




De Anza College  
**Change Report**  
06/03/2024

### Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Description
General Information	Course Type (CB27)
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

<b>Section</b>	<b>Changed field</b>
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
	<b>Faculty Initiator</b>	• eLumenData, eLumenData	• Mike Appio
	<b>Course ID (CB01A and CB01B)</b>	DMTD077A	DMTD077A
	<b>Course Control Number</b>	CCC000545344	CCC000545344
	<b>Course Title (CB02)</b>	Special Projects in Manufacturing and CNC/Mastercam Certification Level 1	Special Projects in Manufacturing and CNC/Mastercam Certification Level 1
	<b>Short Course Title</b>	SPEC PROJ MCNC/MC CERT LEVEL 1	SPEC PROJ MCNC/MC CERT LEVEL 1
	<b>TOP Code (CB03)</b>	0956.00	0956.00 Manufacturing and Industrial Technology
	<b>CIP Code</b>	Manufacturing Engineering Technology/Technician	15.0613 Manufacturing Engineering Technology/Technician
	<b>Department</b>	DMT - Design and Mfg. Tech.	DMT - Design and Mfg. Tech.
	<b>Effective Term</b>	Fall 2021	Fall <del>2024</del> <u>2025</u>
	<b>SAM Priority Code (CB09)</b>	Clearly Occupational	Clearly Occupational
	<b>Course Description</b>	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.	<del>Projects</del> <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.

Changed	Field	Current Version	Proposed Version
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!	<b>Course Type (CB27)</b>	No value	<ul style="list-style-type: none"> <li>Lower Division</li> </ul>
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!	<b>Mode of Delivery</b>	<ul style="list-style-type: none"> <li>Independent Study</li> </ul>	<ul style="list-style-type: none"> <li>In person ONLY</li> </ul>
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### Faculty Requirements

Changed	Field	Current Version	Proposed Version
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!	<b>Discipline 1</b>	No value	<ul style="list-style-type: none"> <li>Manufacturing Technology (Quality control, process control)</li> </ul>
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	<b>Discipline 2</b>	No value	No value
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	<b>Discipline 3</b>	No value	No value
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!	<b>FSA</b>	No value	<ul style="list-style-type: none"> <li>FHDA FSA - MACHINE TOOL TECH</li> </ul>
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### Course Justification

Changed	Field	Current Version	Proposed Version
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	<b>Course Justification</b>	<p>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.</p>	<p>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.</p>
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## Foothill Equivalency

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

Changed	Field	Current Version	Proposed Version
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	Course Philosophy	No value	
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## Formerly Statement

Changed	Field	Current Version	Proposed Version
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	Formerly Statement	(Formerly MCNC D080A.)	(Formerly MCNC D080A.)
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## Stand-Alone Statement

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

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

No value

Yes

### Honors/Non-honors Course

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

No value

No

### Mirrored Credit/Noncredit Course

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

No value

No

### Cross-listed Course

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

No value

No

### More Options

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

### Stand-Alone Statement

Changed	Field	Current Version	Proposed Version
	<b>Stand-Alone Statement</b>	No value	

### Associated Programs

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

**Associated Program** CNC Machinist (In Development)

**Associated Program** CNC Machinist (In Development)

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

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

**Award Type** Certificate of 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**

Changed	Field	Current Version	Proposed Version
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**Transfer Status (CB05)**

Transferable to CSU only

Transferable to CSU only

**Course General Education Status (CB25)**

Y

Y

**Transfer Status**

Approved

Approved



<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>GE Information</b>	No value	No value
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### **Weekly Student Hours - Profile Name: Default Profile**

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>Lecture Hours - In Class</b>	0	0
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	<b>Lecture Hours - Out of Class</b>	0	0
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	<b>Laboratory Hours - In Class</b>	6	6
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	<b>Laboratory Hours - Out of Class</b>	0	0
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	<b>NA Hours - In Class</b>	0	0
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	<b>NA Hours - Out of Class</b>	0	0
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### **Course Student Hours - Profile Name: Default Profile**

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>Course Duration (Weeks)</b>	12	12
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	<b>Hours per unit divisor</b>	36	36
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	<b>Total Student Learning Hours</b>	72	72
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<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Lecture Hours - Course In-Class (Contact) per Term</b>	0	0
	<b>Lecture Hours - Course Out-of-Class per Term</b>	0	0
	<b>Laboratory Hours - Course In-Class (Contact) per Term</b>	72	72
	<b>Laboratory Hours - Course Out-of-Class per Term</b>	0	0
	<b>NA Hours - Course In-Class (Contact) per Term</b>	0	0
	<b>NA Hours - Course Out-of-Class per Term</b>	0	0
	<b>Total - Course In-Class (Contact) Hours</b>	72	72
	<b>Total - Course Out-of-Class Hours</b>	0	0
	<b>Total Credit Units - Minimum Credit Units</b>	2	2

Changed	Field	Current Version	Proposed Version
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	<b>Total Credit Units - Maximum Credit Units</b>	2	2
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### Speciality Hours

Changed	Field	Current Version	Proposed Version
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	<b>Speciality Hours</b>	No value	No value
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### Credit / Non-Credit Options

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

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

### **SKIP**

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>SKIP</b>	No Value	No Value

### **Specifications**

**Changed Field**

**Current Version**

**Proposed Version**



**Methods of Instruction**

**Methods of Instruction**

**Methods of Instruction** Discussion of research project  
Oversight of individual student lab project

**Methods of Instruction**

Methods of Instruction

**Methods of Instruction** Discussion of research project  
Oversight of individual student lab project

**Assignments**

1. To be determined in consultation with instructor. See sections 3 and 4 of Special Projects Contract.

1. To be determined in consultation with instructor. See sections 3 and 4 of Special Projects Contract.



**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**

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.

**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**Author** To be determined through consultation with the instructor. See sections 3 and 4 of Special Project Contract.**Publisher** No value**Date/Edition** No value**ISBN** No value**Title** No value**Author** To be determined through consultation with the instructor. See sections 3 and 4 of Special Project Contract.**Publisher** No value**Date/Edition** No value**ISBN** No value**Suggested Reading List****Reading List** None.**May include, but are not limited to** No value

No value

**Learning Outcomes and Objectives**

Changed	Field	Current Version	Proposed Version
	<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>Complete the objectives/requirements as determined in areas 3,4, and 5 of the Special Projects Contract.</li> </ul>	<ul style="list-style-type: none"> <li>Complete the objectives/requirements as determined in areas 3,4, and 5 of the Special Projects Contract.</li> </ul>

**CSLOs**

<b>CSLOs</b>	Complete advanced project or projects utilizing skills learned in basic CAD/CAM programming.
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<b>Expected SLO Performance</b>	0.0
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<b>CSLOs</b>	Complete advanced project or projects utilizing skills learned in basic CAD/CAM programming.
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<b>Expected SLO Performance</b>	0.0
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**Course Outline**

Changed	Field	Current Version	Proposed Version
	<b>Course Content</b>	<ol style="list-style-type: none"> <li>Complete the objectives/requirements as determined in areas 3,4, and 5 of the Special Projects Contract.               <ol style="list-style-type: none"> <li>Demonstrate an understanding of selected areas of study within the realm of design, manufacturing and CNC technologies.</li> <li>Evaluate current manufacturing and CNC literature related to the chosen research topic.</li> <li>Develop skills and experience in CNC and programming laboratory.</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>Complete the objectives/requirements as determined in areas 3,4, and 5 of the Special Projects Contract.               <ol style="list-style-type: none"> <li>Demonstrate an understanding of selected areas of study within the realm of design, manufacturing and CNC technologies.</li> <li>Evaluate current manufacturing and CNC literature related to the chosen research topic.</li> <li>Develop skills and experience in CNC and programming laboratory.</li> </ol> </li> </ol>




<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Lab Component in this Course</b>	No	No
	<b>Lab Outline</b>	No value	No value

<b>Req/Adv</b>			
<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Prerequisite(s):</b>	No Value	No Value
	<b>Corequisite(s):</b>	No Value	No Value
	<b>Advisory(ies):</b>	No Value	No Value
	<b>Advisory(ies) - Other:</b>	No Value	No Value
	<b>Limitation(s) on Enrollment:</b>	(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.)
	<b>Limitation(s) on Enrollment - Other:</b>	No Value	No Value
	<b>Entrance Skills(s):</b>	No Value	No Value
	<b>Entrance Skill(s) - Other:</b>	No Value	No Value
	<b>General Course Statement(s):</b>	No Value	No Value
	<b>General Course Statement(s) - Other:</b>	No Value	No Value

<b>Curriculum Office</b>



Changed	Questions	Current Version	Proposed Version
!	<b>Banner Start Term (202122)</b>	202122	No Value
!	<b>Banner Division</b>	2AT	No Value
!	<b>Catalog Term (21-22)</b>	21-22	No Value
!	<b>5 Year Revision Year (2021)</b>	2018	No Value
!	<b>Effective Quarter</b>	Fall	No Value
!	<b>Effective Year (2021)</b>	2018	No Value
	<b>Sort ID (00 &lt; 10; 0 &lt; 100)</b>	DMT 077A	DMT 077A
	<b>Course Status</b>	Non-substantial	Non-substantial
!	<b>Course Status Code</b>	A	No Value
!	<b>Banner Department</b>	DMT	No Value
!	<b>Course Level</b>	DU	No Value
!	<b>College Code</b>	DA	No Value
!	<b>Course Characteristics</b>	CTE Special Projects	CTE
	<b>Cross-Listed/Related Course Information</b>	NA	NA
	<b>Cross-Listed/Related Course ID's</b>	No Value	No Value
!	<b>CTE Status</b>	Yes	No Value

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>DL Approval Date (MM/DD/YYYY)</b>	No Value	No Value
	<b>Hybrid Approval Date (MM/DD/YYYY)</b>	No Value	No Value
	<b>Emergency Approval</b>	No	No Value
	<b>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)</b>	N	No Value
	<b>Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)</b>	N	No Value

Changed	Questions	Current Version	Proposed Version
!	<b>Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)</b>	Six hours laboratory (72 hours total per quarter).	No Value
!	<b>Noncredit Enhanced Funding Indicator</b>	N	No Value
!	<b>In Service Indicator</b>	N	No Value
!	<b>Sports/Physical Education Course Indicator</b>	N	No Value
!	<b>COA Code</b>	C	No Value
!	<b>Fund Code</b>	114000	No Value
!	<b>Organization Code</b>	236502	No Value
!	<b>Account Code</b>	1320	No Value
!	<b>Program Code</b>	095600	No Value
!	<b>Percent</b>	100	No Value
	<b>Curriculum Office Notes</b>	No Value	No Value
!	<b>Print/No Print to Catalog</b>	Yes	No Value

### Summary of Revisions

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

### Blue Form

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>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.</b>	No Value	No Value
	<b>1. Is the unit(s) change required for articulation?</b>	No Value	No Value
	<b>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.</b>	No Value	No Value

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

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

Changed	Questions	Current Version	Proposed Version
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**Objective 4:**  
**Create syntactically varied sentences that are free of mechanical errors.**

No Value

No Value

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

No Value

No Value

### B-Matrix Form

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

No Value

No Value

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

No Value

No Value

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



<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>Objective 9: Demonstrate appropriate grammar usage and mechanics.</b>	No Value	No Value
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### **C-Matrix Form**

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>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.</b>	No Value	No Value
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	<b>Objective 1: Create compositions about fiction and non- fiction texts from many cultural and social perspectives in a variety of genres.</b>	No Value	No Value
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<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>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.</b>	No Value	No Value
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	<b>Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.</b>	No Value	No Value
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	<b>Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.</b>	No Value	No Value
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	<b>Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.</b>	No Value	No Value
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**D-Matrix Form**

Changed	Questions	Current Version	Proposed Version
	<p><b>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.</b></p>	No Value	No Value
	<p><b>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.</b></p>	No Value	No Value
	<p><b>Objective 2: Investigate the use of mathematics in real world.</b></p>	No Value	No Value
	<p><b>Objective 3: Explore functions.</b></p>	No Value	No Value

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

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>Objective 10: Investigate the characteristics of rational expressions.</b>	No Value	No Value
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	<b>Objective 11: Develop skills to work with radical expressions.</b>	No Value	No Value
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### **E-Matrix Form**

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

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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**Objective 6:**  
Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.

No Value

No Value

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**Objective 7:**  
Develop quadratic function models to solve problems.

No Value

No Value

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**Objective 8:**  
Use inequalities to solve real world problems.

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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



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

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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**Objective 9:  
Explore the use  
of variables in  
expressions  
and evaluate  
algebraic  
expressions.**

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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### **G-Matrix Form**

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

No Value

No Value

### H-Matrix Form

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

No Value

No Value



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

No Value

Consent of Instructor and Dean

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

No Value

No Value

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

No Value

No Value

**De Anza GE Form**

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

No Value

No Value

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

Changed	Questions	Current Version	Proposed Version
	<b>Criteria 4:</b> <b>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.)</b>	No Value	No Value
	<b>Criteria 5:</b> <b>Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</b>	No Value	No Value

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>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.)</b>	No Value	No Value
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### De Anza GE - ESGC Form

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>Criteria 1: Explain the interconnectivity of economic prosperity, social equity and environmental quality.</b>	No Value	No Value
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<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Criteria 2: Identify the most serious environmental, equity, and social justice problems globally and locally and explain their underlying causes and possible consequences.</b>	No Value	No Value
	<b>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.</b>	No Value	No Value
	<b>Criteria 4: Analyze how the well being of human society is dependent on sustainable social and ecological systems.</b>	No Value	No Value



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

No Value

No Value

### Comments

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

No Value

No Value

**Stage 3:  
Division  
Curriculum  
Representative**

No Value

No Value

**Stage 4:  
Division Dean**

No Value

No Value

**Stage 5: SLO  
Coordinator**

No Value

No Value

**Stage 7:  
Content  
Review Matrix  
Liaison**

No Value

No Value

**Stage 8: AVP -  
Instruction**

No Value

No Value

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Stage 9: Articulation Officer</b>	No Value	No Value
	<b>Stage 11: ESGC Faculty Coordinator</b>	No Value	No Value
	<b>Stage 14: Curriculum Committee</b>	No Value	No Value

<b>Course Administration Codes</b>		
Articulation occurs after course approval. The following fields will not show a Proposed Version.		
<b>Changed</b>	<b>Field</b>	<b>Current Version</b>
	<b>Curriculum ID</b>	DMTD077A
	<b>Distance Education Approved</b>	No
	<b>Board of Trustees Approval Date</b>	
	<b>Curriculum Committee Approval Date</b>	
	<b>Time to Next Review</b>	Aug 31, 2023 12:00:00 AM
	<b>External Review Approval Date</b>	Sep 1, 2018 12:00:00 AM
	<b>Course Control Number</b>	CCC000545344

<b>Articulation</b>

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>
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	<b>Course</b>	
	<b>Crosswalk</b>	
	<b>CRS-DEPT-</b>	
	<b>NAME</b>	

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	<b>Course</b>	
	<b>Crosswalk</b>	
	<b>CRS-NUMBER</b>	




De Anza College  
**Change Report**  
06/03/2024

### Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Description
General Information	Course Type (CB27)
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	<u>Suggested Reading List</u>
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


<b>Section</b>	<b>Changed field</b>
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
	<b>Faculty Initiator</b>	• eLumenData, eLumenData	• Mike Appio
	<b>Course ID (CB01A and CB01B)</b>	DMTD077B	DMTD077B
	<b>Course Control Number</b>	CCC000545345	CCC000545345
	<b>Course Title (CB02)</b>	Special Projects in Manufacturing and CNC/Mastercam Certification Level 2	Special Projects in Manufacturing and CNC/Mastercam Certification Level 2
	<b>Short Course Title</b>	SPEC PROJ MCNC/MC CERT LEVEL 2	SPEC PROJ MCNC/MC CERT LEVEL 2
	<b>TOP Code (CB03)</b>	0956.00	0956.00 Manufacturing and Industrial Technology
	<b>CIP Code</b>	Manufacturing Engineering Technology/Technician	15.0613 Manufacturing Engineering Technology/Technician
	<b>Department</b>	DMT - Design and Mfg. Tech.	DMT - Design and Mfg. Tech.
	<b>Effective Term</b>	Fall 2021	Fall <del>2024</del> <u>2025</u>
	<b>SAM Priority Code (CB09)</b>	Clearly Occupational	Clearly Occupational
	<b>Course Description</b>	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.	<del>Projects</del> <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.

Changed	Field	Current Version	Proposed Version
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	<b>Course Type (CB27)</b>	No value	<ul style="list-style-type: none"> <li>• Lower Division</li> </ul>
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	<b>Mode of Delivery</b>	<ul style="list-style-type: none"> <li>• Independent Study</li> </ul>	<ul style="list-style-type: none"> <li>• In person ONLY</li> </ul>
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### Faculty Requirements

Changed	Field	Current Version	Proposed Version
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	<b>Discipline 1</b>	No value	<ul style="list-style-type: none"> <li>• Manufacturing Technology (Quality control, process control)</li> </ul>
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	<b>Discipline 2</b>	No value	No value
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	<b>Discipline 3</b>	No value	No value
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	<b>FSA</b>	No value	<ul style="list-style-type: none"> <li>• FHDA FSA - MACHINE TOOL TECH</li> </ul>
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### Course Justification

Changed	Field	Current Version	Proposed Version
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	<b>Course Justification</b>	<p>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.</p>	<p>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.</p>
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## Foothill Equivalency

Changed	Field	Current Version	Proposed Version
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	<b>Does the course have a Foothill equivalent?</b>	No	No
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	<b>Foothill Faculty Consultation Name</b>	No value	
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	<b>Foothill Course ID</b>	No value	
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## Course Philosophy

Changed	Field	Current Version	Proposed Version
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	<b>Course Philosophy</b>	No value	
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## Formerly Statement

Changed	Field	Current Version	Proposed Version
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	<b>Formerly Statement</b>	(Formerly MCNC D080B.)	(Formerly MCNC D080B.)
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## Stand-Alone Statement

Changed	Field	Current Version	Proposed Version
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	<b>Stand-Alone Statement</b>	No value	
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### CTE Course

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

No value

Yes

### Honors/Non-honors Course

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

No value

No

### Mirrored Credit/Noncredit Course

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

No value

No

### Cross-listed Course

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

No value

No

### More Options

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

**Stand-Alone Statement**

Changed	Field	Current Version	Proposed Version
	<b>Stand-Alone Statement</b>	No value	

**Associated Programs**

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

**Associated Program** CNC Machinist (In Development)

**Associated Program** CNC Machinist (In Development)

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

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

**Award Type** Certificate of 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**

Changed	Field	Current Version	Proposed Version
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**Transfer Status (CB05)**

Transferable to CSU only

Transferable to CSU only

**Course General Education Status (CB25)**

Y

Y

**Transfer Status**

Approved

Approved

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>GE Information</b>	No value	No value
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### **Weekly Student Hours - Profile Name: Default Profile**

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>Lecture Hours - In Class</b>	0	0
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	<b>Lecture Hours - Out of Class</b>	0	0
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	<b>Laboratory Hours - In Class</b>	6	6
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	<b>Laboratory Hours - Out of Class</b>	0	0
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	<b>NA Hours - In Class</b>	0	0
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	<b>NA Hours - Out of Class</b>	0	0
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### **Course Student Hours - Profile Name: Default Profile**

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>Course Duration (Weeks)</b>	12	12
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	<b>Hours per unit divisor</b>	36	36
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	<b>Total Student Learning Hours</b>	72	72
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<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Lecture Hours - Course In-Class (Contact) per Term</b>	0	0
	<b>Lecture Hours - Course Out-of-Class per Term</b>	0	0
	<b>Laboratory Hours - Course In-Class (Contact) per Term</b>	72	72
	<b>Laboratory Hours - Course Out-of-Class per Term</b>	0	0
	<b>NA Hours - Course In-Class (Contact) per Term</b>	0	0
	<b>NA Hours - Course Out-of-Class per Term</b>	0	0
	<b>Total - Course In-Class (Contact) Hours</b>	72	72
	<b>Total - Course Out-of-Class Hours</b>	0	0
	<b>Total Credit Units - Minimum Credit Units</b>	2	2

Changed	Field	Current Version	Proposed Version
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	<b>Total Credit Units - Maximum Credit Units</b>	2	2
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### Speciality Hours

Changed	Field	Current Version	Proposed Version
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	<b>Speciality Hours</b>	No value	No value
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### Credit / Non-Credit Options

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

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

### **SKIP**

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>SKIP</b>	No Value	No Value

### **Specifications**

**Changed Field**

**Current Version**

**Proposed Version**



**Methods of Instruction**

**Methods of Instruction**

**Methods of Instruction** Discussion of research project  
Oversight of individual student lab project

**Methods of Instruction**

Methods of Instruction

**Methods of Instruction** Discussion of research project  
Oversight of individual student lab project

**Assignments**

1. To be determined in consultation with instructor. See sections 3 and 4 of Special Projects Contract.

1. To be determined in consultation with instructor. See sections 3 and 4 of Special Projects Contract.



**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**

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.



**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**Author** To be determined through consultation with the instructor. See sections 3 and 4 of Special Project Contract.**Publisher** No value**Date/Edition** No value**ISBN** No value**Title** No value**Author** To be determined through consultation with the instructor. See sections 3 and 4 of Special Project Contract.**Publisher** No value**Date/Edition** No value**ISBN** No value**Suggested Reading List****Reading List** None.**May include, but are not limited to** No value

No value

**Learning Outcomes and Objectives**

Changed	Field	Current Version	Proposed Version
	<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>Complete the objectives/requirements as determined in areas 3,4, and 5 of the Special Projects Contract.</li> </ul>	<ul style="list-style-type: none"> <li>Complete the objectives/requirements as determined in areas 3,4, and 5 of the Special Projects Contract.</li> </ul>

**CSLOs**

<b>CSLOs</b>	Complete advanced project or projects utilizing skills learned in surface contouring CAD/CAM programming.
<b>Expected SLO Performance</b>	0.0

<b>CSLOs</b>	Complete advanced project or projects utilizing skills learned in surface contouring CAD/CAM programming.
<b>Expected SLO Performance</b>	0.0

**Course Outline**

Changed	Field	Current Version	Proposed Version
	<b>Course Content</b>	<ol style="list-style-type: none"> <li>Complete the objectives/requirements as determined in areas 3,4, and 5 of the Special Projects Contract.               <ol style="list-style-type: none"> <li>Demonstrate an understanding of selected areas of study within the realm of design, manufacturing and CNC technologies.</li> <li>Evaluate current manufacturing and CNC literature related to the chosen research topic.</li> <li>Develop skills and experience in CNC and programming laboratory.</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>Complete the objectives/requirements as determined in areas 3,4, and 5 of the Special Projects Contract.               <ol style="list-style-type: none"> <li>Demonstrate an understanding of selected areas of study within the realm of design, manufacturing and CNC technologies.</li> <li>Evaluate current manufacturing and CNC literature related to the chosen research topic.</li> <li>Develop skills and experience in CNC and programming laboratory.</li> </ol> </li> </ol>

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Lab Component in this Course</b>	No	No
	<b>Lab Outline</b>	No value	No value

<b>Req/Adv</b>			
<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Prerequisite(s):</b>	No Value	No Value
	<b>Corequisite(s):</b>	No Value	No Value
	<b>Advisory(ies):</b>	No Value	No Value
	<b>Advisory(ies) - Other:</b>	No Value	No Value
	<b>Limitation(s) on Enrollment:</b>	(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.)
	<b>Limitation(s) on Enrollment - Other:</b>	No Value	No Value
	<b>Entrance Skills(s):</b>	No Value	No Value
	<b>Entrance Skill(s) - Other:</b>	No Value	No Value
	<b>General Course Statement(s):</b>	No Value	No Value
	<b>General Course Statement(s) - Other:</b>	No Value	No Value

<b>Curriculum Office</b>

Changed	Questions	Current Version	Proposed Version
!	<b>Banner Start Term (202122)</b>	202122	No Value
!	<b>Banner Division</b>	2AT	No Value
!	<b>Catalog Term (21-22)</b>	21-22	No Value
!	<b>5 Year Revision Year (2021)</b>	2018	No Value
!	<b>Effective Quarter</b>	Fall	No Value
!	<b>Effective Year (2021)</b>	2018	No Value
	<b>Sort ID (00 &lt; 10; 0 &lt; 100)</b>	DMT 077B	DMT 077B
	<b>Course Status</b>	Non-substantial	Non-substantial
!	<b>Course Status Code</b>	A	No Value
!	<b>Banner Department</b>	DMT	No Value
!	<b>Course Level</b>	DU	No Value
!	<b>College Code</b>	DA	No Value
!	<b>Course Characteristics</b>	CTE Special Projects	CTE
	<b>Cross-Listed/Related Course Information</b>	NA	NA
	<b>Cross-Listed/Related Course ID's</b>	No Value	No Value
!	<b>CTE Status</b>	Yes	No Value

Changed	Questions	Current Version	Proposed Version
	<b>DL Approval Date (MM/DD/YYYY)</b>	No Value	No Value
	<b>Hybrid Approval Date (MM/DD/YYYY)</b>	No Value	No Value
!	<b>Emergency Approval</b>	No	No Value
!	<b>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)</b>	N	No Value
!	<b>Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)</b>	N	No Value

Changed	Questions	Current Version	Proposed Version
!	<b>Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)</b>	Six hours laboratory (72 hours total per quarter).	No Value
!	<b>Noncredit Enhanced Funding Indicator</b>	N	No Value
!	<b>In Service Indicator</b>	N	No Value
!	<b>Sports/Physical Education Course Indicator</b>	N	No Value
!	<b>COA Code</b>	C	No Value
!	<b>Fund Code</b>	114000	No Value
!	<b>Organization Code</b>	236502	No Value
!	<b>Account Code</b>	1320	No Value
!	<b>Program Code</b>	095600	No Value
!	<b>Percent</b>	100	No Value
	<b>Curriculum Office Notes</b>	No Value	No Value
!	<b>Print/No Print to Catalog</b>	Yes	No Value

### Summary of Revisions

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

### Blue Form

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>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.</b>	No Value	No Value
	<b>1. Is the unit(s) change required for articulation?</b>	No Value	No Value
	<b>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.</b>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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**3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.**

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

### A-Matrix Form



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

Changed	Questions	Current Version	Proposed Version
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**Objective 4:**  
**Create syntactically varied sentences that are free of mechanical errors.**

No Value

No Value

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

No Value

No Value

### B-Matrix Form

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

No Value

No Value

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

No Value

No Value

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

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>Objective 9: Demonstrate appropriate grammar usage and mechanics.</b>	No Value	No Value
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### **C-Matrix Form**

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>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.</b>	No Value	No Value
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	<b>Objective 1: Create compositions about fiction and non- fiction texts from many cultural and social perspectives in a variety of genres.</b>	No Value	No Value
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<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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**Objective 2:  
Compose a  
focused,  
purposeful,  
developed  
paper of 500  
words or more  
that engages  
with, responds  
to, or is  
inspired by  
written or  
visual texts.**

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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**D-Matrix Form**

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Changed	Questions	Current Version	Proposed Version
	<p><b>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.</b></p>	No Value	No Value
	<p><b>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.</b></p>	No Value	No Value
	<p><b>Objective 2: Investigate the use of mathematics in real world.</b></p>	No Value	No Value
	<p><b>Objective 3: Explore functions.</b></p>	No Value	No Value

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

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>Objective 10: Investigate the characteristics of rational expressions.</b>	No Value	No Value
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	<b>Objective 11: Develop skills to work with radical expressions.</b>	No Value	No Value
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### **E-Matrix Form**

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

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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**Objective 6:**  
Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.

No Value

No Value

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**Objective 7:**  
Develop quadratic function models to solve problems.

No Value

No Value

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**Objective 8:**  
Use inequalities to solve real world problems.

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

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

Changed	Questions	Current Version	Proposed Version
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**Objective 9:**  
Explore the use of variables in expressions and evaluate algebraic expressions.

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

### G-Matrix Form

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

No Value

No Value

### H-Matrix Form

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

No Value

No Value



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

No Value

Consent of Instructor and Dean

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

No Value

No Value

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

No Value

No Value

**De Anza GE Form**

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

No Value

No Value

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



Changed	Questions	Current Version	Proposed Version
	<b>Criteria 4:</b> <b>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.)</b>	No Value	No Value
	<b>Criteria 5:</b> <b>Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</b>	No Value	No Value

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>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.)</b>	No Value	No Value
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### **De Anza GE - ESGC Form**

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>Criteria 1: Explain the interconnectivity of economic prosperity, social equity and environmental quality.</b>	No Value	No Value
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<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Criteria 2: Identify the most serious environmental, equity, and social justice problems globally and locally and explain their underlying causes and possible consequences.</b>	No Value	No Value
	<b>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.</b>	No Value	No Value
	<b>Criteria 4: Analyze how the well being of human society is dependent on sustainable social and ecological systems.</b>	No Value	No Value

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

No Value

No Value

### Comments

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

No Value

No Value

**Stage 3:  
Division  
Curriculum  
Representative**

No Value

No Value

**Stage 4:  
Division Dean**

No Value

No Value

**Stage 5: SLO  
Coordinator**

No Value

No Value

**Stage 7:  
Content  
Review Matrix  
Liaison**

No Value

No Value

**Stage 8: AVP -  
Instruction**

No Value

No Value

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Stage 9: Articulation Officer</b>	No Value	No Value
	<b>Stage 11: ESGC Faculty Coordinator</b>	No Value	No Value
	<b>Stage 14: Curriculum Committee</b>	No Value	No Value

<b>Course Administration Codes</b>		
Articulation occurs after course approval. The following fields will not show a Proposed Version.		
<b>Changed</b>	<b>Field</b>	<b>Current Version</b>
	<b>Curriculum ID</b>	DMTD077B
	<b>Distance Education Approved</b>	No
	<b>Board of Trustees Approval Date</b>	
	<b>Curriculum Committee Approval Date</b>	
	<b>Time to Next Review</b>	Aug 31, 2023 12:00:00 AM
	<b>External Review Approval Date</b>	Sep 1, 2018 12:00:00 AM
	<b>Course Control Number</b>	CCC000545345

<b>Articulation</b>

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>
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	<b>Course</b>	
	<b>Crosswalk</b>	
	<b>CRS-DEPT-</b>	
	<b>NAME</b>	

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	<b>Course</b>	
	<b>Crosswalk</b>	
	<b>CRS-NUMBER</b>	

De Anza College  
**Change Report**  
06/03/2024




### Summary of Changes



Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Description
General Information	Course Type (CB27)
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

<b>Section</b>	<b>Changed field</b>
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
	<b>Faculty Initiator</b>	• eLumenData, eLumenData	• Mike Appio
	<b>Course ID (CB01A and CB01B)</b>	DMTD077C	DMTD077C
	<b>Course Control Number</b>	CCC000545346	CCC000545346
	<b>Course Title (CB02)</b>	Special Projects in Manufacturing and CNC/Mastercam Certification Level 3	Special Projects in Manufacturing and CNC/Mastercam Certification Level 3
	<b>Short Course Title</b>	SPEC PROJ MCNC/MC CERT LEVEL 3	SPEC PROJ MCNC/MC CERT LEVEL 3
	<b>TOP Code (CB03)</b>	0956.00	0956.00 Manufacturing and Industrial Technology
	<b>CIP Code</b>	Manufacturing Engineering Technology/Technician	15.0613 Manufacturing Engineering Technology/Technician
	<b>Department</b>	DMT - Design and Mfg. Tech.	DMT - Design and Mfg. Tech.
	<b>Effective Term</b>	Fall 2021	Fall <del>2024</del> <u>2025</u>
	<b>SAM Priority Code (CB09)</b>	Clearly Occupational	Clearly Occupational
	<b>Course Description</b>	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.	<del>Projects</del> <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 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.

Changed	Field	Current Version	Proposed Version
	<b>Course Type (CB27)</b>	No value	<ul style="list-style-type: none"> <li>• Lower Division</li> </ul>
	<b>Mode of Delivery</b>	<ul style="list-style-type: none"> <li>• Independent Study</li> </ul>	<ul style="list-style-type: none"> <li>• In person ONLY</li> </ul>

### Faculty Requirements

Changed	Field	Current Version	Proposed Version
	<b>Discipline 1</b>	No value	<ul style="list-style-type: none"> <li>• Manufacturing Technology (Quality control, process control)</li> </ul>
	<b>Discipline 2</b>	No value	No value
	<b>Discipline 3</b>	No value	No value
	<b>FSA</b>	No value	<ul style="list-style-type: none"> <li>• FHDA FSA - MACHINE TOOL TECH</li> </ul>

### Course Justification

Changed	Field	Current Version	Proposed Version
	<b>Course Justification</b>	<p>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.</p>	<p>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.</p>

## Foothill Equivalency

Changed	Field	Current Version	Proposed Version
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	<b>Does the course have a Foothill equivalent?</b>	No	No
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	<b>Foothill Faculty Consultation Name</b>	No value	
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	<b>Foothill Course ID</b>	No value	
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## Course Philosophy

Changed	Field	Current Version	Proposed Version
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	<b>Course Philosophy</b>	No value	
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## Formerly Statement

Changed	Field	Current Version	Proposed Version
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	<b>Formerly Statement</b>	(Formerly MCNC D080C.)	(Formerly MCNC D080C.)
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## Stand-Alone Statement

Changed	Field	Current Version	Proposed Version
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	<b>Stand-Alone Statement</b>	No value	
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### CTE Course

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

No value

Yes

### Honors/Non-honors Course

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

No value

No

### Mirrored Credit/Noncredit Course

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

No value

No

### Cross-listed Course

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

No value

No

### More Options

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

**Stand-Alone Statement**

Changed	Field	Current Version	Proposed Version
	<b>Stand-Alone Statement</b>	No value	

**Associated Programs**

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

**Associated Program** CNC Machinist (In Development)

**Associated Program** CNC Machinist (In Development)

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

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

**Award Type** Certificate of 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**

Changed	Field	Current Version	Proposed Version
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**Transfer Status (CB05)**

Transferable to CSU only

Transferable to CSU only

**Course General Education Status (CB25)**

Y

Y

**Transfer Status**

Approved

Approved

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>GE Information</b>	No value	No value
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### Weekly Student Hours - Profile Name: Default Profile

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>Lecture Hours - In Class</b>	0	0
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	<b>Lecture Hours - Out of Class</b>	0	0
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	<b>Laboratory Hours - In Class</b>	6	6
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	<b>Laboratory Hours - Out of Class</b>	0	0
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	<b>NA Hours - In Class</b>	0	0
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	<b>NA Hours - Out of Class</b>	0	0
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### Course Student Hours - Profile Name: Default Profile

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>Course Duration (Weeks)</b>	12	12
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	<b>Hours per unit divisor</b>	36	36
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	<b>Total Student Learning Hours</b>	72	72
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<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Lecture Hours - Course In-Class (Contact) per Term</b>	0	0
	<b>Lecture Hours - Course Out-of-Class per Term</b>	0	0
	<b>Laboratory Hours - Course In-Class (Contact) per Term</b>	72	72
	<b>Laboratory Hours - Course Out-of-Class per Term</b>	0	0
	<b>NA Hours - Course In-Class (Contact) per Term</b>	0	0
	<b>NA Hours - Course Out-of-Class per Term</b>	0	0
	<b>Total - Course In-Class (Contact) Hours</b>	72	72
	<b>Total - Course Out-of-Class Hours</b>	0	0
	<b>Total Credit Units - Minimum Credit Units</b>	2	2



Changed	Field	Current Version	Proposed Version
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	<b>Total Credit Units - Maximum Credit Units</b>	2	2
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### Speciality Hours

Changed	Field	Current Version	Proposed Version
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	<b>Speciality Hours</b>	No value	No value
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### Credit / Non-Credit Options

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

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

### **SKIP**

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>SKIP</b>	No Value	No Value

### **Specifications**

**Changed Field**

**Current Version**

**Proposed Version**



**Methods of Instruction**

**Methods of Instruction**

**Methods of Instruction** Discussion of research project  
Oversight of individual student lab project

**Methods of Instruction**

Methods of Instruction

**Methods of Instruction** Discussion of research project  
Oversight of individual student lab project

**Assignments**

1. To be determined in consultation with instructor. See sections 3 and 4 of Special Projects Contract.

1. To be determined in consultation with instructor. See sections 3 and 4 of Special Projects Contract.



**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**

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.

**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**Author** To be determined through consultation with the instructor. See sections 3 and 4 of Special Project Contract.**Publisher** No value**Date/Edition** No value**ISBN** No value**Title** No value**Author** To be determined through consultation with the instructor. See sections 3 and 4 of Special Project Contract.**Publisher** No value**Date/Edition** No value**ISBN** No value**Suggested Reading List****Reading List** None.**May include, but are not limited to** No value

No value

**Learning Outcomes and Objectives**

Changed	Field	Current Version	Proposed Version
	<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>Complete the objectives/requirements as determined in areas 3,4, and 5 of the Special Projects Contract.</li> </ul>	<ul style="list-style-type: none"> <li>Complete the objectives/requirements as determined in areas 3,4, and 5 of the Special Projects Contract.</li> </ul>

**CSLOs**

<b>CSLOs</b>	Complete advanced project or projects utilizing skills learned in Lathe and Multi Axis CAD/CAM programming.	<b>CSLOs</b>	Complete advanced project or projects utilizing skills learned in Lathe and Multi Axis CAD/CAM programming.
<b>Expected SLO Performance</b>	0.0	<b>Expected SLO Performance</b>	0.0

**Course Outline**




Changed	Field	Current Version	Proposed Version
	<b>Course Content</b>	<ol style="list-style-type: none"> <li>Complete the objectives/requirements as determined in areas 3,4, and 5 of the Special Projects Contract.               <ol style="list-style-type: none"> <li>Demonstrate an understanding of selected areas of study within the realm of design, manufacturing and CNC technologies.</li> <li>Evaluate current manufacturing and CNC literature related to the chosen research topic.</li> <li>Develop skills and experience in CNC and programming laboratory.</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>Complete the objectives/requirements as determined in areas 3,4, and 5 of the Special Projects Contract.               <ol style="list-style-type: none"> <li>Demonstrate an understanding of selected areas of study within the realm of design, manufacturing and CNC technologies.</li> <li>Evaluate current manufacturing and CNC literature related to the chosen research topic.</li> <li>Develop skills and experience in CNC and programming laboratory.</li> </ol> </li> </ol>

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
!	<b>Banner Start Term (202122)</b>	202122	No Value
!	<b>Banner Division</b>	2AT	No Value
!	<b>Catalog Term (21-22)</b>	21-22	No Value
!	<b>5 Year Revision Year (2021)</b>	2018	No Value
!	<b>Effective Quarter</b>	Fall	No Value
!	<b>Effective Year (2021)</b>	2018	No Value
	<b>Sort ID (00 &lt; 10; 0 &lt; 100)</b>	DMT 077C	DMT 077C
	<b>Course Status</b>	Non-substantial	Non-substantial
!	<b>Course Status Code</b>	A	No Value
!	<b>Banner Department</b>	DMT	No Value
!	<b>Course Level</b>	DU	No Value
!	<b>College Code</b>	DA	No Value
!	<b>Course Characteristics</b>	CTE Special Projects	CTE
	<b>Cross-Listed/Related Course Information</b>	NA	NA
	<b>Cross-Listed/Related Course ID's</b>	No Value	No Value
!	<b>CTE Status</b>	Yes	No Value

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>DL Approval Date (MM/DD/YYYY)</b>	No Value	No Value
	<b>Hybrid Approval Date (MM/DD/YYYY)</b>	No Value	No Value
	<b>Emergency Approval</b>	No	No Value
	<b>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)</b>	N	No Value
	<b>Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)</b>	N	No Value



Changed	Questions	Current Version	Proposed Version
!	<b>Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)</b>	Six hours laboratory (72 hours total per quarter).	No Value
!	<b>Noncredit Enhanced Funding Indicator</b>	N	No Value
!	<b>In Service Indicator</b>	N	No Value
!	<b>Sports/Physical Education Course Indicator</b>	N	No Value
!	<b>COA Code</b>	C	No Value
!	<b>Fund Code</b>	114000	No Value
!	<b>Organization Code</b>	236502	No Value
!	<b>Account Code</b>	1320	No Value
!	<b>Program Code</b>	095600	No Value
!	<b>Percent</b>	100	No Value
	<b>Curriculum Office Notes</b>	No Value	No Value
!	<b>Print/No Print to Catalog</b>	Yes	No Value

### Summary of Revisions

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

### Blue Form

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>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.</b>	No Value	No Value
	<b>1. Is the unit(s) change required for articulation?</b>	No Value	No Value
	<b>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.</b>	No Value	No Value

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

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

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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**Objective 4:  
Create  
syntactically  
varied  
sentences that  
are free of  
mechanical  
errors.**

No Value

No Value

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

No Value

No Value

### **B-Matrix Form**

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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**ESL D272. and ESL  
D273., or ESL D472.  
and ESL D473., or  
eligibility for EWRT  
D001A or EWRT  
D01AH or ESL D005.  
If this is the  
requisite for the  
course, complete  
the objective(s)  
below. If this  
requisite is being  
removed, provide an  
explanation as to  
why.**

No Value

No Value

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

No Value

No Value

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

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>Objective 9: Demonstrate appropriate grammar usage and mechanics.</b>	No Value	No Value
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### **C-Matrix Form**

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>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.</b>	No Value	No Value
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	<b>Objective 1: Create compositions about fiction and non- fiction texts from many cultural and social perspectives in a variety of genres.</b>	No Value	No Value
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<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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**Objective 2:  
Compose a  
focused,  
purposeful,  
developed  
paper of 500  
words or more  
that engages  
with, responds  
to, or is  
inspired by  
written or  
visual texts.**

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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**D-Matrix Form**

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<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>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.</b>	No Value	No Value
	<b>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.</b>	No Value	No Value
	<b>Objective 2: Investigate the use of mathematics in real world.</b>	No Value	No Value
	<b>Objective 3: Explore functions.</b>	No Value	No Value

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

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>Objective 10: Investigate the characteristics of rational expressions.</b>	No Value	No Value
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	<b>Objective 11: Develop skills to work with radical expressions.</b>	No Value	No Value
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### **E-Matrix Form**

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

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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**Objective 6:**  
Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.

No Value

No Value

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**Objective 7:**  
Develop quadratic function models to solve problems.

No Value

No Value

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**Objective 8:**  
Use inequalities to solve real world problems.

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

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

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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**Objective 9:**  
**Explore the use of variables in expressions and evaluate algebraic expressions.**

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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**G-Matrix Form**

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

No Value

No Value

### H-Matrix Form

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

No Value

No Value



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

No Value

Consent of Instructor and Dean

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

No Value

No Value

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

No Value

No Value

**De Anza GE Form**

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

No Value

No Value

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

Changed	Questions	Current Version	Proposed Version
	<b>Criteria 4:</b> <b>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.)</b>	No Value	No Value
	<b>Criteria 5:</b> <b>Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</b>	No Value	No Value

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>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.)</b>	No Value	No Value
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### De Anza GE - ESGC Form

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>Criteria 1: Explain the interconnectivity of economic prosperity, social equity and environmental quality.</b>	No Value	No Value
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<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Criteria 2: Identify the most serious environmental, equity, and social justice problems globally and locally and explain their underlying causes and possible consequences.</b>	No Value	No Value
	<b>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.</b>	No Value	No Value
	<b>Criteria 4: Analyze how the well being of human society is dependent on sustainable social and ecological systems.</b>	No Value	No Value

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

No Value

No Value

### Comments

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

No Value

No Value

**Stage 3:  
Division  
Curriculum  
Representative**

No Value

No Value

**Stage 4:  
Division Dean**

No Value

No Value

**Stage 5: SLO  
Coordinator**

No Value

No Value

**Stage 7:  
Content  
Review Matrix  
Liaison**

No Value

No Value

**Stage 8: AVP -  
Instruction**

No Value

No Value

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Stage 9: Articulation Officer</b>	No Value	No Value
	<b>Stage 11: ESGC Faculty Coordinator</b>	No Value	No Value
	<b>Stage 14: Curriculum Committee</b>	No Value	No Value

<b>Course Administration Codes</b>		
Articulation occurs after course approval. The following fields will not show a Proposed Version.		
<b>Changed</b>	<b>Field</b>	<b>Current Version</b>
	<b>Curriculum ID</b>	DMTD077C
	<b>Distance Education Approved</b>	No
	<b>Board of Trustees Approval Date</b>	
	<b>Curriculum Committee Approval Date</b>	
	<b>Time to Next Review</b>	Aug 31, 2023 12:00:00 AM
	<b>External Review Approval Date</b>	Sep 1, 2018 12:00:00 AM
	<b>Course Control Number</b>	CCC000545346

<b>Articulation</b>



<b>Changed</b>	<b>Field</b>	<b>Current Version</b>
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	<b>Course</b>	
	<b>Crosswalk</b>	
	<b>CRS-DEPT-</b>	
	<b>NAME</b>	

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	<b>Course</b>	
	<b>Crosswalk</b>	
	<b>CRS-NUMBER</b>	

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




<b>Section</b>	<b>Changed field</b>
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
	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
	Effective Term	Fall 2023	Fall <del>2023</del> <u>2025</u>

Changed	Field	Current Version	Proposed Version
	<b>SAM Priority Code (CB09)</b>	Clearly Occupational	Clearly Occupational
	<b>Course Description</b>	Practical experience contributing as a freelance reporter to the college newspaper and/or digital media as a reporter.	<del>Practical</del> <u>The course offers practical</u> experience <del>contributing</del> as a freelance reporter <u>contributing</u> to the <del>college</del> newspaper and/or <u>student-run</u> publication and digital media <del>as a reporter</del> . <u>media</u> .
	<b>Course Type (CB27)</b>	No value	<ul style="list-style-type: none"> <li>• Lower Division</li> </ul>
	<b>Mode of Delivery</b>	<ul style="list-style-type: none"> <li>• Hybrid</li> </ul>	<ul style="list-style-type: none"> <li>• Online</li> <li>• Hybrid</li> </ul>

Faculty Requirements			
Changed	Field	Current Version	Proposed Version
	<b>Discipline 1</b>	No value	<ul style="list-style-type: none"> <li>• Journalism</li> </ul>
	<b>Discipline 2</b>	No value	<ul style="list-style-type: none"> <li>• Mass Communication</li> </ul>
	<b>Discipline 3</b>	No value	No value
	<b>FSA</b>	No value	<ul style="list-style-type: none"> <li>• FHDA FSA - JOURNALISM</li> </ul>

Formerly Statement			
Changed	Field	Current Version	Proposed Version
	<b>Formerly Statement</b>	No value	

Course Justification			

Changed	Field	Current Version	Proposed Version
	<b>Course Justification</b>	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. <del>It</del> <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.

