989, First edition
ISBN	978-0961470159

Title	Salsa Guidebook for Piano and Ensemble
Author	Rebeca Mauleón
Publisher	Sher Music Co.
Date/Edition	June 1, 2005, Spiral edition
ISBN	978-0961470197

Title	The Jazz Theory Book
Author	Mark Levine
Publisher	Sher Music Co.
Date/Edition	June 1, 1995, First edition
ISBN	978-1883217044

Title	Jazz Piano Fundamentals (Book 2): Exercises, Explanations, Listening Guides and Practice Plans
Author	Jeremy Siskind
Publisher	Self-published
Date/Edition	September 3, 2022

				ISBN	978-1735169576
0	Suggested Reading List	Reading List	Levine, Mark. "The Jazz Piano Book". Petaluma, CA: Sher Music Co., 1990	No value	
		May include, but are not limited to	No value		
		Reading List	Levine, Mark. "The Jazz Theory Book". Petaluma, CA: Sher Music Co., 1995		
		May include, but are not limited to	No value		
		Reading List	Mauleon, Rebecca. "Salsa Guidebook for Piano and Ensemble". Petaluma, Ca: Sher Music Co., 1993		
		May include, but are not limited to	No value		

Learning Outcomes and Objectives

Changed	Field	Current Version	Proposed Version
	Course Objectives	 Demonstrate expanded awareness of jazz styles and apply the fundamental elements of those styles to performance on the piano. Apply common jazz substitute chords in the reharmonization of jazz songs. Play on the piano improvised jazz material based on scales derived from harmonic analysis and an understanding of commonly used scale choices in jazz improvisation, along with an understanding of common jazz idioms learned by studying the work of jazz masters. Create from lead sheets, stylistically appropriate jazz piano accompaniment arrangements for solo, solo accompaniment, and piano trio settings. 	 Demonstrate expanded awareness of jazz styles and apply the fundamental elements of those styles to performance on the piano. Apply common jazz substitute chords in the reharmonization of jazz songs. Play on the piano improvised jazz material based on scales derived from harmonic analysis and an understanding of commonly used scale choices in jazz improvisation, along with an understanding of common jazz idioms learned by studying the work of jazz masters. Create from lead sheets, stylistically appropriate jazz piano accompaniment arrangements for solo, solo accompaniment, and piano trio settings.

Changed	Field	Current Versior	1	Proposed Versi	on
	CSLOs				
		CSLOs	Demonstrate a knowledge and understanding of Hard Bop and Afro- Caribbean jazz styles through jazz piano performance.	CSLOs	Demonstrate a knowledge and understanding of Hard Bop and Afro- Caribbean jazz styles through jazz piano performance.
		Expected SLO Performance	0.0	Expected SLO Performance	0.0
		CSLOs	Demonstrate knowledge and understanding of reharmonization, tritone substitutions, and altered and diminished scales through jazz piano performance.	CSLOs	Demonstrate knowledge and understanding of reharmonization, tritone substitutions, and altered and diminished scales through jazz piano performance.
		Expected SLO Performance	0.0	Expected SLO Performance	0.0

Course Outline

Changed	Field	Current Version	Proposed Version
	Course Content	 Demonstrate expanded awareness of jazz styles and apply the fundamental elements of those styles to performance on the piano. 	 Demonstrate expanded awareness of jazz styles and apply the fundamental elements of those styles to performance on the piano.
		1. Bebop and hard bop	1. Bebop and hard bop
		1. Common idiomatic bebop and hard bop	1. Common idiomatic bebop and hard bop
		lines	lines
		2. Navigating fast	2. Navigating fast
		bebop and hard bop tempi	bebop and hard bop tempi
		2. Afro-Caribbean styles	2. Afro-Caribbean styles
		1. Understanding clave — the fundamental	1. Understanding clave — the fundamental
		rhythmic unit of Afro-	rhythmic unit of Afro-
		Caribbean styles	Caribbean styles
		2. The montuno and it's	2. The montuno and it's
		role in the piano	role in the piano
		performance of Afro-	performance of Afro-
		Caribbean styles	Caribbean styles
		3. Samba	3. Samba
		1. Relationship to bossa nova	1. Relationship to bossa nova
		2. Basic samba bass	2. Basic samba bass
		patterns	patterns
		2. Apply common jazz substitute	2. Apply common jazz substitute
		chords in the reharmonization of	chords in the reharmonization of
		jazz songs.	jazz songs.
		1. The tritone substitution and	1. The tritone substitution and
		chromatic approach chords	chromatic approach chords
		2. Diatonic passing chords	2. Diatonic passing chords
		3. Common harmonic motion	3. Common harmonic motion
		4. Building chord sequences	4. Building chord sequences
		on ascending or	on ascending or
		descending bass lines	descending bass lines
		Play on the piano improvised jazz material based on scales derived	 Play on the piano improvised jazz material based on scales derived
		from harmonic analysis and an	from harmonic analysis and an
		understanding of commonly used	understanding of commonly used
		scale choices in jazz	scale choices in jazz
		improvisation, along with an	improvisation, along with an
		understanding of common jazz	understanding of common jazz
		idioms learned by studying the work of jazz masters.	idioms learned by studying the work of jazz masters.
		1. Advanced scale choices	1. Advanced scale choices
		1. The altered scale	1. The altered scale
		2. Using a diminished	2. Using a diminished
		scale on dominant	scale on dominant