### Stand-Alone Statement

Changed	Field	Current Version	Proposed Version
	<b>Stand-Alone Statement</b>	No value	


### Course Philosophy


Changed	Field	Current Version	Proposed Version
	<b>Course Philosophy</b>	No value	


### Foothill Equivalency

Changed	Field	Current Version	Proposed Version
	<b>Does the course have a Foothill equivalent?</b>	No	No

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

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

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

Cross-listed Course			

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

Changed	Field	Current Version	Proposed Version
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	<b>Basic Skill Status (CB08)</b>	Course is not a basic skills course.	Course is not a basic skills course.
--	----------------------------------	--------------------------------------	--------------------------------------

	<b>Course Prior To College Level</b>	Not applicable.	Not applicable.
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	<b>Course Special Class Status (CB13)</b>	Course is not a special class.	Course is not a special class.
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	<b>Course Support Status (CB26)</b>	Course is not a support course	Course is not a support course
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	<b>Repeat Limit</b>	0	0
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	<b>Grade Options</b>	<ul style="list-style-type: none"> <li>• Letter Grade</li> <li>• Pass/No Pass</li> </ul>	<ul style="list-style-type: none"> <li>• Letter Grade</li> <li>• Pass/No Pass</li> </ul>
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	<b>Allow Students to Gain Credit by Exam/Challenge</b>	<input type="checkbox"/>	<input type="checkbox"/>
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	<b>Repeatability Statement</b>	No value	
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### Associated Programs



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

**Associated Program** Journalism

**Award Type** Associate in Arts (A.A.) Degree

**Associated Program** Journalism (In Development)

**Award Type** Associate in Arts (A.A.) Degree

**Associated Program** Journalism

**Award Type** Associate in Arts (A.A.) Degree

**Associated Program** Journalism (In Development)

**Award Type** Associate in Arts (A.A.) Degree

### Transferability & Gen. Ed. Options

Changed	Field	Current Version	Proposed Version
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**Transfer Status (CB05)**

Transferable to 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
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**Lecture Hours - In Class**

0

0

**Lecture Hours - Out of Class**

0

0

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
	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**

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
	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

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
	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

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
	Speciality Hours	No value	No value

### Credit / Non-Credit Options

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

### Credit Units


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

Changed	Field	Current Version	Proposed Version
	Minimum Credit Units	1	1
	Maximum Credit Units	1	1

**SKIP**

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

**Specifications**

Changed	Field	Current Version	Proposed Version
	Methods of Instruction	<p><b>Methods of Instruction</b></p> <p><b>Methods of Instruction</b> Discussion of assigned reading. Other: Laboratory experiences which involve students in formal exercises of news gathering and reporting.</p>	<p><b>Methods of Instruction</b> Methods of Instruction</p> <p><b>Methods of Instruction</b> 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.</p>

**Changed Field**

**Current Version**

**Proposed Version**



**Assignments**

1. Identify, propose and complete one approved reporting assignment per week; submit by deadline.
2. Read about and react to journalistic concepts and issues regarding writing and reporting using critical thinking.
3. Keep a log of activities, learning experiences and time spent on assignments.

1. Identify, propose (or receive pitches from editors) and complete approved reporting assignments; submit by deadline.
2. Read about and react to journalistic concepts and issues regarding writing and reporting using critical thinking.
3. Keep a log of activities, learning experiences and time spent on assignments.
4. Take quizzes



**Methods of Evaluation**

**Methods of Evaluation**

**Methods of Evaluation**

1. Reporting evaluated based on adherence to reporting guidelines and deadline timeliness.
2. Comprehension tests and a final exam requiring students to identify and demonstrate concepts that have been introduced and studied throughout the course.
3. Evaluation of log report for completeness.

**Methods of Evaluation**

**Methods of Evaluation**

**Methods of Evaluation**

1. Reporting evaluated based on adherence to reporting guidelines and deadline timeliness.
2. Comprehension tests and a final exam requiring students to identify and demonstrate concepts that have been introduced and studied throughout the course.
3. Evaluation of log report for completeness.
4. Evaluation of feedback.

Changed	Field	Current Version	Proposed Version
!	<b>Essential Student Materials/Essential College Facilities</b>	<b>Essential Student Materials:</b> <ul style="list-style-type: none"><li>• None.</li></ul> <b>Essential College Facilities:</b> <ul style="list-style-type: none"><li>• None.</li></ul>	<b>Essential Student Materials:</b> <ul style="list-style-type: none"><li>• 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.</li></ul> <b>Essential College Facilities:</b> <ul style="list-style-type: none"><li>• 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.</li></ul>

Changed Field

Current Version

Proposed Version



Examples of Primary Texts and References

<b>Title</b>	No value
<b>Author</b>	Deck, Cecilia. La Voz Handbook. 2018.
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

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

<b>Title</b>	No value
<b>Author</b>	Associated Press Stylebook and Briefing on Media Law. New York: Associated Press, 2017.
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

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

<b>Title</b>	No value
<b>Author</b>	Harrower, Tim. Inside Reporting, 3rd ed. McGraw-Hill, 2013.
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

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

<b>Title</b>	Journalism 101 Multimedia Writing / Reporting
<b>Author</b>	Hiro, Erin
<b>Publisher</b>	Open source
<b>Date/Edition</b>	2024 / 1st edition



Changed Field

Current Version

Proposed Version

ISBN

No value



**Suggested Reading List**

**Reading List** Kanigel, Rachele. The Student Newspaper Survival Guide. Wiley-Blackwell, 2nd ed. 2011.

**May include, but are not limited to** No value

No value

**Learning Outcomes and Objectives**

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 Version****Proposed Version****CSLOs**

**CSLOs** Develop news, feature, sports or opinion stories for a student media outlet, suitable for publication or presentation.

**Expected SLO Performance** 0.0

**CSLOs** Develop news, feature, sports or opinion stories for a student media outlet, suitable for publication or presentation.

**Expected SLO Performance** 0.0

**CSLOs** Demonstrate the ability to complete assignments within specified deadlines.

**Expected SLO Performance** 0.0

**CSLOs** Demonstrate the ability to complete assignments within specified deadlines.

**Expected SLO Performance** 0.0

**Course Outline**







Changed	Field	Current Version	Proposed Version
	<b>Course Content</b>	<ol style="list-style-type: none"> <li>1. Communicate with one or more editors to obtain reporting assignments.               <ol style="list-style-type: none"> <li>1. Select assignments from assignment list or discussion with editor(s).</li> <li>2. Suggest assignments to editor(s).</li> </ol> </li> <li>2. Produce and contribute appropriate journalistic assignments to the student media.               <ol style="list-style-type: none"> <li>1. Report and write for the student newspaper, magazine, or related website following ethical and journalistic guidelines.</li> <li>2. Turn in assignments in appropriate format and within stated deadline.</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Communicate with one or more editors to obtain reporting assignments.               <ol style="list-style-type: none"> <li>1. Select assignments from assignment list or discussion with editor(s).</li> <li>2. Suggest assignments to editor(s).</li> </ol> </li> <li>2. Produce and contribute appropriate journalistic assignments to the student media.               <ol style="list-style-type: none"> <li>1. Report and write for the student newspaper, magazine, or related website following ethical and journalistic guidelines.</li> <li>2. Turn in assignments in appropriate format and within stated deadline.</li> </ol> </li> </ol>
	<b>Lab Component in this Course</b>	No	No
	<b>Lab Outline</b>	No value	No value

### Req/Adv

Changed	Questions	Current Version	Proposed Version
	<b>Prerequisite(s):</b>	No Value	No Value
	<b>Corequisite(s):</b>	No Value	No Value
	<b>Advisory(ies):</b>	EWRT D001A or EWRT D01AH or ESL D005.	EWRT D001A or EWRT D01AH or ESL D005.
	<b>Advisory(ies) - Other:</b>	No Value	No Value
	<b>Limitation(s) on Enrollment:</b>	No Value	No Value

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

### Curriculum Office

Changed	Questions	Current Version	Proposed Version
	<b>Banner Start Term (202122)</b>	202122	No Value
	<b>Banner Division</b>	2LA	No Value
	<b>Catalog Term (21-22)</b>	23-24	No Value
	<b>5 Year Revision Year (2021)</b>	2018	No Value
	<b>Effective Quarter</b>	Fall	No Value
	<b>Effective Year (2021)</b>	2023	No Value
	<b>Sort ID (00 &lt; 10; 0 &lt; 100)</b>	JOUR 062A	JOUR 062A
	<b>Course Status</b>	Non-substantial	Non-substantial

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

Changed	Questions	Current Version	Proposed Version
!	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)	N	No Value
!	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)	N	No Value
!	Noncredit Enhanced Funding Indicator	N	No Value
!	In Service Indicator	N	No Value
!	Sports/Physical Education Course Indicator	N	No Value
!	COA Code	C	No Value
!	Fund Code	114000	No Value

Changed	Questions	Current Version	Proposed Version
!	Organization Code	238013	No Value
!	Account Code	1320	No Value
!	Program Code	060100	No Value
!	Percent	100	No Value
	Curriculum Office Notes	<ul style="list-style-type: none"> <li>Requisite change appr. 1/17/23 (effect. F23).-cc</li> </ul>	<ul style="list-style-type: none"> <li>Requisite change appr. 1/17/23 (effect. F23).-cc</li> </ul>
!	Print/No Print to Catalog	Yes	No Value
	Checklist	No Value	No Value

### Summary of Revisions

Changed	Questions	Current Version	Proposed Version
!	Basic Course Information	No Value	Description update
	Units and Hours	No Value	No Value
!	Specifications	No Value	<p>Updated methods of instruction to reflect how course content is taught</p> <p>Updated assignments to align with SLO's and/or course objectives</p> <p>Aligned methods of evaluation with SLO's and/or course objectives</p> <p>Added clear criteria for evaluation</p> <p>Updated textbooks and references to reflect current publications</p>
	Outline	No Value	No Value
	Other	No Value	No Value

### Blue Form

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

No Value

No Value

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**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

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<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.</b>	No Value	No Value
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	<b>Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.</b>	No Value	No Value
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### **A-Matrix Form**

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

Changed	Questions	Current Version	Proposed Version
	<b>!</b> Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.	No Value	A writing course can provide valuable guidance for a freelance reporting course, especially when considering the objective of distinguishing, comparing, and evaluating the multiplicity and ambiguity of perspectives, as it fosters critical 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.

### 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

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

## C-Matrix Form

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

No Value

No Value

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

No Value

No Value

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<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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**Objective 2:  
Compose a  
focused,  
purposeful,  
developed  
paper of 500  
words or more  
that engages  
with, responds  
to, or is  
inspired by  
written or  
visual texts.**

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

**D-Matrix Form**

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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**Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.**

No Value

No Value

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**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

---

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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**Objective 4:  
Develop linear  
function  
models.**

No Value

No Value

---

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

No Value

No Value

---

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

No Value

No Value

---

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

No Value

No Value

---

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

No Value

No Value

---

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

No Value

No Value

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<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>Objective 10: Investigate the characteristics of rational expressions.</b>	No Value	No Value
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	<b>Objective 11: Develop skills to work with radical expressions.</b>	No Value	No Value
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### **E-Matrix Form**

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>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.</b>	No Value	No Value
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<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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**Objective 1:  
Develop,  
throughout the  
course as  
applicable,  
systematic  
problem-  
solving  
methods.**

No Value

No Value

---

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

No Value

No Value

---

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

No Value

No Value

---

**Objective 4:  
Develop linear  
function  
models to  
solve  
problems.**

No Value

No Value

---

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

No Value

No Value

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Changed	Questions	Current Version	Proposed Version
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**Objective 6:**  
Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.

No Value

No Value

**Objective 7:**  
Develop quadratic function models to solve problems.

No Value

No Value

**Objective 8:**  
Use inequalities to solve real world problems.

No Value

No Value

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

No Value

No Value

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

No Value

No Value

**F-Matrix Form**

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

No Value

No Value

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**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

---

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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**Objective 4:  
Solve problems  
involving  
operations with  
signed  
numbers.**

No Value

No Value

---

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

No Value

No Value

---

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

No Value

No Value

---

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

No Value

No Value

---

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

No Value

No Value

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<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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**Objective 9:  
Explore the use  
of variables in  
expressions  
and evaluate  
algebraic  
expressions.**

No Value

No Value

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

No Value

No Value

---

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

No Value

No Value

---

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

No Value

No Value

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### **G-Matrix Form**

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Changed	Questions	Current Version	Proposed Version
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	<p><b>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.</b></p>	No Value	No Value
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### H-Matrix Form

Changed	Questions	Current Version	Proposed Version
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	<p><b>Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.</b></p>	No Value	No Value
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	<p><b>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.</b></p>	No Value	No Value
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Changed	Questions	Current Version	Proposed Version
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**Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.**

No Value

No Value

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

No Value

No Value

**De Anza GE Form**

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

No Value

No Value



<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>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.)</b>	No Value	No Value
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	<b>Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</b>	No Value	No Value
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<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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**Criteria 4:**  
**Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**

No Value

No Value

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**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

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<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>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.)</b>	No Value	No Value
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### De Anza GE - ESGC Form

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>Criteria 1: Explain the interconnectivity of economic prosperity, social equity and environmental quality.</b>	No Value	No Value
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Changed	Questions	Current Version	Proposed Version
	<b>Criteria 2: Identify the most serious environmental, equity, and social justice problems globally and locally and explain their underlying causes and possible consequences.</b>	No Value	No Value
	<b>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.</b>	No Value	No Value
	<b>Criteria 4: Analyze how the well being of human society is dependent on sustainable social and ecological systems.</b>	No Value	No Value

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

No Value

No Value

### Comments

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

No  
Value

No Value

**Stage 3:  
Division  
Curriculum  
Representative**

No  
Value

No Value

**Stage 4:  
Division Dean**

No  
Value

No Value

**Stage 5: SLO  
Coordinator**

No  
Value

No Value

Changed	Questions	Current Version	Proposed Version				Initiator - Indicate "Y" When Completed
		No Value	Date	Name - Role OR Tab	Part - Type of Field Edit	Edit	
!	Stage 7: Content Review Matrix Liaison	No Value	3/27/24	Zack Judson	Matrix Required	and/or methods of evaluation) and/or the Outline, this information can be found	incomplete - 4/23 - zj

Changed	Questions	Current Version	Proposed Version
		4/29/24	<p data-bbox="753 180 878 247">Zack Judson</p> <p data-bbox="854 180 1062 216">MatrixRequired</p> <p data-bbox="1062 180 1508 1703">Please 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.</p> <p data-bbox="1062 1738 1508 2013">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</p>

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

meeting to go over the process together. Please send me an email and let me know if you would like either of these options.

Completed. Thank you! Farideh. April 27

!	Stage 8: AVP - Instruction	No Value	Date	Name - Role OR Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
			5/10/24	Gabriela Specifications Nocito - Suggested for AVPI Reading List		Required	Please delete the 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** JOURD062A



<b>Changed</b>	<b>Field</b>	<b>Current Version</b>
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	<b>Distance Education Approved</b>	Yes
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	<b>Board of Trustees Approval Date</b>	
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	<b>Curriculum Committee Approval Date</b>	
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	<b>Time to Next Review</b>	Sep 1, 2023 12:00:00 AM
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	<b>External Review Approval Date</b>	Sep 1, 2018 12:00:00 AM
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	<b>Course Control Number</b>	CCC000525527
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## **Articulation**

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>
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	<b>Course Crosswalk CRS-DEPT- NAME</b>	
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	<b>Course Crosswalk CRS-NUMBER</b>	
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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

<b>Section</b>	<b>Changed field</b>
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 8: AVP - Instruction
CTE Course	Is this a CTE (Career Technical Education) course?
Honors/Non-honors Course	Is this an honors/non-honors course?

**Section****Changed field**

Mirrored Credit/Noncredit Course

Is this a mirrored credit/noncredit course?

Cross-listed Course

Is this a cross-listed course?

**General Information****Changed****Field****Current Version****Proposed Version****Faculty Initiator**

• eLumenData, eLumenData

• 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

**Effective Term**

Fall 2021

Fall ~~2024~~ 2025**SAM Priority Code (CB09)**

Clearly Occupational

Clearly Occupational

**Course Description**

Practical experience contributing as a freelance photographer to the college newspaper and/or digital media as a reporter.

~~Practical~~ The course offers practical experience contributing as a freelance photographer contributing to the college newspaper and/or student-run publication and digital media as a reporter. media.**Course Type (CB27)**

No value

• Lower Division

Changed	Field	Current Version	Proposed Version
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**Mode of Delivery**

• Hybrid

- Online
- Hybrid

### Faculty Requirements

Changed	Field	Current Version	Proposed Version
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**Discipline 1**

No value

- Journalism



**Discipline 2**

No value

- Mass Communication

**Discipline 3**

No value

No value



**FSA**

No value

- FHDA FSA - JOURNALISM

### Course Justification

Changed	Field	Current Version	Proposed Version
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**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

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

<b>Course Philosophy</b>			
<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Course Philosophy</b>	No value	

<b>Formerly Statement</b>			
<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Formerly Statement</b>	No value	

<b>Stand-Alone Statement</b>			
<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Stand-Alone Statement</b>	No value	

<b>CTE Course</b>			

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

No value

Yes

### Honors/Non-honors Course

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

No value

No

### Mirrored Credit/Noncredit Course

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

No value

No

### Cross-listed Course

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

No value

No

### More Options

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

Course is not a basic skills course.

Course is not a basic skills course.

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

### Stand-Alone Statement

Changed	Field	Current Version	Proposed Version
	<b>Stand-Alone Statement</b>	No value	

### Associated Programs

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

<b>Associated Program</b>	Journalism	<b>Associated Program</b>	Journalism
<b>Award Type</b>	Associate in Arts (A.A.) Degree	<b>Award Type</b>	Associate in Arts (A.A.) Degree
<b>Associated Program</b>	Graphic Design	<b>Associated Program</b>	Graphic Design
<b>Award Type</b>	Certificate of Achievement-Advanced (COA-A)	<b>Award Type</b>	Certificate of Achievement-Advanced (COA-A)
<b>Associated Program</b>	Journalism (In Development)	<b>Associated Program</b>	Journalism (In Development)
<b>Award Type</b>	Associate in Arts (A.A.) Degree	<b>Award Type</b>	Associate in Arts (A.A.) Degree
<b>Associated Program</b>	Graphic Design	<b>Associated Program</b>	Graphic Design
<b>Award Type</b>	Associate in Arts (A.A.) Degree	<b>Award Type</b>	Associate in Arts (A.A.) Degree

### Transferability & Gen. Ed. Options

Changed	Field	Current Version	Proposed Version
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**Transfer Status (CB05)**

Transferable to CSU only

Transferable to CSU only

**Course General Education Status (CB25)**

Y

Y

**Transfer Status**

Approved

Approved

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>GE Information</b>	No value	No value
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### **Weekly Student Hours - Profile Name: Default Profile**

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>Lecture Hours - In Class</b>	0	0
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	<b>Lecture Hours - Out of Class</b>	0	0
--	-------------------------------------	---	---

	<b>Laboratory Hours - In Class</b>	3	3
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	<b>Laboratory Hours - Out of Class</b>	0	0
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	<b>NA Hours - In Class</b>	0	0
--	----------------------------	---	---

	<b>NA Hours - Out of Class</b>	0	0
--	--------------------------------	---	---

### **Course Student Hours - Profile Name: Default Profile**

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>Course Duration (Weeks)</b>	12	12
--	--------------------------------	----	----

	<b>Hours per unit divisor</b>	36	36
--	-------------------------------	----	----

	<b>Total Student Learning Hours</b>	36	36
--	-------------------------------------	----	----

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

Changed	Field	Current Version	Proposed Version
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	<b>Total Credit Units - Maximum Credit Units</b>	1	1
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### Speciality Hours

Changed	Field	Current Version	Proposed Version
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	<b>Speciality Hours</b>	No value	No value
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### Credit / Non-Credit Options

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

	<b>Funding Agency Category (CB23)</b>	Not Applicable.	Not Applicable.
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	<b>Cooperative Work Experience Education Status (CB10)</b>	<input type="checkbox"/>	<input type="checkbox"/>
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	<b>Variable Credit Course</b>	<input type="checkbox"/>	<input type="checkbox"/>
--	-------------------------------	--------------------------	--------------------------

### Credit Units

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

### SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

### Specifications

**Changed Field**

**Current Version**

**Proposed Version**



**Methods of Instruction**

**Methods of Instruction**

**Methods of Instruction** Discussion of assigned reading.  
Other: Laboratory experiences which involve students in formal exercises of news gathering and reporting.

**Methods of Instruction**

Methods of Instruction

**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.



**Assignments**

1. Identify, propose and complete one approved photojournalism assignment per week; submit by deadline.
2. Read about and react to journalistic concepts and issues regarding photography, using critical thinking.
3. Keep a log of activities, learning experiences and time spent on assignments.

1. Identify, propose and complete approved photojournalism assignments and submit by deadlines.
2. Read about and react to journalistic concepts and issues regarding photography, using critical thinking.
3. Keep a log of activities, learning experiences and time spent on assignments
4. Take quizzes

Changed Field

Current Version

Proposed Version



**Methods of Evaluation**

**Methods of Evaluation**

**Methods of Evaluation**

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

**Methods of Evaluation**

Methods of Evaluation

**Methods of Evaluation**

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

Changed	Field	Current Version	Proposed Version
!	<b>Essential Student Materials/Essential College Facilities</b>	<b>Essential Student Materials:</b> <ul style="list-style-type: none"> <li>• None.</li> </ul> <b>Essential College Facilities:</b> <ul style="list-style-type: none"> <li>• None.</li> </ul>	<b>Essential Student Materials:</b> <ul style="list-style-type: none"> <li>• 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</li> </ul> <b>Essential College Facilities:</b> <ul style="list-style-type: none"> <li>• 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.</li> </ul>



**Changed Field****Current Version****Proposed Version****Examples of Primary Texts and References**

<b>Title</b>	No value
<b>Author</b>	Deck, Cecilia. La Voz Handbook. Latest edition. 2018.
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

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

<b>Title</b>	No value
<b>Author</b>	Associated Press Stylebook and Briefing on Media Law. New York: Associated Press, 2017.
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

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

<b>Title</b>	No value
<b>Author</b>	Harrower, Tim. Inside Reporting, 3rd ed. McGraw-Hill, 2013.
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

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

Changed	Field	Current Version	Proposed Version
	<b>!</b> Suggested Reading List	<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p><b>Reading List</b> Kanigel, Rachele. The Student Newspaper Survival Guide. Wiley-Blackwell, 2nd ed. 2011.</p> </div> <div style="border: 1px solid black; padding: 5px;"> <p><b>May include, but are not limited to</b> No value</p> </div>	No value
		<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p><b>Reading List</b> Kobre, Kenneth. Photojournalism: The Professionals</p> </div> <div style="border: 1px solid black; padding: 5px;"> <p><b>May include, but are not limited to</b> No value</p> </div>	

### Learning Outcomes and Objectives

Changed	Field	Current Version	Proposed Version
	<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>• Communicate with one or more editors to obtain photography assignments.</li> <li>• Produce and contribute appropriate photojournalism assignments to the student media.</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate with one or more editors to obtain photography assignments.</li> <li>• Produce and contribute appropriate photojournalism assignments to the student media.</li> </ul>

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

**CSLOs** Complete news photography assignments suitable for publication or online presentation following ethical and journalistic guidelines.

**Expected SLO Performance** 0.0

**CSLOs** Complete news photography assignments suitable for publication or online presentation following ethical and journalistic guidelines.

**Expected SLO Performance** 0.0

**CSLOs** Demonstrate the ability to communicate effectively and complete assignments within specified deadlines.

**Expected SLO Performance** 0.0

**CSLOs** Demonstrate the ability to communicate effectively and complete assignments within specified deadlines.

**Expected SLO Performance** 0.0

**CSLOs** Develop and propose ideas for photographic assignments for student news media.

**Expected SLO Performance** 0.0

**CSLOs** Develop and propose ideas for photographic assignments for student news media.

**Expected SLO Performance** 0.0

**Course Outline**

Changed	Field	Current Version	Proposed Version
	<b>Course Content</b>	<ol style="list-style-type: none"> <li>1. Communicate with one or more editors to obtain photography assignments.               <ol style="list-style-type: none"> <li>1. Select assignments from assignment list or discussion with editor(s).</li> <li>2. Suggest assignments to editor(s).</li> </ol> </li> <li>2. Produce and contribute appropriate photojournalism assignments to the student media.               <ol style="list-style-type: none"> <li>1. Complete photo assignments for the student newspaper, magazine, or related website following ethical and journalistic guidelines.</li> <li>2. Turn in assignments in appropriate format and within stated deadline.</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Communicate with one or more editors to obtain photography assignments.               <ol style="list-style-type: none"> <li>1. Select assignments from assignment list or discussion with editor(s).</li> <li>2. Suggest assignments to editor(s).</li> </ol> </li> <li>2. Produce and contribute appropriate photojournalism assignments to the student media.               <ol style="list-style-type: none"> <li>1. Complete photo assignments for the student newspaper, magazine, or related website following ethical and journalistic guidelines.</li> <li>2. Turn in assignments in appropriate format and within stated deadline.</li> </ol> </li> </ol>
	<b>Lab Component in this Course</b>	No	No
	<b>Lab Outline</b>	No value	No value

### Req/Adv

Changed	Questions	Current Version	Proposed Version
	<b>Prerequisite(s):</b>	No Value	No Value
	<b>Corequisite(s):</b>	No Value	No Value
	<b>Advisory(ies):</b>	No Value	No Value
	<b>Advisory(ies) - Other:</b>	PHTG D004.	PHTG D004.
	<b>Limitation(s) on Enrollment:</b>	No Value	No Value

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

### Curriculum Office

Changed	Questions	Current Version	Proposed Version
!	<b>Banner Start Term (202122)</b>	202122	No Value
!	<b>Banner Division</b>	2LA	No Value
!	<b>Catalog Term (21-22)</b>	21-22	No Value
!	<b>5 Year Revision Year (2021)</b>	2018	No Value
!	<b>Effective Quarter</b>	Fall	No Value
!	<b>Effective Year (2021)</b>	2018	No Value
	<b>Sort ID (00 &lt; 10; 0 &lt; 100)</b>	JOUR 062B	JOUR 062B
	<b>Course Status</b>	Non-substantial	Non-substantial

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

Changed	Questions	Current Version	Proposed Version
!	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)	N	No Value
!	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)	N	No Value
!	Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)	Three hours laboratory (36 hours total per quarter).	No Value
!	Noncredit Enhanced Funding Indicator	N	No Value
!	In Service Indicator	N	No Value

Changed	Questions	Current Version	Proposed Version
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**Sports/Physical Education Course Indicator**

N

No Value



**COA Code**

C

No Value



**Fund Code**

114000

No Value



**Organization Code**

238013

No Value



**Account Code**

1320

No Value



**Program Code**

060100

No Value



**Percent**

100

No Value

**Curriculum Office Notes**

No Value

No Value



**Print/No Print to Catalog**

Yes

No Value

### Summary of Revisions

Changed	Questions	Current Version	Proposed Version
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**Basic Course Information**

No Value

No Value

**Units and Hours**

No Value

No Value

**Specifications**

No Value

No Value

**Outline**

No Value

No Value

**Other**

No Value

No Value

### Blue Form



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

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

No Value

No Value

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

No Value

No Value

### A-Matrix Form

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

No Value

No Value

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

No Value

No Value



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

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

### C-Matrix Form

Blank area for the C-Matrix Form.

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

No Value

No Value

---

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

No Value

No Value

---

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

No Value

No Value

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

### **D-Matrix Form**

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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**Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.**

No Value

No Value

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**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

---



<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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---

**Objective 4:  
Develop linear  
function  
models.**

No Value

No Value

---

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

No Value

No Value

---

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

No Value

No Value

---

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

No Value

No Value

---

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

No Value

No Value

---

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

No Value

No Value

---

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>Objective 10: Investigate the characteristics of rational expressions.</b>	No Value	No Value
--	---	----------	----------

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	<b>Objective 11: Develop skills to work with radical expressions.</b>	No Value	No Value
--	---	----------	----------

### **E-Matrix Form**

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>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.</b>	No Value	No Value
--	--	----------	----------

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<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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---

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

No Value

No Value

---

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

No Value

No Value

---

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

No Value

No Value

---

**Objective 4:  
Develop linear  
function  
models to  
solve  
problems.**

No Value

No Value

---

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

No Value

No Value

---

Changed	Questions	Current Version	Proposed Version
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**Objective 6:**  
Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.

No Value

No Value

**Objective 7:**  
Develop quadratic function models to solve problems.

No Value

No Value

**Objective 8:**  
Use inequalities to solve real world problems.

No Value

No Value

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

No Value

No Value

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

No Value

No Value

F-Matrix Form

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

No Value

No Value

---

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

No Value

No Value

---

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

No Value

No Value

---

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

No Value

No Value

---

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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**Objective 4:  
Solve problems  
involving  
operations with  
signed  
numbers.**

No Value

No Value

---

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

No Value

No Value

---

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

No Value

No Value

---

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

No Value

No Value

---

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

No Value

No Value

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<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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**Objective 9:  
Explore the use  
of variables in  
expressions  
and evaluate  
algebraic  
expressions.**

No Value

No Value

---

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

No Value

No Value

---

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

No Value

No Value

---

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

No Value

No Value

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## **G-Matrix Form**

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

No Value

No Value

### H-Matrix Form

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

No Value

No Value

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

No Value

No Value



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

No Value

No Value

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

No Value

No Value

### De Anza GE Form

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

No Value

No Value

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>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.)</b>	No Value	No Value
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	<b>Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</b>	No Value	No Value
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<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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**Criteria 4:**  
**Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**

No Value

No Value

---

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

No Value

No Value

---

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>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.)</b>	No Value	No Value
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#### **De Anza GE - ESGC Form**

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

Changed	Questions	Current Version	Proposed Version
	<b>Criteria 2: Identify the most serious environmental, equity, and social justice problems globally and locally and explain their underlying causes and possible consequences.</b>	No Value	No Value
	<b>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.</b>	No Value	No Value
	<b>Criteria 4: Analyze how the well being of human society is dependent on sustainable social and ecological systems.</b>	No Value	No Value

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

No Value

No Value

### Comments

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

No  
Value

No Value

**Stage 3:  
Division  
Curriculum  
Representative**

No  
Value

No Value

**Stage 4:  
Division Dean**

No  
Value

No Value

**Stage 5: SLO  
Coordinator**

No  
Value

No Value

**Stage 7:  
Content  
Review Matrix  
Liaison**

No  
Value

No Value



<b>Changed</b>	<b>Field</b>	<b>Current Version</b>
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	<b>Time to Next Review</b>	Aug 31, 2023 12:00:00 AM
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	<b>External Review Approval Date</b>	Sep 1, 2018 12:00:00 AM
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	<b>Course Control Number</b>	CCC000545339
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### **Articulation**

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>
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	<b>Course Crosswalk CRS-DEPT-NAME</b>	
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	<b>Course Crosswalk CRS-NUMBER</b>	
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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

<b>Section</b>	<b>Changed field</b>
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 8: AVP - Instruction
CTE Course	Is this a CTE (Career Technical Education) course?
Honors/Non-honors Course	Is this an honors/non-honors course?

**Section****Changed field**

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
!	<b>Faculty Initiator</b>	• eLumenData, eLumenData	• Farideh Dada
	<b>Course ID (CB01A and CB01B)</b>	JOURD062C	JOURD062C
	<b>Course Control Number</b>	CCC000545340	CCC000545340
	<b>Course Title (CB02)</b>	Freelance Video Production for Student Media	Freelance Video Production for Student Media
	<b>Short Course Title</b>	FREELANCE VID PROD STDNT MEDIA	FREELANCE VID PROD STDNT MEDIA
	<b>TOP Code (CB03)</b>	0602.00	0602.00 Journalism
	<b>CIP Code</b>	Journalism	09.0401 Journalism
	<b>Department</b>	JOUR - Journalism	JOUR - Journalism
!	<b>Effective Term</b>	Fall 2021	Fall <del>2024</del> <u>2025</u>
	<b>SAM Priority Code (CB09)</b>	Clearly Occupational	Clearly Occupational
!	<b>Course Description</b>	Practical experience contributing as a freelance video reporter or producer for the college news media.	<del>Practical</del> <u>The course offers practical</u> experience <del>contributing</del> as a freelance video reporter or producer <del>for</del> <u>contributing to the college news student-run publication and digital</u> media.
!	<b>Course Type (CB27)</b>	No value	• Lower Division

Changed	Field	Current Version	Proposed Version
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**Mode of Delivery**

• Hybrid

- Online
- Hybrid

### Faculty Requirements

Changed	Field	Current Version	Proposed Version
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**Discipline 1**

No value

- Journalism



**Discipline 2**

No value

- Mass Communication

**Discipline 3**

No value

No value



**FSA**

No value

- Journalism

### Course Justification

Changed	Field	Current Version	Proposed Version
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**Course Justification**

This course instructs students in the basics of video reporting and production while allowing them to gain experience as freelancers – pitching ideas, communicating with editors and completing video 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 video reporting and production while allowing them to gain experience as freelancers – pitching ideas, communicating with editors and completing video 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

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

<b>Course Philosophy</b>			
<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Course Philosophy</b>	No value	

<b>Formerly Statement</b>			
<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Formerly Statement</b>	No value	

<b>Stand-Alone Statement</b>			
<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Stand-Alone Statement</b>	No value	

<b>CTE Course</b>			

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

No value

Yes

### Honors/Non-honors Course

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

No value

No

### Mirrored Credit/Noncredit Course

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

No value

No

### Cross-listed Course

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

No value

No

### More Options

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

Course is not a basic skills course.

Course is not a basic skills course.

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

### Stand-Alone Statement

Changed	Field	Current Version	Proposed Version
	<b>Stand-Alone Statement</b>	No value	

### Associated Programs

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

**Associated Program** Journalism

**Award Type** Associate in Arts (A.A.) Degree

**Associated Program** Journalism (In Development)

**Award Type** Associate in Arts (A.A.) Degree

**Associated Program** Journalism

**Award Type** Associate in Arts (A.A.) Degree

**Associated Program** Journalism (In Development)

**Award Type** Associate in Arts (A.A.) Degree

### Transferability & Gen. Ed. Options

Changed	Field	Current Version	Proposed Version
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**Transfer Status (CB05)**

Transferable to 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
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**Lecture Hours - In Class**

0

0

**Lecture Hours - Out of Class**

0

0



<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
	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**

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
	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

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
	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

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
	Speciality Hours	No value	No value

### Credit / Non-Credit Options

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

### Credit Units


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

Changed	Field	Current Version	Proposed Version
	Minimum Credit Units	1	1
	Maximum Credit Units	1	1

**SKIP**

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

**Specifications**

Changed	Field	Current Version	Proposed Version
	Methods of Instruction	<p><b>Methods of Instruction</b></p> <p><b>Methods of Instruction</b> Discussion of assigned reading. Other: Laboratory experiences which involve students in formal exercises of news gathering and reporting.</p>	<p><b>Methods of Instruction</b> Methods of Instruction</p> <p><b>Methods of Instruction</b> Discussion of assigned reading Laboratory experiences which involve students in formal exercises of news gathering and reporting Quizzes Periodical check-ins and self-evaluation</p>

**Changed Field**

**Current Version**

**Proposed Version**



**Assignments**

1. Identify and complete one approved video assignment per week; submit by deadline.
2. Read about and react to journalistic concepts and issues regarding video or broadcast journalism using critical thinking.
3. Keep a log of activities, learning experiences and time spent on assignments.

1. Identify and complete approved video assignments; submit by deadline.
2. Read about and react to journalistic concepts and issues regarding video or broadcast journalism using critical thinking.
3. Keep a log of activities, learning experiences and time spent on assignments
4. Take quizzes.



**Methods of Evaluation**

**Methods of Evaluation**

**Methods of Evaluation**

1. Videos evaluated for adherence to video reporting guidelines and deadline timeliness.
2. Comprehension tests and a final exam requiring students to identify and demonstrate concepts that have been introduced and studied throughout the course.
3. Evaluation of log report for completeness.

**Methods of Evaluation**

Methods of Evaluation

**Methods of Evaluation**

1. Videos evaluated for adherence to video reporting guidelines and deadline timeliness.
2. Comprehension tests and a final exam requiring students to identify and demonstrate concepts that have been introduced and studied throughout the course.
3. Evaluation of log report for completeness.
4. Evaluation of feedback.

Changed	Field	Current Version	Proposed Version
!	<b>Essential Student Materials/Essential College Facilities</b>	<b>Essential Student Materials:</b> <ul style="list-style-type: none"> <li>• None.</li> </ul> <b>Essential College Facilities:</b> <ul style="list-style-type: none"> <li>• None.</li> </ul>	<b>Essential Student Materials:</b> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <b>Essential College Facilities:</b> <ul style="list-style-type: none"> <li>• 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.</li> </ul>

**Changed Field****Current Version****Proposed Version****Examples of Primary Texts and References**

<b>Title</b>	No value
<b>Author</b>	Deck, Cecilia. La Voz Handbook. 2018.
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

<b>Title</b>	No value
<b>Author</b>	Associated Press Stylebook and Briefing on Media Law. New York: Associated Press, 2017.
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

<b>Title</b>	No value
<b>Author</b>	Harrower, Tim. Inside Reporting, 3rd ed. McGraw-Hill, 2013.
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

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

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

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

Changed Field

Current Version

Proposed Version



**Suggested Reading List**

No value

**Reading List** Kanigel, Rachele. The Student Newspaper Survival Guide. Wiley-Blackwell, 2nd ed. 2011.

**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 Version	Proposed Version
	<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>• Communicate with one or more editors to obtain assignments.</li> <li>• Produce and contribute appropriate video assignments for the student media.</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate with one or more editors to obtain assignments.</li> <li>• Produce and contribute appropriate video assignments for the student media.</li> </ul>

**CSLOs**

<p><b>CSLOs</b></p> <p>Develop video stories for student news media, suitable for online or broadcast presentation.</p>	<p><b>CSLOs</b></p> <p>Develop video stories for student news media, suitable for online or broadcast presentation.</p>
<p><b>Expected SLO Performance</b></p> <p>0.0</p>	<p><b>Expected SLO Performance</b></p> <p>0.0</p>
<p><b>CSLOs</b></p> <p>Demonstrate the ability to complete assignments within specified deadlines.</p>	<p><b>CSLOs</b></p> <p>Demonstrate the ability to complete assignments within specified deadlines.</p>
<p><b>Expected SLO Performance</b></p> <p>0.0</p>	<p><b>Expected SLO Performance</b></p> <p>0.0</p>
<p><b>CSLOs</b></p> <p>Develop and propose suitable ideas for video assignments for student news media.</p>	<p><b>CSLOs</b></p> <p>Develop and propose suitable ideas for video assignments for student news media.</p>
<p><b>Expected SLO Performance</b></p> <p>0.0</p>	<p><b>Expected SLO Performance</b></p> <p>0.0</p>

**Course Outline**

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Changed	Field	Current Version	Proposed Version
	<b>Course Content</b>	1. Communicate with one or more editors to obtain assignments. <ol style="list-style-type: none"> <li>Select assignments from assignment list or discussion with editor(s).</li> <li>Suggest assignments to editor(s).</li> </ol> 2. Produce and contribute appropriate video assignments for the student media. <ol style="list-style-type: none"> <li>Create video for a student news website or broadcast following ethical and journalistic guidelines.</li> <li>Turn in assignments in appropriate format and within stated deadline.</li> </ol>	1. Communicate with one or more editors to obtain assignments. <ol style="list-style-type: none"> <li>Select assignments from assignment list or discussion with editor(s).</li> <li>Suggest assignments to editor(s).</li> </ol> 2. Produce and contribute appropriate video assignments for the student media. <ol style="list-style-type: none"> <li>Create video for a student news website or broadcast following ethical and journalistic guidelines.</li> <li>Turn in assignments in appropriate format and within stated deadline.</li> </ol>
	<b>Lab Component in this Course</b>	No	No
	<b>Lab Outline</b>	No value	No value

### Req/Adv



Changed	Questions	Current Version	Proposed Version
	<b>Prerequisite(s):</b>	No Value	No Value
	<b>Corequisite(s):</b>	No Value	No Value
	<b>Advisory(ies):</b>	No Value	No Value
	<b>Advisory(ies) - Other:</b>	F/TV D020.	F/TV D020.
	<b>Limitation(s) on Enrollment:</b>	No Value	No Value
	<b>Limitation(s) on Enrollment - Other:</b>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	<b>Entrance Skills(s):</b>	No Value	No Value
	<b>Entrance Skill(s) - Other:</b>	No Value	No Value
	<b>General Course Statement(s):</b>	No Value	No Value
	<b>General Course Statement(s) - Other:</b>	No Value	No Value

Curriculum Office			
Changed	Questions	Current Version	Proposed Version
!	<b>Banner Start Term (202122)</b>	202122	No Value
!	<b>Banner Division</b>	2LA	No Value
!	<b>Catalog Term (21-22)</b>	21-22	No Value
!	<b>5 Year Revision Year (2021)</b>	2018	No Value
!	<b>Effective Quarter</b>	Fall	No Value
!	<b>Effective Year (2021)</b>	2018	No Value
	<b>Sort ID (00 &lt; 10; 0 &lt; 100)</b>	JOUR 062C	JOUR 062C
	<b>Course Status</b>	Non-substantial	Non-substantial
!	<b>Course Status Code</b>	A	No Value
!	<b>Banner Department</b>	JOUR	No Value

Changed	Questions	Current Version	Proposed Version
!	Course Level	DU	No Value
!	College Code	DA	No Value
	Course Characteristics	CTE	CTE
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
!	CTE Status	Yes	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
!	Hybrid Approval Date (MM/DD/YYYY)	01/16/2018	No Value
!	Emergency Approval	No	No Value
!	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)	N	No Value

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

Changed	Questions	Current Version	Proposed Version
	Percent	100	No Value
	Curriculum Office Notes	No Value	No Value
	Print/No Print to Catalog	Yes	No Value

### Summary of Revisions

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

### Blue Form

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

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

<b>A-Matrix Form</b>

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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**EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.**

No Value

No Value

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

No Value

No Value

---

**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

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<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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**Objective 4:  
Create syntactically varied sentences that are free of mechanical errors.**

No Value

No Value

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

No Value

No Value

### **B-Matrix Form**

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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**ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.**

No Value

No Value

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

No Value

No Value

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

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

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>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.</b>	No Value	No Value
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	<b>Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.</b>	No Value	No Value
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<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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**Objective 2:  
Compose a  
focused,  
purposeful,  
developed  
paper of 500  
words or more  
that engages  
with, responds  
to, or is  
inspired by  
written or  
visual texts.**

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

**D-Matrix Form**

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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**Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.**

No Value

No Value

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**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

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

No Value

No Value

---

**Objective 3:  
Explore functions.**

No Value

No Value

---

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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**Objective 4:  
Develop linear  
function  
models.**

No Value

No Value

---

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

No Value

No Value

---

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

No Value

No Value

---

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

No Value

No Value

---

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

No Value

No Value

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

No Value

No Value

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<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>Objective 10: Investigate the characteristics of rational expressions.</b>	No Value	No Value
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	<b>Objective 11: Develop skills to work with radical expressions.</b>	No Value	No Value
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### **E-Matrix Form**

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>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.</b>	No Value	No Value
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<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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**Objective 1:  
Develop,  
throughout the  
course as  
applicable,  
systematic  
problem-  
solving  
methods.**

No Value

No Value

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

No Value

No Value

---

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

No Value

No Value

---

**Objective 4:  
Develop linear  
function  
models to  
solve  
problems.**

No Value

No Value

---

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

No Value

No Value

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Changed	Questions	Current Version	Proposed Version
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**Objective 6:**  
Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.

No Value

No Value

**Objective 7:**  
Develop quadratic function models to solve problems.

No Value

No Value

**Objective 8:**  
Use inequalities to solve real world problems.

No Value

No Value

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

No Value

No Value

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

No Value

No Value

**F-Matrix Form**

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

No Value

No Value

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**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

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<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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**Objective 4:  
Solve problems  
involving  
operations with  
signed  
numbers.**

No Value

No Value

---

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

No Value

No Value

---

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

No Value

No Value

---

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

No Value

No Value

---

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

No Value

No Value

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<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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**Objective 9:  
Explore the use  
of variables in  
expressions  
and evaluate  
algebraic  
expressions.**

No Value

No Value

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

No Value

No Value

---

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

No Value

No Value

---

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

No Value

No Value

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### **G-Matrix Form**

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Changed	Questions	Current Version	Proposed Version
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	<p><b>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.</b></p>	No Value	No Value
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### H-Matrix Form

Changed	Questions	Current Version	Proposed Version
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	<p><b>Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.</b></p>	No Value	No Value
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	<p><b>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.</b></p>	No Value	No Value
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Changed	Questions	Current Version	Proposed Version
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**Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.**

No Value

No Value

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

No Value

No Value

**De Anza GE Form**

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

No Value

No Value

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>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.)</b>	No Value	No Value
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	<b>Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</b>	No Value	No Value
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<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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**Criteria 4:**  
**Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**

No Value

No Value

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**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

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<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>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.)</b>	No Value	No Value
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#### **De Anza GE - ESGC Form**

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>Criteria 1: Explain the interconnectivity of economic prosperity, social equity and environmental quality.</b>	No Value	No Value
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Changed	Questions	Current Version	Proposed Version
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	<b>Criteria 2: Identify the most serious environmental, equity, and social justice problems globally and locally and explain their underlying causes and possible consequences.</b>	No Value	No Value
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	<b>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.</b>	No Value	No Value
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	<b>Criteria 4: Analyze how the well being of human society is dependent on sustainable social and ecological systems.</b>	No Value	No Value
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Changed	Questions	Current Version	Proposed Version
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**Criteria 5:  
Demonstrate an understanding of how the student's personal activities impact the environment and communities by participating in actions to create a more environmentally sustainable and equitable future.**

No Value

No Value

### Comments

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

No Value

No Value

**Stage 3:  
Division Curriculum Representative**

No Value

No Value

**Stage 4:  
Division Dean**

No Value

No Value

**Stage 5: SLO Coordinator**


No Value

No Value

**Stage 7:  
Content Review Matrix Liaison**

No Value

No Value

Changed	Questions	Current Version	Proposed Version						
	<b>Stage 8: AVP - Instruction</b>	No Value		<b>Date</b>	<b>Name - Role OR Tab</b>	<b>Part - Field</b>	<b>Type of Edit</b>	<b>Edit</b>	<b>Initiator - Indicate "Y" When Completed</b>
				3/27/24	Gabriela Specifications Nocito - Suggested for AVPI Reading List		Require	Please delete the Suggested Reading List as this part is reserved for English classes only.	
	<b>Stage 9: Articulation Officer</b>	No Value	No Value						
	<b>Stage 11: ESGC Faculty Coordinator</b>	No Value	No Value						
	<b>Stage 14: Curriculum Committee</b>	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
	<b>Curriculum ID</b>	JOURD062C
	<b>Distance Education Approved</b>	Yes
	<b>Board of Trustees Approval Date</b>	
	<b>Curriculum Committee Approval Date</b>	

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>
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	<b>Time to Next Review</b>	Aug 31, 2023 12:00:00 AM
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	<b>External Review Approval Date</b>	Sep 1, 2018 12:00:00 AM
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	<b>Course Control Number</b>	CCC000545340
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### **Articulation**

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>
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	<b>Course Crosswalk CRS-DEPT-NAME</b>	
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	<b>Course Crosswalk CRS-NUMBER</b>	
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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
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

<b>Section</b>	<b>Changed field</b>
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****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

**Effective Term**

Fall 2021

Fall ~~2024~~ 2025**SAM Priority Code (CB09)**

Clearly Occupational

Clearly Occupational

**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.**Course Type (CB27)**

No value

• Lower Division



Changed	Field	Current Version	Proposed Version
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**Mode of Delivery**

• Hybrid

• Online  
• Hybrid

### Faculty Requirements

Changed	Field	Current Version	Proposed Version
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**Discipline 1**

No value

• Journalism



**Discipline 2**

No value

• Mass Communication

**Discipline 3**

No value

No value



**FSA**

No value

• FHDA FSA - JOURNALISM

### Course Justification

Changed	Field	Current Version	Proposed Version
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**Course Justification**

This course instructs students in the basics of digital news content 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 digital news content 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 Philosophy			
Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

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

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

CTE Course			

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

No value

Yes

### Honors/Non-honors Course

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

No value

No

### Mirrored Credit/Noncredit Course

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

No value

No

### Cross-listed Course

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

No value

No

### More Options

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

Course is not a basic skills course.

Course is not a basic skills course.

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

### Stand-Alone Statement

Changed	Field	Current Version	Proposed Version
	<b>Stand-Alone Statement</b>	No value	

### Associated Programs

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

<b>Associated Program</b>	Journalism	<b>Associated Program</b>	Journalism
<b>Award Type</b>	Associate in Arts (A.A.) Degree	<b>Award Type</b>	Associate in Arts (A.A.) Degree
<b>Associated Program</b>	Graphic Design	<b>Associated Program</b>	Graphic Design
<b>Award Type</b>	Certificate of Achievement-Advanced (COA-A)	<b>Award Type</b>	Certificate of Achievement-Advanced (COA-A)
<b>Associated Program</b>	Journalism (In Development)	<b>Associated Program</b>	Journalism (In Development)
<b>Award Type</b>	Associate in Arts (A.A.) Degree	<b>Award Type</b>	Associate in Arts (A.A.) Degree
<b>Associated Program</b>	Graphic Design	<b>Associated Program</b>	Graphic Design
<b>Award Type</b>	Associate in Arts (A.A.) Degree	<b>Award Type</b>	Associate in Arts (A.A.) Degree

### Transferability & Gen. Ed. Options

Changed	Field	Current Version	Proposed Version
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**Transfer Status (CB05)**

Transferable to 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**

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
	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**

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
	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

Changed	Field	Current Version	Proposed Version
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	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
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**Speciality Hours**

Changed	Field	Current Version	Proposed Version
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	<b>Speciality Hours</b>	No value	No value
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### Credit / Non-Credit Options

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

	<b>Variable Credit Course</b>	<input type="checkbox"/>	<input type="checkbox"/>
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### Credit Units

Changed	Field	Current Version	Proposed Version
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	<b>Course Duration (Weeks)</b>	12	12
--	--------------------------------	----	----

	<b>Total Lecture Hours per Term</b>	-	0
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<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>Total Laboratory Hours per Term</b>	36	36
--	--	----	----

	<b>Total Contact Hours per Term</b>	-	0
--	-------------------------------------	---	---

	<b>Total Credit Units</b>	1	1
--	---------------------------	---	---

	<b>Minimum Credit Units</b>	1	1
--	-----------------------------	---	---

	<b>Maximum Credit Units</b>	1	1
--	-----------------------------	---	---

## **SKIP**

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>SKIP</b>	No Value	No Value
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## **Specifications**

**Changed Field**

**Current Version**

**Proposed Version**



**Methods of Instruction**

**Methods of Instruction**

**Methods of Instruction** Discussion of assigned reading.  
Other: Laboratory experiences which involve students in formal exercises of news gathering and reporting.

**Methods of Instruction**

Methods of Instruction

**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



**Assignments**

1. Identify and complete one approved assignment per week; submit by deadline.
2. Read about and react to journalistic concepts and issues using critical thinking.
3. Keep a log of activities, learning experiences and time spent on assignments.

1. Identify and complete approved digital production assignments; submit by deadline.
2. Read about and react to journalistic concepts and issues related to digital production using critical thinking.
3. Keep a log of activities, learning experiences and time spent on assignments.
4. Take quizzes.

**Changed Field**

**Current Version**

**Proposed Version**



**Methods of Evaluation**

**Methods of Evaluation**

**Methods of Evaluation**

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

**Methods of Evaluation**

Methods of Evaluation

**Methods of Evaluation**

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

Changed	Field	Current Version	Proposed Version
!	<b>Essential Student Materials/Essential College Facilities</b>	<b>Essential Student Materials:</b> <ul style="list-style-type: none"><li>• None.</li></ul> <b>Essential College Facilities:</b> <ul style="list-style-type: none"><li>• None.</li></ul>	<b>Essential Student Materials:</b> <ul style="list-style-type: none"><li>• 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.</li></ul> <b>Essential College Facilities:</b> <ul style="list-style-type: none"><li>• 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.</li></ul>

**Changed Field****Current Version****Proposed Version****Examples of Primary Texts and References**

<b>Title</b>	No value
<b>Author</b>	Deck, Cecilia. La Voz Handbook. Latest edition. 2018.
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

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

<b>Title</b>	No value
<b>Author</b>	Associated Press Stylebook and Briefing on Media Law. New York: Associated Press, 2017.
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

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

<b>Title</b>	No value
<b>Author</b>	Harrower, Tim. Inside Reporting, 3rd ed. McGraw-Hill, 2013.
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

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

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

### Learning Outcomes and Objectives

Changed	Field	Current Version	Proposed Version
	<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>• Communicate with one or more editors to obtain assignments.</li> <li>• Produce and contribute appropriate journalistic assignments to the student media.</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate with one or more editors to obtain assignments.</li> <li>• Produce and contribute appropriate journalistic assignments to the student media.</li> </ul>

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

**CSLOs**      Develop digital content for a student media suitable for online presentation.

**Expected SLO Performance**      0.0

**CSLOs**      Develop digital content for a student media suitable for online presentation.

**Expected SLO Performance**      0.0

**CSLOs**      Student Learning Outcome:  
Demonstrate the ability to communicate effectively and complete assignments within specified deadlines.

**Expected SLO Performance**      0.0

**CSLOs**      Demonstrate the ability to communicate effectively and complete assignments within specified deadlines.

**Expected SLO Performance**      0.0

**Course Outline**

Changed	Field	Current Version	Proposed Version
	<b>Course Content</b>	<ol style="list-style-type: none"> <li>1. Communicate with one or more editors to obtain assignments.               <ol style="list-style-type: none"> <li>1. Select assignments from assignment list or discussion with editor(s).</li> <li>2. Suggest assignments to editor(s).</li> </ol> </li> <li>2. Produce and contribute appropriate journalistic assignments to the student media.               <ol style="list-style-type: none"> <li>1. Produce content for student news website and social media following ethical and journalistic guidelines.</li> <li>2. Turn in assignments in appropriate format and within stated deadline.</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Communicate with one or more editors to obtain assignments.               <ol style="list-style-type: none"> <li>1. Select assignments from assignment list or discussion with editor(s).</li> <li>2. Suggest assignments to editor(s).</li> </ol> </li> <li>2. Produce and contribute appropriate journalistic assignments to the student media.               <ol style="list-style-type: none"> <li>1. Produce content for student news website and social media following ethical and journalistic guidelines.</li> <li>2. Turn in assignments in appropriate format and within stated deadline.</li> </ol> </li> </ol>
	<b>Lab Component in this Course</b>	No	No
	<b>Lab Outline</b>	No value	No value

### Req/Adv

Changed	Questions	Current Version	Proposed Version
	<b>Prerequisite(s):</b>	No Value	No Value
	<b>Corequisite(s):</b>	No Value	No Value
	<b>Advisory(ies):</b>	No Value	No Value
	<b>Advisory(ies) - Other:</b>	No Value	No Value
	<b>Limitation(s) on Enrollment:</b>	No Value	No Value
	<b>Limitation(s) on Enrollment - Other:</b>	No Value	No Value



Changed	Questions	Current Version	Proposed Version
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**Entrance Skills(s):**

No Value

No Value

**Entrance Skill(s) - Other:**

No Value

No Value

**General Course Statement(s):**

No Value

No Value

**General Course Statement(s) - Other:**

No Value

No Value

### Curriculum Office

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

202122

No Value



**Banner Division**

2LA

No Value



**Catalog Term (21-22)**

21-22

No Value



**5 Year Revision Year (2021)**

2018

No Value



**Effective Quarter**

Fall

No Value



**Effective Year (2021)**

2018

No Value

**Sort ID (00 < 10; 0 < 100)**

JOUR 062D

JOUR 062D

**Course Status**

Non-substantial

Non-substantial



**Course Status Code**

A

No Value



**Banner Department**

JOUR

No Value



**Course Level**

DU

No Value

Changed	Questions	Current Version	Proposed Version
!	College Code	DA	No Value
	Course Characteristics	CTE	CTE
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
!	CTE Status	Yes	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
!	Hybrid Approval Date (MM/DD/YYYY)	01/16/2018	No Value
!	Emergency Approval	No	No Value
!	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)	N	No Value

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

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

**Summary of Revisions**

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

**Blue Form**

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

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

### **A-Matrix Form**

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<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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**EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.**

No Value

No Value

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

No Value

No Value

---

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

No Value

No Value

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

No Value

No Value

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Changed	Questions	Current Version	Proposed Version
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	<b>Objective 4: Create syntactically varied sentences that are free of mechanical errors.</b>	No Value	No Value
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	<b>Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.</b>	No Value	No Value
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### B-Matrix Form

Changed	Questions	Current Version	Proposed Version
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	<b>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.</b>	No Value	No Value
--	--	----------	----------

	<b>Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.</b>	No Value	No Value
--	--	----------	----------

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



<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>Objective 9: Demonstrate appropriate grammar usage and mechanics.</b>	No Value	No Value
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### **C-Matrix Form**

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>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.</b>	No Value	No Value
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	<b>Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.</b>	No Value	No Value
--	--	----------	----------

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>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.</b>	No Value	No Value
--	--	----------	----------

	<b>Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.</b>	No Value	No Value
--	--	----------	----------

	<b>Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.</b>	No Value	No Value
--	---	----------	----------

	<b>Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.</b>	No Value	No Value
--	---	----------	----------

**D-Matrix Form**

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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**Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.**

No Value

No Value

---

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

No Value

No Value

---

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

No Value

No Value

---

**Objective 3:  
Explore functions.**

No Value

No Value

---

Changed	Questions	Current Version	Proposed Version
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---

**Objective 4:  
Develop linear  
function  
models.**

No Value

No Value

---

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

No Value

No Value

---

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

No Value

No Value

---

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

No Value

No Value

---

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

No Value

No Value

---

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

No Value

No Value

---

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>Objective 10: Investigate the characteristics of rational expressions.</b>	No Value	No Value
--	---	----------	----------

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	<b>Objective 11: Develop skills to work with radical expressions.</b>	No Value	No Value
--	---	----------	----------

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### **E-Matrix Form**

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>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.</b>	No Value	No Value
--	--	----------	----------

---

	<b>Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.</b>	No Value	No Value
--	---	----------	----------

---

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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---

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

No Value

No Value

---

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

No Value

No Value

---

**Objective 4:  
Develop linear  
function  
models to  
solve  
problems.**

No Value

No Value

---

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

No Value

No Value

---

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

No Value

No Value

---

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

### **F-Matrix Form**

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

No Value

No Value

---

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

No Value

No Value

---

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

No Value

No Value

---

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

No Value

No Value

---



<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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**Objective 4:  
Solve problems  
involving  
operations with  
signed  
numbers.**

No Value

No Value

---

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

No Value

No Value

---

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

No Value

No Value

---

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

No Value

No Value

---

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

No Value

No Value

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Changed	Questions	Current Version	Proposed Version
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**Objective 9:**  
Explore the use of variables in expressions and evaluate algebraic expressions.

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

### G-Matrix Form

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

No Value

No Value

### H-Matrix Form

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

### De Anza GE Form

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

No Value

No Value

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

No Value

No Value

---

**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

---

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

No Value

No Value

---

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

No Value

No Value

---

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>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.)</b>	No Value	No Value
--	--	----------	----------

#### **De Anza GE - ESGC Form**

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

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>Criteria 2: Identify the most serious environmental, equity, and social justice problems globally and locally and explain their underlying causes and possible consequences.</b>	No Value	No Value
--	---	----------	----------

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	<b>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.</b>	No Value	No Value
--	---	----------	----------

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

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

No Value

No Value

### Comments

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

No  
Value

No Value

**Stage 3:  
Division  
Curriculum  
Representative**

No  
Value

No Value

**Stage 4:  
Division Dean**

No  
Value

No Value

Changed Questions Current Version Proposed Version



Stage 5: SLO Coordinator

No Value

DATE	Name - Role OR Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
3/8/2024	Mary Pape - SLO Coordinator	Learning Outcomes - CSLO #2	Required	"Student Learning Outcome: Demonstrate the ability to communicate effectively and complete assignments within specified deadlines." Please remove the words "Student Learning Outcome:"	

Stage 7: Content Review Matrix Liaison

No Value

No Value



Stage 8: AVP - Instruction

No Value

Date	Name - Role OR Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
4/4/24	Gabriela Specifications Nocito	- Suggested for AVPI Reading List	Required	Please delete the 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
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	<b>Stage 14: Curriculum Committee</b>	No Value	No Value
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### Course Administration Codes

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

Changed	Field	Current Version
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	<b>Curriculum ID</b>	JOURD062D
--	----------------------	-----------

	<b>Distance Education Approved</b>	Yes
--	--	-----

	<b>Board of Trustees Approval Date</b>	
--	--	--

	<b>Curriculum Committee Approval Date</b>	
--	---	--

	<b>Time to Next Review</b>	Aug 31, 2023 12:00:00 AM
--	--------------------------------	--------------------------

	<b>External Review Approval Date</b>	Sep 1, 2018 12:00:00 AM
--	--	-------------------------

	<b>Course Control Number</b>	CCC000545341
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### Articulation

Changed	Field	Current Version
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	<b>Course Crosswalk CRS-DEPT- NAME</b>	
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<b>Changed</b>	<b>Field</b>	<b>Current Version</b>
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**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	<u>Catalog Term (21-22)</u>
Curriculum Office	5 Year Revision Year (2021)
Curriculum Office	Effective Quarter
Curriculum Office	Effective Year (2021)
Curriculum Office	Course Status Code

<b>Section</b>	<b>Changed field</b>
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 8: AVP - Instruction
CTE Course	Is this a CTE (Career Technical Education) course?
Honors/Non-honors Course	Is this an honors/non-honors course?

**Section****Changed field**

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
!	<b>Faculty Initiator</b>	• eLumenData, eLumenData	• Farideh Dada
	<b>Course ID (CB01A and CB01B)</b>	JOURD062E	JOURD062E
	<b>Course Control Number</b>	CCC000545342	CCC000545342
	<b>Course Title (CB02)</b>	Freelance Graphic Production for Student Media	Freelance Graphic Production for Student Media
	<b>Short Course Title</b>	FREELANCE GRPHC PROD STDNT MED	FREELANCE GRPHC PROD STDNT MED
	<b>TOP Code (CB03)</b>	0602.00	0602.00 Journalism
	<b>CIP Code</b>	Journalism	09.0401 Journalism
	<b>Department</b>	JOUR - Journalism	JOUR - Journalism
!	<b>Effective Term</b>	Fall 2021	Fall 2024 <u>2025</u>
	<b>SAM Priority Code (CB09)</b>	Clearly Occupational	Clearly Occupational
!	<b>Course Description</b>	Practical experience contributing as a graphic news producer to the college newspaper and/or digital media as a reporter.	<del>Practical</del> <u>The course offers practical experience contributing as a <u>freelance</u> graphic news producer <u>contributing</u> to the college newspaper and/or student-run publication and digital media as a reporter. <u>media.</u></u>
!	<b>Course Type (CB27)</b>	No value	• Lower Division

Changed	Field	Current Version	Proposed Version
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**Mode of Delivery**

• Hybrid

- Online
- Hybrid

### Faculty Requirements

Changed	Field	Current Version	Proposed Version
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**Discipline 1**

No value

- Journalism



**Discipline 2**

No value

- Mass Communication

**Discipline 3**

No value

No value



**FSA**

No value

- FHDA FSA - JOURNALISM

### Course Justification

Changed	Field	Current Version	Proposed Version
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**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



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

<b>Course Philosophy</b>			
<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Course Philosophy</b>	No value	

<b>Formerly Statement</b>			
<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Formerly Statement</b>	No value	

<b>Stand-Alone Statement</b>			
<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Stand-Alone Statement</b>	No value	

<b>CTE Course</b>			

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

No value

Yes

### Honors/Non-honors Course

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

No value

No

### Mirrored Credit/Noncredit Course

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

No value

No

### Cross-listed Course

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

No value

No

### More Options

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

Course is not a basic skills course.

Course is not a basic skills course.

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

### Stand-Alone Statement

Changed	Field	Current Version	Proposed Version
	<b>Stand-Alone Statement</b>	No value	

### Associated Programs

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

<b>Associated Program</b>	Journalism	<b>Associated Program</b>	Journalism
<b>Award Type</b>	Associate in Arts (A.A.) Degree	<b>Award Type</b>	Associate in Arts (A.A.) Degree
<b>Associated Program</b>	Graphic Design	<b>Associated Program</b>	Graphic Design
<b>Award Type</b>	Certificate of Achievement-Advanced (COA-A)	<b>Award Type</b>	Certificate of Achievement-Advanced (COA-A)
<b>Associated Program</b>	Journalism (In Development)	<b>Associated Program</b>	Journalism (In Development)
<b>Award Type</b>	Associate in Arts (A.A.) Degree	<b>Award Type</b>	Associate in Arts (A.A.) Degree
<b>Associated Program</b>	Graphic Design	<b>Associated Program</b>	Graphic Design
<b>Award Type</b>	Associate in Arts (A.A.) Degree	<b>Award Type</b>	Associate in Arts (A.A.) Degree

### Transferability & Gen. Ed. Options

Changed	Field	Current Version	Proposed Version
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**Transfer Status (CB05)**

Transferable to CSU only

Transferable to CSU only

**Course General Education Status (CB25)**

Y

Y

**Transfer Status**

Approved

Approved

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>GE Information</b>	No value	No value
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### **Weekly Student Hours - Profile Name: Default Profile**

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>Lecture Hours - In Class</b>	0	0
--	-------------------------------------	---	---

	<b>Lecture Hours - Out of Class</b>	0	0
--	---	---	---

	<b>Laboratory Hours - In Class</b>	3	3
--	--	---	---

	<b>Laboratory Hours - Out of Class</b>	0	0
--	--	---	---

	<b>NA Hours - In Class</b>	0	0
--	--------------------------------	---	---

	<b>NA Hours - Out of Class</b>	0	0
--	------------------------------------	---	---

### **Course Student Hours - Profile Name: Default Profile**

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>Course Duration (Weeks)</b>	12	12
--	--	----	----

	<b>Hours per unit divisor</b>	36	36
--	-----------------------------------	----	----

	<b>Total Student Learning Hours</b>	36	36
--	---	----	----

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

Changed	Field	Current Version	Proposed Version
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	<b>Total Credit Units - Maximum Credit Units</b>	1	1
--	--	---	---

### Speciality Hours

Changed	Field	Current Version	Proposed Version
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	<b>Speciality Hours</b>	No value	No value
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### Credit / Non-Credit Options

Changed	Field	Current Version	Proposed Version
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	<b>COURSE CLASSIFICATION STATUS</b>	Credit Course.	Credit Course.
--	-------------------------------------	----------------	----------------

	<b>Course Credit Status (CB04)</b>	Credit - Degree Applicable	Credit - Degree Applicable
--	------------------------------------	----------------------------	----------------------------

	<b>Course Non Credit Category (CB22)</b>	Credit Course.	Credit Course.
--	--	----------------	----------------

	<b>Funding Agency Category (CB23)</b>	Not Applicable.	Not Applicable.
--	---------------------------------------	-----------------	-----------------

	<b>Cooperative Work Experience Education Status (CB10)</b>	<input type="checkbox"/>	<input type="checkbox"/>
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	<b>Variable Credit Course</b>	<input type="checkbox"/>	<input type="checkbox"/>
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### Credit Units

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

### SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

### Specifications



**Changed Field**

**Current Version**

**Proposed Version**



**Methods of Instruction**

**Methods of Instruction**

**Methods of Instruction** Discussion of assigned reading. Other: Laboratory experiences which involve students in formal exercises of news gathering and reporting.

**Methods of Instruction**

Methods of Instruction

**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



**Assignments**

1. Identify and complete one or more approved graphics assignment per week; submit by deadline.
2. Read about and react to journalistic concepts and issues regarding news graphics using critical thinking.
3. Keep a log of activities, learning experiences and time spent on assignments.

1. Identify and complete approved graphics assignments; submit by deadline.
2. Read about and react to journalistic concepts and issues regarding news graphics using critical thinking.
3. Keep a log of activities, learning experiences and time spent on assignments.
4. Take quizzes.



**Methods of Evaluation**

**Methods of Evaluation**

**Methods of Evaluation**

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

**Methods of Evaluation**

Methods of Evaluation

**Methods of Evaluation**

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

Changed	Field	Current Version	Proposed Version
!	<b>Essential Student Materials/Essential College Facilities</b>	<b>Essential Student Materials:</b> <ul style="list-style-type: none"> <li>• None.</li> </ul> <b>Essential College Facilities:</b> <ul style="list-style-type: none"> <li>• None.</li> </ul>	<b>Essential Student Materials:</b> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <b>Essential College Facilities:</b> <ul style="list-style-type: none"> <li>• 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.</li> </ul>

Changed Field

Current Version

Proposed Version



Examples of Primary Texts and References

<b>Title</b>	No value
<b>Author</b>	Deck, Cecilia. La Voz Handbook. 2018.
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

<b>Title</b>	La Voz News Handbook
<b>Author</b>	La Voz News adviser
<b>Publisher</b>	Open source
<b>Date/Edition</b>	2024
<b>ISBN</b>	No value

<b>Title</b>	No value
<b>Author</b>	The Associated Press Stylebook and Libel Manual. New York: Associated Press, 2017.
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

<b>Title</b>	The Associated Press Stylebook
<b>Author</b>	The Associated Press editors
<b>Publisher</b>	Associated Press
<b>Date/Edition</b>	2022-2024 / 56th edition
<b>ISBN</b>	No value

<b>Title</b>	No value
<b>Author</b>	Harrower, Tim. The Newspaper Designer's Handbook. 7th ed. McGraw-Hill, 2012.
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

<b>Title</b>	The Newspaper Designer's Handbook
<b>Author</b>	Harrower, Tim and Elman, Julie
<b>Publisher</b>	McGraw-Hill
<b>Date/Edition</b>	2013 / 7th edition
<b>ISBN</b>	No value

Changed	Field	Current Version	Proposed Version
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**Suggested Reading List**

**Reading List** Kanigel, Rachele. The Student Newspaper Survival Guide. Wiley-Blackwell, 2nd ed. 2011.

**May include, but are not limited to** No value

No value

### Learning Outcomes and Objectives

Changed	Field	Current Version	Proposed Version
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**Course Objectives**

- 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 Version****Proposed Version****CSLOs**

**CSLOs**      Develop graphic content for a media outlet, suitable for publication or online presentation.

**Expected SLO Performance**      0.0

**CSLOs**      Develop graphic content for a media outlet, suitable for publication or online presentation.

**Expected SLO Performance**      0.0

**CSLOs**      Demonstrate the ability to complete assignments within specified deadlines.

**Expected SLO Performance**      0.0

**CSLOs**      Demonstrate the ability to complete assignments within specified deadlines.

**Expected SLO Performance**      0.0







**Course Outline**

Changed	Field	Current Version	Proposed Version
	<b>Course Content</b>	<ol style="list-style-type: none"> <li>1. Communicate with one or more editors to propose and obtain graphics assignments.               <ol style="list-style-type: none"> <li>1. Select assignments from assignment list or discussion with editor(s).</li> <li>2. Suggest journalistic graphics assignments to editor(s).</li> </ol> </li> <li>2. Produce and contribute appropriate journalistic graphics assignments for student media.               <ol style="list-style-type: none"> <li>1. Create graphics to contribute to the production of the student newspaper, magazine, broadcasts or related websites.</li> <li>2. Turn in assignments in appropriate format and within stated deadline.</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Communicate with one or more editors to propose and obtain graphics assignments.               <ol style="list-style-type: none"> <li>1. Select assignments from assignment list or discussion with editor(s).</li> <li>2. Suggest journalistic graphics assignments to editor(s).</li> </ol> </li> <li>2. Produce and contribute appropriate journalistic graphics assignments for student media.               <ol style="list-style-type: none"> <li>1. Create graphics to contribute to the production of the student newspaper, magazine, broadcasts or related websites.</li> <li>2. Turn in assignments in appropriate format and within stated deadline.</li> </ol> </li> </ol>
	<b>Lab Component in this Course</b>	No	No
	<b>Lab Outline</b>	No value	No value

### Req/Adv

Changed	Questions	Current Version	Proposed Version
	<b>Prerequisite(s):</b>	No Value	No Value
	<b>Corequisite(s):</b>	No Value	No Value
	<b>Advisory(ies):</b>	No Value	No Value
	<b>Advisory(ies) - Other:</b>	ARTS D053.	ARTS D053.
	<b>Limitation(s) on Enrollment:</b>	No Value	No Value

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

<b>Curriculum Office</b>			
Changed	Questions	Current Version	Proposed Version
	<b>Banner Start Term (202122)</b>	202122	No Value
	<b>Banner Division</b>	2LA	No Value
	<b>Catalog Term (21-22)</b>	21-22	No Value
	<b>5 Year Revision Year (2021)</b>	2018	No Value
	<b>Effective Quarter</b>	Fall	No Value
	<b>Effective Year (2021)</b>	2018	No Value
	<b>Sort ID (00 &lt; 10; 0 &lt; 100)</b>	JOUR 062E	JOUR 062E
	<b>Course Status</b>	Non-substantial	Non-substantial



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

Changed	Questions	Current Version	Proposed Version
!	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)	N	No Value
!	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)	N	No Value
!	Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)	Three hours laboratory (36 hours total per quarter).	No Value
!	Noncredit Enhanced Funding Indicator	N	No Value
!	In Service Indicator	N	No Value

Changed	Questions	Current Version	Proposed Version
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**Sports/Physical Education Course Indicator**

N

No Value



**COA Code**

C

No Value



**Fund Code**

114000

No Value



**Organization Code**

238013

No Value



**Account Code**

1320

No Value



**Program Code**

060100

No Value



**Percent**

100

No Value

**Curriculum Office Notes**

No Value

No Value



**Print/No Print to Catalog**

Yes

No Value

### Summary of Revisions

Changed	Questions	Current Version	Proposed Version
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**Basic Course Information**

No Value

No Value

**Units and Hours**

No Value

No Value

**Specifications**

No Value

No Value

**Outline**

No Value

No Value

**Other**

No Value

No Value

### Blue Form

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

No Value

No Value

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**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

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

No Value

No Value

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

No Value

No Value

### A-Matrix Form

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

No Value

No Value

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

No Value

No Value

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

**B-Matrix Form**

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

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

### C-Matrix Form

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

No Value

No Value

---

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

No Value

No Value

---

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

No Value

No Value

---

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

### **D-Matrix Form**

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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**Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.**

No Value

No Value

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**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

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<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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**Objective 4:  
Develop linear  
function  
models.**

No Value

No Value

---

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

No Value

No Value

---

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

No Value

No Value

---

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

No Value

No Value

---

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

No Value

No Value

---

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

No Value

No Value

---

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>Objective 10: Investigate the characteristics of rational expressions.</b>	No Value	No Value
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	<b>Objective 11: Develop skills to work with radical expressions.</b>	No Value	No Value
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### **E-Matrix Form**

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>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.</b>	No Value	No Value
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<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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**Objective 1:  
Develop,  
throughout the  
course as  
applicable,  
systematic  
problem-  
solving  
methods.**

No Value

No Value

---

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

No Value

No Value

---

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

No Value

No Value

---

**Objective 4:  
Develop linear  
function  
models to  
solve  
problems.**

No Value

No Value

---

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

No Value

No Value

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Changed	Questions	Current Version	Proposed Version
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**Objective 6:**  
Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.

No Value

No Value

**Objective 7:**  
Develop quadratic function models to solve problems.

No Value

No Value

**Objective 8:**  
Use inequalities to solve real world problems.

No Value

No Value

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

No Value

No Value

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

No Value

No Value

F-Matrix Form

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

No Value

No Value

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**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

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<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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**Objective 4:  
Solve problems  
involving  
operations with  
signed  
numbers.**

No Value

No Value

---

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

No Value

No Value

---

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

No Value

No Value

---

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

No Value

No Value

---

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

No Value

No Value

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<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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**Objective 9:  
Explore the use  
of variables in  
expressions  
and evaluate  
algebraic  
expressions.**

No Value

No Value

---

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

No Value

No Value

---

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

No Value

No Value

---

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

No Value

No Value

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### **G-Matrix Form**

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

No Value

No Value

### H-Matrix Form

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

### De Anza GE Form

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

No Value

No Value

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>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.)</b>	No Value	No Value
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	<b>Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</b>	No Value	No Value
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<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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**Criteria 4:**  
**Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**

No Value

No Value

---

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

No Value

No Value

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<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>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.)</b>	No Value	No Value
--	--	----------	----------

### De Anza GE - ESGC Form

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

Changed	Questions	Current Version	Proposed Version
	<b>Criteria 2: Identify the most serious environmental, equity, and social justice problems globally and locally and explain their underlying causes and possible consequences.</b>	No Value	No Value
	<b>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.</b>	No Value	No Value
	<b>Criteria 4: Analyze how the well being of human society is dependent on sustainable social and ecological systems.</b>	No Value	No Value



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

No Value

No Value

### Comments

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

No  
Value

No Value

**Stage 3:  
Division  
Curriculum  
Representative**

No  
Value

No Value

**Stage 4:  
Division Dean**

No  
Value

No Value

**Stage 5: SLO  
Coordinator**


No  
Value

No Value

**Stage 7:  
Content  
Review Matrix  
Liaison**

No  
Value

No Value

Changed	Questions	Current Version	Proposed Version						
	<b>Stage 8: AVP - Instruction</b>	No Value		<b>Date</b>	<b>Name - Role OR Tab</b>	<b>Part - Field</b>	<b>Type of Edit</b>	<b>Edit</b>	<b>Initiator - Indicate "Y" When Completed</b>
				4/4/24	GabrielaSpecifications Nocito - Suggested for AVPI Reading List		Required	Please delete the Suggested Reading List as this part is reserved for English classes only.	
	<b>Stage 9: Articulation Officer</b>	No Value	No Value						
	<b>Stage 11: ESGC Faculty Coordinator</b>	No Value	No Value						
	<b>Stage 14: Curriculum Committee</b>	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
	<b>Curriculum ID</b>	JOURD062E
	<b>Distance Education Approved</b>	Yes
	<b>Board of Trustees Approval Date</b>	
	<b>Curriculum Committee Approval Date</b>	

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>
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	<b>Time to Next Review</b>	Aug 31, 2023 12:00:00 AM
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	<b>External Review Approval Date</b>	Sep 1, 2018 12:00:00 AM
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	<b>Course Control Number</b>	CCC000545342
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### **Articulation**

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>
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	<b>Course Crosswalk CRS-DEPT-NAME</b>	
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	<b>Course Crosswalk CRS-NUMBER</b>	
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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

<b>Section</b>	<b>Changed field</b>
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****Changed field**

Cross-listed Course

Is this a cross-listed course?

**General Information**

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

**Faculty Requirements**

Changed	Field	Current Version	Proposed Version
!	Discipline 1	No value	<ul style="list-style-type: none"> <li>Journalism</li> </ul>
!	Discipline 2	No value	<ul style="list-style-type: none"> <li>Mass Communication</li> </ul>
	Discipline 3	No value	No value
!	FSA	No value	<ul style="list-style-type: none"> <li>FHDA FSA - JOURNALISM</li> </ul>

### Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

### Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	<p>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.</p>	<p>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.</p>

### Stand-Alone Statement

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


## Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

## Foothill Equivalency

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

## CTE Course


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

## Honors/Non-honors Course

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



### Mirrored Credit/Noncredit Course

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

### Cross-listed Course

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

### More Options

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

## Associated Programs

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

<b>Associated Program</b>	Journalism
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<b>Award Type</b>	Associate in Arts (A.A.) Degree
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<b>Associated Program</b>	Journalism (In Development)
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<b>Award Type</b>	Associate in Arts (A.A.) Degree
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<b>Associated Program</b>	Journalism
---------------------------	------------

<b>Award Type</b>	Associate in Arts (A.A.) Degree
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<b>Associated Program</b>	Journalism (In Development)
---------------------------	-----------------------------

<b>Award Type</b>	Associate in Arts (A.A.) Degree
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## Transferability & Gen. Ed. Options

Changed	Field	Current Version	Proposed Version
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<b>Transfer Status (CB05)</b>	Transferable to CSU only
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Transferable to CSU only
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<b>Course General Education Status (CB25)</b>	Y
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Y
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<b>Transfer Status</b>	Approved
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Approved
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<b>GE Information</b>	No value
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No value
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## Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
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<b>Lecture Hours - In Class</b>	0
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0
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<b>Lecture Hours - Out of Class</b>	0
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0
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<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
	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**

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

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

<b>SKIP</b>			
Changed	Field	Current Version	Proposed Version
	<b>SKIP</b>	No Value	No Value

## Specifications

Changed Field

Current Version

Proposed Version



### 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

**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.



### Assignments

1. Complete one or more approved copy editing assignment per week; complete by deadline.
2. Read about and react to journalistic concepts and issues regarding copy editing and proofreading news copy, using critical thinking.
3. Keep a log of activities, learning experiences and time spent on assignments.

1. Complete approved copy editing assignments by deadline.
2. Read about and react to journalistic concepts and issues regarding copy editing and proofreading news copy, using critical thinking.
3. Keep a log of activities, learning experiences and time spent on assignments.



**Methods of Evaluation**

**Methods of Evaluation**

**Methods of Evaluation**

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

**Methods of Evaluation**

Methods of Evaluation

**Methods of Evaluation**

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

**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 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 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 and Photoshop for copy editing.





**Examples of Primary Texts and References**

<b>Title</b>	No value
<b>Author</b>	Deck, Cecilia. La Voz Handbook. 2018.
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

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

<b>Title</b>	No value
<b>Author</b>	Associated Press Stylebook and Briefing on Media Law. New York: Associated Press, 2017.
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

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

<b>Title</b>	No value
<b>Author</b>	Harrower, Tim. Inside Reporting, 3rd ed. McGraw-Hill, 2013.
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

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

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

Changed Field

Current Version

Proposed Version

ISBN

No value



**Suggested Reading List**

No value

**Reading List** Kanigel, Rachele. The Student Newspaper Survival Guide. Wiley-Blackwell, 2nd ed. 2011.

**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****Proposed Version****CSLOs**

**CSLOs** Edit copy for student news media following ethical and journalistic guidelines.

**Expected SLO Performance** 0.0

**CSLOs** Edit copy for student news media following ethical and journalistic guidelines.

**Expected SLO Performance** 0.0

**CSLOs** Demonstrate the ability to complete assignments within specified deadlines.

**Expected SLO Performance** 0.0

**CSLOs** Demonstrate the ability to complete assignments within specified deadlines.

**Expected SLO Performance** 0.0

**CSLOs** Demonstrate understanding of copy editing for grammar, spelling, AP style and journalistic conventions.

**Expected SLO Performance** 0.0

**CSLOs** Demonstrate understanding of copy editing for grammar, spelling, AP style and journalistic conventions.

**Expected SLO Performance** 0.0

**Course Outline**

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Course Content</b>	1. Communicate with one or more editors to obtain copy editing assignments. <ol style="list-style-type: none"> <li>1. Determine scope of assignment in discussion with editors.</li> <li>2. Suggest editing assignments to editors.</li> </ol> 2. Copy edit stories, cutlines and other written material using conventions of journalistic style. <ol style="list-style-type: none"> <li>1. Edit for spelling, grammar and Associated Press style and flag ethical or legal concerns.</li> <li>2. Turn in assignments in appropriate format and within stated deadline.</li> </ol>	1. Communicate with one or more editors to obtain copy editing assignments. <ol style="list-style-type: none"> <li>1. Determine scope of assignment in discussion with editors.</li> <li>2. Suggest editing assignments to editors.</li> </ol> 2. Copy edit stories, cutlines and other written material using conventions of journalistic style. <ol style="list-style-type: none"> <li>1. Edit for spelling, grammar and Associated Press style and flag ethical or legal concerns.</li> <li>2. Turn in assignments in appropriate format and within stated deadline.</li> </ol>
	<b>Lab Component in this Course</b>	No	No
	<b>Lab Outline</b>	No value	No value

<b>Req/Adv</b>			
<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Prerequisite(s):</b>	No Value	No Value
	<b>Corequisite(s):</b>	No Value	No Value
	<b>Advisory(ies):</b>	EWRT D001A or EWRT D01AH or ESL D005.	EWRT D001A or EWRT D01AH or ESL D005.
	<b>Advisory(ies) - Other:</b>	No Value	No Value
	<b>Limitation(s) on Enrollment:</b>	No Value	No Value
	<b>Limitation(s) on Enrollment - Other:</b>	No Value	No Value
	<b>Entrance Skills(s):</b>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	<b>Entrance Skill(s) - Other:</b>	No Value	No Value
	<b>General Course Statement(s):</b>	No Value	No Value
	<b>General Course Statement(s) - Other:</b>	No Value	No Value

### Curriculum Office

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

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

Changed	Questions	Current Version	Proposed Version
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!	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)	N	No Value
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!	Noncredit Enhanced Funding Indicator	N	No Value
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!	In Service Indicator	N	No Value
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!	Sports/Physical Education Course Indicator	N	No Value
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!	COA Code	C	No Value
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!	Fund Code	114000	No Value
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!	Organization Code	238013	No Value
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!	Account Code	1320	No Value
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!	Program Code	060100	No Value
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!	Percent	100	No Value
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Curriculum Office Notes	<ul style="list-style-type: none"> <li>Requisite change appr. 1/17/23 (effect. F23).-cc</li> </ul>	<ul style="list-style-type: none"> <li>Requisite change appr. 1/17/23 (effect. F23).-cc</li> </ul>
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!	Print/No Print to Catalog	Yes	No Value
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Checklist	No Value	No Value
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## Summary of Revisions

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

## Blue Form

Changed	Questions	Current Version	Proposed Version
	<b>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.</b>	No Value	No Value
	<b>1. Is the unit(s) change required for articulation?</b>	No Value	No Value
	<b>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.</b>	No Value	No Value



Changed	Questions	Current Version	Proposed Version
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**3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.**

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

### A-Matrix Form

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

No Value

No Value

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

### B-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
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**Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.**

No Value

No Value

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

No Value

No Value

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

No Value

No Value

**Objective 9: Demonstrate appropriate grammar usage and mechanics.**

No Value

No Value

### C-Matrix Form

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

No Value

No Value

---

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

No Value

No Value

---

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

No Value

No Value

---

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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**Objective 3:  
Produce written  
work using a  
cyclical  
process of  
multiples drafts  
and revisions.**

No Value

No Value

---

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

No Value

No Value

---

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

No Value

No Value

---

### **D-Matrix Form**

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Changed	Questions	Current Version	Proposed Version
	<p><b>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.</b></p>	No Value	No Value
	<p><b>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.</b></p>	No Value	No Value
	<p><b>Objective 2: Investigate the use of mathematics in real world.</b></p>	No Value	No Value
	<p><b>Objective 3: Explore functions.</b></p>	No Value	No Value
	<p><b>Objective 4: Develop linear function models.</b></p>	No Value	No Value

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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**Objective 5:  
Use systems of  
two linear  
equations to  
solve real world  
problems.**

No Value

No Value

---

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

No Value

No Value

---

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

No Value

No Value

---

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

No Value

No Value

---

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

No Value

No Value

---

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

No Value

No Value

---

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

No Value

No Value



## E-Matrix Form

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

No Value

No Value

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

No Value

No Value

---

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

No Value

No Value

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Changed	Questions	Current Version	Proposed Version
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---

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

No Value

No Value

---

**Objective 4:**  
Develop linear function models to solve problems.

No Value

No Value

---

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

No Value

No Value

---

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

No Value

No Value

---

**Objective 7:**  
Develop quadratic function models to solve problems.

No Value

No Value

---

**Objective 8:**  
Use inequalities to solve real world problems.

No Value

No Value

---

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

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>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.</b>	No Value	No Value
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	<b>Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.</b>	No Value	No Value
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Changed	Questions	Current Version	Proposed Version
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**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

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

No Value

No Value

## H-Matrix Form

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

**De Anza GE Form**

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

No Value

No Value

**Changed**

**Questions**

**Current Version**

**Proposed Version**

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

No Value

No Value

---

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

No Value

No Value

---



**Changed**

**Questions**

**Current Version**

**Proposed Version**

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

No Value

No Value

---

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

No Value

No Value

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<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>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.)</b>	No Value	No Value
--	--	----------	----------

#### **De Anza GE - ESGC Form**



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

	<b>Criteria 2: Identify the most serious environmental, equity, and social justice problems globally and locally and explain their underlying causes and possible consequences.</b>	No Value	No Value
--	---	----------	----------

Changed	Questions	Current Version	Proposed Version
	<b>Criteria 3:</b> <b>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.</b>	No Value	No Value
	<b>Criteria 4:</b> <b>Analyze how the well being of human society is dependent on sustainable social and ecological systems.</b>	No Value	No Value
	<b>Criteria 5:</b> <b>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.</b>	No Value	No Value

**Comments**

Changed	Questions	Current Version	Proposed Version																				
	<b>Stage 2: Department Chair</b>	No Value	No Value																				
	<b>Stage 3: Division Curriculum Representative</b>	No Value	No Value																				
	<b>Stage 4: Division Dean</b>	No Value	No Value																				
	<b>Stage 5: SLO Coordinator</b>	No Value	No Value																				
	<b>Stage 7: Content Review Matrix Liaison</b>	No Value	<table border="1"> <thead> <tr> <th>Date</th> <th>Name - Role OR Tab</th> <th>Part - Type of Field Edit</th> <th>Edit</th> <th>Initiator - Indicate "Y" When Completed</th> </tr> </thead> <tbody> <tr> <td>3/27/24</td> <td>Zack JudsonA</td> <td>Matrix Required</td> <td>Complete Matrix A for your English advisory</td> <td>Y</td> </tr> <tr> <td>4/23/24</td> <td>Zack JudsonA</td> <td>Matrix Required</td> <td>Please indicate where the skills/activities/assignments listed can be found in eLumen</td> <td>Y</td> </tr> <tr> <td>4/29/24</td> <td>Zack JudsonA</td> <td>Matrix Required</td> <td>Move your entry under objective 5 so that it is under objective 4</td> <td></td> </tr> </tbody> </table>	Date	Name - Role OR Tab	Part - Type of Field Edit	Edit	Initiator - Indicate "Y" When Completed	3/27/24	Zack JudsonA	Matrix Required	Complete Matrix A for your English advisory	Y	4/23/24	Zack JudsonA	Matrix Required	Please indicate where the skills/activities/assignments listed can be found in eLumen	Y	4/29/24	Zack JudsonA	Matrix Required	Move your entry under objective 5 so that it is under objective 4	
Date	Name - Role OR Tab	Part - Type of Field Edit	Edit	Initiator - Indicate "Y" When Completed																			
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	<b>Stage 8: AVP - Instruction</b>	No Value	<table border="1"> <thead> <tr> <th>Date</th> <th>Name - Role OR Tab</th> <th>Part - Field</th> <th>Type of Edit</th> <th>Edit</th> <th>Initiator - Indicate "Y" When Completed</th> </tr> </thead> <tbody> <tr> <td>5/06/24</td> <td>Gabriela Nocito</td> <td>Specifications - Suggested for AVPI Reading List</td> <td>Required</td> <td>Please delete the Suggested Reading List as this part is reserved for English classes only.</td> <td></td> </tr> </tbody> </table>	Date	Name - Role OR Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed	5/06/24	Gabriela Nocito	Specifications - Suggested for AVPI Reading List	Required	Please delete the Suggested Reading List as this part is reserved for English classes only.									
Date	Name - Role OR Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed																		
5/06/24	Gabriela Nocito	Specifications - Suggested for AVPI Reading List	Required	Please delete the Suggested Reading List as this part is reserved for English classes only.																			
	<b>Stage 9: Articulation Officer</b>	No Value	No Value																				
	<b>Stage 11: ESGC Faculty Coordinator</b>	No Value	No Value																				

Changed	Questions	Current Version	Proposed Version
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	<b>Stage 14: Curriculum Committee</b>	No Value	No Value
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### Course Administration Codes

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

Changed	Field	Current Version
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	<b>Curriculum ID</b>	JOURD062F
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	<b>Distance Education Approved</b>	Yes
--	--	-----

	<b>Board of Trustees Approval Date</b>	
--	--	--

	<b>Curriculum Committee Approval Date</b>	
--	---	--

	<b>Time to Next Review</b>	Sep 1, 2023 12:00:00 AM
--	--------------------------------	-------------------------

	<b>External Review Approval Date</b>	Sep 1, 2018 12:00:00 AM
--	--	-------------------------

	<b>Course Control Number</b>	CCC000545343
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### Articulation

Changed	Field	Current Version
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	<b>Course Crosswalk CRS-DEPT- NAME</b>	
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<b>Changed</b>	<b>Field</b>	<b>Current Version</b>
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**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

<b>Section</b>	<b>Changed field</b>
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
	<b>Faculty Initiator</b>	• Bob Kalpin	• Farideh Dada
	<b>Course ID (CB01A and CB01B)</b>	JOURD090.	JOURD090.
	<b>Course Control Number</b>	CCC000592178	CCC000592178
	<b>Course Title (CB02)</b>	Introduction to Multimedia Reporting	Introduction to Multimedia Reporting
	<b>Short Course Title</b>	INTRO TO MULTIMEDIA REPORTING	INTRO TO MULTIMEDIA REPORTING
	<b>TOP Code (CB03)</b>	0602.00	0602.00 Journalism
	<b>CIP Code</b>	Journalism	09.0401 Journalism
	<b>Department</b>	JOUR - Journalism	JOUR - Journalism
	<b>Effective Term</b>	Fall 2023	Fall <del>2023</del> <u>2025</u>
	<b>SAM Priority Code (CB09)</b>	Clearly Occupational	Clearly Occupational

Changed	Field	Current Version	Proposed Version
	<b>Course Description</b>	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.	<del>Provides</del> <u>The course provides</u> an introduction to multimedia storytelling with a journalism emphasis. <del>Explores</del> <u>Students will explore techniques including the</u> use of video, photos, audio, <del>animation</del> <u>animation</u> , and text to <del>convey</del> <u>create</u> interactive news and feature stories <del>through the internet</del> <u>for online platforms</u> and <del>other</del> electronic media. <del>Includes</del> <u>Additionally, the course covers</u> basic journalism concepts of <del>ethics and</del> <u>such as ethics</u> , law, critical thinking, <del>research</del> <u>research</u> , and <del>synthesis</del> <u>synthesis</u> .
	<b>Course Type (CB27)</b>	No value	<ul style="list-style-type: none"> <li>Lower Division</li> </ul>
	<b>Mode of Delivery</b>	<ul style="list-style-type: none"> <li>NA</li> </ul>	<ul style="list-style-type: none"> <li>Online</li> <li>Hybrid</li> </ul>

### Faculty Requirements

Changed	Field	Current Version	Proposed Version
	<b>Discipline 1</b>	No value	<ul style="list-style-type: none"> <li>Journalism</li> </ul>
	<b>Discipline 2</b>	No value	No value
	<b>Discipline 3</b>	No value	No value
	<b>FSA</b>	No value	<ul style="list-style-type: none"> <li>FHDA FSA - JOURNALISM</li> </ul>

### Formerly Statement

Changed	Field	Current Version	Proposed Version
	<b>Formerly Statement</b>	No value	

### Course Justification

--

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Course Justification</b>	This course focuses on specific multimedia reporting skills 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 the Journalism AA-T and AA degrees at De Anza. The Journalism Advisory Board suggested the course as preparation for careers in the industry.	This course focuses on specific multimedia reporting skills 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 the Journalism AA-T and AA degrees at De Anza. The Journalism Advisory Board suggested the course as preparation for careers in the industry.