Changed	Field	Current Version	Proposed Version
		7th chords	7th chords
		3. The lydian mode	3. The lydian mode
		4. The super locrian	4. The super locrian
		mode	mode
		2. Common idioms	2. Common idioms
		1. Bebop idioms	1. Bebop idioms
		2. Modern jazz idioms	2. Modern jazz idioms
		4. Create from lead sheets,	4. Create from lead sheets,
		stylistically appropriate jazz piano	stylistically appropriate jazz piano
		accompaniment arrangements for	accompaniment arrangements for
		solo, solo accompaniment, and	solo, solo accompaniment, and
		piano trio settings.	piano trio settings.
		1. Solo piano arranging	1. Solo piano arranging
		1. Reharmonization	1. Reharmonization
		2. Stride piano	2. Stride piano
		3. Block chords	3. Block chords
		2. Advanced endings in jazz	2. Advanced endings in jazz
		piano arrangements	piano arrangements
		1. The "flat V" ending	1. The "flat V" ending
		2. Improvised ending	2. Improvised ending
		breaks	breaks
		3. Advanced piano arranging	3. Advanced piano arranging
		for jazz piano trio (piano,	for jazz piano trio (piano,
		bass, and drums)	bass, and drums)
		1. Two-hand voicings	1. Two-hand voicings
		2. Accompanying a	2. Accompanying a
		bass solo	bass solo
		4. Advanced arrangements	4. Advanced arrangements
		for accompanying a soloist	for accompanying a solois
		1. Performing rubato	1. Performing rubato
		sections with a	sections with a
		soloist	soloist
		2. When and how to	2. When and how to
		incorporate	incorporate
		improvised fills	improvised fills
		behind a soloist	behind a soloist
	Lab	Yes	Yes
	Component in		
	this Course		

Changed	Field	Current Version	Proposed Version
	Lab Outline	 Practice expansion of styles to include bebop and hard bebop, Afro-Caribbean styles, and samba. Practice reading and playing jazz chords presented in standard chord symbol notation including common jazz substitute chords and their application in reharmonization. Practice improvising melodic jazz material based on various scales derived from harmonic analysis and understanding of common chord choices, along with material reflecting understanding gained by studying jazz masters. Practice creating advanced, stylistically-appropriate solo and piano trio jazz piano arrangements. Practice harmonic and melodic ear training skills. 	 Practice expansion of styles to include bebop and hard bebop, Afro-Caribbean styles, and samba. Practice reading and playing jazz chords presented in standard chord symbol notation including common jazz substitute chords and their application in reharmonization. Practice improvising melodic jazz material based on various scales derived from harmonic analysis and understanding of common chord choices, along with materia reflecting understanding gained by studying jazz masters. Practice creating advanced, stylistically-appropriate solo and piano trio jazz piano arrangements. Practice harmonic and melodic ear training skills.

Req/Adv			
Changed	Questions	Current Version	Proposed Version
0	Prerequisite(s):	MUSI D009B or by instructor consent	MUSI D009B
	Corequisite(s):	No Value	No Value
0	Advisory(ies):	ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005.	No Value
	Advisory(ies) - Other:	No Value	No Value
	Limitation(s) on Enrollment:	No Value	No Value
	Limitation(s) on Enrollment - Other:	No Value	No Value

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

Curriculum Office

Changed	Questions	Current Version	Proposed Version
0	Banner Start Term (202122)	202122	No Value
0	Banner Division	2CA	No Value
0	Catalog Term (21-22)	23-24	No Value
0	5 Year Revision Year (2021)	2018	No Value
0	Effective Quarter	Fall	No Value
0	Effective Year (2021)	2023	No Value
	Sort ID (00 < 10; 0 < 100)	MUSI 009C	MUSI 009C
	Course Status	Non-substantial	Non-substantial
0	Course Status Code	Α	No Value
0	Banner Department	MUSI	No Value
0	Course Level	DU	No Value