<b>Stand-Alone Statement</b>			
<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Stand-Alone Statement</b>	No value	

<b>Course Philosophy</b>			
<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Course Philosophy</b>	No value	

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


### CTE Course

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

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

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

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

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

### Associated Programs

**Changed Field****Current Version****Proposed Version****Course is part of a program****Associated Program** Journalism for Transfer**Award Type** Associate in Arts for Transfer (A.A.-T.) Degree**Associated Program** Journalism for Transfer**Award Type** Associate in Arts for Transfer (A.A.-T.) Degree**Associated Program** Associate in Arts in Journalism for Transfer**Award Type** Associate in Arts for Transfer (A.A.-T.) Degree**Associated Program** Associate in Arts in Journalism for Transfer**Award Type** Associate in Arts for Transfer (A.A.-T.) Degree**Associated Program** Journalism**Award Type** Associate in Arts (A.A.) Degree**Associated Program** Journalism**Award Type** Associate in Arts (A.A.) Degree**Associated Program** Journalism (In Development)**Award Type** Associate in Arts (A.A.) Degree**Associated Program** Journalism (In Development)**Award Type** Associate in Arts (A.A.) Degree**Transferability & Gen. Ed. Options****Changed Field****Current Version****Proposed Version****Transfer Status (CB05)**

Transferable to 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**

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

**Course Student Hours - Profile Name: Default Profile**

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

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
	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

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
	Speciality Hours	No value	No value

### Credit / Non-Credit Options



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

### Credit Units

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

Changed	Field	Current Version	Proposed Version
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	<b>Maximum Credit Units</b>	4	4
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### SKIP

Changed	Field	Current Version	Proposed Version
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	<b>SKIP</b>	No Value	No Value
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### Specifications

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

**Methods of Instruction**

**Methods of Instruction** Lecture and visual aids  
 Discussion 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** 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

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

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

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**Changed Field**

**Current Version**

**Proposed Version**



**Methods of  
Evaluation**

**Methods  
of  
Evaluation**

**Methods  
of  
Evaluation**

Methods of  
Evaluation

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

1. Quizzes, in-class discussions and short essays to demonstrate analytical skills, evaluated according to checklists and rubrics for evaluating web content.
2. Student-created audio, video and graphic assignments evaluated primarily according to journalistic content and stated purpose, and secondarily according to mastery of equipment and software.
3. Student-created online content including stories, social media posts and audio, video and graphic projects, including a final project, evaluated according to application of ethical and legal decision-making.

**Methods  
of  
Evaluation**

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

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.



**Examples of Primary Texts and References**

<b>Title</b>	No value
<b>Author</b>	Briggs, Mark. "Journalism Next: A Practical Guide to Digital Reporting and Publishing." 3rd ed, 2015.
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

<b>Title</b>	No value
<b>Author</b>	Levinson, Paul. "New New Media." 2nd ed. Pearson, 2014.
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

<b>Title</b>	Journalism Next: A Practical Guide to Digital Reporting and Publishing.
<b>Author</b>	Briggs, Mark
<b>Publisher</b>	CQ Press
<b>Date/Edition</b>	2019, 4th edition
<b>ISBN</b>	No value

<b>Title</b>	New New Media
<b>Author</b>	Levinson, Paul
<b>Publisher</b>	Pearson
<b>Date/Edition</b>	2012 / 2nd edition
<b>ISBN</b>	No value

Changed Field

Current Version

Proposed Version



**Suggested Reading List**

**Reading List** Luckie, Mark. "The Digital Journalist's Handbook." CreateSpace, 2012.

**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

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.



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

**CSLOs** Critically evaluate and differentiate news websites, social media and blogs and their content for legitimacy and reliability of information.

**Expected SLO Performance** 0.0

**CSLOs** Critically evaluate and differentiate news websites, social media and blogs and their content for legitimacy and reliability of information.

**Expected SLO Performance** 0.0

**CSLOs** Research and create journalistic stories in audio, video and graphic formats using various recording devices and software applications.

**Expected SLO Performance** 0.0

**CSLOs** Research and create journalistic stories in audio, video and graphic formats using various recording devices and software applications.

**Expected SLO Performance** 0.0

**CSLOs** Apply ethical and legal standards to creating journalistic online content for websites and social media.

**Expected SLO Performance** 0.0

**CSLOs** Apply ethical and legal standards to creating journalistic online content for websites and social media.

**Expected SLO Performance** 0.0

**Course Outline**

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

- |  |  |
|--|--|
| <ol style="list-style-type: none"> <li>1. Employ journalistic reporting and writing skills to produce audio and video media stories.             <ol style="list-style-type: none"> <li>1. News values - why this story now?</li> <li>2. The 5 W's and H - who, what, when, where, why, how?</li> <li>3. Broadcast journalism style vs. print style</li> <li>4. Determining the best way to tell a given story.</li> </ol> </li> <li>2. Construct news stories for online sites, blogs and social media.             <ol style="list-style-type: none"> <li>1. Online style vs. print style.</li> <li>2. Creating links and embedding video.</li> <li>3. YouTube optimization.</li> <li>4. Getting views, likes and clicks.</li> <li>5. Search engine optimization.</li> </ol> </li> <li>3. Edit audio, video and photos for digital journalistic stories.             <ol style="list-style-type: none"> <li>1. Computer editing software.</li> <li>2. Mobile editing software.</li> <li>3. Jump cuts, ambient sound, natural sound, sound-on-tape.</li> <li>4. Ethics of editing decisions.</li> <li>5. Aesthetics of journalistic stories.</li> </ol> </li> <li>4. Interpret and apply ethical and legal standards to works created.             <ol style="list-style-type: none"> <li>1. Journalism ethics: Truth-telling, respect for sources, objectivity, avoiding conflict of interest.</li> <li>2. Maintaining the integrity of audio- and video-recorded interviews.</li> <li>3. Media law: libel, privacy, copyright.</li> <li>4. The First Amendment as it applies to online and social media content.</li> </ol> </li> </ol> | <ol style="list-style-type: none"> <li>1. Employ journalistic reporting and writing skills to produce audio and video media stories.             <ol style="list-style-type: none"> <li>1. News values - why this story now?</li> <li>2. The 5 W's and H - who, what, when, where, why, how?</li> <li>3. Broadcast journalism style vs. print style</li> <li>4. Determining the best way to tell a given story.</li> </ol> </li> <li>2. Construct news stories for online sites, blogs and social media.             <ol style="list-style-type: none"> <li>1. Online style vs. print style.</li> <li>2. Creating links and embedding video.</li> <li>3. YouTube optimization.</li> <li>4. Getting views, likes and clicks.</li> <li>5. Search engine optimization.</li> </ol> </li> <li>3. Edit audio, video and photos for digital journalistic stories.             <ol style="list-style-type: none"> <li>1. Computer editing software.</li> <li>2. Mobile editing software.</li> <li>3. Jump cuts, ambient sound, natural sound, sound-on-tape.</li> <li>4. Ethics of editing decisions.</li> <li>5. Aesthetics of journalistic stories.</li> </ol> </li> <li>4. Interpret and apply ethical and legal standards to works created.             <ol style="list-style-type: none"> <li>1. Journalism ethics: Truth-telling, respect for sources, objectivity, avoiding conflict of interest.</li> <li>2. Maintaining the integrity of audio- and video-recorded interviews.</li> <li>3. Media law: libel, privacy, copyright.</li> <li>4. The First Amendment as it applies to online and social media content.</li> </ol> </li> </ol> |
|--|--|

**Lab Component in this Course**

No

No

Changed	Field	Current Version	Proposed Version
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	Lab Outline	No value	No value
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### Req/Adv

Changed	Questions	Current Version	Proposed Version
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	Prerequisite(s):	No Value	No Value
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	Corequisite(s):	No Value	No Value
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	Advisory(ies):	EWRT D001A or EWRT D01AH or ESL D005.	EWRT D001A or EWRT D01AH or ESL D005.
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	Advisory(ies) - Other:	No Value	No Value
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	Limitation(s) on Enrollment:	No Value	No Value
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	Limitation(s) on Enrollment - Other:	No Value	No Value
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	Entrance Skills(s):	No Value	No Value
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	Entrance Skill(s) - Other:	No Value	No Value
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	General Course Statement(s):	No Value	No Value
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	General Course Statement(s) - Other:	No Value	No Value
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### Curriculum Office

Changed	Questions	Current Version	Proposed Version
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!	Banner Start Term (202122)	202122	No Value
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!	Banner Division	2LA	No Value
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Changed	Questions	Current Version	Proposed Version
!	Catalog Term (21-22)	23-24	No Value
!	5 Year Revision Year (2021)	2018	No Value
!	Effective Quarter	Fall	No Value
!	Effective Year (2021)	2023	No Value
	Sort ID (00 < 10; 0 < 100)	JOUR 090	JOUR 090
	Course Status	New	New
!	Course Status Code	A	No Value
!	Banner Department	JOUR	No Value
!	Course Level	DU	No Value
!	College Code	DA	No Value
	Course Characteristics	CTE	CTE
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
!	CTE Status	Yes	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
!	Emergency Approval	No	No Value

Changed	Questions	Current Version	Proposed Version
	<b>Repeat Status</b> (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)	N	No Value
	<b>Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)</b>	N	No Value
	<b>Noncredit Enhanced Funding Indicator</b>	N	No Value
	<b>In Service Indicator</b>	N	No Value
	<b>Sports/Physical Education Course Indicator</b>	N	No Value
	<b>COA Code</b>	C	No Value
	<b>Fund Code</b>	114000	No Value
	<b>Organization Code</b>	238011	No Value

Changed	Questions	Current Version	Proposed Version
❗	Account Code	1320	No Value
❗	Program Code	060700	No Value
❗	Percent	100	No Value
	Curriculum Office Notes	<ul style="list-style-type: none"> <li>Requisite change appr. 1/17/23 (effect. F23).-cc</li> </ul>	<ul style="list-style-type: none"> <li>Requisite change appr. 1/17/23 (effect. F23).-cc</li> </ul>
❗	Print/No Print to Catalog	Yes	No Value
	Checklist	No Value	No Value

### Summary of Revisions

Changed	Questions	Current Version	Proposed Version
❗	Basic Course Information	No Value	Description update
	Units and Hours	No Value	No Value
❗	Specifications	No Value	Updated 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

### Blue Form

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

Changed	Questions	Current Version	Proposed Version
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**Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.**

No Value

No Value

### A-Matrix Form

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

No Value

No Value



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

No Value

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

No Value

No Value



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

No Value

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)



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

No Value

No Value

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

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

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>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.</b>	No Value	No Value
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Changed	Questions	Current Version	Proposed Version
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**Objective 1:**  
**Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.**

No Value

No Value

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

No Value

No Value

---

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

No Value

No Value

---

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

No Value

No Value

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

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>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.</b>	No Value	No Value
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Changed	Questions	Current Version	Proposed Version
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**Objective 1:**  
**Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.**

No Value

No Value

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

No Value

No Value

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**Objective 3:**  
**Explore functions.**

No Value

No Value

---

**Objective 4:**  
**Develop linear function models.**

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

### E-Matrix Form

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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Changed	Questions	Current Version	Proposed Version
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**Objective 4:**  
**Develop linear function models to solve problems.**

No Value

No Value

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**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

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

No Value

No Value

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

No Value

No Value

### F-Matrix Form

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

No Value

No Value

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

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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**Objective 2:**  
**Solve problems involving arithmetic operations, including fractions, percents and decimals.**

No Value

No Value

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**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

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

No Value

No Value

## H-Matrix Form

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

### De Anza GE Form

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

No Value

No Value

**Changed**

**Questions**

**Current Version**

**Proposed Version**

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

No Value

No Value

---

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

No Value

No Value

---

**Changed**

**Questions**

**Current Version**

**Proposed Version**

---

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

---

No Value

No Value

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

---

No Value

No Value



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

#### De Anza GE - ESGC Form

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



Changed	Questions	Current Version	Proposed Version
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	<b>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.</b>	No Value	No Value
--	---	----------	----------

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

	<b>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.</b>	No Value	No Value
--	--	----------	----------

Comments

Changed	Questions	Current Version	Proposed Version														
	<b>Stage 2: Department Chair</b>	No Value	No Value														
	<b>Stage 3: Division Curriculum Representative</b>	No Value	No Value														
	<b>Stage 4: Division Dean</b>	No Value	No Value														
	<b>Stage 5: SLO Coordinator</b>	No Value	No Value														
	<b>Stage 7: Content Review Matrix Liaison</b>	No Value	<table border="1"> <thead> <tr> <th>Date</th> <th>Name - Role OR Tab</th> <th>Part - Type of Field Edit</th> <th>Edit</th> <th>Initiator - Indicate "Y" When Completed</th> </tr> </thead> <tbody> <tr> <td>3/27/24</td> <td>Zack Judson</td> <td>Matrix A</td> <td>Required</td> <td rowspan="2">Complete Matrix A for your English advisory Please indicate where the listed skills/activities/assignments can be found in eLumen Y - 4/23</td> </tr> <tr> <td>4/23/24</td> <td>Zack Judson</td> <td>Matrix A</td> <td>Required</td> </tr> </tbody> </table>	Date	Name - Role OR Tab	Part - Type of Field Edit	Edit	Initiator - Indicate "Y" When Completed	3/27/24	Zack Judson	Matrix A	Required	Complete Matrix A for your English advisory Please indicate where the listed skills/activities/assignments can be found in eLumen Y - 4/23	4/23/24	Zack Judson	Matrix A	Required
Date	Name - Role OR Tab	Part - Type of Field Edit	Edit	Initiator - Indicate "Y" When Completed													
3/27/24	Zack Judson	Matrix A	Required	Complete Matrix A for your English advisory Please indicate where the listed skills/activities/assignments can be found in eLumen Y - 4/23													
4/23/24	Zack Judson	Matrix A	Required														
	<b>Stage 8: AVP - Instruction</b>	No Value	<table border="1"> <thead> <tr> <th>Date</th> <th>Name - Role OR Tab</th> <th>Part - Field</th> <th>Type of Edit</th> <th>Edit</th> <th>Initiator - Indicate "Y" When Completed</th> </tr> </thead> <tbody> <tr> <td>4/29/24</td> <td>Gabriela Nocito</td> <td>Specifications - Suggested for AVPI Reading List</td> <td>Required</td> <td>Please delete the Suggested Reading List as this part is reserved for English classes only.</td> <td></td> </tr> </tbody> </table>	Date	Name - Role OR Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed	4/29/24	Gabriela Nocito	Specifications - Suggested for AVPI Reading List	Required	Please delete the Suggested Reading List as this part is reserved for English classes only.			
Date	Name - Role OR Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed												
4/29/24	Gabriela Nocito	Specifications - Suggested for AVPI Reading List	Required	Please delete the Suggested Reading List as this part is reserved for English classes only.													
	<b>Stage 9: Articulation Officer</b>	No Value	No Value														
	<b>Stage 11: ESGC Faculty Coordinator</b>	No Value	No Value														
	<b>Stage 14: Curriculum Committee</b>	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

## 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

<b>Section</b>	<b>Changed field</b>
Curriculum Office	Course Level
Curriculum Office	College Code
Curriculum Office	CTE Status
Curriculum Office	Emergency Approval
Curriculum Office	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)
Curriculum Office	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)
Curriculum Office	Noncredit Enhanced Funding Indicator
Curriculum Office	In Service Indicator
Curriculum Office	Sports/Physical Education Course Indicator
Curriculum Office	COA Code
Curriculum Office	Fund Code
Curriculum Office	Organization Code
Curriculum Office	Account Code
Curriculum Office	Program Code
Curriculum Office	Percent
Curriculum Office	Print/No Print to Catalog
Summary of Revisions	Basic Course Information
Summary of Revisions	Specifications
B-Matrix Form	Objective 2: Develop analytical ideas and topics for essays.
B-Matrix Form	Objective 3: Compose and support thesis statements for analytical essays.

**Section****Changed field****De Anza GE Form**

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

**De Anza GE Form**

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

**De Anza GE Form**

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

**De Anza GE Form**

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

**De Anza GE Form**

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

**De Anza GE Form**

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

**Comments**

Stage 7: Content Review Matrix Liaison

**CTE Course**

Is this a CTE (Career Technical Education) course?

**Honors/Non-honors Course**

Is this an honors/non-honors course?

**Mirrored Credit/Noncredit Course**

Is this a mirrored credit/noncredit course?

**Cross-listed Course**



Is this a cross-listed course?

**General Information**

Changed	Field	Current Version	Proposed Version
!	Faculty Initiator	<ul style="list-style-type: none"> <li>Bob Kalpin</li> </ul>	<ul style="list-style-type: none"> <li>Rachel Catuiza</li> <li>Altman, Danielle</li> </ul>
	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
!	Effective Term	Fall 2023	Fall <del>2023</del> <u>2025</u>
	SAM Priority Code (CB09)	Non-Occupational	Non-Occupational
!	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.	<del>An</del> <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.
!	Course Type (CB27)	No value	<ul style="list-style-type: none"> <li>Lower Division</li> </ul>
!	Mode of Delivery	<ul style="list-style-type: none"> <li>NA</li> </ul>	<ul style="list-style-type: none"> <li>In person ONLY</li> </ul>



## Faculty Requirements

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

## 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.)

## 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 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
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	Course Philosophy	No value	
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### Foothill Equivalency

Changed	Field	Current Version	Proposed Version
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	Foothill Faculty Consultation Name	No value	
--	------------------------------------	----------	--

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

	Does the course have a Foothill equivalent?	No	No
--	---	----	----

### CTE Course

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

### Honors/Non-honors Course

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

No value

No

### Mirrored Credit/Noncredit Course

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



Is this a mirrored credit/noncredit course?

No value

No

### Cross-listed Course

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

No value

No

### More Options

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

**Basic Skill Status (CB08)**

Course is not a basic skills course.

Course is not a basic skills course.

**Course Prior To College Level**

Not applicable.

Not applicable.

**Course Special Class Status (CB13)**

Course is not a special class.

Course is not a special class.

**Course Support Status (CB26)**

Course is not a support course

Course is not a support course

**Repeat Limit**

0

0

**Changed****Field****Current Version****Proposed Version****Grade Options**

- Letter Grade
- Pass/No Pass

- Letter Grade
- Pass/No Pass

**Allow Students to Gain Credit by Exam/Challenge****Repeatability Statement**

(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 Version**

**Proposed Version**

**Course is part of a program**

<b>Associated Program</b>	Kinesiology for Transfer (In Development)
<b>Award Type</b>	Associate in Arts for Transfer (A.A.-T.) Degree

<b>Associated Program</b>	Kinesiology for Transfer (In Development)
<b>Award Type</b>	Associate in Arts for Transfer (A.A.-T.) Degree

<b>Associated Program</b>	CSU GE
<b>Award Type</b>	Certificate of Achievement-Advanced (COA-A)

<b>Associated Program</b>	CSU GE
<b>Award Type</b>	Certificate of Achievement-Advanced (COA-A)

<b>Associated Program</b>	CSU GE
<b>Award Type</b>	Certificate of Achievement-Advanced (COA-A)

<b>Associated Program</b>	CSU GE
<b>Award Type</b>	Certificate of Achievement-Advanced (COA-A)

<b>Associated Program</b>	CSU GE
<b>Award Type</b>	Certificate of Achievement-Advanced (COA-A)

<b>Associated Program</b>	CSU GE
<b>Award Type</b>	Certificate of Achievement-Advanced (COA-A)

<b>Associated Program</b>	Associate in Arts in Kinesiology for Transfer
<b>Award Type</b>	Associate in Arts for Transfer (A.A.-T.) Degree

<b>Associated Program</b>	Associate in Arts in Kinesiology for Transfer
<b>Award Type</b>	Associate in Arts for Transfer (A.A.-T.) Degree

<b>Associated Program</b>	Kinesiology for Transfer

<b>Associated Program</b>	Kinesiology for Transfer

Changed	Field	Current Version	Proposed Version
		<b>Award Type</b> Associate in Arts for Transfer (A.A.-T.) Degree	<b>Award Type</b> Associate in Arts for Transfer (A.A.-T.) Degree

**Transferability & Gen. Ed. Options**

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



**GE Information**

<b>System/Institution</b>	De Anza GE
<b>Area(s)</b>	<ul style="list-style-type: none"> <li>• 2GEP - Approved.</li> </ul>
-	No value

<b>System/Institution</b>	De Anza GE
<b>Area(s)</b>	<ul style="list-style-type: none"> <li>• 2GEP - Approved.</li> </ul>
-	No value

<b>System/Institution</b>	CSU GE
<b>Area(s)</b>	<ul style="list-style-type: none"> <li>• CGEP - Approved.</li> </ul>
-	No value

**Weekly Student Hours - Profile Name: Default Profile**

--

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

#### **Course Student Hours - Profile Name: Default Profile**

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

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
	Laboratory Hours - Course In-Class (Contact) per Term	24	24
	Laboratory Hours - Course Out-of-Class per Term	0	0
	NA Hours - Course In-Class (Contact) per Term	0	0
	NA Hours - Course Out-of-Class per Term	0	0
	Total - Course In-Class (Contact) Hours	24	24
	Total - Course Out-of-Class Hours	0	0
	Total Credit Units - Minimum Credit Units	0.5	0.5
	Total Credit Units - Maximum Credit Units	0.5	0.5

**Speciality Hours**



Changed	Field	Current Version	Proposed Version
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	<b>Speciality Hours</b>	No value	No value
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### Credit / Non-Credit Options

Changed	Field	Current Version	Proposed Version
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	<b>COURSE CLASSIFICATION STATUS</b>	Credit Course.	Credit Course.
--	-------------------------------------	----------------	----------------

	<b>Course Credit Status (CB04)</b>	Credit - Degree Applicable	Credit - Degree Applicable
--	------------------------------------	----------------------------	----------------------------

	<b>Course Non Credit Category (CB22)</b>	Credit Course.	Credit Course.
--	--	----------------	----------------

	<b>Funding Agency Category (CB23)</b>	Not Applicable.	Not Applicable.
--	---------------------------------------	-----------------	-----------------

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

	<b>Variable Credit Course</b>	<input type="checkbox"/>	<input type="checkbox"/>
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### Credit Units

Changed	Field	Current Version	Proposed Version
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	<b>Course Duration (Weeks)</b>	12	12
--	--------------------------------	----	----

	<b>Total Lecture Hours per Term</b>	-	0
--	-------------------------------------	---	---

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Total Laboratory Hours per Term</b>	24	24
	<b>Total Contact Hours per Term</b>	-	0
	<b>Total Credit Units</b>	0.5	0.5
	<b>Minimum Credit Units</b>	0.5	0.5
	<b>Maximum Credit Units</b>	0.5	0.5

<b>SKIP</b>			
<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>SKIP</b>	No Value	No Value

<b>Specifications</b>			



**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**

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



**Assignments**

1. Assigned readings from the textbook "Fit and Well" by Fahey, et al.
2. In class discussion of one of the 5 components and fitness and how it relates to one's overall health and wellness.
3. Written essay analyzing one of the 5 components of fitness and how that component relates to deep water running.
4. Verbal peer evaluation of deep water running skills.
5. Physical skills assessments to evaluate individual cardiovascular and strength development.

1. Writing: Essay on one of the 5 components of fitness from the class text "Fit and Well" with a critical analysis of the effects of deep water running training on the chosen component.
2. Reading
  1. Assigned readings from the textbook "Fit and Well" by Thomas Fahey, et al.
  2. Review of instructor generated handouts.
3. Skill and Fitness Acquisition
  1. Practice technical skills of deep water running individually and in small groups.
  2. Physical skills assessments to evaluate individual cardiovascular and strength development.
  3. Oral peer evaluation of deep water running skills.



**Methods of Evaluation**

**Methods of Evaluation**

**Methods of Evaluation**

1. Comprehensive final exam based upon the reading from the textbook "Fit and Well" by Fahey, et al.
2. 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.
3. Completion of verbal peer evaluation of deep water running technique.
4. Fitness assessments evaluated on completeness.

**Methods of Evaluation**

Methods of Evaluation

**Methods of Evaluation**

1. Essay on the one of the five components of fitness from the text "Fit and Well" on how it relates to deep water running graded on content and completeness.
2. Written comprehensive final exam based on reading, demonstration, and video.
3. A variety of skill-specific assessments graded on completion of skill techniques.
4. Demonstration of correct technical performance deep water running graded on accuracy and completion.
5. Oral peer evaluation graded on completion.

Changed	Field	Current Version	Proposed Version
	<b>Essential Student Materials/Essential College Facilities</b>	<b>Essential Student Materials:</b> <ul style="list-style-type: none"> <li>Bathing suit, and towel</li> </ul> <b>Essential College Facilities:</b> <ul style="list-style-type: none"> <li>Swimming pool with a minimum depth of 6 feet, a buoyancy vest for each student</li> </ul>	<b>Essential Student Materials:</b> <ul style="list-style-type: none"> <li>Bathing suit, and towel</li> </ul> <b>Essential College Facilities:</b> <ul style="list-style-type: none"> <li>Swimming pool with a minimum depth of 6 feet, a buoyancy vest for each student</li> </ul>



**Examples of Primary Texts and References**

<b>Title</b>	No value
<b>Author</b>	Fahey, Insel, and Roth, "Fit and Well" - Brief 12th edition, McGraw - Hill Publishing Co., Mountain View, CA., 2015.
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

<b>Title</b>	Fit and Well Brief Edition
<b>Author</b>	Fahey, T., Insel, P., and Roth, W.
<b>Publisher</b>	McGraw Hill Publishing co., San Francisco, CA
<b>Date/Edition</b>	2023/15th edition.
<b>ISBN</b>	No value



**Suggested Reading List**

<b>Reading List</b>	Gaines, Marybeth Pappas, "Fantastic Water Workouts," Morton Publishing Co., Englewood, Colorado, 2008.
<b>May include, but are not limited to</b>	No value

No value

**Learning Outcomes and Objectives**

Changed	Field	Current Version	Proposed Version
	<p><b>Course Objectives</b></p>	<ul style="list-style-type: none"> <li>• Examine deep water running in an historical and global context as a mode for rehabilitation and fitness activity.</li> <li>• Analyze the human body's ability to adapt while performing water exercise vs land based exercise.</li> <li>• 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.</li> <li>• Assess and employ the basic components of a safe water exercise program.</li> <li>• Differentiate between gender and age for physiological improvement of strength, flexibility, and cardiovascular fitness including individual needs.</li> <li>• Recognize and apply the basic concepts of healthy nutrition</li> </ul>	<ul style="list-style-type: none"> <li>• Examine deep water running in an historical and global context as a mode for rehabilitation and fitness activity.</li> <li>• Analyze the human body's ability to adapt while performing water exercise vs land based exercise.</li> <li>• 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.</li> <li>• Assess and employ the basic components of a safe water exercise program.</li> <li>• Differentiate between gender and age for physiological improvement of strength, flexibility, and cardiovascular fitness including individual needs.</li> <li>• Recognize and apply the basic concepts of healthy nutrition</li> </ul>

**Changed Field**

**Current Version**

**Proposed Version**



**CSLOs**

**CSLOs** Apply knowledge of basic fitness concepts as they apply to health and fitness.

**Expected SLO Performance** 0.0

**CSLOs** Apply knowledge of basic fitness concepts to health and wellness.

**Expected SLO Performance** 0.0

**CSLOs** Demonstrate improvement in cardiorespiratory endurance and strength.

**Expected SLO Performance** 0.0

**CSLOs** Demonstrate improvement in cardiorespiratory endurance and strength.

**Expected SLO Performance** 0.0

**CSLOs** Demonstrate proper deep water running techniques.

**Expected SLO Performance** 0.0

**CSLOs** Demonstrate proper deep water running techniques.

**Expected SLO Performance** 0.0

**Course Outline**

Changed	Field	Current Version	Proposed Version
	<p><b>Course Content</b></p>	<ol style="list-style-type: none"> <li>1. Examine deep water running in an historical and global context as a mode for rehabilitation and fitness activity.               <ol style="list-style-type: none"> <li>1. Physical therapy and water movement                   <ol style="list-style-type: none"> <li>1. 1940 research shows benefits of water exercise for rehabilitation</li> <li>2. 1980's used by athletes for rehab of injuries</li> <li>3. 2000 - Water fitness used to enhance performance for athletes and is used for rehabilitation in the area of physical therapy.</li> </ol> </li> <li>2. Deep Water Running as a fitness activity for individuals any age, gender. or ability.</li> </ol> </li> <li>2. Analyze the human body's ability to adapt while performing water exercise vs land based exercise.               <ol style="list-style-type: none"> <li>1. Differentiate between air and water resistance programs</li> <li>2. Employ the use of accessory equipment</li> <li>3. Examine water resistance to improve strength and flexibility</li> <li>4. Maintain erect body alignment and balance through the use of abdominal and back muscles as well as the use of arms and legs</li> <li>5. Experiment with exercises allowing for water forces to work</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Examine deep water running in an historical and global context as a mode for rehabilitation and fitness activity.               <ol style="list-style-type: none"> <li>1. Physical therapy and water movement                   <ol style="list-style-type: none"> <li>1. 1940 research shows benefits of water exercise for rehabilitation</li> <li>2. 1980's used by athletes for rehab of injuries</li> <li>3. 2000 - Water fitness used to enhance performance for athletes and is used for rehabilitation in the area of physical therapy.</li> </ol> </li> <li>2. Deep Water Running as a fitness activity for individuals any age, gender. or ability.</li> </ol> </li> <li>2. Analyze the human body's ability to adapt while performing water exercise vs land based exercise.               <ol style="list-style-type: none"> <li>1. Differentiate between air and water resistance programs</li> <li>2. Employ the use of accessory equipment</li> <li>3. Examine water resistance to improve strength and flexibility</li> <li>4. Maintain erect body alignment and balance through the use of abdominal and back muscles as well as the use of arms and legs</li> <li>5. Experiment with exercises allowing for water forces to work</li> </ol> </li> </ol>



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

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	opposing muscle groups to balance strength	opposing muscle groups to balance strength
	6. Injury prevention	6. Injury prevention
	7. Understand that water based exercise does not increase bone density.	7. Understand that water based exercise does not increase bone density.
	3. 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.	3. 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.
	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 rate	3. Recovery heart rate
	3. Effect of water resistance on physiology and heart rates	3. Effect of water resistance on physiology and heart rates
	4. Injury prevention	4. Injury prevention
	4. Assess and employ the basic components of a safe water exercise program.	4. Assess and employ the basic components of a safe water exercise program.
	1. Warm-up	1. Warm-up
	2. Aerobic and anaerobic components of exercise	2. Aerobic and anaerobic components of exercise
	1. Moving from low to high intensity exercises	1. Moving from low to high intensity exercises
	2. Aerobic exercise performed for moderate, continuous endurance activity	2. Aerobic exercise performed for moderate, continuous endurance activity
	3. Anaerobic exercise performed for strenuous bursts of speed and explosive power	3. Anaerobic exercise performed for strenuous bursts of speed and explosive power
	3. Aerobic cool down	3. Aerobic cool down
	4. Strengthening and toning exercise	4. Strengthening and toning exercise
	1. Wall exercises	1. Wall exercises

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

- | Changed Field                       | Current Version  | Proposed Version   |
|-------------------------------------|--|--|
|                                     | <ul style="list-style-type: none"> <li>2. Exercises using equipment</li> <li>3. Exercises performed without wall support</li> <li>5. Flexibility and final cool-down</li> </ul> <p>5. Differentiate between gender and age for physiological improvement of strength, flexibility, and cardiovascular fitness including individual needs.</p> <ul style="list-style-type: none"> <li>1. Differences in strength, muscle mass, and muscular development.</li> <li>2. Gender differences in cardiovascular dynamics.</li> <li>3. Hormonal and metabolic differences.</li> <li>4. Differences in percent and distribution of body fat.</li> </ul> <p>6. Recognize and apply the basic concepts of healthy nutrition</p> <ul style="list-style-type: none"> <li>1. Nutritional concepts with special notes regarding specific needs for various populations.</li> <li>2. Assess balanced nutritional concepts for wellness.</li> <li>3. Pre class meals as they relate to individual needs.</li> </ul> | <ul style="list-style-type: none"> <li>2. Exercises using equipment</li> <li>3. Exercises performed without wall support</li> <li>5. Flexibility and final cool-down</li> </ul> <p>5. Differentiate between gender and age for physiological improvement of strength, flexibility, and cardiovascular fitness including individual needs.</p> <ul style="list-style-type: none"> <li>1. Differences in strength, muscle mass, and muscular development.</li> <li>2. Gender differences in cardiovascular dynamics.</li> <li>3. Hormonal and metabolic differences.</li> <li>4. Differences in percent and distribution of body fat.</li> </ul> <p>6. Recognize and apply the basic concepts of healthy nutrition</p> <ul style="list-style-type: none"> <li>1. Nutritional concepts with special notes regarding specific needs for various populations.</li> <li>2. Assess balanced nutritional concepts for wellness.</li> <li>3. Pre class meals as they relate to individual needs.</li> </ul> |
| <b>Lab Component in this Course</b> | No   | No   |
| <b>Lab Outline</b>                  | No value   | No value   |

**Req/Adv**

Changed	Questions	Current Version	Proposed Version
	<b>Prerequisite(s):</b>	KNES D001C or KNES D01CX, or permission of instructor	KNES D001C or KNES D01CX, or permission of instructor
	<b>Corequisite(s):</b>	No Value	No Value
	<b>Advisory(ies):</b>	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.
	<b>Advisory(ies) - Other:</b>	No Value	No Value
	<b>Limitation(s) on Enrollment:</b>	No Value	No Value
	<b>Limitation(s) on Enrollment - Other:</b>	No Value	No Value
	<b>Entrance Skills(s):</b>	No Value	No Value
	<b>Entrance Skill(s) - Other:</b>	No Value	No Value
	<b>General Course Statement(s):</b>	(See general education pages for the requirements this course meets.)	(See general education pages for the requirements this course meets.)
	<b>General Course Statement(s) - Other:</b>	No Value	No Value

### Curriculum Office

Changed	Questions	Current Version	Proposed Version
!	<b>Banner Start Term (202122)</b>	202122	No Value
!	<b>Banner Division</b>	2PE	No Value

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

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

Changed	Questions	Current Version	Proposed Version
!	COA Code	C	No Value
!	Fund Code	114000	No Value
!	Organization Code	236002	No Value
!	Account Code	1320	No Value
!	Program Code	083500	No Value
!	Percent	100	No Value
	Curriculum Office Notes	<ul style="list-style-type: none"> <li>Requisite change appr. 1/17/23 (effect. F23).-cc</li> </ul>	<ul style="list-style-type: none"> <li>Requisite change appr. 1/17/23 (effect. F23).-cc</li> </ul>
!	Print/No Print to Catalog	Yes	No Value
	Checklist	No Value	No Value

### Summary of Revisions

Changed	Questions	Current Version	Proposed Version
!	Basic Course Information	No Value	Description update
	Units and Hours	No Value	No Value
!	Specifications	No Value	<p>Updated assignments to align with SLO's and/or course objectives</p> <p>Aligned methods of evaluation with SLO's and/or course objectives</p> <p>Added clear criteria for evaluation</p> <p>Updated textbooks and references to reflect current publications</p>
	Outline	No Value	No Value
	Other	No Value	No Value

Blue Form

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

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

No Value

No Value

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

No Value

No Value

### A-Matrix Form

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

No Value

No Value

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

No Value

No Value



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

### **B-Matrix Form**

Changed	Questions	Current Version	Proposed Version
	<p><b>ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005.</b>  <b>If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.</b></p>	No Value	No Value
	<p><b>Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.</b></p>	No Value	No Value
!	<p><b>Objective 2: Develop analytical ideas and topics for essays.</b></p>	No Value	<p>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.</p>
!	<p><b>Objective 3: Compose and support thesis statements for analytical essays.</b></p>	No Value	<p>Compose an essay on one of the 5 components of fitness from the class text "Fit and Well" with a critical analysis of the effects of deep water running training on the chosen component.</p>
	<p><b>Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.</b></p>	No Value	No Value

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

<b>C-Matrix Form</b>

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

No Value

No Value

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

No Value

No Value

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**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

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

### **D-Matrix Form**

Blank area for the D-Matrix Form.

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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**Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.**

No Value

No Value

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**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

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

No Value

No Value

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**Objective 3:  
Explore functions.**

No Value

No Value

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<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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**Objective 4:  
Develop linear  
function  
models.**

No Value

No Value

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

No Value

No Value

---

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

No Value

No Value

---

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>Objective 10: Investigate the characteristics of rational expressions.</b>	No Value	No Value
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	<b>Objective 11: Develop skills to work with radical expressions.</b>	No Value	No Value
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### **E-Matrix Form**

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>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.</b>	No Value	No Value
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<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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**Objective 1:  
Develop,  
throughout the  
course as  
applicable,  
systematic  
problem-  
solving  
methods.**

No Value

No Value

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

No Value

No Value

---

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

No Value

No Value

---

**Objective 4:  
Develop linear  
function  
models to  
solve  
problems.**

No Value

No Value

---

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

No Value

No Value

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Changed	Questions	Current Version	Proposed Version
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**Objective 6:**  
Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.

No Value

No Value

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**Objective 7:**  
Develop quadratic function models to solve problems.

No Value

No Value

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**Objective 8:**  
Use inequalities to solve real world problems.

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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**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

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

No Value

No Value

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<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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**Objective 4:  
Solve problems  
involving  
operations with  
signed  
numbers.**

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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**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

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<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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**Objective 9:  
Explore the use  
of variables in  
expressions  
and evaluate  
algebraic  
expressions.**

No Value

No Value

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

No Value

No Value

---

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

No Value

No Value

---

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

No Value

No Value

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## **G-Matrix Form**

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

No Value

No Value

### H-Matrix Form

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

### De Anza GE Form

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

No Value

Outline B: Analyze the human body's ability to adapt while performing water exercise vs land based exercise.

Changed	Questions	Current Version	Proposed Version
	<p><b>!</b> <b>Criteria 2:</b> <b>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.)</b></p>	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.
	<p><b>!</b> <b>Criteria 3:</b> <b>Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</b></p>	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**

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

No Value

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.

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**Changed**

**Questions**

**Current Version**

**Proposed Version**



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

No Value

Assignments C.2. Physical skills assessments to evaluate individual cardiovascular and strength development.

**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

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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**Criteria 2:  
Identify the most serious environmental, equity, and social justice problems globally and locally and explain their underlying causes and possible consequences.**

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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


Changed	Questions	Current Version	Proposed Version
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	<p><b>Stage 2: Department Chair</b></p>	No Value	No Value
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	<p><b>Stage 3: Division Curriculum Representative</b></p>	No Value	No Value
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	<p><b>Stage 4: Division Dean</b></p>	No Value	No Value
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	<p><b>Stage 5: SLO Coordinator</b></p>	No Value	No Value
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Changed	Questions	Current Version	Proposed Version				
	<b>Stage 7: Content Review Matrix Liaison</b>	No Value	<b>Date</b>	<b>Name - Role OR Tab</b>	<b>Part - Type of Field Edit</b>	<b>Edit</b>	<b>Initiator - Indicate "Y" When Completed</b>
			3/27/24	Zack Judson	Matrix Required	Update Matrix G to the current form and then upload a pdf of the matrix under the Basic Course Information tab	Y
	<b>Stage 8: AVP - Instruction</b>	No Value	No Value				
	<b>Stage 9: Articulation Officer</b>	No Value	No Value				
	<b>Stage 11: ESGC Faculty Coordinator</b>	No Value	No Value				
	<b>Stage 14: Curriculum Committee</b>	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
	<b>Curriculum ID</b>	KNESD002B
	<b>Distance Education Approved</b>	No

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>
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	<b>Board of Trustees Approval Date</b>	
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	<b>Curriculum Committee Approval Date</b>	
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	<b>Time to Next Review</b>	Sep 1, 2023 12:00:00 AM
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	<b>External Review Approval Date</b>	Sep 1, 2018 12:00:00 AM
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	<b>Course Control Number</b>	CCC000589379
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## **Articulation**

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>
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	<b>Course Crosswalk CRS-DEPT-NAME</b>	
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	<b>Course Crosswalk CRS-NUMBER</b>	
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De Anza College  
**Change Report**  
08/01/2024

### Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Description
General Information	Course Type (CB27)
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Transferability & Gen. Ed. Options	GE Information
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
Learning Outcomes and Objectives	CSLOs
Curriculum Office	Banner Start Term (202122)
Curriculum Office	Banner Division
Curriculum Office	Catalog Term (21-22)
Curriculum Office	5 Year Revision Year (2021)
Curriculum Office	Effective Quarter
Curriculum Office	Effective Year (2021)
Curriculum Office	Course Status Code
Curriculum Office	Banner Department

<b>Section</b>	<b>Changed field</b>
Curriculum Office	Course Level
Curriculum Office	College Code
Curriculum Office	CTE Status
Curriculum Office	Emergency Approval
Curriculum Office	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)
Curriculum Office	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)
Curriculum Office	Noncredit Enhanced Funding Indicator
Curriculum Office	In Service Indicator
Curriculum Office	Sports/Physical Education Course Indicator
Curriculum Office	COA Code
Curriculum Office	Fund Code
Curriculum Office	Organization Code
Curriculum Office	Account Code
Curriculum Office	Program Code
Curriculum Office	Percent
Curriculum Office	Print/No Print to Catalog
Summary of Revisions	Basic Course Information
Summary of Revisions	Specifications
B-Matrix Form	Objective 2: Develop analytical ideas and topics for essays.
B-Matrix Form	Objective 3: Compose and support thesis statements for analytical essays.



**Section****Changed field**

De Anza GE Form

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

De Anza GE Form

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

De Anza GE Form

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

De Anza GE Form

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

De Anza GE Form

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

De Anza GE Form

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

Comments

Stage 7: Content Review Matrix Liaison

CTE Course

Is this a CTE (Career Technical Education) course?

Honors/Non-honors Course

Is this an honors/non-honors course?

Mirrored Credit/Noncredit Course

Is this a mirrored credit/noncredit course?



Cross-listed Course

Is this a cross-listed course?

**General Information**

Changed	Field	Current Version	Proposed Version
!	Faculty Initiator	• 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
!	Effective Term	Fall 2023	Fall <del>2023</del> <u>2025</u>
	SAM Priority Code (CB09)	Non-Occupational	Non-Occupational
!	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.	<del>An</del> <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.
!	Course Type (CB27)	No value	• Lower Division
!	Mode of Delivery	• NA	• In person ONLY

## Faculty Requirements

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

## 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.)

## 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 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
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	Course Philosophy	No value	
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### Foothill Equivalency

Changed	Field	Current Version	Proposed Version
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	Foothill Faculty Consultation Name	No value	
--	------------------------------------	----------	--

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

	Does the course have a Foothill equivalent?	No	No
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### CTE Course

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

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

No value

No

### Mirrored Credit/Noncredit Course

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

No value

No

### Cross-listed Course

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

No value

No

### More Options

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

Course is not a basic skills course.

Course is not a basic skills course.

**Course Prior To College Level**

Not applicable.

Not applicable.

**Course Special Class Status (CB13)**

Course is not a special class.

Course is not a special class.

**Course Support Status (CB26)**

Course is not a support course

Course is not a support course

**Repeat Limit**

0

0

**Changed****Field****Current Version****Proposed Version****Grade Options**

- Letter Grade
- Pass/No Pass

- Letter Grade
- Pass/No Pass

**Allow Students to Gain Credit by Exam/Challenge****Repeatability Statement**

(This course is included in the 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 Version**

**Proposed Version**

**Course is part of a program**

<b>Associated Program</b>	Kinesiology for Transfer (In Development)
<b>Award Type</b>	Associate in Arts for Transfer (A.A.-T.) Degree

<b>Associated Program</b>	Kinesiology for Transfer (In Development)
<b>Award Type</b>	Associate in Arts for Transfer (A.A.-T.) Degree

<b>Associated Program</b>	CSU GE
<b>Award Type</b>	Certificate of Achievement-Advanced (COA-A)

<b>Associated Program</b>	CSU GE
<b>Award Type</b>	Certificate of Achievement-Advanced (COA-A)

<b>Associated Program</b>	CSU GE
<b>Award Type</b>	Certificate of Achievement-Advanced (COA-A)

<b>Associated Program</b>	CSU GE
<b>Award Type</b>	Certificate of Achievement-Advanced (COA-A)

<b>Associated Program</b>	CSU GE
<b>Award Type</b>	Certificate of Achievement-Advanced (COA-A)

<b>Associated Program</b>	CSU GE
<b>Award Type</b>	Certificate of Achievement-Advanced (COA-A)

<b>Associated Program</b>	Associate in Arts in Kinesiology for Transfer
<b>Award Type</b>	Associate in Arts for Transfer (A.A.-T.) Degree

<b>Associated Program</b>	Associate in Arts in Kinesiology for Transfer
<b>Award Type</b>	Associate in Arts for Transfer (A.A.-T.) Degree

<b>Associated Program</b>	Kinesiology for Transfer

<b>Associated Program</b>	Kinesiology for Transfer

Changed	Field	Current Version	Proposed Version
		<b>Award Type</b> Associate in Arts for Transfer (A.A.-T.) Degree	<b>Award Type</b> Associate in Arts for Transfer (A.A.-T.) Degree

**Transferability & Gen. Ed. Options**

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



**GE Information**

<b>System/Institution</b>	De Anza GE
<b>Area(s)</b>	<ul style="list-style-type: none"> <li>• 2GEP - Approved.</li> </ul>
-	No value

<b>System/Institution</b>	De Anza GE
<b>Area(s)</b>	<ul style="list-style-type: none"> <li>• 2GEP - Approved.</li> </ul>
-	No value

<b>System/Institution</b>	CSU GE
<b>Area(s)</b>	<ul style="list-style-type: none"> <li>• CGEP - Approved.</li> </ul>
-	No value

**Weekly Student Hours - Profile Name: Default Profile**

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

**Course Student Hours - Profile Name: Default Profile**

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

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

**Speciality Hours**

Changed	Field	Current Version	Proposed Version
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	<b>Speciality Hours</b>	No value	No value
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### Credit / Non-Credit Options

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

Changed	Field	Current Version	Proposed Version
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	<b>Course Duration (Weeks)</b>	12	12
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	<b>Total Lecture Hours per Term</b>	-	0
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<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>Total Laboratory Hours per Term</b>	36	36
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	<b>Total Contact Hours per Term</b>	-	0
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	<b>Total Credit Units</b>	1	1
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	<b>Minimum Credit Units</b>	1	1
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	<b>Maximum Credit Units</b>	1	1
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## **SKIP**

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>SKIP</b>	No Value	No Value
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## **Specifications**



**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**

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



**Assignments**

1. Assigned readings from the textbook "Fit and Well" by Fahey, et al.
2. In class discussion of one of the 5 components and fitness and how it relates to one's overall health and wellness.
3. Written essay analyzing one of the 5 components of fitness and how that component relates to deep water running.
4. Verbal peer evaluation of deep water running skills.
5. Physical skills assessments to evaluate individual cardiovascular and strength development.

1. Writing: Essay on one of the 5 components of fitness from the class text "Fit and Well" with a critical analysis of the effects of deep water running training on the chosen component.
2. Reading
  1. Assigned readings from the textbook "Fit and Well" by Thomas Fahey, et al.
  2. Review of instructor generated handouts.
3. Skill and Fitness Acquisition
  1. Practice technical skills of deep water running individually and in small groups.
  2. Physical skills assessments to evaluate individual cardiovascular and strength development.
  3. Oral peer evaluation of deep water running skills.



**Methods of Evaluation**

**Methods of Evaluation**

**Methods of Evaluation**

1. Comprehensive final exam based upon the reading from the textbook "Fit and Well" by Fahey, et al.
2. 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.
3. Completion of verbal peer evaluation of deep water running technique.
4. Fitness assessments evaluated on completeness.

**Methods of Evaluation**

Methods of Evaluation

**Methods of Evaluation**

1. Essay on the one of the five components of fitness from the text "Fit and Well" on how it relates to deep water running graded on content and completeness.
2. Written comprehensive final exam based on reading, demonstration, and video.
3. A variety of skill-specific assessments graded on completion of skill techniques.
4. Demonstration of correct technical performance deep water running graded on accuracy and completion.
5. Oral peer evaluation graded on completion.

Changed	Field	Current Version	Proposed Version
	<b>Essential Student Materials/Essential College Facilities</b>	<b>Essential Student Materials:</b> <ul style="list-style-type: none"> <li>Bathing suit, and towel</li> </ul> <b>Essential College Facilities:</b> <ul style="list-style-type: none"> <li>Swimming pool with a minimum depth of 6 feet, a buoyancy vest for each student</li> </ul>	<b>Essential Student Materials:</b> <ul style="list-style-type: none"> <li>Bathing suit, and towel</li> </ul> <b>Essential College Facilities:</b> <ul style="list-style-type: none"> <li>Swimming pool with a minimum depth of 6 feet, a buoyancy vest for each student</li> </ul>



**Examples of Primary Texts and References**

<b>Title</b>	No value
<b>Author</b>	Fahey, Insel, and Roth, "Fit and Well" - Brief 12th edition, McGraw - Hill Publishing Co., Mountain View, CA., 2015.
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

<b>Title</b>	Fit and Well Brief Edition
<b>Author</b>	Fahey, T., Insel, P., and Roth, W.
<b>Publisher</b>	McGraw Hill Publishing co., San Francisco, CA
<b>Date/Edition</b>	2023/15th edition
<b>ISBN</b>	No value



**Suggested Reading List**

<b>Reading List</b>	Gaines, Marybeth Pappas, "Fantastic Water Workouts," Morton Publishing Co., Englewood, Colorado, 2008.
<b>May include, but are not limited to</b>	No value

No value

**Learning Outcomes and Objectives**

Changed	Field	Current Version	Proposed Version
	<p><b>Course Objectives</b></p>	<ul style="list-style-type: none"> <li>• Examine deep water running in an historical and global context as a mode for rehabilitation and fitness activity.</li> <li>• Analyze the human body's ability to adapt while performing water exercise vs land based exercise.</li> <li>• 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.</li> <li>• Assess and employ the basic components of a safe water exercise program.</li> <li>• Differentiate between gender and age for physiological improvement of strength, flexibility, and cardiovascular fitness including individual needs.</li> <li>• Recognize and apply the basic concepts of healthy nutrition</li> </ul>	<ul style="list-style-type: none"> <li>• Examine deep water running in an historical and global context as a mode for rehabilitation and fitness activity.</li> <li>• Analyze the human body's ability to adapt while performing water exercise vs land based exercise.</li> <li>• 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.</li> <li>• Assess and employ the basic components of a safe water exercise program.</li> <li>• Differentiate between gender and age for physiological improvement of strength, flexibility, and cardiovascular fitness including individual needs.</li> <li>• Recognize and apply the basic concepts of healthy nutrition</li> </ul>



**Changed Field**

**Current Version**

**Proposed Version**



**CSLOs**

**CSLOs** Apply knowledge of basic fitness concepts as they apply to health and fitness.

**Expected SLO Performance** 0.0

**CSLOs** Apply knowledge of basic fitness concepts to health and wellness.

**Expected SLO Performance** 0.0

**CSLOs** Demonstrate improvement in cardiorespiratory endurance and strength.

**Expected SLO Performance** 0.0

**CSLOs** Demonstrate improvement in cardiorespiratory endurance and strength.

**Expected SLO Performance** 0.0

**CSLOs** Demonstrate proper deep water running techniques.

**Expected SLO Performance** 0.0

**CSLOs** Demonstrate proper deep water running techniques.

**Expected SLO Performance** 0.0

**Course Outline**

Changed	Field	Current Version	Proposed Version
	<p data-bbox="284 157 397 231"><b>Course Content</b></p>	<ol style="list-style-type: none"> <li data-bbox="552 157 966 304">1. Examine deep water running in an historical and global context as a mode for rehabilitation and fitness activity.               <ol style="list-style-type: none"> <li data-bbox="625 315 917 388">1. Physical therapy and water movement                   <ol style="list-style-type: none"> <li data-bbox="698 399 958 535">1. 1940 research shows benefits of water exercise for rehabilitation</li> <li data-bbox="698 546 950 661">2. 1980's used by athletes for rehab of injuries</li> <li data-bbox="698 672 966 997">3. 2000 - Water fitness used to enhance performance for athletes and is used for rehabilitation in the area of physical therapy.</li> </ol> </li> <li data-bbox="625 1008 974 1155">2. Deep Water Running as a fitness activity for individuals any age, gender. or ability.</li> </ol> </li> <li data-bbox="552 1165 966 1312">2. Analyze the human body's ability to adapt while performing water exercise vs land based exercise.               <ol style="list-style-type: none"> <li data-bbox="625 1323 958 1428">1. Differentiate between air and water resistance programs</li> <li data-bbox="625 1438 917 1501">2. Employ the use of accessory equipment</li> <li data-bbox="625 1512 974 1617">3. Examine water resistance to improve strength and flexibility</li> <li data-bbox="625 1627 933 1848">4. Maintain erect body alignment and balance through the use of abdominal and back muscles as well as the use of arms and legs</li> <li data-bbox="625 1858 925 1963">5. Experiment with exercises allowing for water forces to work</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li data-bbox="1047 157 1461 304">1. Examine deep water running in an historical and global context as a mode for rehabilitation and fitness activity.               <ol style="list-style-type: none"> <li data-bbox="1120 315 1412 388">1. Physical therapy and water movement                   <ol style="list-style-type: none"> <li data-bbox="1193 399 1453 535">1. 1940 research shows benefits of water exercise for rehabilitation</li> <li data-bbox="1193 546 1445 661">2. 1980's used by athletes for rehab of injuries</li> <li data-bbox="1193 672 1469 997">3. 2000 - Water fitness used to enhance performance for athletes and is used for rehabilitation in the area of physical therapy.</li> </ol> </li> <li data-bbox="1120 1008 1469 1155">2. Deep Water Running as a fitness activity for individuals any age, gender. or ability.</li> </ol> </li> <li data-bbox="1047 1165 1461 1312">2. Analyze the human body's ability to adapt while performing water exercise vs land based exercise.               <ol style="list-style-type: none"> <li data-bbox="1120 1323 1453 1428">1. Differentiate between air and water resistance programs</li> <li data-bbox="1120 1438 1412 1501">2. Employ the use of accessory equipment</li> <li data-bbox="1120 1512 1469 1617">3. Examine water resistance to improve strength and flexibility</li> <li data-bbox="1120 1627 1429 1848">4. Maintain erect body alignment and balance through the use of abdominal and back muscles as well as the use of arms and legs</li> <li data-bbox="1120 1858 1421 1963">5. Experiment with exercises allowing for water forces to work</li> </ol> </li> </ol>

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

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	opposing muscle groups to balance strength	opposing muscle groups to balance strength
	6. Injury prevention	6. Injury prevention
	7. Understand that water based exercise does not increase bone density.	7. Understand that water based exercise does not increase bone density.
	3. 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.	3. 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.
	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 rate	3. Recovery heart rate
	3. Effect of water resistance on physiology and heart rates	3. Effect of water resistance on physiology and heart rates
	4. Injury prevention	4. Injury prevention
	4. Assess and employ the basic components of a safe water exercise program.	4. Assess and employ the basic components of a safe water exercise program.
	1. Warm-up	1. Warm-up
	2. Aerobic and anaerobic components of exercise	2. Aerobic and anaerobic components of exercise
	1. Moving from low to high intensity exercises	1. Moving from low to high intensity exercises
	2. Aerobic exercise performed for moderate, continuous endurance activity	2. Aerobic exercise performed for moderate, continuous endurance activity
	3. Anaerobic exercise performed for strenuous bursts of speed and explosive power	3. Anaerobic exercise performed for strenuous bursts of speed and explosive power
	3. Aerobic cool down	3. Aerobic cool down
	4. Strengthening and toning exercise	4. Strengthening and toning exercise
	1. Wall exercises	1. Wall exercises

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

- | Changed Field | Current Version   | Proposed Version  |
|---------------|---|---|
|               | <ul style="list-style-type: none"> <li>2. Exercises using equipment</li> <li>3. Exercises performed without wall support</li> <li>5. Flexibility and final cool-down</li> </ul>   | <ul style="list-style-type: none"> <li>2. Exercises using equipment</li> <li>3. Exercises performed without wall support</li> <li>5. Flexibility and final cool-down</li> </ul>   |
|               | <ul style="list-style-type: none"> <li>5. Differentiate between gender and age for physiological improvement of strength, flexibility, and cardiovascular fitness including individual needs.               <ul style="list-style-type: none"> <li>1. Differences in strength, muscle mass, and muscular development.</li> <li>2. Gender differences in cardiovascular dynamics.</li> <li>3. Hormonal and metabolic differences.</li> <li>4. Differences in percent and distribution of body fat.</li> </ul> </li> <li>6. Recognize and apply the basic concepts of healthy nutrition               <ul style="list-style-type: none"> <li>1. Nutritional concepts with special notes regarding specific needs for various populations.</li> <li>2. Assess balanced nutritional concepts for wellness.</li> <li>3. Pre class meals as they relate to individual needs.</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>5. Differentiate between gender and age for physiological improvement of strength, flexibility, and cardiovascular fitness including individual needs.               <ul style="list-style-type: none"> <li>1. Differences in strength, muscle mass, and muscular development.</li> <li>2. Gender differences in cardiovascular dynamics.</li> <li>3. Hormonal and metabolic differences.</li> <li>4. Differences in percent and distribution of body fat.</li> </ul> </li> <li>6. Recognize and apply the basic concepts of healthy nutrition               <ul style="list-style-type: none"> <li>1. Nutritional concepts with special notes regarding specific needs for various populations.</li> <li>2. Assess balanced nutritional concepts for wellness.</li> <li>3. Pre class meals as they relate to individual needs.</li> </ul> </li> </ul> |

**Lab Component in this Course**

No

No

**Lab Outline**

No value

No value

**Req/Adv**

Changed	Questions	Current Version	Proposed Version
	<b>Prerequisite(s):</b>	KNES D001C or KNES D01CX, or permission of instructor	KNES D001C or KNES D01CX, or permission of instructor
	<b>Corequisite(s):</b>	No Value	No Value
	<b>Advisory(ies):</b>	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.
	<b>Advisory(ies) - Other:</b>	No Value	No Value
	<b>Limitation(s) on Enrollment:</b>	No Value	No Value
	<b>Limitation(s) on Enrollment - Other:</b>	No Value	No Value
	<b>Entrance Skills(s):</b>	No Value	No Value
	<b>Entrance Skill(s) - Other:</b>	No Value	No Value
	<b>General Course Statement(s):</b>	(See general education pages for the requirements this course meets.)	(See general education pages for the requirements this course meets.)
	<b>General Course Statement(s) - Other:</b>	No Value	No Value

### Curriculum Office

Changed	Questions	Current Version	Proposed Version
!	<b>Banner Start Term (202122)</b>	202122	No Value
!	<b>Banner Division</b>	2PE	No Value

Changed	Questions	Current Version	Proposed Version
!	Catalog Term (21-22)	23-24	No Value
!	5 Year Revision Year (2021)	2018	No Value
!	Effective Quarter	Fall	No Value
!	Effective Year (2021)	2023	No Value
	Sort ID (00 < 10; 0 < 100)	KNES 002BX	KNES 002BX
	Course Status	Non-substantial	Non-substantial
!	Course Status Code	A	No Value
!	Banner Department	KNES	No Value
!	Course Level	DU	No Value
!	College Code	DA	No Value
	Course Characteristics	NA	NA
	Cross-Listed/Related Course Information	Related Child	Related Child
	Cross-Listed/Related Course ID's	KNES 2B	KNES 2B
!	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
!	Emergency Approval	No	No Value
!	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)	N	No Value
!	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)	F	No Value
!	Noncredit Enhanced Funding Indicator	N	No Value
!	In Service Indicator	N	No Value
!	Sports/Physical Education Course Indicator	Y	No Value

Changed	Questions	Current Version	Proposed Version
!	COA Code	C	No Value
!	Fund Code	114000	No Value
!	Organization Code	236002	No Value
!	Account Code	1320	No Value
!	Program Code	083500	No Value
!	Percent	100	No Value
	Curriculum Office Notes	<ul style="list-style-type: none"> <li>Requisite change appr. 1/17/23 (effect. F23).-cc</li> </ul>	<ul style="list-style-type: none"> <li>Requisite change appr. 1/17/23 (effect. F23).-cc</li> </ul>
!	Print/No Print to Catalog	Yes	No Value
	Checklist	No Value	No Value

### Summary of Revisions

Changed	Questions	Current Version	Proposed Version
!	Basic Course Information	No Value	Description update
	Units and Hours	No Value	No Value
!	Specifications	No Value	<p>Updated methods of instruction to reflect how course content is taught</p> <p>Aligned methods of evaluation with SLO's and/or course objectives</p> <p>Added clear criteria for evaluation</p> <p>Updated textbooks and references to reflect current publications</p>
	Outline	No Value	No Value
	Other	No Value	No Value

Blue Form



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

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

No Value

No Value

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

No Value

No Value

### A-Matrix Form

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

No Value

No Value

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

No Value

No Value

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

### **B-Matrix Form**

Changed	Questions	Current Version	Proposed Version
	<p><b>ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005.</b>  <b>If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.</b></p>	No Value	No Value
	<p><b>Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.</b></p>	No Value	No Value
❗	<p><b>Objective 2: Develop analytical ideas and topics for essays.</b></p>	No Value	<p>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.</p>
❗	<p><b>Objective 3: Compose and support thesis statements for analytical essays.</b></p>	No Value	<p>Compose an essay on one of the 5 components of fitness from the class text "Fit and Well" with a critical analysis of the effects of deep water running training on the chosen component.</p>
	<p><b>Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.</b></p>	No Value	No Value

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

### C-Matrix Form

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

No Value

No Value

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

No Value

No Value

---

**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

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

### **D-Matrix Form**

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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**Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.**

No Value

No Value

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**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

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

No Value

No Value

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**Objective 3:  
Explore functions.**

No Value

No Value

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<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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**Objective 4:  
Develop linear  
function  
models.**

No Value

No Value

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

No Value

No Value

---

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

No Value

No Value

---

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>Objective 10: Investigate the characteristics of rational expressions.</b>	No Value	No Value
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	<b>Objective 11: Develop skills to work with radical expressions.</b>	No Value	No Value
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### **E-Matrix Form**

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>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.</b>	No Value	No Value
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Changed	Questions	Current Version	Proposed Version
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**Objective 1:  
Develop,  
throughout the  
course as  
applicable,  
systematic  
problem-  
solving  
methods.**

No Value

No Value

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

No Value

No Value

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

No Value

No Value

**Objective 4:  
Develop linear  
function  
models to  
solve  
problems.**

No Value

No Value

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

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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**Objective 6:**  
Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.

No Value

No Value

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**Objective 7:**  
Develop quadratic function models to solve problems.

No Value

No Value

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**Objective 8:**  
Use inequalities to solve real world problems.

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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**Objective 4:  
Solve problems  
involving  
operations with  
signed  
numbers.**

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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**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

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

## **G-Matrix Form**

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

No Value

No Value

### H-Matrix Form

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

No Value

No Value

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

No Value

No Value



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

No Value

No Value

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

No Value

No Value

### De Anza GE Form

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

No Value

Outline B: Analyze the human body's ability to adapt while performing water exercise vs land based exercise.

Changed	Questions	Current Version	Proposed Version
	<p><b>!</b> <b>Criteria 2:</b> <b>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.)</b></p>	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.
	<p><b>!</b> <b>Criteria 3:</b> <b>Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</b></p>	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
	<p><b>!</b> <b>Criteria 4:</b> <b>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.)</b></p>	No Value	Outline E: Differentiate between gender and age for physiological improvement of strength, flexibility, and cardiovascular fitness including individual needs.
	<p><b>!</b> <b>Criteria 5:</b> <b>Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</b></p>	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**



**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.2. Physical skills assessments to evaluate individual cardiovascular and strength development.

**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

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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**Criteria 2:**  
**Identify the most serious environmental, equity, and social justice problems globally and locally and explain their underlying causes and possible consequences.**

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

### Comments

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

No Value

No Value

**Stage 3:  
Division  
Curriculum  
Representative**

No Value

No Value

**Stage 4:  
Division Dean**


No Value

No Value

**Stage 5: SLO  
Coordinator**

No Value

No Value

Changed	Questions	Current Version	Proposed Version				
	<b>Stage 7: Content Review Matrix Liaison</b>	No Value	<b>Date</b>	<b>Name - Role OR Tab</b>	<b>Part - Type of Field Edit</b>	<b>Edit</b>	<b>Initiator - Indicate "Y" When Completed</b>
			4/8/24	Zack JudsonG	Matrix Required	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
	<b>Stage 8: AVP - Instruction</b>	No Value	No Value				
	<b>Stage 9: Articulation Officer</b>	No Value	No Value				
	<b>Stage 11: ESGC Faculty Coordinator</b>	No Value	No Value				
	<b>Stage 14: Curriculum Committee</b>	No Value	No Value				

### Course Administration Codes

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

Changed	Field	Current Version
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	<b>Curriculum ID</b>	KNESD02BX
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<b>Changed</b>	<b>Field</b>	<b>Current Version</b>
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	<b>Distance Education Approved</b>	No
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	<b>Board of Trustees Approval Date</b>	
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	<b>Curriculum Committee Approval Date</b>	
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	<b>Time to Next Review</b>	Sep 1, 2023 12:00:00 AM
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	<b>External Review Approval Date</b>	Sep 1, 2018 12:00:00 AM
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	<b>Course Control Number</b>	CCC000589378
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## **Articulation**

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>
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	<b>Course Crosswalk CRS-DEPT- NAME</b>	
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	<b>Course Crosswalk CRS-NUMBER</b>	
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De Anza College  
**Change Report**  
08/01/2024

### Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Description
General Information	Course Type (CB27)
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Transferability & Gen. Ed. Options	GE Information
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
Learning Outcomes and Objectives	CSLOs
Curriculum Office	Banner Start Term (202122)
Curriculum Office	Banner Division
Curriculum Office	Catalog Term (21-22)
Curriculum Office	5 Year Revision Year (2021)
Curriculum Office	Effective Quarter
Curriculum Office	Effective Year (2021)
Curriculum Office	Course Status Code
Curriculum Office	Banner Department
Curriculum Office	Course Level

<b>Section</b>	<b>Changed field</b>
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 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
	<b>Faculty Initiator</b>	• Bob Kalpin	• Rachel Catuiza
	<b>Course ID (CB01A and CB01B)</b>	KNESD005B	KNESD005B
	<b>Course Control Number</b>	CCC000581807	CCC000581807

Changed	Field	Current Version	Proposed Version
	<b>Course Title (CB02)</b>	High Intensity Indoor Cycling	High Intensity Indoor Cycling
	<b>Short Course Title</b>	HIGH INTENSITY INDOOR CYCLING	HIGH INTENSITY INDOOR CYCLING
	<b>TOP Code (CB03)</b>	0835.00	0835.00 Physical Education
	<b>CIP Code</b>	Health and Physical Education/Fitness, General	31.0501 Health and Physical Education/Fitness, General
	<b>Department</b>	KNES - Kinesiology	KNES - Kinesiology
!	<b>Effective Term</b>	Fall 2023	Fall <del>2023</del> <u>2025</u>
	<b>SAM Priority Code (CB09)</b>	Non-Occupational	Non-Occupational
!	<b>Course Description</b>	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 <del>an</del> <u>a</u> historical examination of indoor cycling/spinning. The cycling program is an <del>individual paced,</del> <u>individual-paced,</u> competitive group-training program designed to develop cardiovascular fitness at higher intensity levels. Using interval <del>training-</del> <u>training,</u> students will improve aerobic and anaerobic energy systems. <del>Utilizing a variety of equipment the-</del> <u>The</u> student will develop core endurance and <del>strength-</del> <u>strength using various equipment.</u> Students <del>will be able to-</del> <u>can</u> assess and design a personal workout program for an indoor <u>cycling_</u> program <del>of cycling</del> which <del>that</del> <u>can</u> be modified to outdoor <del>trails-</del> <u>trails.</u>
!	<b>Course Type (CB27)</b>	No value	<ul style="list-style-type: none"> <li>• Lower Division</li> </ul>
!	<b>Mode of Delivery</b>	<ul style="list-style-type: none"> <li>• NA</li> </ul>	<ul style="list-style-type: none"> <li>• In person ONLY</li> </ul>

## Faculty Requirements

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

### Formerly Statement

Changed	Field	Current Version	Proposed Version
	<b>Formerly Statement</b>	(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
	<b>Course Justification</b>	The course is CSU and UC 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 course is CSU and UC 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.

### Stand-Alone Statement

Changed	Field	Current Version	Proposed Version
	<b>Stand-Alone Statement</b>	No value	

### Course Philosophy

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

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

	Does the course have a Foothill equivalent?	No	No
--	--	----	----


### CTE Course

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

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

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

No value

No

### Cross-listed Course

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

No value

No

### More Options

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

Course is not a basic skills course.

Course is not a basic skills course.

**Course Prior To College Level**

Not applicable.

Not applicable.

**Course Special Class Status (CB13)**

Course is not a special class.

Course is not a special class.

**Course Support Status (CB26)**

Course is not a support course

Course is not a support course

**Repeat Limit**

0

0

**Grade Options**

- Letter Grade
- Pass/No Pass

- Letter Grade
- Pass/No Pass

**Allow Students to Gain Credit by Exam/Challenge**



**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 Version	Proposed Version
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Course is part of a program

<b>Associated Program</b>	Kinesiology for Transfer (In Development)
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<b>Award Type</b>	Associate in Arts for Transfer (A.A.-T.) Degree
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<b>Associated Program</b>	Kinesiology for Transfer (In Development)
---------------------------	---

<b>Award Type</b>	Associate in Arts for Transfer (A.A.-T.) Degree
-------------------	---

<b>Associated Program</b>	CSU GE
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<b>Award Type</b>	Certificate of Achievement-Advanced (COA-A)
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<b>Associated Program</b>	CSU GE
---------------------------	--------

<b>Award Type</b>	Certificate of Achievement-Advanced (COA-A)
-------------------	---

<b>Associated Program</b>	CSU GE
---------------------------	--------

<b>Award Type</b>	Certificate of Achievement-Advanced (COA-A)
-------------------	---

<b>Associated Program</b>	CSU GE
---------------------------	--------

<b>Award Type</b>	Certificate of Achievement-Advanced (COA-A)
-------------------	---

<b>Associated Program</b>	CSU GE
---------------------------	--------

<b>Award Type</b>	Certificate of Achievement-Advanced (COA-A)
-------------------	---

<b>Associated Program</b>	CSU GE
---------------------------	--------

<b>Award Type</b>	Certificate of Achievement-Advanced (COA-A)
-------------------	---

<b>Associated Program</b>	Associate in Arts in Kinesiology for Transfer
---------------------------	---

<b>Award Type</b>	Associate in Arts for Transfer (A.A.-T.) Degree
-------------------	---

<b>Associated Program</b>	Associate in Arts in Kinesiology for Transfer
---------------------------	---

<b>Award Type</b>	Associate in Arts for Transfer (A.A.-T.) Degree
-------------------	---

<b>Associated Program</b>	Kinesiology for Transfer
---------------------------	--------------------------

<b>Award Type</b>	Associate in Arts for Transfer (A.A.-T.) Degree
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<b>Associated Program</b>	Kinesiology for Transfer
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<b>Award Type</b>	Associate in Arts for Transfer (A.A.-T.) Degree
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## Transferability & Gen. Ed. Options

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



### GE Information

<b>System/Institution</b>	De Anza GE
<b>Area(s)</b>	<ul style="list-style-type: none"> <li>• 2GEP - Approved.</li> </ul>
-	No value

<b>System/Institution</b>	De Anza GE
<b>Area(s)</b>	<ul style="list-style-type: none"> <li>• 2GEP - Approved.</li> </ul>
-	No value

<b>System/Institution</b>	CSU GE
<b>Area(s)</b>	<ul style="list-style-type: none"> <li>• CGEP - Approved.</li> </ul>
-	No value

## Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	<b>Lecture Hours - In Class</b>	0	0
	<b>Lecture Hours - Out of Class</b>	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
	<b>NA Hours - Course In-Class (Contact) per Term</b>	0	0
	<b>NA Hours - Course Out-of-Class per Term</b>	0	0
	<b>Total - Course In-Class (Contact) Hours</b>	24	24
	<b>Total - Course Out-of-Class Hours</b>	0	0
	<b>Total Credit Units - Minimum Credit Units</b>	0.5	0.5
	<b>Total Credit Units - Maximum Credit Units</b>	0.5	0.5

### Speciality Hours

Changed	Field	Current Version	Proposed Version
	<b>Speciality Hours</b>	No value	No value

### Credit / Non-Credit Options

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

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

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

SKIP			
Changed	Field	Current Version	Proposed Version
	<b>SKIP</b>	No Value	No Value

## Specifications

Changed

Field

Current Version

Proposed Version



### 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

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



### Assignments

1. Progression journal throughout the quarter
2. Essay based on specific chapters relating to indoor cycling.
3. Assigned readings from the textbook about health and fitness.
4. Assessments at the beginning and end of quarter. Assessments will include push-ups, core strength and leg exercises.
5. Perform in a program of high intensity cycling to develop speed, strength and endurance.
6. Verbal peer assessment of workout program, including feedback on assessment results.

#### 1. Readings

1. Assigned readings from the book Fit and Well.
2. Review of instructor generated handouts of indoor cycling skills and cardiovascular fitness techniques.

#### 2. Writing

1. An essay on one of the five components of fitness based on the book Fit and Well.
2. A training log to track cardiovascular fitness development and indoor cycling skills.

#### 3. Skill and Fitness Acquisition

1. Practice of indoor cycling techniques for overall cardiovascular fitness development.
2. Pre- and post fitness assessments to test for personal cardiovascular improvements, including core and strength training.
3. Group practice with peer evaluation and feedback.

**Changed** **Field**

**Current Version**

**Proposed Version**



**Methods of  
Evaluation**

**Methods  
of  
Evaluation**

**Methods  
of  
Evaluation**

Methods of Evaluation

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

1. Final exam based upon the textbook "Fit and Well," handouts and in class discussions on cardio respiratory exercise and strength development.
2. 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.
3. Written essay based upon the textbook "Fit and Well," graded on content and completeness.
4. Written progression journal throughout the quarter showing content on overall improvement and accomplishments throughout participation in high intensity cycling.
5. Verbal peer evaluation graded on completeness.

**Methods  
of  
Evaluation**

1. Final exam based upon the textbook "Fit and Well," handouts and in class discussions on cardio respiratory exercise and strength development graded on completeness.
2. Written assessment measurements based on 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.
3. Written essay based upon the textbook "Fit and Well," graded on content and completeness.
4. Written progression journal throughout the quarter showing content on overall improvement and accomplishments throughout participation in high-intensity cycling.
5. Verbal peer evaluation graded on completeness.
6. Collaborative weekly group workouts. Evaluated based on performance and completion.

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

- Appropriate training attire, and proper footwear

**Essential College Facilities:**

- Aerobic room with stereo system and stationary bikes

**Essential Student Materials:**

- Appropriate training attire, and proper footwear

**Essential College Facilities:**

- Aerobic room with stereo system and stationary bikes

**Examples of Primary Texts and References**

<b>Title</b>	No value
<b>Author</b>	Fahey, Insel, and Roth, "Fit and Well, Brief 12th Edition." Mc Graw-Hill Publishing Co., San Francisco, CA, 2015.
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

<b>Title</b>	Fit and Well
<b>Author</b>	Fahey, Insel, and Roth
<b>Publisher</b>	McGraw-Hill Publishing, San Francisco, CA
<b>Date/Edition</b>	Brief 15th, 2023
<b>ISBN</b>	No value





**Suggested Reading List**

No value

<b>Reading List</b>	Pelotoncycle.com, online indoor cycling course, including instructor that requires a subscription.
<b>May include, but are not limited to</b>	No value

<b>Reading List</b>	DVD by Healthy Living, "Indoor Cycling Training".
<b>May include, but are not limited to</b>	No value

<b>Reading List</b>	Video, by Healthy Living, "Indoor Cycling Interval Training", www.spinning.com
<b>May include, but are not limited to</b>	No value

<b>Reading List</b>	Powers, Scott K., Dodd, Stephen L., "Total Fitness and Wellness" 4th edition, San Francisco, CA, Pearson Publishing Co., 2005.
<b>May include, but are not limited to</b>	No value

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

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• Examine the perspective of Indoor Cycling in a historical and global context.</li> <li>• Formulate and organize core strength through strength and stabilization exercises.</li> <li>• Enhance cardiovascular endurance involving high intense interval training.</li> <li>• Create interval program based on individual's personal indoor cycling goals.</li> <li>• Demonstrate effective and safe riding technique to maximize endurance gains.</li> </ul> | <ul style="list-style-type: none"> <li>• Examine the perspective of Indoor Cycling in a historical and global context.</li> <li>• Formulate and organize core strength through strength and stabilization exercises.</li> <li>• Enhance cardiovascular endurance involving high intense interval training.</li> <li>• Create interval program based on individual's personal indoor cycling goals.</li> <li>• Demonstrate effective and safe riding technique to maximize endurance gains.</li> </ul> |
|---|---|

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

**CSLOs** Apply knowledge of basic fitness concepts as they apply to health and wellness.

**Expected SLO Performance** 0.0

**CSLOs** Apply knowledge of basic fitness concepts as they relate to health and wellness.

**Expected SLO Performance** 0.0

**CSLOs** Formulate and design a program for core strength and stabilization exercises.

**Expected SLO Performance** 0.0

**CSLOs** Formulate and design a program for core strength and stabilization exercises.

**Expected SLO Performance** 0.0

**CSLOs** Create an interval cycling program based upon individual indoor cycling goals.

**Expected SLO Performance** 0.0

**CSLOs** Create an interval cycling program based upon individual indoor cycling goals.

**Expected SLO Performance** 0.0

**Course Outline**



**Course  
Content**

- |  |   |
|--|---|
| <ol style="list-style-type: none"> <li>1. Examine the perspective of Indoor Cycling in a historical and global context.             <ol style="list-style-type: none"> <li>1. 1980's Johnny G derived "spinning" from outdoor cycling                 <ol style="list-style-type: none"> <li>1. "spinning" is a copyrighted name</li> <li>2. In his garage he constructed what is known as a spinning bicycle</li> <li>3. Prior to 1989 held spinning classes in his garage</li> </ol> </li> <li>2. 1989 opened own spinning studio in Santa Monica, CA                 <ol style="list-style-type: none"> <li>1. 1990 began certifying instructors</li> <li>2. Currently in over 100 countries</li> <li>3. 6,000 facilities</li> </ol> </li> <li>3. 1994 became a corporation                 <ol style="list-style-type: none"> <li>1. Maddogathletics</li> <li>2. Spinning.com</li> </ol> </li> <li>4. IDEA (International Dance Exercise Association) incorporates spinning into their international offerings for fitness professionals (1996).</li> <li>5. 2014 the advent of cycling studios, such as: Pedal Spin Studios, CycleScape Fitness, and Planet Fitness.</li> <li>6. 2015 - Online courses are created for individuals with indoor cycles at home or work, in which, a live and on demand course such as Pelotoncycle.com can be subscribed to that includes an instructor.</li> </ol> </li> <li>2. Formulate and organize core strength through strength and stabilization exercises.             <ol style="list-style-type: none"> <li>1. Introduction of key component of floor exercises on a mat that are used to develop core strength and stabilization.</li> </ol> </li> </ol> | <ol style="list-style-type: none"> <li>1. Examine the perspective of Indoor Cycling in a historical and global context.             <ol style="list-style-type: none"> <li>1. 1980's Johnny G derived "spinning" from outdoor cycling                 <ol style="list-style-type: none"> <li>1. "spinning" is a copyrighted name</li> <li>2. In his garage he constructed what is known as a spinning bicycle</li> <li>3. Prior to 1989 held spinning classes in his garage</li> </ol> </li> <li>2. 1989 opened own spinning studio in Santa Monica, CA                 <ol style="list-style-type: none"> <li>1. 1990 began certifying instructors</li> <li>2. Currently in over 100 countries</li> <li>3. 6,000 facilities</li> </ol> </li> <li>3. 1994 became a corporation                 <ol style="list-style-type: none"> <li>1. Maddogathletics</li> <li>2. Spinning.com</li> </ol> </li> <li>4. IDEA (International Dance Exercise Association) incorporates spinning into their international offerings for fitness professionals (1996).</li> <li>5. 2014 the advent of cycling studios, such as: Pedal Spin Studios, CycleScape Fitness, and Planet Fitness.</li> <li>6. 2015 - Online courses are created for individuals with indoor cycles at home or work, in which, a live and on demand course such as Pelotoncycle.com can be subscribed to that includes an instructor.</li> </ol> </li> <li>2. Formulate and organize core strength through strength and stabilization exercises.             <ol style="list-style-type: none"> <li>1. Introduction of key components of floor exercises on a mat that are used to develop core strength and stabilization.</li> </ol> </li> </ol> |
|--|---|

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

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- |  |  |
|--|--|
| <ol style="list-style-type: none"><li>2. Concepts of increasing balance and coordination relative to core strength on an indoor cycling bike.</li><li>3. Enhance cardiovascular endurance involving high intense interval training.<ol style="list-style-type: none"><li>1. Perform cardiovascular strength and endurance through interval anaerobic training.</li><li>2. Introduce interval exercise through low to high intensity heart rate training techniques and theory.</li><li>3. Introduce cardiovascular endurance and incorporate components of aerobic exercise through steady state heart rate training.</li></ol></li><li>4. Create interval program based on individual's personal indoor cycling goals.<ol style="list-style-type: none"><li>1. Student will learn concepts of interval training</li><li>2. Student will learn to build a personalized interval indoor cycling program</li></ol></li><li>5. Demonstrate effective and safe riding technique to maximize endurance gains.<ol style="list-style-type: none"><li>1. Terminology, equipment, and riding guidelines<ol style="list-style-type: none"><li>1. Safety procedures for indoor cycling</li><li>2. Proper warm-up</li><li>3. Bike set-up</li><li>4. Proper mounting and dismounting</li><li>5. Cool down including proper stretching exercises.</li></ol></li><li>2. Proper riding technique and use of equipment<ol style="list-style-type: none"><li>1. Hand Positions (3)</li><li>2. 5 Core movements<ol style="list-style-type: none"><li>1. Seated flats</li><li>2. Standing Flats</li><li>3. Seated Hills</li><li>4. Standing hills</li><li>5. Jumps</li></ol></li></ol></li></ol></li></ol> | <ol style="list-style-type: none"><li>2. Concepts of increasing balance and coordination relative to core strength on an indoor cycling bike.</li><li>3. Enhance cardiovascular endurance by involving high-intensity interval training.<ol style="list-style-type: none"><li>1. Perform cardiovascular strength and endurance through interval anaerobic training.</li><li>2. Introduce interval exercise through low to high-intensity heart rate training techniques and theory.</li><li>3. Introduce cardiovascular endurance and incorporate components of aerobic exercise through steady state heart rate training.</li></ol></li><li>4. Create an interval program based on an individual's personal indoor cycling goals.<ol style="list-style-type: none"><li>1. Students will learn concepts of interval training</li><li>2. Student will learn to build a personalized interval indoor cycling program</li></ol></li><li>5. Demonstrate effective and safe riding technique to maximize endurance gains.<ol style="list-style-type: none"><li>1. Terminology, equipment, and riding guidelines<ol style="list-style-type: none"><li>1. Safety procedures for indoor cycling</li><li>2. Proper warm-up</li><li>3. Bike set-up</li><li>4. Proper mounting and dismounting</li><li>5. Cool down including proper stretching exercises.</li></ol></li><li>2. Proper riding technique and use of equipment<ol style="list-style-type: none"><li>1. Hand Positions (3)</li><li>2. 5 Core movements<ol style="list-style-type: none"><li>1. Seated flats</li><li>2. Standing Flats</li><li>3. Seated Hills</li><li>4. Standing hills</li><li>5. Jumps</li></ol></li></ol></li></ol></li></ol> |
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Changed	Field	Current Version	Proposed Version
		3. Pedaling cadence and proper workload. <ol style="list-style-type: none"> <li>1. Spinning routines</li> <li>2. Jumps</li> <li>3. Sprints</li> <li>4. Timed combination workouts</li> <li>5. Cooldown</li> </ol> 4. Achieve target heart rate in classes ranging from beginners to elite athletes.           5. Instructor-guided practice of daily spinning workout utilizing training heart-rate levels.	3. Pedaling cadence and proper workload. <ol style="list-style-type: none"> <li>1. Spinning routines</li> <li>2. Jumps</li> <li>3. Sprints</li> <li>4. Timed combination workouts</li> <li>5. Cooldown</li> </ol> 4. Achieve target heart rate in classes ranging from beginners to elite athletes.           5. Instructor-guided practice of daily spinning workout utilizing training heart-rate levels.
	<b>Lab Component in this Course</b>	No	No
	<b>Lab Outline</b>	No value	No value

### Req/Adv

Changed	Questions	Current Version	Proposed Version
	<b>Prerequisite(s):</b>	No Value	No Value
	<b>Corequisite(s):</b>	No Value	No Value
	<b>Advisory(ies):</b>	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.
	<b>Advisory(ies) - Other:</b>	No Value	No Value
	<b>Limitation(s) on Enrollment:</b>	No Value	No Value
	<b>Limitation(s) on Enrollment - Other:</b>	No Value	No Value
	<b>Entrance Skills(s):</b>	No Value	No Value

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

### Curriculum Office

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

Changed	Questions	Current Version	Proposed Version
	<b>Cross-Listed/Related Course Information</b>	Related Parent	Related Parent
	<b>Cross-Listed/Related Course ID's</b>	No Value	No Value
!	<b>CTE Status</b>	No	No Value
	<b>DL Approval Date (MM/DD/YYYY)</b>	No Value	No Value
	<b>Hybrid Approval Date (MM/DD/YYYY)</b>	No Value	No Value
!	<b>Emergency Approval</b>	No	No Value
!	<b>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)</b>	N	No Value



Changed	Questions	Current Version	Proposed Version
!	<b>Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)</b>	F	No Value
!	<b>Noncredit Enhanced Funding Indicator</b>	N	No Value
!	<b>In Service Indicator</b>	N	No Value
!	<b>Sports/Physical Education Course Indicator</b>	Y	No Value
!	<b>COA Code</b>	C	No Value
!	<b>Fund Code</b>	114000	No Value
!	<b>Organization Code</b>	236002	No Value
!	<b>Account Code</b>	1320	No Value
!	<b>Program Code</b>	083500	No Value
!	<b>Percent</b>	100	No Value
	<b>Curriculum Office Notes</b>	<ul style="list-style-type: none"> <li>• Requisite change appr. 1/17/23 (effect. F23).-cc</li> </ul>	<ul style="list-style-type: none"> <li>• Requisite change appr. 1/17/23 (effect. F23).-cc</li> </ul>
!	<b>Print/No Print to Catalog</b>	Yes	No Value
	<b>Checklist</b>	No Value	No Value

## Summary of Revisions

Changed	Questions	Current Version	Proposed Version
	<b>Basic Course Information</b>	No Value	No Value
	<b>Units and Hours</b>	No Value	No Value
	<b>Specifications</b>	No Value	Updated textbooks and references to reflect current publications
	<b>Outline</b>	No Value	No Value
	<b>Other</b>	No Value	No Value

## Blue Form

Changed	Questions	Current Version	Proposed Version
	<b>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.</b>	No Value	No Value
	<b>1. Is the unit(s) change required for articulation?</b>	No Value	No Value
	<b>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.</b>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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**3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.**

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

### A-Matrix Form

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

No Value

No Value

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

### **B-Matrix Form**

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

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

### C-Matrix Form

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

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

No Value

No Value

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

No Value

No Value

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**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

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**Changed**

**Questions**

**Current Version**

**Proposed Version**

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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**D-Matrix Form**

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Changed	Questions	Current Version	Proposed Version
	<p><b>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.</b></p>	No Value	No Value
	<p><b>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.</b></p>	No Value	No Value
	<p><b>Objective 2: Investigate the use of mathematics in real world.</b></p>	No Value	No Value
	<p><b>Objective 3: Explore functions.</b></p>	No Value	No Value
	<p><b>Objective 4: Develop linear function models.</b></p>	No Value	No Value

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

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

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

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>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.</b>	No Value	No Value
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	<b>Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.</b>	No Value	No Value
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<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.</b>	No Value	No Value
	<b>Objective 3: Apply the order of operations to evaluate signed numerical expressions.</b>	No Value	No Value
	<b>Objective 4: Solve problems involving operations with signed numbers.</b>	No Value	No Value
	<b>Objective 5: Explore the characteristics and properties of real numbers.</b>	No Value	No Value
	<b>Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.</b>	No Value	No Value
	<b>Objective 7: Explore rates and ratios and use proportions to solve problems.</b>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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**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

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

## G-Matrix Form

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

No Value

No Value

## H-Matrix Form

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

No Value

No Value

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

No Value

No Value



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

No Value

No Value

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

No Value

No Value

### De Anza GE Form



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

No Value

Methods of evaluations- Final exam based upon the textbook "Fit and Well," handouts and in class discussions on cardio respiratory exercise and strength development.