Changed	Questions	Current Version	Proposed Version
0	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
θ	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
θ	Emergency Approval	No	No Value
9	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)	Ν	No Value

Changed	Questions	Current Version	Proposed Version
9	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
0	Noncredit Enhanced Funding Indicator	Ν	No Value
0	In Service Indicator	Ν	No Value
8	Sports/Physical Education Course Indicator	Ν	No Value
0	COA Code	С	No Value
9	Fund Code	114000	No Value
9	Organization Code	231012	No Value
0	Account Code	1320	No Value
0	Program Code	100400	No Value
0	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
0	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
	EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.	No Value	No Value
	Objective 2: Compose essays drawn from personal experience and assigned texts.	No Value	No Value
	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.	No Value	No Value
	Objective 4: Create syntactically varied sentences that are free of mechanical errors.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 5:	No Value	No Value
	Distinguish,		
	compare, and		
	evaluate the		
	multiplicity and		
	ambiguity of		
	perspectives.		
B-Matrix Fo Changed	orm Questions	Current Version	Proposed Version
	ESL D272. and ES	SL No Value	No Value
	D273., or ESL D4	72.	
	and ESL D473., o		

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

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

C-Matrix Form

Changed	Questions	Current Version	Proposed Version
9	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	Remove this advisory as students will not need to do any English writing for the course.
	Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.	No Value	No Value
	Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.	No Value	No Value

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

D-Matrix Form

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

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

Changed	Questions	Current Version	Proposed Version
	Objective 11: Develop skills to work with radical expressions.	No Value	No Value

E-Matrix Form

hanged	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

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

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

F-Matrix Form

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

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

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

G-Matrix Form

Changed	Questions	Current Version		Proposed Version
	If the requisite	No Value		No Value
	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.			
I-Matrix Fo	orm			
Changed	Questions		Current Version	Proposed Version
	Objective 1: For	entrance into a	No Value	No Value
	CTE program su	-		
	AUTO, APRN, etc			
	prerequisite(s) to program.	o participate in the		
	Objective 2: For	Student Cohorts,	No Value	No Value
	such as Honors,			

performance groups,

cohort.

intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the

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

hanged	Questions	Current Version	Proposed Version	
	Criteria 1:	No Value	No Value	
	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.)			

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, 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	
	Criteria 6: Use	No Value	No Value	
	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.)			

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	
	Criteria 5:	No Value	No Value	
	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.			

Comments

Changed	Questions	Current Version	Proposed Version
	Stage 2: Department Chair	No Value	No Value
8	Stage 3: Division Curriculum Representative	No Value	Fill out C matrix for the prerequisite : ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005.
			On the C Matrix Form <i>To use this matrix for a prerequisite, you might try cutting and pasting</i> <i>the following under Objective 3</i> : "Method of Evaluation B: Final piano performance of a jazz arrangement, evaluated for appropriate application of jazz piano styles covered throughout the course, significant reharmonization, an improvisation that includes idiomatically appropriate material and advanced scale choices such as altered or diminished scales, and advanced jazz piano techniques; and Method of Evaluation C: Participation in class activities, homework assignments, practice, and performance; evaluated for accuracy of chords, melody, and improvisation."
	Stage 4: Division Dean	No Value	No Value

Changed	Questions	Current Version	Propose	d Versi	on				
	Stage 5: SLO Coordinator	No Value	No Value						
•	Stage 7: Content Review Matrix Liaison	No Value	Date 6/20/24	Tab Matrix C	Part - Field If this requis is being cremoved, provide an explanation to why.	Edit site Require	Fill out box of C to ex	the first Matrix plain e v is no	Initiator - Indicate "Y" When Completed
	Stage 8: AVP - Instruction	No Value	No Value						
•	Stage 9: Articulation Officer	No Value	Date 06/27/20	Tal	o P	art - Field rimaryTexts	Type of Edit	One textboo needs to be from within years	7 of g
	Stage 11:	No	No Value						
	ESGC Faculty Coordinator	Value							

Course Ac	Iministration Coc	les
Articulation	occurs after course	approval. The following fields will not show a Proposed Version.
Changed	Field	Current Version
	Curriculum ID	MUSID009C
	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	CCC000545353

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