Changed	Questions	Current Version	Proposed Version
	<b>Criteria 2:</b> <b>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.)</b>	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.
	<b>Criteria 3:</b> <b>Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</b>	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**

**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.



**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
	<p><b>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.)</b></p>	No Value	Methods of Evaluations Written progression journal throughout the quarter showing content on overall improvement and accomplishments throughout participation in high intensity cycling.

#### De Anza GE - ESGC Form

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

**Changed**

**Questions**

**Current Version**

**Proposed Version**

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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**Comments**

Changed	Questions	Current Version	Proposed Version										
	<b>Stage 2: Department Chair</b>	No Value	No Value										
	<b>Stage 3: Division Curriculum Representative</b>	No Value	No Value										
	<b>Stage 4: Division Dean</b>	No Value	No Value										
	<b>Stage 5: SLO Coordinator</b>	No Value	No Value										
	<b>Stage 7: Content Review Matrix Liaison</b>	No Value	<table border="1"> <thead> <tr> <th>Date</th> <th>Name - Role OR Tab</th> <th>Part - Type of Field Edit</th> <th>Edit</th> <th>Initiator - Indicate "Y" When Completed</th> </tr> </thead> <tbody> <tr> <td>11/8/23</td> <td>Zack JudsonB</td> <td>Matrix Required</td> <td>The assignments you have listed do not come from your course</td> <td></td> </tr> </tbody> </table>	Date	Name - Role OR Tab	Part - Type of Field Edit	Edit	Initiator - Indicate "Y" When Completed	11/8/23	Zack JudsonB	Matrix Required	The assignments you have listed do not come from your course	
Date	Name - Role OR Tab	Part - Type of Field Edit	Edit	Initiator - Indicate "Y" When Completed									
11/8/23	Zack JudsonB	Matrix Required	The assignments you have listed do not come from your course										
	<b>Stage 8: AVP - Instruction</b>	No Value	No Value										
	<b>Stage 9: Articulation Officer</b>	No Value	No Value										
	<b>Stage 11: ESGC Faculty Coordinator</b>	No Value	No Value										
	<b>Stage 14: Curriculum Committee</b>	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
	<b>Curriculum ID</b>	KNESD005B

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>
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	<b>Distance Education Approved</b>	No
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	<b>Board of Trustees Approval Date</b>	
--	--	--

	<b>Curriculum Committee Approval Date</b>	
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	<b>Time to Next Review</b>	Sep 1, 2023 12:00:00 AM
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	<b>External Review Approval Date</b>	Sep 1, 2018 12:00:00 AM
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	<b>Course Control Number</b>	CCC000581807
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## **Articulation**

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>
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	<b>Course Crosswalk CRS-DEPT- NAME</b>	
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	<b>Course Crosswalk CRS-NUMBER</b>	
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De Anza College  
**Change Report**  
08/01/2024

### Summary of Changes


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



<b>Section</b>	<b>Changed field</b>
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
	Faculty Initiator	<ul style="list-style-type: none"> <li>Bob Kalpin</li> </ul>	<ul style="list-style-type: none"> <li>Rachel Catuiza</li> </ul>
	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
!	Effective Term	Fall 2023	Fall <del>2023</del> <u>2025</u>
	SAM Priority Code (CB09)	Non-Occupational	Non-Occupational
!	Course Description	<p>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.</p>	<p>An introduction to the discipline of Kinesiology through indoor cycling. Includes <del>an a</del> historical examination of indoor cycling/spinning. The cycling program is an <del>individual paced,</del> <u>individual-paced,</u> competitive group-training program designed to develop cardiovascular fitness at higher intensity levels. Using interval <del>training</del> <u>training</u>, students will improve aerobic and anaerobic energy systems. <del>Utilizing a variety of equipment the</del> <u>The</u> student will develop core endurance and <del>strength-</del> <u>strength using various equipment.</u> Students <del>will be able to</del> <u>can</u> assess and design a personal workout program for an indoor <del>cycling</del> program <del>of cycling which- that</del> can be modified to outdoor <del>trails-</del> <u>trails.</u></p>
	Course Type (CB27)	No value	No value
!	Mode of Delivery	<ul style="list-style-type: none"> <li>• NA</li> </ul>	<ul style="list-style-type: none"> <li>• In person ONLY</li> </ul>

## Faculty Requirements

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

## 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 Justification	The course is CSU and UC 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 course is CSU and UC 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.

## Stand-Alone Statement

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

### Course Philosophy

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

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

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

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

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

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

Changed	Field	Current Version	Proposed Version
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	<b>Basic Skill Status (CB08)</b>	Course is not a basic skills course.	Course is not a basic skills course.
--	----------------------------------	--------------------------------------	--------------------------------------

	<b>Course Prior To College Level</b>	Not applicable.	Not applicable.
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	<b>Course Special Class Status (CB13)</b>	Course is not a special class.	Course is not a special class.
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	<b>Course Support Status (CB26)</b>	Course is not a support course	Course is not a support course
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	<b>Repeat Limit</b>	0	0
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	<b>Grade Options</b>	<ul style="list-style-type: none"><li>• Letter Grade</li><li>• Pass/No Pass</li></ul>	<ul style="list-style-type: none"><li>• Letter Grade</li><li>• Pass/No Pass</li></ul>
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	<b>Allow Students to Gain Credit by Exam/Challenge</b>	<input type="checkbox"/>	<input type="checkbox"/>
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**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 Version**

**Proposed Version**

**Course is part of a program**

<b>Associated Program</b>	Kinesiology for Transfer (In Development)
<b>Award Type</b>	Associate in Arts for Transfer (A.A.-T.) Degree

<b>Associated Program</b>	Kinesiology for Transfer (In Development)
<b>Award Type</b>	Associate in Arts for Transfer (A.A.-T.) Degree

<b>Associated Program</b>	CSU GE
<b>Award Type</b>	Certificate of Achievement-Advanced (COA-A)

<b>Associated Program</b>	CSU GE
<b>Award Type</b>	Certificate of Achievement-Advanced (COA-A)

<b>Associated Program</b>	CSU GE
<b>Award Type</b>	Certificate of Achievement-Advanced (COA-A)

<b>Associated Program</b>	CSU GE
<b>Award Type</b>	Certificate of Achievement-Advanced (COA-A)

<b>Associated Program</b>	CSU GE
<b>Award Type</b>	Certificate of Achievement-Advanced (COA-A)

<b>Associated Program</b>	CSU GE
<b>Award Type</b>	Certificate of Achievement-Advanced (COA-A)

<b>Associated Program</b>	Associate in Arts in Kinesiology for Transfer
<b>Award Type</b>	Associate in Arts for Transfer (A.A.-T.) Degree

<b>Associated Program</b>	Associate in Arts in Kinesiology for Transfer
<b>Award Type</b>	Associate in Arts for Transfer (A.A.-T.) Degree

<b>Associated Program</b>	Kinesiology for Transfer
<b>Award Type</b>	Associate in Arts for Transfer (A.A.-T.) Degree

<b>Associated Program</b>	Kinesiology for Transfer
<b>Award Type</b>	Associate in Arts for Transfer (A.A.-T.) Degree



## Transferability & Gen. Ed. Options

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



### GE Information

<b>System/Institution</b>	De Anza GE
<b>Area(s)</b>	<ul style="list-style-type: none"> <li>• 2GEP - Approved.</li> </ul>
-	No value

<b>System/Institution</b>	De Anza GE
<b>Area(s)</b>	<ul style="list-style-type: none"> <li>• 2GEP - Approved.</li> </ul>
-	No value

<b>System/Institution</b>	CSU GE
<b>Area(s)</b>	<ul style="list-style-type: none"> <li>• CGEP - Approved.</li> </ul>
-	No value

## Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	<b>Lecture Hours - In Class</b>	0	0
	<b>Lecture Hours - Out of Class</b>	0	0

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
	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**

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

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

**SKIP**

**Changed Field**

**Current Version**

**Proposed Version**

**SKIP**

No Value

No Value

## Specifications

**Changed Field**

**Current Version**

**Proposed Version**

**Methods of Instruction**

**Methods of Instruction**

**Methods of Instruction** Discussion and problem solving performed in class  
In-class essays  
Collaborative learning and small group exercises  
Demonstrations and visual aids

**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

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

1. Progression journal throughout the quarter
2. Essay based on specific chapters relating to indoor cycling.
3. Assigned readings from the textbook about health and fitness.
4. Assessments at the beginning and end of quarter. Assessments will include push-ups, core strength and leg exercises.
5. Perform in a program of high intensity cycling to develop speed, strength and endurance.
6. Verbal peer assessment of workout program, including feedback on assessment results.

1. Readings
  1. Assigned readings from the book Fit and Well.
  2. Review of instructor generated handouts of indoor cycling skills and cardiovascular fitness techniques.
2. Writing
  1. An essay on one of the five components of fitness based on the book Fit and Well.
  2. A training log to track cardiovascular fitness development and indoor cycling skills.
3. Skill and Fitness Acquisition
  1. Practice of indoor cycling techniques for overall cardiovascular fitness development.
  2. Pre- and post fitness assessments to test for personal cardiovascular improvements, including core and strength training.
  3. Group practice with peer evaluation and feedback.

**Changed Field**

**Current Version**

**Proposed Version**



**Methods of  
Evaluation**

**Methods  
of  
Evaluation**

**Methods  
of  
Evaluation**

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

1. Final exam based upon the textbook "Fit and Well," handouts and in class discussions on cardio respiratory exercise and strength development.
2. 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.
3. Written essay based upon the textbook "Fit and Well," graded on content and completeness.
4. Written progression journal throughout the quarter showing content on overall improvement and accomplishments throughout participation in high intensity cycling.
5. Verbal peer evaluation

**Methods  
of  
Evaluation**

1. Final exam based upon the textbook "Fit and Well," handouts and in class discussions on cardio respiratory exercise and strength development.
2. 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.
3. Written essay based upon the textbook "Fit and Well," graded on content and completeness.
4. Written progression journal throughout the quarter showing content on overall improvement and accomplishments throughout participation in high-intensity cycling.
5. Verbal peer evaluation



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

graded on completeness.

graded on completeness.  
6. Collaborative weekly group workouts.  
Evaluated based on performance and completion.

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

- Appropriate training attire, and proper footwear

**Essential College Facilities:**

- Aerobic room with stereo system and stationary bikes

**Essential Student Materials:**

- Appropriate training attire, and proper footwear

**Essential College Facilities:**

- Aerobic room with stereo system and stationary bikes

**Examples of Primary Texts and References**

<b>Title</b>	No value
<b>Author</b>	Fahey, Insel, and Roth, "Fit and Well, Brief 12th Edition." Mc Graw-Hill Publishing Co., San Francisco, CA, 2015.
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

<b>Title</b>	Fit and Well
<b>Author</b>	Fahey, Insel, and Roth
<b>Publisher</b>	McGraw-Hill Publishing Co, San Fransico, Ca
<b>Date/Edition</b>	Brief 15th Edition, 2023
<b>ISBN</b>	No value



**Suggested Reading List**

No value

<b>Reading List</b>	Pelotoncycle.com, online indoor cycling course, including instructor that requires a subscription.
<b>May include, but are not limited to</b>	No value

<b>Reading List</b>	DVD by Healthy Living, "Indoor Cycling Training".
<b>May include, but are not limited to</b>	No value

<b>Reading List</b>	Video, by Healthy Living, "Indoor Cycling Interval Training", <a href="http://www.spinning.com">www.spinning.com</a>
<b>May include, but are not limited to</b>	No value

<b>Reading List</b>	Powers, Scott K., Dodd, Stephen L., "Total Fitness and Wellness" 4th edition, San Francisco, CA, Pearson Publishing Co., 2005.
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Changed	Field	Current Version	Proposed Version
		<p><b>May include, but are not limited to</b> No value</p>	
		<p><b>Reading List</b> Carmichael, Chris, "The Time-Crunched Cyclist: Racing-Winning Fitness in 6 Hours a Week, 3rd Edition," VeloPress, Boulder, CO, 2015.</p>	
		<p><b>May include, but are not limited to</b> No value</p>	

### Learning Outcomes and Objectives

Changed	Field	Current Version	Proposed Version
	<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>• Examine the perspective of Indoor Cycling in a historical and global context.</li> <li>• Formulate and organize core strength through strength and stabilization exercises.</li> <li>• Enhance cardiovascular endurance involving high intense interval training.</li> <li>• Create interval program based on individual's personal indoor cycling goals.</li> <li>• Demonstrate effective and safe riding technique to maximize endurance gains.</li> </ul>	<ul style="list-style-type: none"> <li>• Examine the perspective of Indoor Cycling in a historical and global context.</li> <li>• Formulate and organize core strength through strength and stabilization exercises.</li> <li>• Enhance cardiovascular endurance involving high intense interval training.</li> <li>• Create interval program based on individual's personal indoor cycling goals.</li> <li>• Demonstrate effective and safe riding technique to maximize endurance gains.</li> </ul>

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

**CSLOs** Apply knowledge of basic fitness concepts as they apply to health and wellness.

**Expected SLO Performance** 0.0

**CSLOs** Apply knowledge of basic fitness concepts as they relate to health and wellness.

**Expected SLO Performance** 0.0

**CSLOs** Formulate and design a program for core strength and stabilization exercises.

**Expected SLO Performance** 0.0

**CSLOs** Formulate and design a program for core strength and stabilization exercises.

**Expected SLO Performance** 0.0

**CSLOs** Create an interval cycling program based upon individual indoor cycling goals.

**Expected SLO Performance** 0.0

**CSLOs** Create an interval cycling program based upon individual indoor cycling goals.

**Expected SLO Performance** 0.0

**Course Outline**

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

- |  |  |
|--|--|
| <ol style="list-style-type: none"><li>1. Examine the perspective of Indoor Cycling in a historical and global context.<ol style="list-style-type: none"><li>1. 1980's Johnny G derived "spinning" from outdoor cycling<ol style="list-style-type: none"><li>1. "spinning" is a copyrighted name</li><li>2. In his garage he constructed what is known as a spinning bicycle</li><li>3. Prior to 1989 held spinning classes in his garage</li></ol></li><li>2. 1989 opened own spinning studio in Santa Monica, CA<ol style="list-style-type: none"><li>1. 1990 began certifying instructors</li><li>2. Currently in over 100 countries</li><li>3. 6,000 facilities</li></ol></li><li>3. 1994 became a corporation<ol style="list-style-type: none"><li>1. Maddogathletics</li><li>2. Spinning.com</li></ol></li><li>4. IDEA (International Dance Exercise Association) incorporates spinning into their international offerings for fitness professionals (1996).</li><li>5. 2014 the advent of cycling studios, such as: Pedal Spin Studios, CycleScape Fitness, and Planet Fitness.</li><li>6. 2015 - Online courses are created for individuals with indoor cycles at home or work, in which, a live and on demand course such as Pelotoncycle.com can be subscribed to that includes an instructor.</li></ol></li><li>2. Formulate and organize core strength through strength and stabilization exercises.<ol style="list-style-type: none"><li>1. Introduction of key component of floor exercises on a mat that are</li></ol></li></ol> | <ol style="list-style-type: none"><li>1. Examine the perspective of Indoor Cycling in a historical and global context.<ol style="list-style-type: none"><li>1. 1980's Johnny G derived "spinning" from outdoor cycling<ol style="list-style-type: none"><li>1. "spinning" is a copyrighted name</li><li>2. In his garage he constructed what is known as a spinning bicycle</li><li>3. Prior to 1989 held spinning classes in his garage</li></ol></li><li>2. 1989 opened own spinning studio in Santa Monica, CA<ol style="list-style-type: none"><li>1. 1990 began certifying instructors</li><li>2. Currently in over 100 countries</li><li>3. 6,000 facilities</li></ol></li><li>3. 1994 became a corporation<ol style="list-style-type: none"><li>1. Maddogathletics</li><li>2. Spinning.com</li></ol></li><li>4. IDEA (International Dance Exercise Association) incorporates spinning into their international offerings for fitness professionals (1996).</li><li>5. 2014 the advent of cycling studios, such as: Pedal Spin Studios, CycleScape Fitness, and Planet Fitness.</li><li>6. 2015 - Online courses are created for individuals with indoor cycles at home or work, in which, a live and on demand course such as Pelotoncycle.com can be subscribed to that includes an instructor.</li></ol></li><li>2. Formulate and organize core strength through strength and stabilization exercises.<ol style="list-style-type: none"><li>1. Introduction of key component of floor exercises on a mat that are</li></ol></li></ol> |
|--|--|

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

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

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

		<ul style="list-style-type: none"> <li>3. Seated Hills</li> <li>4. Standing hills</li> <li>5. Jumps</li> </ul> <p>3. Pedaling cadence and proper workload.</p> <ul style="list-style-type: none"> <li>1. Spinning routines</li> <li>2. Jumps</li> <li>3. Sprints</li> <li>4. Timed combination workouts</li> <li>5. Cooldown</li> </ul> <p>4. Achieve target heart rate in classes ranging from beginners to elite athletes.</p> <p>5. Instructor-guided practice of daily spinning workout utilizing training heart-rate levels.</p>	<ul style="list-style-type: none"> <li>3. Seated Hills</li> <li>4. Standing hills</li> <li>5. Jumps</li> </ul> <p>3. Pedaling cadence and proper workload.</p> <ul style="list-style-type: none"> <li>1. Spinning routines</li> <li>2. Jumps</li> <li>3. Sprints</li> <li>4. Timed combination workouts</li> <li>5. Cooldown</li> </ul> <p>4. Achieve target heart rate in classes ranging from beginners to elite athletes.</p> <p>5. Instructor-guided practice of daily spinning workout utilizing training heart-rate levels.</p>
<b>Lab Component in this Course</b>	No	No	
<b>Lab Outline</b>	No value	No value	

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

<b>Prerequisite(s):</b>	No Value	No Value
<b>Corequisite(s):</b>	No Value	No Value
<b>Advisory(ies):</b>	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.
<b>Advisory(ies) - Other:</b>	No Value	No Value
<b>Limitation(s) on Enrollment:</b>	No Value	No Value
<b>Limitation(s) on Enrollment - Other:</b>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	<b>Entrance Skills(s):</b>	No Value	No Value
	<b>Entrance Skill(s) - Other:</b>	No Value	No Value
	<b>General Course Statement(s):</b>	(See general education pages for the requirements this course meets.)	(See general education pages for the requirements this course meets.)
	<b>General Course Statement(s) - Other:</b>	No Value	No Value

### Curriculum Office

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



Changed	Questions	Current Version	Proposed Version
	<b>Course Characteristics</b>	NA	NA
	<b>Cross-Listed/Related Course Information</b>	Related Child	Related Child
	<b>Cross-Listed/Related Course ID's</b>	KNES 5B	KNES 5B
!	<b>CTE Status</b>	No	No Value
	<b>DL Approval Date (MM/DD/YYYY)</b>	No Value	No Value
	<b>Hybrid Approval Date (MM/DD/YYYY)</b>	No Value	No Value
!	<b>Emergency Approval</b>	No	No Value
!	<b>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)</b>	N	No Value

Changed	Questions	Current Version	Proposed Version
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Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)

F

No Value



Noncredit Enhanced Funding Indicator

N

No Value



In Service Indicator

N

No Value



Sports/Physical Education Course Indicator

Y

No Value



COA Code

C

No Value



Fund Code

114000

No Value



Organization Code

236002

No Value



Account Code

1320

No Value



Program Code

083500

No Value



Percent

100

No Value

Curriculum Office Notes

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

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



Print/No Print to Catalog

Yes


No Value

Checklist

No Value

No Value

## Summary of Revisions

Changed	Questions	Current Version	Proposed Version
	<b>Basic Course Information</b>	No Value	No Value
	<b>Units and Hours</b>	No Value	No Value
	<b>Specifications</b>	No Value	Updated textbooks and references to reflect current publications
	<b>Outline</b>	No Value	No Value
	<b>Other</b>	No Value	No Value

## Blue Form

Changed	Questions	Current Version	Proposed Version
	<b>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.</b>	No Value	No Value
	<b>1. Is the unit(s) change required for articulation?</b>	No Value	No Value

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

**A-Matrix Form**

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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**EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.**

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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Changed	Questions	Current Version	Proposed Version
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**Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.**

No Value

No Value

### B-Matrix Form

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

No Value

No Value

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

No Value

No Value



**Objective 2: Develop analytical ideas and topics for essays.**

No Value

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

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

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>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.</b>	No Value	No Value
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	<b>Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.</b>	No Value	No Value
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Changed	Questions	Current Version	Proposed Version
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	<b>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.</b>	No Value	No Value
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	<b>Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.</b>	No Value	No Value
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	<b>Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.</b>	No Value	No Value
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	<b>Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.</b>	No Value	No Value
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**D-Matrix Form**

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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**Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.**

No Value

No Value

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**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

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

No Value

No Value

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**Objective 3:  
Explore functions.**

No Value

No Value

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<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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**Objective 4:  
Develop linear  
function  
models.**

No Value

No Value

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

No Value

No Value

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**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

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>Objective 11: Develop skills to work with radical expressions.</b>	No Value	No Value
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### **E-Matrix Form**

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>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.</b>	No Value	No Value
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	<b>Objective 1: Develop, throughout the course as applicable, systematic problem- solving methods.</b>	No Value	No Value
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<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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**Objective 2:**  
Explore the function concept algebraically, numerically, verbally and graphically.

No Value

No Value

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

No Value

No Value

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**Objective 4:**  
Develop linear function models to solve problems.

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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**Objective 7:**  
**Develop quadratic function models to solve problems.**

No Value

No Value

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**Objective 8:**  
**Use inequalities to solve real world problems.**

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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**F-Matrix Form**

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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**Objective 4:  
Solve problems  
involving  
operations with  
signed  
numbers.**

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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**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

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

## G-Matrix Form

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Changed	Questions	Current Version	Proposed Version
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	<p><b>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.</b></p>	No Value	No Value
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### H-Matrix Form

Changed	Questions	Current Version	Proposed Version
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	<p><b>Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.</b></p>	No Value	No Value
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	<p><b>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.</b></p>	No Value	No Value
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Changed	Questions	Current Version	Proposed Version
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**Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.**

No Value

No Value

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

No Value

No Value

### De Anza GE Form

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

No Value

Methods of evaluations- Final exam based upon the textbook "Fit and Well," handouts and in class discussions on cardio respiratory exercise and strength development.

**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

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.



**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**

**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.



**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**



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

No Value

Methods of Evaluations Written progression journal throughout the quarter showing content on overall improvement and accomplishments throughout participation in high intensity cycling.

**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

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>Criteria 2: Identify the most serious environmental, equity, and social justice problems globally and locally and explain their underlying causes and possible consequences.</b>	No Value	No Value
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	<b>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.</b>	No Value	No Value
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	<b>Criteria 4: Analyze how the well being of human society is dependent on sustainable social and ecological systems.</b>	No Value	No Value
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Changed	Questions	Current Version	Proposed Version
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**Criteria 5:  
Demonstrate an understanding of how the student's personal activities impact the environment and communities by participating in actions to create a more environmentally sustainable and equitable future.**

No Value

No Value

### Comments

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

No  
Value

No Value

**Stage 3:  
Division  
Curriculum  
Representative**

No  
Value

No Value

**Stage 4:  
Division Dean**

No  
Value

No Value



Changed Questions Current Version Proposed Version



**Stage 5: SLO Coordinator**

No Value

Date	Name - Role OR Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
11/7/2023	Mary Pape - SLO Coordinator	Learning Outcomes - CSLO	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.	
12/4/2024	Mary Pape - SLO Coordinator	Learning Outcomes - CSLO	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
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	<b>Stage 11: ESGC Faculty Coordinator</b>	No Value	No Value
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	<b>Stage 14: Curriculum Committee</b>	No Value	No Value
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### Course Administration Codes

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

Changed	Field	Current Version
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	<b>Curriculum ID</b>	KNESD05BX
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	<b>Distance Education Approved</b>	No
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	<b>Board of Trustees Approval Date</b>	
--	--	--

	<b>Curriculum Committee Approval Date</b>	
--	---	--

	<b>Time to Next Review</b>	Sep 1, 2023 12:00:00 AM
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	<b>External Review Approval Date</b>	Sep 1, 2018 12:00:00 AM
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	<b>Course Control Number</b>	CCC000581904
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### Articulation

Changed	Field	Current Version
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<b>Changed</b>	<b>Field</b>	<b>Current Version</b>
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	<b>Course</b>	
	<b>Crosswalk</b>	
	<b>CRS-DEPT-</b>	
	<b>NAME</b>	

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	<b>Course</b>	
	<b>Crosswalk</b>	
	<b>CRS-NUMBER</b>	

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	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



<b>Section</b>	<b>Changed field</b>
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
	<b>Faculty Initiator</b>	<ul style="list-style-type: none"> <li>Sarah Lisha</li> </ul>	<ul style="list-style-type: none"> <li>Rachel Catuiza</li> <li>Owiesny, Cheryl</li> </ul>
	<b>Course ID (CB01A and CB01B)</b>	KNESD009A	KNESD009A
	<b>Course Control Number</b>	CCC000592179	CCC000592179
	<b>Course Title (CB02)</b>	Interactive Cardiovascular Fitness and Activity Tracking 1	Interactive Cardiovascular Fitness and Activity Tracking 1
	<b>Short Course Title</b>	INTERACT CARDIOVAS FITNESS 1	INTERACT CARDIOVAS FITNESS 1
	<b>TOP Code (CB03)</b>	0835.00	0835.00 Physical Education
	<b>CIP Code</b>	Health and Physical Education/Fitness, General	31.0501 Health and Physical Education/Fitness, General
	<b>Department</b>	KNES - Kinesiology	KNES - Kinesiology
	<b>Effective Term</b>	Fall 2023	Fall <del>2023</del> <u>2025</u>
	<b>SAM Priority Code (CB09)</b>	Non-Occupational	Non-Occupational
	<b>Course Description</b>	<p>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.</p>	<p>An introduction to the discipline of kinesiology through an introduction to online <u>cardiovascular</u> fitness. <del>Technology</del> <u>The use of technology will be used</u> to verify performance via self-reported cardiovascular exercise, assignments, testing and <del>discussion will be utilized.</del> <u>discussion.</u> Students will learn to improve fitness <del>through the use of</del> <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.</p>
	<b>Course Type (CB27)</b>	No value	<ul style="list-style-type: none"> <li>Lower Division</li> </ul>

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

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

Formerly Statement			
Changed	Field	Current Version	Proposed Version
	Formerly Statement	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.


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

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


### Foothill Equivalency

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

### CTE Course

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

### Honors/Non-honors Course

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

### Mirrored Credit/Noncredit Course

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

### Cross-listed Course

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

### More Options



Changed	Field	Current Version	Proposed Version
	<b>Basic Skill Status (CB08)</b>	Course is not a basic skills course.	Course is not a basic skills course.
	<b>Course Prior To College Level</b>	Not applicable.	Not applicable.
	<b>Course Special Class Status (CB13)</b>	Course is not a special class.	Course is not a special class.
	<b>Course Support Status (CB26)</b>	Course is not a support course	Course is not a support course
	<b>Repeat Limit</b>	0	0
	<b>Grade Options</b>	<ul style="list-style-type: none"> <li>• Letter Grade</li> <li>• Pass/No Pass</li> </ul>	<ul style="list-style-type: none"> <li>• Letter Grade</li> <li>• Pass/No Pass</li> </ul>
	<b>Allow Students to Gain Credit by Exam/Challenge</b>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>Repeatability Statement</b>	(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 Version	Proposed Version								
	<b>Course is part of a program</b>	<table border="1"> <tr> <td><b>Associated Program</b></td> <td>CSU GE</td> </tr> <tr> <td><b>Award Type</b></td> <td>Certificate of Achievement-Advanced (COA-A)</td> </tr> </table>	<b>Associated Program</b>	CSU GE	<b>Award Type</b>	Certificate of Achievement-Advanced (COA-A)	<table border="1"> <tr> <td><b>Associated Program</b></td> <td>CSU GE</td> </tr> <tr> <td><b>Award Type</b></td> <td>Certificate of Achievement-Advanced (COA-A)</td> </tr> </table>	<b>Associated Program</b>	CSU GE	<b>Award Type</b>	Certificate of Achievement-Advanced (COA-A)
<b>Associated Program</b>		CSU GE									
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<b>Associated Program</b>	CSU GE										
<b>Award Type</b>	Certificate of Achievement-Advanced (COA-A)										
<b>Associated Program</b>	CSU GE										
<b>Award Type</b>	Certificate of Achievement-Advanced (COA-A)										

### Transferability & Gen. Ed. Options

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



**GE Information**

<b>System/Institution</b>	De Anza GE
<b>Area(s)</b>	• 2GEP - Approved.
-	No value

<b>System/Institution</b>	De Anza GE
<b>Area(s)</b>	• 2GEP - Approved.
-	No value

<b>System/Institution</b>	CSU GE
<b>Area(s)</b>	• CGEP - Approved.
-	No value

**Weekly Student Hours - Profile Name: Default Profile**

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

**Course Student Hours - Profile Name: Default Profile**

Changed	Field	Current Version	Proposed Version
	<b>Course Duration (Weeks)</b>	12	12

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

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

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

<b>SKIP</b>			
Changed	Field	Current Version	Proposed Version
	<b>SKIP</b>	No Value	No Value

<b>Specifications</b>			

**!** **Methods of Instruction**

<b>Methods of Instruction</b>	
<b>Methods of Instruction</b>	Discussion of assigned reading Exploration of Internet sites Quiz and examination review performed in class Collaborative learning and small group exercises

<b>Methods of Instruction</b>	Methods of Instruction
<b>Methods of Instruction</b>	Discussion of assigned reading Exploration of Internet sites Quiz and examination review performed in class Collaborative learning and small group exercises

**!** **Assignments**

1. Reading from assigned web links and textbook.
2. Writing
  1. Weekly fitness log of specific cardiovascular exercises performed.
  2. Compose a one page essay analyzing the affect of cardiovascular fitness on lifelong health and wellness.
  3. Design and/or create a personal fitness plan.
  4. Weekly participation in a student-based, interactive forum that provides support, motivation, and encouragement through discussion posts prompted by the instructor.
  5. Pre and post fitness assessments for cardiovascular, strength and flexibility performed.
3. Complete a short video presentation and explanation of how one utilizes a wearable device to enhance their fitness program.

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2. Writing
  1. Weekly fitness log of specific cardiovascular exercises performed.
  2. Compose a one page essay analyzing the affect of cardiovascular fitness on lifelong health and wellness.
  3. Design and/or create a personal fitness plan.
  4. Weekly participation in a student-based, interactive forum that provides support, motivation, and encouragement through discussion posts prompted by the instructor.
  5. Pre and post fitness assessments for cardiovascular, strength and flexibility performed.
  6. Verbal peer evaluations and collaborations graded on completeness.
3. Complete a short video presentation and explanation of how one utilizes a wearable device to enhance their fitness program.



**Methods of Evaluation**

Methods of Evaluation	
<b>Methods of Evaluation</b>	<ol style="list-style-type: none"> <li>1. Record of fitness changes through student assessments in cardiovascular, muscular strength, muscular endurance and flexibility tests graded on completeness.</li> <li>2. Personal fitness program design graded on applicable content of exercise regime and personal fitness goals.</li> <li>3. Activity log of student GPS device/App submitted online to instructor graded on completeness.</li> <li>4. 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.</li> <li>5. Comprehensive final exam on readings and assigned web links.</li> </ol>

Methods of Evaluation	
<b>Methods of Evaluation</b>	<ol style="list-style-type: none"> <li>1. Record of fitness changes through student assessments in cardiovascular, muscular strength, muscular endurance and flexibility tests graded on completeness.</li> <li>2. Personal fitness program design graded on applicable content of exercise regime and personal fitness goals.</li> <li>3. Activity log of student GPS device/App submitted online to instructor graded on completeness.</li> <li>4. 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.</li> <li>5. Comprehensive final exam on readings and assigned web links.</li> <li>6. Verbal peer evaluations through collaborative practice in cardiovascular fitness.</li> </ol>

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

- GPS enable device, fitness app, internet access, exercise clothes and appropriate exercise shoes

**Essential College Facilities:**

- None.

**Essential Student Materials:**

- GPS enable device, fitness app, internet access, exercise clothes and appropriate exercise shoes

**Essential College Facilities:**

- None

**Examples of Primary Texts and References**

<b>Title</b>	No value
<b>Author</b>	*Fahey, Thomas, Insel, Paul and Roth, Walton. "Fit and Well". Brief 12th Edition, Mc Graw Hill Publishing Co., San Francisco, CA: 2015.
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

<b>Title</b>	Title: <a href="https://getlibraryhelp.highlands.edu/PHED1010">https://getlibraryhelp.highlands.edu/PHED1010</a>
<b>Author</b>	Lisa Jellum, Angelyn Riaz, Althea Moser, Jonathan Howard, Jason Hitzeman
<b>Publisher</b>	Georgia Highlands College
<b>Date/Edition</b>	March 2023
<b>ISBN</b>	ZTC

Changed Field

Current Version

Proposed Version



**Suggested Reading List**

No value

**Reading 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

**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**

Empty box for Learning Outcomes and Objectives



**Changed Field****Current Version****Proposed Version****Course Objectives**

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• Examine cardiovascular, flexibility and nutritional components of a "healthy lifestyle" and variations that can occur due to gender, age or physical limitation.</li> <li>• Examine and practice the concepts and techniques of continuous cardiovascular training.</li> <li>• Examine global and historical aspects of cardiovascular fitness through the influence of technology.</li> <li>• Identify methods for assessment of cardiorespiratory, strength training and flexibility</li> <li>• Comprehend and implement techniques to increase or decrease exercise intensity levels while exercising.</li> <li>• Comprehend and employ safety parameters relative to body mechanics, fitness level, and extraneous apparatus while exercising.</li> </ul> | <ul style="list-style-type: none"> <li>• Examine cardiovascular, flexibility and nutritional components of a "healthy lifestyle" and variations that can occur due to gender, age or physical limitation.</li> <li>• Examine and practice the concepts and techniques of continuous cardiovascular training.</li> <li>• Examine global and historical aspects of cardiovascular fitness through the influence of technology.</li> <li>• Identify methods for assessment of cardiorespiratory, strength training and flexibility</li> <li>• Comprehend and implement techniques to increase or decrease exercise intensity levels while exercising.</li> <li>• Comprehend and employ safety parameters relative to body mechanics, fitness level, and extraneous apparatus while exercising.</li> </ul> |
|--|--|

**CSLOs**

<b>CSLOs</b>	Demonstrate improvement of cardiovascular, strength and flexibility through cardiovascular fitness.
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<b>Expected SLO Performance</b>	0.0
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<b>CSLOs</b>	Apply knowledge of basic fitness concepts as they relate to health and wellness.
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<b>Expected SLO Performance</b>	0.0
---------------------------------	-----

<b>CSLOs</b>	Apply knowledge of basic fitness concepts as they apply to health and wellness.
--------------	---

<b>Expected SLO Performance</b>	0.0
---------------------------------	-----

<b>CSLOs</b>	Demonstrate improvement of cardiovascular, strength and flexibility through cardiovascular fitness.
--------------	---

<b>Expected SLO Performance</b>	0.0
---------------------------------	-----

<b>CSLOs</b>	Design and maintain a weekly online activity log.
--------------	---

<b>Expected SLO Performance</b>	0.0
---------------------------------	-----

<b>CSLOs</b>	Design and maintain a weekly online activity log.
--------------	---

<b>Expected SLO Performance</b>	0.0
---------------------------------	-----

**Course Outline**


**Course Content**

- |   |   |   |
|---|---|---|
| <ol style="list-style-type: none"> <li>1. Examine cardiovascular, flexibility and nutritional components of a "healthy lifestyle" and variations that can occur due to gender, age or physical limitation.             <ol style="list-style-type: none"> <li>1. Fitness                 <ol style="list-style-type: none"> <li>1. Strength development component: Spinal Support; Retention of calcium in bone; Increased joint integrity.</li> <li>2. Varied responses to cardiovascular development programs: For males and females; Age differences.</li> <li>3. Flexibility component in a fitness program: Spinal Support; Retention of calcium in bone; Increased joint integrity.</li> <li>4. Varied responses to stretching: For males and females; Age differences.</li> </ol> </li> <li>2. Nutrition                 <ol style="list-style-type: none"> <li>1. Balanced diet</li> <li>2. Components: protein, carbohydrates, fat, water, vitamins and minerals.</li> <li>3. Diets: cultural variations and healthy choices, vegan, vegetarian, fad diets.</li> <li>4. Nutritional concepts related to fueling for cardiovascular exercise.</li> </ol> </li> </ol> </li> <li>2. Examine and practice the concepts and techniques of continuous cardiovascular training.             <ol style="list-style-type: none"> <li>1. Long distance training</li> <li>2. Interval training</li> <li>3. Fartlek training</li> <li>4. Cross training</li> </ol> </li> <li>3. Examine global and historical aspects of cardiovascular fitness through the influence of technology.             <ol style="list-style-type: none"> <li>1. Early pedometers</li> <li>2. Fitness tracking devices</li> <li>3. Smart phones and fitness apps</li> <li>4. Wearable fitness/wellness trackers</li> <li>5. Growth of applications around the world to encourage healthy lifestyle                 <ol style="list-style-type: none"> <li>1. online tracking</li> <li>2. sharing of activities with others</li> <li>3. Competition among groups of people</li> </ol> </li> <li>6. Product features                 <ol style="list-style-type: none"> <li>1. Reminders to move and stand</li> <li>2. Step count</li> <li>3. Sleep tracking</li> <li>4. Calories used during activity and daily</li> <li>5. Heart rate monitor</li> </ol> </li> </ol> </li> </ol> | <ol style="list-style-type: none"> <li>1. Examine cardiovascular, flexibility and nutritional components of a "healthy lifestyle" and variations that can occur due to gender, age or physical limitation.             <ol style="list-style-type: none"> <li>1. Fitness                 <ol style="list-style-type: none"> <li>1. Strength development component: Spinal Support; Retention of calcium in bone; Increased joint integrity.</li> <li>2. Varied responses to cardiovascular development programs: For males and females; Age differences.</li> <li>3. Flexibility component in a fitness program: Spinal Support; Retention of calcium in bone; Increased joint integrity.</li> <li>4. Varied responses to stretching: For males and females; Age differences.</li> </ol> </li> <li>2. Nutrition                 <ol style="list-style-type: none"> <li>1. Balanced diet</li> <li>2. Components: protein, carbohydrates, fat, water, vitamins and minerals.</li> <li>3. Diets: cultural variations and healthy choices, vegan, vegetarian, fad diets.</li> <li>4. Nutritional concepts related to fueling for cardiovascular exercise.</li> </ol> </li> </ol> </li> <li>2. Examine and practice the concepts and techniques of continuous cardiovascular training.             <ol style="list-style-type: none"> <li>1. Long distance training</li> <li>2. Interval training</li> <li>3. Fartlek training</li> <li>4. Cross training</li> </ol> </li> <li>3. Examine global and historical aspects of cardiovascular fitness through the influence of technology.             <ol style="list-style-type: none"> <li>1. Early pedometers</li> <li>2. Fitness tracking devices</li> <li>3. Smart phones and fitness apps</li> <li>4. Wearable fitness/wellness trackers</li> <li>5. Growth of applications around the world to encourage healthy lifestyle                 <ol style="list-style-type: none"> <li>1. online tracking</li> <li>2. sharing of activities with others</li> <li>3. Competition among groups of people</li> </ol> </li> <li>6. Product features                 <ol style="list-style-type: none"> <li>1. Reminders to move and stand</li> <li>2. Step count</li> <li>3. Sleep tracking</li> <li>4. Calories used during activity and daily</li> <li>5. Heart rate monitor</li> </ol> </li> </ol> </li> </ol> | <ol style="list-style-type: none"> <li>1. Examine cardiovascular, flexibility and nutritional components of a "healthy lifestyle" and variations that can occur due to gender, age or physical limitation.             <ol style="list-style-type: none"> <li>1. Fitness                 <ol style="list-style-type: none"> <li>1. Strength development component: Spinal Support; Retention of calcium in bone; Increased joint integrity.</li> <li>2. Varied responses to cardiovascular development programs: For males and females; Age differences.</li> <li>3. Flexibility component in a fitness program: Spinal Support; Retention of calcium in bone; Increased joint integrity.</li> <li>4. Varied responses to stretching: For males and females; Age differences.</li> </ol> </li> <li>2. Nutrition                 <ol style="list-style-type: none"> <li>1. Balanced diet</li> <li>2. Components: protein, carbohydrates, fat, water, vitamins and minerals.</li> <li>3. Diets: cultural variations and healthy choices, vegan, vegetarian, fad diets.</li> <li>4. Nutritional concepts related to fueling for cardiovascular exercise.</li> </ol> </li> </ol> </li> <li>2. Examine and practice the concepts and techniques of continuous cardiovascular training.             <ol style="list-style-type: none"> <li>1. Long distance training</li> <li>2. Interval training</li> <li>3. Fartlek training</li> <li>4. Cross training</li> </ol> </li> <li>3. Examine global and historical aspects of cardiovascular fitness through the influence of technology.             <ol style="list-style-type: none"> <li>1. Early pedometers</li> <li>2. Fitness tracking devices</li> <li>3. Smart phones and fitness apps</li> <li>4. Wearable fitness/wellness trackers</li> <li>5. Growth of applications around the world to encourage healthy lifestyle                 <ol style="list-style-type: none"> <li>1. online tracking</li> <li>2. sharing of activities with others</li> <li>3. Competition among groups of people</li> </ol> </li> <li>6. 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|---|---|---|

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>7. Future trends in wearable technology and wellness and fitness             <ul style="list-style-type: none"> <li>1. Diabetes sensor and blood sugar testing</li> <li>2. Health advice</li> </ul> </li> <li>4. Identify methods for assessment of cardiorespiratory, strength training and flexibility             <ul style="list-style-type: none"> <li>1. Exercise heart rate ranges                 <ul style="list-style-type: none"> <li>1. Resting Heart Rate</li> <li>2. Recovery Heart Rate</li> <li>3. Blood Pressure</li> </ul> </li> <li>2. Cardiovascular Assessments                 <ul style="list-style-type: none"> <li>1. 1.5 mile run</li> <li>2. 1.0 mile walk</li> <li>3. Cycle ergometer submaximal test</li> </ul> </li> <li>3. Strength tests                 <ul style="list-style-type: none"> <li>1. Sit-up</li> <li>2. Push-up</li> <li>3. Leg Press</li> <li>4. Shoulder press</li> </ul> </li> <li>4. Flexibility tests - sit and reach</li> </ul> </li> <li>5. Comprehend and implement techniques to increase or decrease exercise intensity levels while exercising.             <ul style="list-style-type: none"> <li>1. Exercise Heart rate ranges</li> <li>2. FITT principal (frequency, intensity, time and type)</li> <li>3. Physical signs of exercise induced stress                 <ul style="list-style-type: none"> <li>1. Breathing rate</li> <li>2. Skin color and temperature</li> <li>3. Perceived exertion</li> </ul> </li> <li>4. Manipulating exercise stress                 <ul style="list-style-type: none"> <li>1. Adding or reducing time (of interval or total duration)</li> <li>2. Interval intensity (how fast, race pace or rpms)</li> </ul> </li> </ul> </li> <li>6. Comprehend and employ safety parameters relative to body mechanics, fitness level, and extraneous apparatus while exercising.             <ul style="list-style-type: none"> <li>1. Safety Issues                 <ul style="list-style-type: none"> <li>1. Terrain the individual is exercising on (road, trails)</li> <li>2. Weather conditions</li> <li>3. Use of GPS device and apps while exercising</li> <li>4. Hydration</li> </ul> </li> <li>2. Modifying exercises based on individual limitations                 <ul style="list-style-type: none"> <li>1. Current level of physical fitness</li> <li>2. Body weight</li> <li>3. Pregnancy</li> <li>4. Injury/illness/disability</li> </ul> </li> <li>3. Appropriate Attire                 <ul style="list-style-type: none"> <li>1. Shoes</li> </ul> </li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>7. Future trends in wearable technology and wellness and fitness             <ul style="list-style-type: none"> <li>1. Diabetes sensor and blood sugar testing</li> <li>2. Health advice</li> </ul> </li> <li>4. Identify methods for assessment of cardiorespiratory, strength training and flexibility             <ul style="list-style-type: none"> <li>1. Exercise heart rate ranges                 <ul style="list-style-type: none"> <li>1. Resting Heart Rate</li> <li>2. Recovery Heart Rate</li> <li>3. Blood Pressure</li> </ul> </li> <li>2. Cardiovascular Assessments                 <ul style="list-style-type: none"> <li>1. 1.5 mile run</li> <li>2. 1.0 mile walk</li> <li>3. Cycle ergometer submaximal test</li> </ul> </li> <li>3. Strength tests                 <ul style="list-style-type: none"> <li>1. Sit-up</li> <li>2. Push-up</li> <li>3. Leg Press</li> <li>4. Shoulder press</li> </ul> </li> <li>4. Flexibility tests - sit and reach</li> </ul> </li> <li>5. Comprehend and implement techniques to increase or decrease exercise intensity levels while exercising.             <ul style="list-style-type: none"> <li>1. Exercise Heart rate ranges</li> <li>2. FITT principal (frequency, intensity, time and type)</li> <li>3. Physical signs of exercise induced stress                 <ul style="list-style-type: none"> <li>1. Breathing rate</li> <li>2. Skin color and temperature</li> <li>3. Perceived exertion</li> </ul> </li> <li>4. Manipulating exercise stress                 <ul style="list-style-type: none"> <li>1. Adding or reducing time (of interval or total duration)</li> <li>2. Interval intensity (how fast, race pace or rpms)</li> </ul> </li> </ul> </li> <li>6. Comprehend and employ safety parameters relative to body mechanics, fitness level, and extraneous apparatus while exercising.             <ul style="list-style-type: none"> <li>1. Safety Issues                 <ul style="list-style-type: none"> <li>1. Terrain the individual is exercising on (road, trails)</li> <li>2. Weather conditions</li> <li>3. Use of GPS device and apps while exercising</li> <li>4. Hydration</li> </ul> </li> <li>2. Modifying exercises based on individual limitations                 <ul style="list-style-type: none"> <li>1. Current level of physical fitness</li> <li>2. Body weight</li> <li>3. Pregnancy</li> <li>4. Injury/illness/disability</li> </ul> </li> <li>3. Appropriate Attire                 <ul style="list-style-type: none"> <li>1. Shoes</li> </ul> </li> </ul> </li> </ul> |
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Changed	Field	Current Version	Proposed Version
		2. Other 1. What to do in case of injury or illness 2. Informing instructor of current physical limitations or conditions 3. Visiting a physician to approve participation in this class	2. Other 1. What to do in case of injury or illness 2. Informing instructor of current physical limitations or conditions 3. 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
	 Banner Start Term (202122)	202122	No Value

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

Changed	Questions	Current Version	Proposed Version
!	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)	N	No Value
!	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)	F	No Value
!	Noncredit Enhanced Funding Indicator	N	No Value
!	In Service Indicator	N	No Value
!	Sports/Physical Education Course Indicator	Y	No Value
!	COA Code	C	No Value
!	Fund Code	114000	No Value
!	Organization Code	236002	No Value
!	Account Code	1320	No Value
!	Program Code	083500	No Value
!	Percent	100	No Value
	Curriculum Office Notes	<ul style="list-style-type: none"> <li>Requisite change appr. 1/17/23 (effect. F23).-cc</li> </ul>	<ul style="list-style-type: none"> <li>Requisite change appr. 1/17/23 (effect. F23).-cc</li> </ul>
!	Print/No Print to Catalog	Yes	No Value
	Checklist	No Value	No Value

**Summary of Revisions**

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

**Blue Form**

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

Changed	Questions	Current Version	Proposed Version
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	<b>Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.</b>	No Value	No Value
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	<b>Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.</b>	No Value	No Value
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### A-Matrix Form

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

No Value

No Value

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

No Value

No Value

**B-Matrix Form**

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

No Value

No Value

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

No Value

No Value



**Objective 2: Develop analytical ideas and topics for essays.**

No Value

Methods of Evaluation B. 3. Design and/or create a personal fitness plan.



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

**C-Matrix Form**

Blank area for the C-Matrix Form.

**Changed Questions Current Version Proposed Version**

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

## D-Matrix Form

Changed	Questions	Current Version	Proposed Version
	<b>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.</b>	No Value	No Value
	<b>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.</b>	No Value	No Value
	<b>Objective 2: Investigate the use of mathematics in real world.</b>	No Value	No Value
	<b>Objective 3: Explore functions.</b>	No Value	No Value
	<b>Objective 4: Develop linear function models.</b>	No Value	No Value
	<b>Objective 5: Use systems of two linear equations to solve real world problems.</b>	No Value	No Value
	<b>Objective 6: Use linear inequalities in one variable to solve real world problems.</b>	No Value	No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

**E-Matrix Form**

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

No Value

No Value

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.</b>	No Value	No Value
	<b>Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.</b>	No Value	No Value
	<b>Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.</b>	No Value	No Value
	<b>Objective 4: Develop linear function models to solve problems.</b>	No Value	No Value
	<b>Objective 5: Use systems of two linear equations to solve real-world problems.</b>	No Value	No Value
	<b>Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.</b>	No Value	No Value
	<b>Objective 7: Develop quadratic function models to solve problems.</b>	No Value	No Value

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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**Objective 8: Use inequalities to solve real world problems.**

No Value

No Value

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

No Value

No Value

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

No Value

No Value

### F-Matrix Form

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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



Changed	Questions	Current Version	Proposed Version
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**Objective 11:**  
Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.

No Value

No Value

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

No Value

No Value

### G-Matrix Form

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

No Value

No Value

### H-Matrix Form

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

No Value

No Value

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

#### De Anza GE Form

Changed	Questions	Current Version	Proposed Version
	<b>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.)</b>	No Value	Course Outline B. Examine and practice the concepts and techniques of continuous cardiovascular training.

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

Changed	Questions	Current Version	Proposed Version
<b>!</b>	<b>Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</b>	No Value	Outline C Examine global and historical aspects of cardiovascular fitness through the influence of technology.
<b>!</b>	<b>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.)</b>	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
	<b>Criteria 1: Explain the interconnectivity of economic prosperity, social equity and environmental quality.</b>	No Value	No Value
	<b>Criteria 2: Identify the most serious environmental, equity, and social justice problems globally and locally and explain their underlying causes and possible consequences.</b>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	<b>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.</b>	No Value	No Value
	<b>Criteria 4: Analyze how the well being of human society is dependent on sustainable social and ecological systems.</b>	No Value	No Value
	<b>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.</b>	No Value	No Value

**Comments**

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

Changed Questions Current Version Proposed Version

<b>!</b>	<b>Stage 5: SLO Coordinator</b>	No Value	<b>DATE</b>	<b>Name - Role OR Tab</b>	<b>Part - Field</b>	<b>Type of Edit</b>	<b>Edit</b>	<b>Initiator - Indicate "Y" When Completed</b>
			3/21/2024	Mary Pape SLO Coordinator	Learning Outcomes - CSLO #1	Required	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

<b>!</b>	<b>Stage 8: AVP - Instruction</b>	No Value	<b>Date</b>	<b>Name - Role OR Tab</b>	<b>Part - Field</b>	<b>Type of Edit</b>	<b>Edit</b>	<b>Initiator - Indicate "Y" When Completed</b>
			3/27/24	Gabriela Basic Nocito	Information for AVPI - Modality	Require	Please indicate the course modality as Online. It currently says Hybrid. If the class is actually Hybrid, please attach the Course Hybrid Delivery Request 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

**Course Administration Codes**

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

Changed	Field	Current Version
	Curriculum ID	KNESD009A

Changed	Field	Current Version
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	Distance Education Approved	Yes
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	Board of Trustees Approval Date	
--	------------------------------------	--

	Curriculum Committee Approval Date	
--	--	--

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

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

	Course Control Number	CCC000592179
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### Articulation

Changed	Field	Current Version
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	Course Crosswalk CRS-DEPT-NAME	
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	Course Crosswalk CRS-NUMBER	
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De Anza College  
**Change Report**  
 08/01/2024

**Summary of Changes**

<b>Section</b>	<b>Changed field</b>
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




<b>Section</b>	<b>Changed field</b>
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
!	Faculty Initiator	<ul style="list-style-type: none"> <li>Sarah Lisha</li> </ul>	<ul style="list-style-type: none"> <li>Rachel Catuiza</li> <li>Owiesny, Cheryl</li> </ul>
	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
!	Effective Term	Fall 2023	Fall <del>2023</del> <u>2025</u>
	SAM Priority Code (CB09)	Non-Occupational	Non-Occupational
!	Course Description	<p>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.</p>	<p>An introduction to the discipline of kinesiology through an introduction to online <u>cardiovascular</u> fitness. <del>Technology</del> <u>The use of technology will be used</u> to verify performance via self-reported cardiovascular exercise, assignments, testing and <del>discussion will be utilized</del> <u>discussion</u>. Students will learn to improve fitness <del>through the use of</del> <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.</p>
!	Course Type (CB27)	No value	<ul style="list-style-type: none"> <li>Lower Division</li> </ul>
!	Mode of Delivery	<ul style="list-style-type: none"> <li>Hybrid</li> </ul>	<ul style="list-style-type: none"> <li>Online</li> </ul>

## Faculty Requirements

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

## 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.

## 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
	<b>Foothill Faculty Consultation Name</b>	No value	
	<b>Foothill Course ID</b>	No value	
	<b>Does the course have a Foothill equivalent?</b>	No	No


**CTE Course**

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


**Honors/Non-honors Course**

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

**Mirrored Credit/Noncredit Course**

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

**Cross-listed Course**

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

**More Options**

Changed	Field	Current Version	Proposed Version
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Changed	Field	Current Version	Proposed Version
	<b>Basic Skill Status (CB08)</b>	Course is not a basic skills course.	Course is not a basic skills course.
	<b>Course Prior To College Level</b>	Not applicable.	Not applicable.
	<b>Course Special Class Status (CB13)</b>	Course is not a special class.	Course is not a special class.
	<b>Course Support Status (CB26)</b>	Course is not a support course	Course is not a support course
	<b>Repeat Limit</b>	0	0
	<b>Grade Options</b>	<ul style="list-style-type: none"> <li>• Letter Grade</li> <li>• Pass/No Pass</li> </ul>	<ul style="list-style-type: none"> <li>• Letter Grade</li> <li>• Pass/No Pass</li> </ul>
	<b>Allow Students to Gain Credit by Exam/Challenge</b>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>Repeatability Statement</b>	(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 Version	Proposed Version								
	<b>Course is part of a program</b>	<table border="1"> <tr> <td><b>Associated Program</b></td> <td>CSU GE</td> </tr> <tr> <td><b>Award Type</b></td> <td>Certificate of Achievement-Advanced (COA-A)</td> </tr> </table>	<b>Associated Program</b>	CSU GE	<b>Award Type</b>	Certificate of Achievement-Advanced (COA-A)	<table border="1"> <tr> <td><b>Associated Program</b></td> <td>CSU GE</td> </tr> <tr> <td><b>Award Type</b></td> <td>Certificate of Achievement-Advanced (COA-A)</td> </tr> </table>	<b>Associated Program</b>	CSU GE	<b>Award Type</b>	Certificate of Achievement-Advanced (COA-A)
<b>Associated Program</b>		CSU GE									
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<b>Associated Program</b>	CSU GE										
<b>Award Type</b>	Certificate of Achievement-Advanced (COA-A)										
<b>Associated Program</b>	CSU GE										
<b>Award Type</b>	Certificate of Achievement-Advanced (COA-A)										

### Transferability & Gen. Ed. Options

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



**GE Information**

<b>System/Institution</b>	De Anza GE
<b>Area(s)</b>	• 2GEP - Approved.
-	No value

<b>System/Institution</b>	De Anza GE
<b>Area(s)</b>	• 2GEP - Approved.
-	No value

<b>System/Institution</b>	CSU GE
<b>Area(s)</b>	• CGEP - Approved.
-	No value

**Weekly Student Hours - Profile Name: Default Profile**

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

**Course Student Hours - Profile Name: Default Profile**

Changed	Field	Current Version	Proposed Version
	<b>Course Duration (Weeks)</b>	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

### Speciality Hours

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

### Credit / Non-Credit Options

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

#### Credit Units

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

#### SKIP

Changed	Field	Current Version	Proposed Version
	<b>SKIP</b>	No Value	No Value

#### Specifications

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**!** **Methods of Instruction**

<b>Methods of Instruction</b>	
<b>Methods of Instruction</b>	Discussion of assigned reading Exploration of Internet sites Quiz and examination review performed in class Collaborative learning and small group exercises

<b>Methods of Instruction</b>	Methods of Instruction
<b>Methods of Instruction</b>	Discussion of assigned reading Exploration of Internet sites Quiz and examination review performed in class Collaborative learning and small group exercises

**!** **Assignments**

1. Reading from assigned web links and textbook.
2. Writing
  1. Weekly fitness log of specific cardiovascular exercises performed.
  2. Compose a one page essay analyzing the affect of cardiovascular fitness on lifelong health and wellness.
  3. Design and/or create a personal fitness plan.
  4. Weekly participation in a student-based, interactive forum that provides support, motivation, and encouragement through discussion posts prompted by the instructor.
  5. Pre and post fitness assessments for cardiovascular, strength and flexibility performed.
3. Complete a short video presentation and explanation of how one utilizes a wearable device to enhance their fitness program.

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2. Writing
  1. Weekly fitness log of specific cardiovascular exercises performed.
  2. Compose a one page essay analyzing the affect of cardiovascular fitness on lifelong health and wellness.
  3. Design and/or create a personal fitness plan.
  4. Weekly participation in a student-based, interactive forum that provides support, motivation, and encouragement through discussion posts prompted by the instructor.
  5. Pre and post fitness assessments for cardiovascular, strength and flexibility performed.
  6. Verbal peer evaluations through collaborative practice in cardiovascular fitness.
3. Complete a short video presentation and explanation of how one utilizes a wearable device to enhance their fitness program.



**Methods of Evaluation**

Methods of Evaluation	
<b>Methods of Evaluation</b>	<ol style="list-style-type: none"> <li>1. Record of fitness changes through student assessments in cardiovascular, muscular strength, muscular endurance and flexibility tests graded on completeness.</li> <li>2. Personal fitness program design graded on applicable content of exercise regime and personal fitness goals.</li> <li>3. Activity log of student GPS device/App submitted online to instructor graded on completeness.</li> <li>4. 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.</li> <li>5. Comprehensive final exam on readings and assigned web links.</li> </ol>

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

- GPS enable device, fitness app, internet access, exercise clothes and appropriate exercise shoes

**Essential College Facilities:**

- None.

**Essential Student Materials:**

- GPS enable device, fitness app, internet access, exercise clothes and appropriate exercise shoes

**Essential College Facilities:**

- None

**Examples of Primary Texts and References**

<b>Title</b>	No value
<b>Author</b>	*Fahey, Thomas, Insel, Paul and Roth, Walton. "Fit and Well". Brief 12th Edition, Mc Graw Hill Publishing Co., San Francisco, CA: 2015.
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

<b>Title</b>	<a href="https://getlibraryhelp.highlands.edu/PHED1010">https://getlibraryhelp.highlands.edu/PHED1010</a>
<b>Author</b>	Lisa Jellum, Angelyn Riaz, Althea Moser, Jonathan Howard, Jason Hitzeman
<b>Publisher</b>	Georgia Highlands College
<b>Date/Edition</b>	March 2023
<b>ISBN</b>	ZTC

Changed Field

Current Version

Proposed Version



**Suggested Reading List**

No value

**Reading 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

**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**

**Proposed Version**

**Course Objectives**

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• Examine cardiovascular, flexibility and nutritional components of a "healthy lifestyle" and variations that can occur due to gender, age or physical limitation.</li> <li>• Examine and practice the concepts and techniques of continuous cardiovascular training.</li> <li>• Examine global and historical aspects of cardiovascular fitness through the influence of technology.</li> <li>• Identify methods for assessment of cardiorespiratory, strength training and flexibility</li> <li>• Comprehend and implement techniques to increase or decrease exercise intensity levels while exercising.</li> <li>• Comprehend and employ safety parameters relative to body mechanics, fitness level, and extraneous apparatus while exercising.</li> </ul> | <ul style="list-style-type: none"> <li>• Examine cardiovascular, flexibility and nutritional components of a "healthy lifestyle" and variations that can occur due to gender, age or physical limitation.</li> <li>• Examine and practice the concepts and techniques of continuous cardiovascular training.</li> <li>• Examine global and historical aspects of cardiovascular fitness through the influence of technology.</li> <li>• Identify methods for assessment of cardiorespiratory, strength training and flexibility</li> <li>• Comprehend and implement techniques to increase or decrease exercise intensity levels while exercising.</li> <li>• Comprehend and employ safety parameters relative to body mechanics, fitness level, and extraneous apparatus while exercising.</li> </ul> |
|--|--|



**CSLOs**

<b>CSLOs</b>	Demonstrate improvement of cardiovascular, strength and flexibility through cardiovascular fitness.
<b>Expected SLO Performance</b>	0.0

<b>CSLOs</b>	Apply knowledge of basic fitness concepts as they relate to health and wellness.
<b>Expected SLO Performance</b>	0.0

<b>CSLOs</b>	Apply knowledge of basic fitness concepts as they apply to health and wellness.
<b>Expected SLO Performance</b>	0.0

<b>CSLOs</b>	Demonstrate improvement of cardiovascular, strength and flexibility through cardiovascular fitness.
<b>Expected SLO Performance</b>	0.0

<b>CSLOs</b>	Design and maintain a weekly online activity log.
<b>Expected SLO Performance</b>	0.0

<b>CSLOs</b>	Design and maintain a weekly online activity log.
<b>Expected SLO Performance</b>	0.0

**Course Outline**


**Course Content**

- |   |   |   |
|---|---|---|
| <ol style="list-style-type: none"> <li>1. Examine cardiovascular, flexibility and nutritional components of a "healthy lifestyle" and variations that can occur due to gender, age or physical limitation.             <ol style="list-style-type: none"> <li>1. Fitness                 <ol style="list-style-type: none"> <li>1. Strength development component: Spinal Support; Retention of calcium in bone; Increased joint integrity.</li> <li>2. Varied responses to cardiovascular development programs: For males and females; Age differences.</li> <li>3. Flexibility component in a fitness program: Spinal Support; Retention of calcium in bone; Increased joint integrity.</li> <li>4. Varied responses to stretching: For males and females; Age differences.</li> </ol> </li> <li>2. Nutrition                 <ol style="list-style-type: none"> <li>1. Balanced diet</li> <li>2. Components: protein, carbohydrates, fat, water, vitamins and minerals.</li> <li>3. Diets: cultural variations and healthy choices, vegan, vegetarian, fad diets.</li> <li>4. Nutritional concepts related to fueling for cardiovascular exercise.</li> </ol> </li> </ol> </li> <li>2. Examine and practice the concepts and techniques of continuous cardiovascular training.             <ol style="list-style-type: none"> <li>1. Long distance training</li> <li>2. Interval training</li> <li>3. Fartlek training</li> <li>4. Cross training</li> </ol> </li> <li>3. Examine global and historical aspects of cardiovascular fitness through the influence of technology.             <ol style="list-style-type: none"> <li>1. Early pedometers</li> <li>2. Fitness tracking devices</li> <li>3. Smart phones and fitness apps</li> <li>4. Wearable fitness/wellness trackers</li> <li>5. Growth of applications around the world to encourage healthy lifestyle                 <ol style="list-style-type: none"> <li>1. online tracking</li> <li>2. sharing of activities with others</li> <li>3. Competition among groups of people</li> </ol> </li> <li>6. Product features                 <ol style="list-style-type: none"> <li>1. Reminders to move and stand</li> <li>2. Step count</li> <li>3. Sleep tracking</li> <li>4. Calories used during activity and daily</li> <li>5. Heart rate monitor</li> </ol> </li> </ol> </li> </ol> | <ol style="list-style-type: none"> <li>1. Examine cardiovascular, flexibility and nutritional components of a "healthy lifestyle" and variations that can occur due to gender, age or physical limitation.             <ol style="list-style-type: none"> <li>1. Fitness                 <ol style="list-style-type: none"> <li>1. Strength development component: Spinal Support; Retention of calcium in bone; Increased joint integrity.</li> <li>2. Varied responses to cardiovascular development programs: For males and females; Age differences.</li> <li>3. Flexibility component in a fitness program: Spinal Support; Retention of calcium in bone; Increased joint integrity.</li> <li>4. Varied responses to stretching: For males and females; Age differences.</li> </ol> </li> <li>2. Nutrition                 <ol style="list-style-type: none"> <li>1. Balanced diet</li> <li>2. Components: protein, carbohydrates, fat, water, vitamins and minerals.</li> <li>3. Diets: cultural variations and healthy choices, vegan, vegetarian, fad diets.</li> <li>4. Nutritional concepts related to fueling for cardiovascular exercise.</li> </ol> </li> </ol> </li> <li>2. Examine and practice the concepts and techniques of continuous cardiovascular training.             <ol style="list-style-type: none"> <li>1. Long distance training</li> <li>2. Interval training</li> <li>3. Fartlek training</li> <li>4. Cross training</li> </ol> </li> <li>3. 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Nutritional concepts related to fueling for cardiovascular exercise.</li> </ol> </li> </ol> </li> <li>2. Examine and practice the concepts and techniques of continuous cardiovascular training.             <ol style="list-style-type: none"> <li>1. Long distance training</li> <li>2. Interval training</li> <li>3. Fartlek training</li> <li>4. Cross training</li> </ol> </li> <li>3. Examine global and historical aspects of cardiovascular fitness through the influence of technology.             <ol style="list-style-type: none"> <li>1. Early pedometers</li> <li>2. Fitness tracking devices</li> <li>3. Smart phones and fitness apps</li> <li>4. Wearable fitness/wellness trackers</li> <li>5. Growth of applications around the world to encourage healthy lifestyle                 <ol style="list-style-type: none"> <li>1. online tracking</li> <li>2. sharing of activities with others</li> <li>3. Competition among groups of people</li> </ol> </li> <li>6. Product features                 <ol style="list-style-type: none"> <li>1. Reminders to move and stand</li> <li>2. Step count</li> <li>3. Sleep tracking</li> <li>4. Calories used during activity and daily</li> <li>5. Heart rate monitor</li> </ol> </li> </ol> </li> </ol> |
|---|---|---|

- |   |   |
|---|---|
| <p>7. Future trends in wearable technology and wellness and fitness</p> <ol style="list-style-type: none"> <li>1. Diabetes sensor and blood sugar testing</li> <li>2. Health advice</li> </ol> <p>4. Identify methods for assessment of cardiorespiratory, strength training and flexibility</p> <ol style="list-style-type: none"> <li>1. Exercise heart rate ranges             <ol style="list-style-type: none"> <li>1. Resting Heart Rate</li> <li>2. Recovery Heart Rate</li> <li>3. Blood Pressure</li> </ol> </li> <li>2. Cardiovascular Assessments             <ol style="list-style-type: none"> <li>1. 1.5 mile run</li> <li>2. 1.0 mile walk</li> <li>3. Cycle ergometer submaximal test</li> </ol> </li> <li>3. Strength tests             <ol style="list-style-type: none"> <li>1. Sit-up</li> <li>2. Push-up</li> <li>3. Leg Press</li> <li>4. Shoulder press</li> </ol> </li> <li>4. Flexibility tests - sit and reach</li> </ol> <p>5. Comprehend and implement techniques to increase or decrease exercise intensity levels while exercising.</p> <ol style="list-style-type: none"> <li>1. Exercise Heart rate ranges</li> <li>2. FITT principal (frequency, intensity, time and type)</li> <li>3. Physical signs of exercise induced stress             <ol style="list-style-type: none"> <li>1. Breathing rate</li> <li>2. Skin color and temperature</li> <li>3. Perceived exertion</li> </ol> </li> <li>4. Manipulating exercise stress             <ol style="list-style-type: none"> <li>1. Adding or reducing time (of interval or total duration)</li> <li>2. Interval intensity (how fast, race pace or rpms)</li> </ol> </li> </ol> <p>6. Comprehend and employ safety parameters relative to body mechanics, fitness level, and extraneous apparatus while exercising.</p> <ol style="list-style-type: none"> <li>1. Safety Issues             <ol style="list-style-type: none"> <li>1. Terrain the individual is exercising on (road, trails)</li> <li>2. Weather conditions</li> <li>3. Use of GPS device and apps while exercising</li> <li>4. Hydration</li> </ol> </li> <li>2. Modifying exercises based on individual limitations             <ol style="list-style-type: none"> <li>1. Current level of physical fitness</li> <li>2. Body weight</li> <li>3. Pregnancy</li> <li>4. Injury/illness/disability</li> </ol> </li> <li>3. Appropriate Attire             <ol style="list-style-type: none"> <li>1. Shoes</li> </ol> </li> </ol> | <p>7. Future trends in wearable technology and wellness and fitness</p> <ol style="list-style-type: none"> <li>1. Diabetes sensor and blood sugar testing</li> <li>2. Health advice</li> </ol> <p>4. Identify methods for assessment of cardiorespiratory, strength training and flexibility</p> <ol style="list-style-type: none"> <li>1. Exercise heart rate ranges             <ol style="list-style-type: none"> <li>1. Resting Heart Rate</li> <li>2. Recovery Heart Rate</li> <li>3. Blood Pressure</li> </ol> </li> <li>2. Cardiovascular Assessments             <ol style="list-style-type: none"> <li>1. 1.5 mile run</li> <li>2. 1.0 mile walk</li> <li>3. Cycle ergometer submaximal test</li> </ol> </li> <li>3. Strength tests             <ol style="list-style-type: none"> <li>1. Sit-up</li> <li>2. Push-up</li> <li>3. Leg Press</li> <li>4. Shoulder press</li> </ol> </li> <li>4. Flexibility tests - sit and reach</li> </ol> <p>5. Comprehend and implement techniques to increase or decrease exercise intensity levels while exercising.</p> <ol style="list-style-type: none"> <li>1. Exercise Heart rate ranges</li> <li>2. FITT principal (frequency, intensity, time and type)</li> <li>3. Physical signs of exercise induced stress             <ol style="list-style-type: none"> <li>1. Breathing rate</li> <li>2. Skin color and temperature</li> <li>3. Perceived exertion</li> </ol> </li> <li>4. Manipulating exercise stress             <ol style="list-style-type: none"> <li>1. Adding or reducing time (of interval or total duration)</li> <li>2. Interval intensity (how fast, race pace or rpms)</li> </ol> </li> </ol> <p>6. Comprehend and employ safety parameters relative to body mechanics, fitness level, and extraneous apparatus while exercising.</p> <ol style="list-style-type: none"> <li>1. Safety Issues             <ol style="list-style-type: none"> <li>1. Terrain the individual is exercising on (road, trails)</li> <li>2. Weather conditions</li> <li>3. Use of GPS device and apps while exercising</li> <li>4. Hydration</li> </ol> </li> <li>2. Modifying exercises based on individual limitations             <ol style="list-style-type: none"> <li>1. Current level of physical fitness</li> <li>2. Body weight</li> <li>3. Pregnancy</li> <li>4. Injury/illness/disability</li> </ol> </li> <li>3. Appropriate Attire             <ol style="list-style-type: none"> <li>1. Shoes</li> </ol> </li> </ol> |
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Changed	Field	Current Version	Proposed Version
		2. Other 1. What to do in case of injury or illness 2. Informing instructor of current physical limitations or conditions 3. Visiting a physician to approve participation in this class	2. Other 1. What to do in case of injury or illness 2. Informing instructor of current physical limitations or conditions 3. 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
	 Banner Start Term (202122)	202122	No Value



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

Changed	Questions	Current Version	Proposed Version
!	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)	N	No Value
!	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)	F	No Value
!	Noncredit Enhanced Funding Indicator	N	No Value
!	In Service Indicator	N	No Value
!	Sports/Physical Education Course Indicator	Y	No Value
!	COA Code	C	No Value
!	Fund Code	114000	No Value
!	Organization Code	236002	No Value
!	Account Code	1320	No Value
!	Program Code	083500	No Value
!	Percent	100	No Value
	Curriculum Office Notes	<ul style="list-style-type: none"> <li>Requisite change appr. 1/17/23 (effect. F23).-cc</li> </ul>	<ul style="list-style-type: none"> <li>Requisite change appr. 1/17/23 (effect. F23).-cc</li> </ul>
!	Print/No Print to Catalog	Yes	No Value
	Checklist	No Value	No Value

**Summary of Revisions**

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

**Blue Form**

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

Changed	Questions	Current Version	Proposed Version
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	<b>Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.</b>	No Value	No Value
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	<b>Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.</b>	No Value	No Value
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### A-Matrix Form

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

No Value

No Value

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

No Value

No Value

**B-Matrix Form**

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

No Value

No Value

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

No Value

No Value



**Objective 2: Develop analytical ideas and topics for essays.**

No Value

Methods of Evaluation B. 3. Design and/or create a personal fitness plan.



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

**C-Matrix Form**

Blank area for the C-Matrix Form.

**Changed Questions Current Version Proposed Version**

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

## D-Matrix Form

Changed	Questions	Current Version	Proposed Version
	<b>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.</b>	No Value	No Value
	<b>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.</b>	No Value	No Value
	<b>Objective 2: Investigate the use of mathematics in real world.</b>	No Value	No Value
	<b>Objective 3: Explore functions.</b>	No Value	No Value
	<b>Objective 4: Develop linear function models.</b>	No Value	No Value
	<b>Objective 5: Use systems of two linear equations to solve real world problems.</b>	No Value	No Value
	<b>Objective 6: Use linear inequalities in one variable to solve real world problems.</b>	No Value	No Value



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

No Value

No Value

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

No Value

No Value

**Objective 9:**  
**Develop quadratic function models to solve problems.**

No Value

No Value

**Objective 10:**  
**Investigate the characteristics of rational expressions.**

No Value

No Value

**Objective 11:**  
**Develop skills to work with radical expressions.**

No Value

No Value

**E-Matrix Form**

Changed	Questions	Current Version	Proposed Version
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**Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.**

No Value

No Value

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.</b>	No Value	No Value
	<b>Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.</b>	No Value	No Value
	<b>Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.</b>	No Value	No Value
	<b>Objective 4: Develop linear function models to solve problems.</b>	No Value	No Value
	<b>Objective 5: Use systems of two linear equations to solve real-world problems.</b>	No Value	No Value
	<b>Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.</b>	No Value	No Value
	<b>Objective 7: Develop quadratic function models to solve problems.</b>	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
	<b>Objective 3: Apply the order of operations to evaluate signed numerical expressions.</b>	No Value	No Value
	<b>Objective 4: Solve problems involving operations with signed numbers.</b>	No Value	No Value
	<b>Objective 5: Explore the characteristics and properties of real numbers.</b>	No Value	No Value
	<b>Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.</b>	No Value	No Value
	<b>Objective 7: Explore rates and ratios and use proportions to solve problems.</b>	No Value	No Value
	<b>Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.</b>	No Value	No Value
	<b>Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.</b>	No Value	No Value
	<b>Objective 10: Solve linear equations in one variable numerically and algebraically.</b>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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**Objective 11:**  
Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.

No Value

No Value

**Objective 12:**  
Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

No Value

### G-Matrix Form

Changed	Questions	Current Version	Proposed Version
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If the requisite does not fall under an A-F Matrix, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. If a requisite falling under Matrix G is being removed, provide an explanation as to why.

No Value

No Value

### H-Matrix Form

Changed	Questions	Current Version	Proposed Version
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**Objective 1:** For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.

No Value

No Value

Changed	Questions	Current Version	Proposed Version
	<b>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.</b>	No Value	No Value
	<b>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.</b>	No Value	No Value
	<b>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.</b>	No Value	No Value

#### De Anza GE Form

Changed	Questions	Current Version	Proposed Version
	<b>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.)</b>	No Value	Course Outline B. Examine and practice the concepts and techniques of continuous cardiovascular training.

Changed	Questions	Current Version	Proposed Version
!	<p><b>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.)</b></p>	No Value	<p>Assignments B. 6. Verbal peer evaluations through collaborative practice in cardiovascular fitness. Methods of Evaluation B. Personal fitness program design graded on applicable content of exercise regime and personal fitness goals.</p>
!	<p><b>Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</b></p>	No Value	<p>Course Outline E. Comprehend and implement techniques to increase or decrease exercise intensity levels while exercising.</p>
!	<p><b>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.)</b></p>	No Value	<p>Outline A Examine cardiovascular, flexibility and nutritional components of a "healthy lifestyle" and variations that can occur due to gender, age or physical limitation.</p>

Changed	Questions	Current Version	Proposed Version
	<b>Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</b>	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
	<b>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.)</b>	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
	<b>Criteria 1: Explain the interconnectivity of economic prosperity, social equity and environmental quality.</b>	No Value	No Value
	<b>Criteria 2: Identify the most serious environmental, equity, and social justice problems globally and locally and explain their underlying causes and possible consequences.</b>	No Value	No Value



Changed	Questions	Current Version	Proposed Version
	<b>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.</b>	No Value	No Value
	<b>Criteria 4: Analyze how the well being of human society is dependent on sustainable social and ecological systems.</b>	No Value	No Value
	<b>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.</b>	No Value	No Value

**Comments**

Changed	Questions	Current Version	Proposed Version
	<b>Stage 2: Department Chair</b>	No Value	No Value
	<b>Stage 3: Division Curriculum Representative</b>	No Value	No Value
	<b>Stage 4: Division Dean</b>	No Value	No Value
	<b>Stage 5: SLO Coordinator</b>	No Value	No Value
	<b>Stage 7: Content Review Matrix Liaison</b>	No Value	No Value

Changed	Questions	Current Version	Proposed Version												
	<b>Stage 8: AVP - Instruction</b>	No Value	<table border="1"> <thead> <tr> <th>Date</th> <th>Name - Role OR Tab</th> <th>Part - Field</th> <th>Type of Edit</th> <th>Edit</th> <th>Initiator - Indicate "Y" When Completed</th> </tr> </thead> <tbody> <tr> <td>3/27/24</td> <td>Gabriela Nocito for AVPI</td> <td>Basic Course Information - Proposal Details - Attachments</td> <td>Require</td> <td>Complete and upload the Hybrid Delivery form</td> <td></td> </tr> </tbody> </table>	Date	Name - Role OR Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed	3/27/24	Gabriela Nocito for AVPI	Basic Course Information - Proposal Details - Attachments	Require	Complete and upload the Hybrid Delivery form	
Date	Name - Role OR Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed										
3/27/24	Gabriela Nocito for AVPI	Basic Course Information - Proposal Details - Attachments	Require	Complete and upload the Hybrid Delivery form											
	<b>Stage 9: Articulation Officer</b>	No Value	No Value												
	<b>Stage 11: ESGC Faculty Coordinator</b>	No Value	No Value												
	<b>Stage 14: Curriculum Committee</b>	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
	<b>Curriculum ID</b>	KNESD09AX
	<b>Distance Education Approved</b>	Yes
	<b>Board of Trustees Approval Date</b>	
	<b>Curriculum Committee Approval Date</b>	
	<b>Time to Next Review</b>	Sep 1, 2023 12:00:00 AM
	<b>External Review Approval Date</b>	Sep 1, 2018 12:00:00 AM
	<b>Course Control Number</b>	CCC000592180

### Articulation

Changed	Field	Current Version
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**Changed**   **Field**                      **Current Version**

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**Course Crosswalk**  
**CRS-DEPT-NAME**

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**Course Crosswalk**  
**CRS-NUMBER**

De Anza College  
**Change Report**  
 08/01/2024

**Summary of Changes**

<b>Section</b>	<b>Changed field</b>
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)

<b>Section</b>	<b>Changed field</b>
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**

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Faculty Initiator</b>	<ul style="list-style-type: none"> <li>Sarah Lisha</li> </ul>	<ul style="list-style-type: none"> <li>Rachel Catuiza</li> <li>Owiesny, Cheryl</li> </ul>
	<b>Course ID (CB01A and CB01B)</b>	KNESD009B	KNESD009B
	<b>Course Control Number</b>	CCC000592243	CCC000592243
	<b>Course Title (CB02)</b>	Interactive Cardiovascular Fitness and Activity Tracking 2	Interactive Cardiovascular Fitness and Activity Tracking 2
	<b>Short Course Title</b>	INTERACT CARDIOVAS FITNESS 2	INTERACT CARDIOVAS FITNESS 2
	<b>TOP Code (CB03)</b>	0835.00	0835.00 Physical Education
	<b>CIP Code</b>	Health and Physical Education/Fitness, General	31.0501 Health and Physical Education/Fitness, General
	<b>Department</b>	KNES - Kinesiology	KNES - Kinesiology
	<b>Effective Term</b>	Fall 2023	Fall <del>2023</del> <u>2025</u>
	<b>SAM Priority Code (CB09)</b>	Non-Occupational	Non-Occupational

Changed	Field	Current Version	Proposed Version
	<b>Course Description</b>	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 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.
!	<b>Course Type (CB27)</b>	No value	<ul style="list-style-type: none"> <li>Lower Division</li> </ul>
!	<b>Mode of Delivery</b>	<ul style="list-style-type: none"> <li>Hybrid</li> </ul>	<ul style="list-style-type: none"> <li>Online</li> </ul>

### Faculty Requirements

Changed	Field	Current Version	Proposed Version
!	<b>Discipline 1</b>	No value	<ul style="list-style-type: none"> <li>Physical Education</li> </ul>
	<b>Discipline 2</b>	No value	No value
	<b>Discipline 3</b>	No value	No value
!	<b>FSA</b>	No value	<ul style="list-style-type: none"> <li>FHDA FSA - PHYSICAL EDUCATION</li> </ul>

### Formerly Statement

Changed	Field	Current Version	Proposed Version
	<b>Formerly Statement</b>	No value	

### Course Justification

Changed	Field	Current Version	Proposed Version
	<b>Course Justification</b>	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.

### Stand-Alone Statement

Changed	Field	Current Version	Proposed Version
	Stand-Alone Statement	No value	

### Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

### Foothill Equivalency

Changed	Field	Current Version	Proposed Version
	Foothill Faculty Consultation Name	No value	
	Foothill Course ID	No value	
	Does the course have a Foothill equivalent?	No	No

### CTE Course


Changed	Field	Current Version	Proposed Version
!	Is this a CTE (Career Technical Education) course?	No value	<u>No</u>

### Honors/Non-honors Course

Changed	Field	Current Version	Proposed Version
!	Is this an honors/non-honors course?	No value	<u>No</u>



### Mirrored Credit/Noncredit Course

Changed	Field	Current Version	Proposed Version
	Is this a mirrored credit/noncredit course?	No value	<u>No</u>

### Cross-listed Course

Changed	Field	Current Version	Proposed Version
	Is this a cross-listed course?	No value	<u>No</u>


### More Options

Changed	Field	Current Version	Proposed Version
	<b>Basic Skill Status (CB08)</b>	Course is not a basic skills course.	Course is not a basic skills course.
	<b>Course Prior To College Level</b>	Not applicable.	Not applicable.
	<b>Course Special Class Status (CB13)</b>	Course is not a special class.	Course is not a special class.
	<b>Course Support Status (CB26)</b>	Course is not a support course	Course is not a support course
	<b>Repeat Limit</b>	0	0
	<b>Grade Options</b>	<ul style="list-style-type: none"><li>• Letter Grade</li><li>• Pass/No Pass</li></ul>	<ul style="list-style-type: none"><li>• Letter Grade</li><li>• Pass/No Pass</li></ul>
	<b>Allow Students to Gain Credit by Exam/Challenge</b>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>Repeatability Statement</b>	(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 Version	Proposed Version								
	Course is part of a program	<table border="1"> <tr> <td><b>Associated Program</b></td> <td>CSU GE</td> </tr> <tr> <td><b>Award Type</b></td> <td>Certificate of Achievement-Advanced (COA-A)</td> </tr> </table>	<b>Associated Program</b>	CSU GE	<b>Award Type</b>	Certificate of Achievement-Advanced (COA-A)	<table border="1"> <tr> <td><b>Associated Program</b></td> <td>CSU GE</td> </tr> <tr> <td><b>Award Type</b></td> <td>Certificate of Achievement-Advanced (COA-A)</td> </tr> </table>	<b>Associated Program</b>	CSU GE	<b>Award Type</b>	Certificate of Achievement-Advanced (COA-A)
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<b>Award Type</b>	Certificate of Achievement-Advanced (COA-A)										
<b>Associated Program</b>	CSU GE										
<b>Award Type</b>	Certificate of Achievement-Advanced (COA-A)										

### Transferability & Gen. Ed. Options

Changed	Field	Current Version	Proposed Version												
	<b>Transfer Status (CB05)</b>	Transferable to both UC and CSU	Transferable to both UC and CSU												
	<b>Course General Education Status (CB25)</b>	Y	Y												
	<b>Transfer Status</b>	Approved	Approved												
	<b>GE Information</b>	<table border="1"> <tr> <td><b>System/Institution</b></td> <td>De Anza GE</td> </tr> <tr> <td><b>Area(s)</b></td> <td> <ul style="list-style-type: none"> <li>2GEP - Approved.</li> </ul> </td> </tr> <tr> <td>-</td> <td>No value</td> </tr> </table>	<b>System/Institution</b>	De Anza GE	<b>Area(s)</b>	<ul style="list-style-type: none"> <li>2GEP - Approved.</li> </ul>	-	No value	<table border="1"> <tr> <td><b>System/Institution</b></td> <td>De Anza GE</td> </tr> <tr> <td><b>Area(s)</b></td> <td> <ul style="list-style-type: none"> <li>2GEP - Approved.</li> </ul> </td> </tr> <tr> <td>-</td> <td>No value</td> </tr> </table>	<b>System/Institution</b>	De Anza GE	<b>Area(s)</b>	<ul style="list-style-type: none"> <li>2GEP - Approved.</li> </ul>	-	No value
<b>System/Institution</b>	De Anza GE														
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<b>System/Institution</b>	CSU GE														
<b>Area(s)</b>	<ul style="list-style-type: none"> <li>CGEP - Approved.</li> </ul>														
-	No value														

**Weekly Student Hours - Profile Name: Default Profile**

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
	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**

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
	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

Changed	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 - Minimum Credit Units	0.5	0.5
	Total Credit Units - Maximum Credit Units	0.5	0.5

**Speciality Hours**

Changed	Field	Current Version	Proposed Version
	Speciality Hours	No value	No value

**Credit / Non-Credit Options**

Changed	Field	Current Version	Proposed Version
	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.
	Course Credit Status (CB04)	Credit - Degree Applicable	Credit - Degree Applicable
	Course Non Credit Category (CB22)	Credit Course.	Credit Course.
	Funding Agency Category (CB23)	Not Applicable.	Not Applicable.
	Cooperative Work Experience Education Status (CB10)	<input type="checkbox"/>	<input type="checkbox"/>
	Variable Credit Course	<input type="checkbox"/>	<input type="checkbox"/>


**Credit Units**

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	-	0
	Total Laboratory Hours per Term	24	24
	Total Contact Hours per Term	-	0
	Total Credit Units	0.5	0.5
	Minimum Credit Units	0.5	0.5
	Maximum Credit Units	0.5	0.5

**SKIP**

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

**Specifications**

Changed	Field	Current Version	Proposed Version
	Methods of Instruction	<p><b>Methods of Instruction</b></p> <p><b>Methods of Instruction</b> Discussion of assigned reading  Forum exploration of Internet sites  Quiz and examination review performed in class  Collaborative learning and small group exercises</p>	<p><b>Methods of Instruction</b> Methods of Instruction</p> <p><b>Methods of Instruction</b> Discussion of assigned reading  Forum exploration of Internet sites  Quiz and examination review performed in class  Collaborative learning and small group exercises</p>

**Changed Field****Current Version****Proposed Version****Assignments**

1. Reading of assigned web links, textbook and discussions
2. Writing
  1. Online personal fitness log and assessments
  2. Compose a one page essay that analyzing how using technology can improve and enhance a personal fitness program through cardiovascular exercise.
  3. Design and/or create a personal fitness plan.
  4. Weekly participation in a student-based, interactive forum that provides support, motivation, and encouragement through discussion posts prompted by the instructor.
3. Student will analyze in a short video presentation how well their fitness/workout program worked and what changes they would make.

1. Reading of assigned web links, textbook and discussions
2. Writing
  1. Online personal fitness log and assessments
  2. Compose a one page essay that analyzing how using technology can improve and enhance a personal fitness program through cardiovascular exercise.
  3. Design and/or create a personal fitness plan.
  4. Weekly participation in a student-based, interactive forum that provides support, motivation, and encouragement through discussion posts prompted by the instructor.
  5. Verbal peer evaluations through collaborative practice in cardiovascular fitness.
3. Student will analyze in a short video presentation how well their fitness/workout program worked and what changes they would make.



**Methods of Evaluation**

**Methods of Evaluation**

**Methods of Evaluation**

1. Record of fitness changes through student assessments in cardiovascular, muscular strength, 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 goals, and what they need to modify for personal life-long fitness.
5. Comprehensive final exam on readings and assigned web links.

**Methods of Evaluation**

Methods of Evaluation

**Methods of Evaluation**

1. Record of fitness changes through student assessments in cardiovascular, muscular strength, 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 goals, and what they need to modify for personal life-long fitness.
5. Comprehensive final exam on readings and assigned web links.
6. Verbal peer evaluations and collaborations graded on completeness.



**Essential Student Materials/Essential College Facilities**

**Essential Student Materials:**

- GPS enabled device, fitness app, internet access, exercise clothes and appropriate exercise shoes

**Essential College Facilities:**

- None.

**Essential Student Materials:**

- GPS enabled device, fitness app, internet access, exercise clothes and appropriate exercise shoes

**Essential College Facilities:**

- None

Changed Field

Current Version

Proposed Version



**Examples of Primary Texts and References**

<b>Title</b>	No value
<b>Author</b>	*Fahey, Thomas, Insel, Paul and Roth, Walton. "Fit and Well". Brief 12th Edition, Mc Graw Hill Publishing Co., San Francisco, CA: 2015.
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

No value



**Suggested Reading List**

<b>Reading List</b>	Michel J. Johnson, Albert Taylor. "Physiology of Exercise and Healthy Aging. Human Kinetics Publishing Co. 2008
<b>May include, but are not limited to</b>	No value
<b>Reading List</b>	Hayes, Fiona, "The Complete Guide to Cross Training". New York, NY. A & C Black Publishers 2008.
<b>May include, but are not limited to</b>	No value
<b>Reading List</b>	Hayes, Fiona, "The Complete Guide to Cross Training." A & C Black Publishers, NY, 1998
<b>May include, but are not limited to</b>	No value

No value

**Learning Outcomes and Objectives**



Changed Field	Current Version	Proposed Version
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>Examine cardiovascular, flexibility and nutritional components of a "healthy lifestyle" at an intermediate level.</li> <li>Examine the "FITT" principles (frequency, duration, time, type) to practice continuous cardiovascular training at an intermediate level.</li> <li>Examine global and historical aspects of cardiovascular fitness through the influence of technology.</li> <li>Identify methods for assessment of cardiorespiratory, strength training and flexibility</li> <li>Implement techniques to employ an exercise regime at an intermediate level.</li> <li>Comprehend and employ safety parameters relative to body mechanics, fitness level, and extraneous apparatus while exercising.</li> </ul>	<ul style="list-style-type: none"> <li>Examine cardiovascular, flexibility and nutritional components of a "healthy lifestyle" at an intermediate level.</li> <li>Examine the "FITT" principles (frequency, duration, time, type) to practice continuous cardiovascular training at an intermediate level.</li> <li>Examine global and historical aspects of cardiovascular fitness through the influence of technology.</li> <li>Identify methods for assessment of cardiorespiratory, strength training and flexibility</li> <li>Implement techniques to employ an exercise regime at an intermediate level.</li> <li>Comprehend and employ safety parameters relative to body mechanics, fitness level, and extraneous apparatus while exercising.</li> </ul>

**CSLOs**

<b>CSLOs</b>	Demonstrate intermediate level improvement of cardiovascular, strength and flexibility through cardiovascular fitness.
<b>Expected SLO Performance</b>	0.0

<b>CSLOs</b>	Apply knowledge of intermediate fitness concepts in relation to health and wellness
<b>Expected SLO Performance</b>	0.0

<b>CSLOs</b>	Apply knowledge of intermediate fitness concepts as they apply to health and wellness.
<b>Expected SLO Performance</b>	0.0

<b>CSLOs</b>	Demonstrate intermediate level improvement of cardiovascular, strength and flexibility through cardiovascular fitness.
<b>Expected SLO Performance</b>	0.0

<b>CSLOs</b>	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.
<b>Expected SLO Performance</b>	0.0

<b>CSLOs</b>	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.
<b>Expected SLO Performance</b>	0.0

**Course Outline**

---

**Course Content**

1. Examine cardiovascular, flexibility and nutritional components of a "healthy lifestyle" at an intermediate level.
  1. Components of a healthy lifestyle.
    1. Fitness
      1. Strength development component
      2. Cardiovascular development
      3. Flexibility component to a fitness program.
      4. Varied responses to cardiovascular, strength and flexibility development programs: emphasis on gender differences, age differences, and physical limitations.
    2. Nutrition
      1. Carbohydrates: Fuel for exercise
      2. Hydration
      3. Avoidance of empty calories.
    2. Exercise and Mental Health
      1. Motivation
      2. Self efficacy
      3. Exercise as stress reduction
  2. Examine the "FITT" principles (frequency, duration, time, type) to practice continuous cardiovascular training at an intermediate level.
    1. Frequency - increase the number of time per week of each exercise session to increase total cardiovascular exercise.
    2. Intensity - Increase the intensity of cardiovascular exercise through interval training, sprints, cadence, speed, or resistance.
    3. Time - Increase the total number of minutes of each continuous cardiovascular exercise session.
    4. Type - Use cross training to encourage different modes and types of cardiovascular training such as elliptical, swimming, running, walking, and bicycling.
  3. Examine global and historical aspects of cardiovascular fitness through the influence of technology.
    1. Smart phones and fitness apps
    2. Wearable fitness/wellness trackers
    3. Growth of applications to encourage a healthy lifestyle on a global level.
    4. Using online tracking at an intermediate level

1. Examine cardiovascular, flexibility and nutritional components of a "healthy lifestyle" at an intermediate level.
  1. Components of a healthy lifestyle.
    1. Fitness
      1. Strength development component
      2. Cardiovascular development
      3. Flexibility component to a fitness program.
      4. Varied responses to cardiovascular, strength and flexibility development programs: emphasis on gender differences, age differences, and physical limitations.
    2. Nutrition
      1. Carbohydrates: Fuel for exercise
      2. Hydration
      3. Avoidance of empty calories.
    2. Exercise and Mental Health
      1. Motivation
      2. Self efficacy
      3. Exercise as stress reduction
  2. Examine the "FITT" principles (frequency, duration, time, type) to practice continuous cardiovascular training at an intermediate level.
    1. Frequency - increase the number of time per week of each exercise session to increase total cardiovascular exercise.
    2. Intensity - Increase the intensity of cardiovascular exercise through interval training, sprints, cadence, speed, or resistance.
    3. Time - Increase the total number of minutes of each continuous cardiovascular exercise session.
    4. Type - Use cross training to encourage different modes and types of cardiovascular training such as elliptical, swimming, running, walking, and bicycling.
  3. Examine global and historical aspects of cardiovascular fitness through the influence of technology.
    1. Smart phones and fitness apps
    2. Wearable fitness/wellness trackers
    3. Growth of applications to encourage a healthy lifestyle on a global level.
    4. Using online tracking at an intermediate level

**Changed Field****Current Version****Proposed Version**

- 
- |  |  |  |
|--|--|--|
| 1. step count<br>2. sleep tracking<br>3. heart rate monitor<br>5. Future trends in wearable technology and how it will influence wellness and fitness.<br>1. Diabetes sensor and blood sugar testing<br>2. Clothing with sensors<br>4. Identify methods for assessment of cardiorespiratory, strength training and flexibility<br>1. Cardiovascular assessment<br>1. 1.5 mile run<br>2. cycle ergometer submaximal test<br>3. Heart rate<br>2. Strength assessments<br>1. Sit-up<br>2. Push-up<br>3. leg press<br>4. Shoulder press<br>3. Flexibility tests<br>1. sit and reach<br>2. sling test<br>5. Implement techniques to employ an exercise regime at an intermediate level.<br>1. Utilize heart rate ranges<br>2. FITT principal (frequency, intensity, time and type)<br>3. Physical signs of exercise induced stress.<br>1. Ratings of perceived exertion<br>2. Breathing rate<br>4. Adding strength exercises using resistance training or body weight<br>1. Planks and push-ups<br>2. Free weights, weight machines, or stability exercises<br>6. Comprehend and employ safety parameters relative to body mechanics, fitness level, and extraneous apparatus while exercising.<br>1. Injury Prevention and Care<br>1. R.I.C.E<br>2. Proper footwear<br>3. Proper fit of bike<br>4. Informing instructor of current physical limitations or conditions<br>2. Safety Issues<br>1. Terrain the individual is exercising on (road, trails)<br>2. Weather conditions<br>3. Safely operating GPS device and apps while exercising.<br>4. Nutrition | 1. step count<br>2. sleep tracking<br>3. heart rate monitor<br>5. Future trends in wearable technology and how it will influence wellness and fitness.<br>1. Diabetes sensor and blood sugar testing<br>2. Clothing with sensors<br>4. Identify methods for assessment of cardiorespiratory, strength training and flexibility<br>1. Cardiovascular assessment<br>1. 1.5 mile run<br>2. cycle ergometer submaximal test<br>3. Heart rate<br>2. Strength assessments<br>1. Sit-up<br>2. Push-up<br>3. leg press<br>4. Shoulder press<br>3. Flexibility tests<br>1. sit and reach<br>2. sling test<br>5. Implement techniques to employ an exercise regime at an intermediate level.<br>1. Utilize heart rate ranges<br>2. FITT principal (frequency, intensity, time and type)<br>3. Physical signs of exercise induced stress.<br>1. Ratings of perceived exertion<br>2. Breathing rate<br>4. Adding strength exercises using resistance training or body weight<br>1. Planks and push-ups<br>2. Free weights, weight machines, or stability exercises<br>6. Comprehend and employ safety parameters relative to body mechanics, fitness level, and extraneous apparatus while exercising.<br>1. Injury Prevention and Care<br>1. R.I.C.E<br>2. Proper footwear<br>3. Proper fit of bike<br>4. Informing instructor of current physical limitations or conditions<br>2. Safety Issues<br>1. Terrain the individual is exercising on (road, trails)<br>2. Weather conditions<br>3. Safely operating GPS device and apps while exercising.<br>4. Nutrition | 1. step count<br>2. sleep tracking<br>3. heart rate monitor<br>5. Future trends in wearable technology and how it will influence wellness and fitness.<br>1. Diabetes sensor and blood sugar testing<br>2. Clothing with sensors<br>4. Identify methods for assessment of cardiorespiratory, strength training and flexibility<br>1. Cardiovascular assessment<br>1. 1.5 mile run<br>2. cycle ergometer submaximal test<br>3. Heart rate<br>2. Strength assessments<br>1. Sit-up<br>2. Push-up<br>3. leg press<br>4. Shoulder press<br>3. Flexibility tests<br>1. sit and reach<br>2. sling test<br>5. Implement techniques to employ an exercise regime at an intermediate level.<br>1. Utilize heart rate ranges<br>2. FITT principal (frequency, intensity, time and type)<br>3. Physical signs of exercise induced stress.<br>1. Ratings of perceived exertion<br>2. Breathing rate<br>4. Adding strength exercises using resistance training or body weight<br>1. Planks and push-ups<br>2. Free weights, weight machines, or stability exercises<br>6. Comprehend and employ safety parameters relative to body mechanics, fitness level, and extraneous apparatus while exercising.<br>1. Injury Prevention and Care<br>1. R.I.C.E<br>2. Proper footwear<br>3. Proper fit of bike<br>4. Informing instructor of current physical limitations or conditions<br>2. Safety Issues<br>1. Terrain the individual is exercising on (road, trails)<br>2. Weather conditions<br>3. Safely operating GPS device and apps while exercising.<br>4. Nutrition |
|--|--|--|

Changed	Field	Current Version	Proposed Version
		1. Hydration 2. Proper pre exercise meal 5. Communication of where you will be exercising to someone (time return)	1. Hydration 2. Proper pre exercise meal 5. Communication of where you will be exercising to someone (time return)
	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	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
!	Banner Start Term (202122)	202122	No Value
!	Banner Division	2PE	No Value

Changed	Questions	Current Version	Proposed Version
!	Catalog Term (21-22)	23-24	No Value
!	5 Year Revision Year (2021)	2018	No Value
!	Effective Quarter	Fall	No Value
!	Effective Year (2021)	2023	No Value
	Sort ID (00 < 10; 0 < 100)	KNES 009B	KNES 009B
	Course Status	New	New
!	Course Status Code	A	No Value
!	Banner Department	KNES	No Value
!	Course Level	DU	No Value
!	College Code	DA	No Value
	Course Characteristics	NA	NA
	Cross-Listed/Related Course Information	Related Parent	Related Parent
	Cross-Listed/Related Course ID's	No Value	No Value
!	CTE Status	No	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
!	Hybrid Approval Date (MM/DD/YYYY)	06/20/2017	No Value
!	Emergency Approval	No	No Value

Changed	Questions	Current Version	Proposed Version
!	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)	N	No Value
!	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)	F	No Value
!	Noncredit Enhanced Funding Indicator	N	No Value
!	In Service Indicator	N	No Value
!	Sports/Physical Education Course Indicator	Y	No Value
!	COA Code	C	No Value
!	Fund Code	114000	No Value
!	Organization Code	236002	No Value
!	Account Code	1320	No Value
!	Program Code	083500	No Value
!	Percent	100	No Value
	Curriculum Office Notes	<ul style="list-style-type: none"> <li>Requisite change appr. 1/17/23 (effect. F23).-cc</li> </ul>	<ul style="list-style-type: none"> <li>Requisite change appr. 1/17/23 (effect. F23).-cc</li> </ul>
!	Print/No Print to Catalog	Yes	No Value
	Checklist	No Value	No Value

**Summary of Revisions**

Changed	Questions	Current Version	Proposed Version
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	<b>Basic Course Information</b>	No Value	No Value
	<b>Units and Hours</b>	No Value	No Value
	<b>Specifications</b>	No Value	No Value
	<b>Outline</b>	No Value	No Value
	<b>Other</b>	No Value	No Value

**Blue Form**

Changed	Questions	Current Version	Proposed Version
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	<b>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.</b>	No Value	No Value
	<b>1. Is the unit(s) change required for articulation?</b>	No Value	No Value
	<b>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.</b>	No Value	No Value
	<b>3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.</b>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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**Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.**

No Value

No Value

**Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.**

No Value

No Value

**Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.**

No Value

No Value

### A-Matrix Form

Changed	Questions	Current Version	Proposed Version
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**EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.**

No Value

No Value

**Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.**

No Value

No Value

**Objective 2: Compose essays drawn from personal experience and assigned texts.**

No Value

No Value



Changed	Questions	Current Version	Proposed Version
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**Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.**

No Value

No Value

**Objective 4: Create syntactically varied sentences that are free of mechanical errors.**

No Value

No Value

**Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.**

No Value

No Value

**B-Matrix Form**

Changed	Questions	Current Version	Proposed Version
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**ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.**

No Value

No Value

**Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.**

No Value

No Value



**Objective 2: Develop analytical ideas and topics for essays.**

No Value

Methods of 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
!	<b>Objective 3: Compose and support thesis statements for analytical essays.</b>	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.
	<b>Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.</b>	No Value	No Value
	<b>Objective 5: Identify and practice writing for different audiences and purposes.</b>	No Value	No Value
	<b>Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.</b>	No Value	No Value
	<b>Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.</b>	No Value	No Value
	<b>Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.</b>	No Value	No Value
	<b>Objective 9: Demonstrate appropriate grammar usage and mechanics.</b>	No Value	No Value

**C-Matrix Form**

Blank area for the C-Matrix Form.

**Changed Questions Current Version Proposed Version**

**ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.**

No Value

No Value

**Objective 1:  
Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.**

No Value

No Value

**Objective 2:  
Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.**

No Value

No Value

**Objective 3:  
Produce written work using a cyclical process of multiples drafts and revisions.**

No Value

No Value

**Objective 4:  
Demonstrate the ability to include a variety of sentence structures in writing.**

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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**Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.**

No Value

No Value

### D-Matrix Form

Changed	Questions	Current Version	Proposed Version
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**Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.**

No Value

No Value

**Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.**

No Value

No Value

**Objective 2: Investigate the use of mathematics in real world.**

No Value

No Value

**Objective 3: Explore functions.**

No Value

No Value

**Objective 4: Develop linear function models.**

No Value

No Value

**Changed Questions Current Version Proposed Version**

**Objective 5: Use systems of two linear equations to solve real world problems.**

No Value

No Value

**Objective 6: Use linear inequalities in one variable to solve real world problems.**

No Value

No Value

**Objective 7: Examine exponential expressions and develop exponential function models.**

No Value

No Value

**Objective 8: Examine logarithmic expressions and develop logarithmic function models.**

No Value

No Value

**Objective 9: Develop quadratic function models to solve problems.**

No Value

No Value

**Objective 10: Investigate the characteristics of rational expressions.**

No Value

No Value

**Objective 11: Develop skills to work with radical expressions.**

No Value

No Value

**E-Matrix Form**

**Changed Questions Current Version Proposed Version**

**Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.**

No Value

No Value

**Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.**

No Value

No Value

**Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.**

No Value

No Value

**Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.**

No Value

No Value

**Objective 4: Develop linear function models to solve problems.**

No Value

No Value

**Objective 5: Use systems of two linear equations to solve real-world problems.**

No Value

No Value

Changed	Questions	Current Version	Proposed Version
	<b>Objective 6:</b> Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.	No Value	No Value
	<b>Objective 7:</b> Develop quadratic function models to solve problems.	No Value	No Value
	<b>Objective 8: Use</b> inequalities to solve real world problems.	No Value	No Value
	<b>Objective 9:</b> Explore arithmetic sequences and series.	No Value	No Value
	<b>Objective 10:</b> Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

**F-Matrix Form**

Blank area for 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**

<b>Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.</b>	No Value	No Value
<b>Objective 7: Explore rates and ratios and use proportions to solve problems.</b>	No Value	No Value
<b>Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.</b>	No Value	No Value
<b>Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.</b>	No Value	No Value
<b>Objective 10: Solve linear equations in one variable numerically and algebraically.</b>	No Value	No Value
<b>Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.</b>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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**Objective 12:** Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

No Value

### G-Matrix Form

Changed	Questions	Current Version	Proposed Version
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**If the requisite does not fall under an A-F Matrix, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. If a requisite falling under Matrix G is being removed, provide an explanation as to why.**

No Value

No Value

### H-Matrix Form

Changed	Questions	Current Version	Proposed Version
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**Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.**

No Value

No Value

**Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.**

No Value

No Value

Changed	Questions	Current Version	Proposed Version
	<b>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.</b>	No Value	No Value
	<b>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.</b>	No Value	No Value

**De Anza GE Form**

Changed	Questions	Current Version	Proposed Version
!	<b>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.)</b>	No Value	Outline: Examine cardiovascular, flexibility and nutritional components of a "healthy lifestyle" at an intermediate level.
!	<b>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.)</b>	No Value	Assignments: Compose a one page essay that analyzing how using technology can improve and enhance a personal fitness program through cardiovascular exercise.

Changed	Questions	Current Version	Proposed Version
❗	<b>Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</b>	No Value	Record of fitness changes through student assessments in cardiovascular, muscular strength, muscular endurance and flexibility tests graded on completeness.
❗	<b>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.)</b>	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.
❗	<b>Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</b>	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
❗	<b>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.)</b>	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

Changed	Questions	Current Version	Proposed Version
	<b>Criteria 1: Explain the interconnectivity of economic prosperity, social equity and environmental quality.</b>	No Value	No Value
	<b>Criteria 2: Identify the most serious environmental, equity, and social justice problems globally and locally and explain their underlying causes and possible consequences.</b>	No Value	No Value
	<b>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.</b>	No Value	No Value
	<b>Criteria 4: Analyze how the well being of human society is dependent on sustainable social and ecological systems.</b>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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**Criteria 5:**  
**Demonstrate an understanding of how the student's personal activities impact the environment and communities by participating in actions to create a more environmentally sustainable and equitable future.**

No Value

No Value

**Comments**

Changed	Questions	Current Version	Proposed Version
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**Stage 2:**  
**Department Chair**

No Value

No Value

**Stage 3:**  
**Division Curriculum Representative**

No Value

No Value

**Stage 4:**  
**Division Dean**

No Value

No Value



**Stage 5: SLO Coordinator**



No Value

DATE	Name - Role OR Tab	Part - Field	Type of Edit	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	Proposed Version						
	Stage 8: AVP - Instruction	No Value	Date	Tab	Part - Field	Type of Edit	Edit	Completed	
			4/10/24	Basic Course Information	Proposal Details – Attachments	Required	Since the Modality is indicated as Hybrid, please attach the Course Hybrid Modality Request form.		
	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, Examples of Articulation	Examples of Texts	add	Please add at least one example textbook.		
	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	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
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	Course Crosswalk CRS-DEPT-NAME	
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	Course Crosswalk CRS-NUMBER	
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De Anza College  
**Change Report**  
 08/01/2024

**Summary of Changes**


<b>Section</b>	<b>Changed field</b>
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

<b>Section</b>	<b>Changed field</b>
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
Comments	Stage 7: Content Review Matrix Liaison

Section	Changed field
CTE Course	Is this a CTE (Career Technical Education) course?
Honors/Non-honors Course	Is this an honors/non-honors course?
Mirrored Credit/Noncredit Course	Is this a mirrored credit/noncredit course?
Cross-listed Course	Is this a cross-listed course?

### General Information

Changed	Field	Current Version	Proposed Version
!	Faculty Initiator	<ul style="list-style-type: none"> <li>Sarah Lisha</li> </ul>	<ul style="list-style-type: none"> <li>Rachel Catuiza</li> <li>Owiesny, Cheryl</li> </ul>
	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
!	Effective Term	Fall 2023	Fall <del>2023</del> <u>2025</u>
	SAM Priority Code (CB09)	Non-Occupational	Non-Occupational
!	Course Description	<p>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.</p>	<p>An introduction to the discipline of kinesiology through <u>an introduction to</u> online <u>cardiovascular</u> fitness. <del>This is an intermediate level online fitness course that</del> <u>The use of technology_ will utilize technology_ be used</u> to verify performance via self-reported cardiovascular exercise, assignments, testing and discussion. Students will learn to improve fitness <del>through the use of</del> <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 <del>device_</del> <u>device</u>.</p>
!	Course Type (CB27)	No value	<ul style="list-style-type: none"> <li>Lower Division</li> </ul>

Changed	Field	Current Version	Proposed Version
	Mode of Delivery	• Hybrid	• Online

Faculty Requirements			
Changed	Field	Current Version	Proposed Version
	Discipline 1	No value	• Physical Education
	Discipline 2	No value	No value
	Discipline 3	No value	No value
	FSA	No value	• FHDA FSA - PHYSICAL EDUCATION

Formerly Statement			
Changed	Field	Current Version	Proposed Version
	Formerly Statement	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.

Stand-Alone Statement			
Changed	Field	Current Version	Proposed Version
	Stand-Alone Statement	No value	

Course Philosophy			

Changed	Field	Current Version	Proposed Version
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	Course Philosophy	No value	
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### Foothill Equivalency

Changed	Field	Current Version	Proposed Version
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	Foothill Faculty Consultation Name	No value	
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	Foothill Course ID	No value	
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	Does the course have a Foothill equivalent?	No	No
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### CTE Course

Changed	Field	Current Version	Proposed Version
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	Is this a CTE (Career Technical Education) course?	No value	<u>No</u>
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### Honors/Non-honors Course

Changed	Field	Current Version	Proposed Version
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	Is this an honors/non- honors course?	No value	<u>No</u>
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### Mirrored Credit/Noncredit Course

Changed	Field	Current Version	Proposed Version
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	Is this a mirrored credit/noncredit course?	No value	<u>No</u>
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### Cross-listed Course

Changed	Field	Current Version	Proposed Version
	Is this a cross-listed course?	No value	<u>No</u>

**More Options**


Changed	Field	Current Version	Proposed Version
	<b>Basic Skill Status (CB08)</b>	Course is not a basic skills course.	Course is not a basic skills course.
	<b>Course Prior To College Level</b>	Not applicable.	Not applicable.
	<b>Course Special Class Status (CB13)</b>	Course is not a special class.	Course is not a special class.
	<b>Course Support Status (CB26)</b>	Course is not a support course	Course is not a support course
	<b>Repeat Limit</b>	0	0
	<b>Grade Options</b>	<ul style="list-style-type: none"> <li>• Letter Grade</li> <li>• Pass/No Pass</li> </ul>	<ul style="list-style-type: none"> <li>• Letter Grade</li> <li>• Pass/No Pass</li> </ul>
	<b>Allow Students to Gain Credit by Exam/Challenge</b>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>Repeatability Statement</b>	(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**

Empty area for associated programs.

Changed	Field	Current Version	Proposed Version								
	Course is part of a program	<table border="1"> <tr> <td><b>Associated Program</b></td> <td>CSU GE</td> </tr> <tr> <td><b>Award Type</b></td> <td>Certificate of Achievement-Advanced (COA-A)</td> </tr> </table>	<b>Associated Program</b>	CSU GE	<b>Award Type</b>	Certificate of Achievement-Advanced (COA-A)	<table border="1"> <tr> <td><b>Associated Program</b></td> <td>CSU GE</td> </tr> <tr> <td><b>Award Type</b></td> <td>Certificate of Achievement-Advanced (COA-A)</td> </tr> </table>	<b>Associated Program</b>	CSU GE	<b>Award Type</b>	Certificate of Achievement-Advanced (COA-A)
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<b>Award Type</b>	Certificate of Achievement-Advanced (COA-A)										
<b>Associated Program</b>	CSU GE										
<b>Award Type</b>	Certificate of Achievement-Advanced (COA-A)										

### Transferability & Gen. Ed. Options

Changed	Field	Current Version	Proposed Version												
	<b>Transfer Status (CB05)</b>	Transferable to both UC and CSU	Transferable to both UC and CSU												
	<b>Course General Education Status (CB25)</b>	Y	Y												
	<b>Transfer Status</b>	Approved	Approved												
	<b>GE Information</b>	<table border="1"> <tr> <td><b>System/Institution</b></td> <td>De Anza GE</td> </tr> <tr> <td><b>Area(s)</b></td> <td> <ul style="list-style-type: none"> <li>2GEP - Approved.</li> </ul> </td> </tr> <tr> <td>-</td> <td>No value</td> </tr> </table>	<b>System/Institution</b>	De Anza GE	<b>Area(s)</b>	<ul style="list-style-type: none"> <li>2GEP - Approved.</li> </ul>	-	No value	<table border="1"> <tr> <td><b>System/Institution</b></td> <td>De Anza GE</td> </tr> <tr> <td><b>Area(s)</b></td> <td> <ul style="list-style-type: none"> <li>2GEP - Approved.</li> </ul> </td> </tr> <tr> <td>-</td> <td>No value</td> </tr> </table>	<b>System/Institution</b>	De Anza GE	<b>Area(s)</b>	<ul style="list-style-type: none"> <li>2GEP - Approved.</li> </ul>	-	No value
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<b>System/Institution</b>	CSU GE														
<b>Area(s)</b>	<ul style="list-style-type: none"> <li>CGEP - Approved.</li> </ul>														
-	No value														

**Weekly Student Hours - Profile Name: Default Profile**

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
	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**

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	36	36
	Lecture Hours - Course In-Class (Contact) per Term	0	0
	Lecture Hours - Course Out-of-Class per Term	0	0
	Laboratory Hours - Course In-Class (Contact) per Term	36	36
	Laboratory Hours - Course Out-of-Class per Term	0	0
	NA Hours - Course In-Class (Contact) per Term	0	0



Changed	Field	Current Version	Proposed Version
	NA Hours - Course Out-of-Class per Term	0	0
	Total - Course In-Class (Contact) Hours	36	36
	Total - Course Out-of-Class Hours	0	0
	Total Credit Units - Minimum Credit Units	1	1
	Total Credit Units - Maximum Credit Units	1	1

**Speciality Hours**

Changed	Field	Current Version	Proposed Version
	Speciality Hours	No value	No value

**Credit / Non-Credit Options**

Changed	Field	Current Version	Proposed Version
	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.
	Course Credit Status (CB04)	Credit - Degree Applicable	Credit - Degree Applicable
	Course Non Credit Category (CB22)	Credit Course.	Credit Course.
	Funding Agency Category (CB23)	Not Applicable.	Not Applicable.
	Cooperative Work Experience Education Status (CB10)	<input type="checkbox"/>	<input type="checkbox"/>
	Variable Credit Course	<input type="checkbox"/>	<input type="checkbox"/>


**Credit Units**

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	-	0
	Total Laboratory Hours per Term	36	36
	Total Contact Hours per Term	-	0
	Total Credit Units	1	1
	Minimum Credit Units	1	1
	Maximum Credit Units	1	1

**SKIP**

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

**Specifications**

Changed	Field	Current Version	Proposed Version
	Methods of Instruction	<p><b>Methods of Instruction</b></p> <p><b>Methods of Instruction</b> Discussion of assigned reading Forum exploration of Internet sites Quiz and examination review performed in class Collaborative learning and small group exercises</p>	<p><b>Methods of Instruction</b> Methods of Instruction</p> <p><b>Methods of Instruction</b> Discussion of assigned reading Forum exploration of Internet sites Quiz and examination review performed in class Collaborative learning and small group exercises</p>

**Changed Field****Current Version****Proposed Version****Assignments**

1. Reading of assigned web links, textbook and discussions
2. Writing
  1. Online personal fitness log and assessments
  2. Compose a one page essay that analyzing how using technology can improve and enhance a personal fitness program through cardiovascular exercise.
  3. Design and/or create a personal fitness plan.
  4. Weekly participation in a student-based, interactive forum that provides support, motivation, and encouragement through discussion posts prompted by the instructor.
3. Student will analyze in a short video presentation how well their fitness/workout program worked and what changes they would make.

1. Reading of assigned web links, textbook and discussions
2. Writing
  1. Online personal fitness log and assessments
  2. Compose a one page essay that analyzing how using technology can improve and enhance a personal fitness program through cardiovascular exercise.
  3. Design and/or create a personal fitness plan.
  4. Weekly participation in a student-based, interactive forum that provides support, motivation, and encouragement through discussion posts prompted by the instructor.
  5. Verbal peer evaluations through collaborative practice in cardiovascular fitness.
3. Student will analyze in a short video presentation how well their fitness/workout program worked and what changes they would make.

**!** **Methods of Evaluation**

**Methods of Evaluation**

**Methods of Evaluation**

1. Record of fitness changes through student assessments in cardiovascular, muscular strength, 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 goals, and what they need to modify for personal life-long fitness.
5. Comprehensive final exam on readings and assigned web links.

**Methods of Evaluation**

Methods of Evaluation

**Methods of Evaluation**

1. Record of fitness changes through student assessments in cardiovascular, muscular strength, muscular endurance and flexibility tests graded on completeness.
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4. Video presentation that clearly states an applicable fitness program, status of personal fitness goals, and what they need to modify for personal life-long fitness.
5. Comprehensive final exam on readings and assigned web links.
6. Verbal peer evaluations and collaborations graded on completeness.

**!** **Essential Student Materials/Essential College Facilities**

**Essential Student Materials:**

- GPS enabled device, fitness app, internet access, exercise clothes and appropriate exercise shoes

**Essential College Facilities:**

- None.

**Essential Student Materials:**

- GPS enabled device, fitness app, internet access, exercise clothes and appropriate exercise shoes

**Essential College Facilities:**

- None

Changed Field

Current Version

Proposed Version



**Examples of Primary Texts and References**

<b>Title</b>	No value
<b>Author</b>	*Fahey, Thomas, Insel, Paul and Roth, Walton. "Fit and Well". Brief 12th Edition, Mc Graw Hill Publishing Co., San Francisco, CA: 2015.
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

No value



**Suggested Reading List**

<b>Reading List</b>	Michel J. Johnson, Albert Taylor. "Physiology of Exercise and Healthy Aging. Human Kinetics Publishing Co. 2008
<b>May include, but are not limited to</b>	No value
<b>Reading List</b>	Hayes, Fiona, "The Complete Guide to Cross Training". New York, NY. A & C Black Publishers 2008.
<b>May include, but are not limited to</b>	No value
<b>Reading List</b>	Hayes, Fiona, "The Complete Guide to Cross Training." A & C Black Publishers, NY, 1998
<b>May include, but are not limited to</b>	No value

No value

**Learning Outcomes and Objectives**

Changed Field	Current Version	Proposed Version
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>Examine cardiovascular, flexibility and nutritional components of a "healthy lifestyle" at an intermediate level.</li> <li>Examine the "FITT" principles (frequency, duration, time, type) to practice continuous cardiovascular training at an intermediate level.</li> <li>Examine global and historical aspects of cardiovascular fitness through the influence of technology.</li> <li>Identify methods for assessment of cardiorespiratory, strength training and flexibility</li> <li>Implement techniques to employ an exercise regime at an intermediate level.</li> <li>Comprehend and employ safety parameters relative to body mechanics, fitness level, and extraneous apparatus while exercising.</li> </ul>	<ul style="list-style-type: none"> <li>Examine cardiovascular, flexibility and nutritional components of a "healthy lifestyle" at an intermediate level.</li> <li>Examine the "FITT" principles (frequency, duration, time, type) to practice continuous cardiovascular training at an intermediate level.</li> <li>Examine global and historical aspects of cardiovascular fitness through the influence of technology.</li> <li>Identify methods for assessment of cardiorespiratory, strength training and flexibility</li> <li>Implement techniques to employ an exercise regime at an intermediate level.</li> <li>Comprehend and employ safety parameters relative to body mechanics, fitness level, and extraneous apparatus while exercising.</li> </ul>



**CSLOs**

<b>CSLOs</b>	Demonstrate intermediate level improvement of cardiovascular, strength and flexibility through cardiovascular fitness.
<b>Expected SLO Performance</b>	0.0

<b>CSLOs</b>	Apply knowledge of intermediate fitness concepts in relation to health and wellness
<b>Expected SLO Performance</b>	0.0

<b>CSLOs</b>	Apply knowledge of intermediate fitness concepts as they apply to health and wellness.
<b>Expected SLO Performance</b>	0.0

<b>CSLOs</b>	Demonstrate intermediate level improvement of cardiovascular, strength and flexibility through cardiovascular fitness.
<b>Expected SLO Performance</b>	0.0

<b>CSLOs</b>	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.
<b>Expected SLO Performance</b>	0.0

<b>CSLOs</b>	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.
<b>Expected SLO Performance</b>	0.0

**Course Outline**

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**Course Content**

1. Examine cardiovascular, flexibility and nutritional components of a "healthy lifestyle" at an intermediate level.
  1. Components of a healthy lifestyle.
    1. Fitness
      1. Strength development component
      2. Cardiovascular development
      3. Flexibility component to a fitness program.
      4. Varied responses to cardiovascular, strength and flexibility development programs: emphasis on gender differences, age differences, and physical limitations.
    2. Nutrition
      1. Carbohydrates: Fuel for exercise
      2. Hydration
      3. Avoidance of empty calories.
    2. Exercise and Mental Health
      1. Motivation
      2. Self efficacy
      3. Exercise as stress reduction
  2. Examine the "FITT" principles (frequency, duration, time, type) to practice continuous cardiovascular training at an intermediate level.
    1. Frequency - increase the number of time per week of each exercise session to increase total cardiovascular exercise.
    2. Intensity - Increase the intensity of cardiovascular exercise through interval training, sprints, cadence, speed, or resistance.
    3. Time - Increase the total number of minutes of each continuous cardiovascular exercise session.
    4. Type - Use cross training to encourage different modes and types of cardiovascular training such as elliptical, swimming, running, walking, and bicycling.
  3. Examine global and historical aspects of cardiovascular fitness through the influence of technology.
    1. Smart phones and fitness apps
    2. Wearable fitness/wellness trackers
    3. Growth of applications to encourage a healthy lifestyle on a global level.
    4. Using online tracking at an intermediate level

1. Examine cardiovascular, flexibility and nutritional components of a "healthy lifestyle" at an intermediate level.
  1. Components of a healthy lifestyle.
    1. Fitness
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**Changed Field****Current Version****Proposed Version**

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- |  |  |  |
|--|--|--|
| 1. step count<br>2. sleep tracking<br>3. heart rate monitor<br>5. Future trends in wearable technology and how it will influence wellness and fitness.<br>1. Diabetes sensor and blood sugar testing<br>2. Clothing with sensors<br>4. Identify methods for assessment of cardiorespiratory, strength training and flexibility<br>1. Cardiovascular assessment<br>1. 1.5 mile run<br>2. cycle ergometer submaximal test<br>3. Heart rate<br>2. Strength assessments<br>1. Sit-up<br>2. Push-up<br>3. leg press<br>4. Shoulder press<br>3. Flexibility tests<br>1. sit and reach<br>2. sling test<br>5. Implement techniques to employ an exercise regime at an intermediate level.<br>1. Utilize heart rate ranges<br>2. FITT principal (frequency, intensity, time and type)<br>3. Physical signs of exercise induced stress.<br>1. Ratings of perceived exertion<br>2. Breathing rate<br>4. Adding strength exercises using resistance training or body weight<br>1. Planks and push-ups<br>2. Free weights, weight machines, or stability exercises<br>6. Comprehend and employ safety parameters relative to body mechanics, fitness level, and extraneous apparatus while exercising.<br>1. Injury Prevention and Care<br>1. R.I.C.E<br>2. Proper footwear<br>3. Proper fit of bike<br>4. Informing instructor of current physical limitations or conditions<br>2. Safety Issues<br>1. Terrain the individual is exercising on (road, trails)<br>2. Weather conditions<br>3. Safely operating GPS device and apps while exercising.<br>4. Nutrition | 1. step count<br>2. sleep tracking<br>3. heart rate monitor<br>5. Future trends in wearable technology and how it will influence wellness and fitness.<br>1. Diabetes sensor and blood sugar testing<br>2. Clothing with sensors<br>4. Identify methods for assessment of cardiorespiratory, strength training and flexibility<br>1. Cardiovascular assessment<br>1. 1.5 mile run<br>2. cycle ergometer submaximal test<br>3. Heart rate<br>2. Strength assessments<br>1. Sit-up<br>2. Push-up<br>3. leg press<br>4. Shoulder press<br>3. Flexibility tests<br>1. sit and reach<br>2. sling test<br>5. Implement techniques to employ an exercise regime at an intermediate level.<br>1. Utilize heart rate ranges<br>2. FITT principal (frequency, intensity, time and type)<br>3. Physical signs of exercise induced stress.<br>1. Ratings of perceived exertion<br>2. Breathing rate<br>4. Adding strength exercises using resistance training or body weight<br>1. Planks and push-ups<br>2. Free weights, weight machines, or stability exercises<br>6. Comprehend and employ safety parameters relative to body mechanics, fitness level, and extraneous apparatus while exercising.<br>1. Injury Prevention and Care<br>1. R.I.C.E<br>2. Proper footwear<br>3. Proper fit of bike<br>4. Informing instructor of current physical limitations or conditions<br>2. Safety Issues<br>1. Terrain the individual is exercising on (road, trails)<br>2. Weather conditions<br>3. Safely operating GPS device and apps while exercising.<br>4. Nutrition | 1. step count<br>2. sleep tracking<br>3. heart rate monitor<br>5. Future trends in wearable technology and how it will influence wellness and fitness.<br>1. Diabetes sensor and blood sugar testing<br>2. Clothing with sensors<br>4. Identify methods for assessment of cardiorespiratory, strength training and flexibility<br>1. Cardiovascular assessment<br>1. 1.5 mile run<br>2. cycle ergometer submaximal test<br>3. Heart rate<br>2. Strength assessments<br>1. Sit-up<br>2. Push-up<br>3. leg press<br>4. Shoulder press<br>3. Flexibility tests<br>1. sit and reach<br>2. sling test<br>5. Implement techniques to employ an exercise regime at an intermediate level.<br>1. Utilize heart rate ranges<br>2. FITT principal (frequency, intensity, time and type)<br>3. Physical signs of exercise induced stress.<br>1. Ratings of perceived exertion<br>2. Breathing rate<br>4. Adding strength exercises using resistance training or body weight<br>1. Planks and push-ups<br>2. Free weights, weight machines, or stability exercises<br>6. Comprehend and employ safety parameters relative to body mechanics, fitness level, and extraneous apparatus while exercising.<br>1. Injury Prevention and Care<br>1. R.I.C.E<br>2. Proper footwear<br>3. Proper fit of bike<br>4. Informing instructor of current physical limitations or conditions<br>2. Safety Issues<br>1. Terrain the individual is exercising on (road, trails)<br>2. Weather conditions<br>3. Safely operating GPS device and apps while exercising.<br>4. Nutrition |
|--|--|--|



Changed	Field	Current Version	Proposed Version
		1. Hydration 2. Proper pre exercise meal 5. Communication of where you will be exercising to someone (time return)	1. Hydration 2. Proper pre exercise meal 5. Communication of where you will be exercising to someone (time return)
	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	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
!	Banner Start Term (202122)	202122	No Value
!	Banner Division	2PE	No Value

Changed	Questions	Current Version	Proposed Version
!	Catalog Term (21-22)	23-24	No Value
!	5 Year Revision Year (2021)	2018	No Value
!	Effective Quarter	Fall	No Value
!	Effective Year (2021)	2023	No Value
	Sort ID (00 < 10; 0 < 100)	KNES 009BX	KNES 009BX
	Course Status	New	New
!	Course Status Code	A	No Value
!	Banner Department	KNES	No Value
!	Course Level	DU	No Value
!	College Code	DA	No Value
	Course Characteristics	NA	NA
	Cross-Listed/Related Course Information	Related Child	Related Child
	Cross-Listed/Related Course ID's	KNES 9B	KNES 9B
!	CTE Status	No	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
!	Hybrid Approval Date (MM/DD/YYYY)	06/20/2017	No Value
!	Emergency Approval	No	No Value

Changed	Questions	Current Version	Proposed Version
!	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)	N	No Value
!	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)	F	No Value
!	Noncredit Enhanced Funding Indicator	N	No Value
!	In Service Indicator	N	No Value
!	Sports/Physical Education Course Indicator	Y	No Value
!	COA Code	C	No Value
!	Fund Code	114000	No Value
!	Organization Code	236002	No Value
!	Account Code	1320	No Value
!	Program Code	083500	No Value
!	Percent	100	No Value
	Curriculum Office Notes	<ul style="list-style-type: none"> <li>Requisite change appr. 1/17/23 (effect. F23).-cc</li> </ul>	<ul style="list-style-type: none"> <li>Requisite change appr. 1/17/23 (effect. F23).-cc</li> </ul>
!	Print/No Print to Catalog	Yes	No Value
	Checklist	No Value	No Value

**Summary of Revisions**

Changed	Questions	Current Version	Proposed Version
	<b>Basic Course Information</b>	No Value	No Value
	<b>Units and Hours</b>	No Value	No Value
	<b>Specifications</b>	No Value	No Value
	<b>Outline</b>	No Value	No Value
	<b>Other</b>	No Value	No Value

**Blue Form**

Changed	Questions	Current Version	Proposed Version
	<b>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.</b>	No Value	No Value
	<b>1. Is the unit(s) change required for articulation?</b>	No Value	No Value
	<b>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.</b>	No Value	No Value
	<b>3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.</b>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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**Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.**

No Value

No Value

**Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.**

No Value

No Value

**Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.**

No Value

No Value

### A-Matrix Form

Changed	Questions	Current Version	Proposed Version
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**EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.**

No Value

No Value

**Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.**

No Value

No Value

**Objective 2: Compose essays drawn from personal experience and assigned texts.**

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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**Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.**

No Value

No Value

**Objective 4: Create syntactically varied sentences that are free of mechanical errors.**

No Value

No Value

**Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.**

No Value

No Value

**B-Matrix Form**

Changed	Questions	Current Version	Proposed Version
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**ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.**

No Value

No Value

**Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.**

No Value

No Value



**Objective 2: Develop analytical ideas and topics for essays.**

No Value

Methods of 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
!	<b>Objective 3: Compose and support thesis statements for analytical essays.</b>	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.
	<b>Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.</b>	No Value	No Value
	<b>Objective 5: Identify and practice writing for different audiences and purposes.</b>	No Value	No Value
	<b>Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.</b>	No Value	No Value
	<b>Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.</b>	No Value	No Value
	<b>Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.</b>	No Value	No Value
	<b>Objective 9: Demonstrate appropriate grammar usage and mechanics.</b>	No Value	No Value

**C-Matrix Form**

Blank area for the C-Matrix Form.

**Changed Questions Current Version Proposed Version**

**ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.**

No Value

No Value

**Objective 1:  
Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.**

No Value

No Value

**Objective 2:  
Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.**

No Value

No Value

**Objective 3:  
Produce written work using a cyclical process of multiples drafts and revisions.**

No Value

No Value

**Objective 4:  
Demonstrate the ability to include a variety of sentence structures in writing.**

No Value

No Value



Changed	Questions	Current Version	Proposed Version
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**Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.**

No Value

No Value

### D-Matrix Form

Changed	Questions	Current Version	Proposed Version
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**Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.**

No Value

No Value

**Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.**

No Value

No Value

**Objective 2: Investigate the use of mathematics in real world.**

No Value

No Value

**Objective 3: Explore functions.**

No Value

No Value

**Objective 4: Develop linear function models.**

No Value

No Value

**Changed Questions Current Version Proposed Version**

**Objective 5: Use systems of two linear equations to solve real world problems.**

No Value

No Value

**Objective 6: Use linear inequalities in one variable to solve real world problems.**

No Value

No Value

**Objective 7: Examine exponential expressions and develop exponential function models.**

No Value

No Value

**Objective 8: Examine logarithmic expressions and develop logarithmic function models.**

No Value

No Value

**Objective 9: Develop quadratic function models to solve problems.**

No Value

No Value

**Objective 10: Investigate the characteristics of rational expressions.**

No Value

No Value

**Objective 11: Develop skills to work with radical expressions.**

No Value

No Value

**E-Matrix Form**

**Changed Questions Current Version Proposed Version**

**Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.**

No Value

No Value

**Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.**

No Value

No Value

**Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.**

No Value

No Value

**Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.**

No Value

No Value

**Objective 4: Develop linear function models to solve problems.**

No Value

No Value

**Objective 5: Use systems of two linear equations to solve real-world problems.**

No Value

No Value

Changed	Questions	Current Version	Proposed Version
	<b>Objective 6:</b> Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.	No Value	No Value
	<b>Objective 7:</b> Develop quadratic function models to solve problems.	No Value	No Value
	<b>Objective 8: Use</b> inequalities to solve real world problems.	No Value	No Value
	<b>Objective 9:</b> Explore arithmetic sequences and series.	No Value	No Value
	<b>Objective 10:</b> Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

**F-Matrix Form**

Blank area for F-Matrix Form content.

**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
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**Objective 12:** Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

No Value

### G-Matrix Form

Changed	Questions	Current Version	Proposed Version
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**If the requisite does not fall under an A-F Matrix, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. If a requisite falling under Matrix G is being removed, provide an explanation as to why.**

No Value

No Value

### H-Matrix Form

Changed	Questions	Current Version	Proposed Version
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**Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.**

No Value

No Value

**Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.**

No Value

No Value

Changed	Questions	Current Version	Proposed Version
	<b>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.</b>	No Value	No Value
	<b>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.</b>	No Value	No Value

**De Anza GE Form**

Changed	Questions	Current Version	Proposed Version
❗	<b>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.)</b>	No Value	Outline: Examine cardiovascular, flexibility and nutritional components of a "healthy lifestyle" at an intermediate level.
❗	<b>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.)</b>	No Value	Assignments: Compose a one page essay that analyzing how using technology can improve and enhance a personal fitness program through cardiovascular exercise.



Changed	Questions	Current Version	Proposed Version
!	<b>Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</b>	No Value	Record of fitness changes through student assessments in cardiovascular, muscular strength, muscular endurance and flexibility tests graded on completeness.
	<b>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.)</b>	No Value	No Value
	<b>Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</b>	No Value	No Value
!	<b>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.)</b>	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

Changed	Questions	Current Version	Proposed Version
	<b>Criteria 1: Explain the interconnectivity of economic prosperity, social equity and environmental quality.</b>	No Value	No Value
	<b>Criteria 2: Identify the most serious environmental, equity, and social justice problems globally and locally and explain their underlying causes and possible consequences.</b>	No Value	No Value
	<b>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.</b>	No Value	No Value
	<b>Criteria 4: Analyze how the well being of human society is dependent on sustainable social and ecological systems.</b>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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**Criteria 5:**  
**Demonstrate an understanding of how the student's personal activities impact the environment and communities by participating in actions to create a more environmentally sustainable and equitable future.**

No Value

No Value

### Comments

Changed	Questions	Current Version	Proposed Version
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**Stage 2:**  
**Department Chair**

No Value

No Value

**Stage 3:**  
**Division Curriculum Representative**

No Value

No Value

**Stage 4:**  
**Division Dean**

No Value


No Value



**Stage 5: SLO Coordinator**

No Value

DATE	Name - Role OR Tab	Part - Field	Type of Edit	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 in relation to health and well-being."	

Changed	Questions	Current Version	Proposed Version				Initiator - Indicate "Y" When Completed
			Date	Name - Role OR Tab	Part - Type of Field Edit	Edit	
	<b>Stage 7: Content Review Matrix Liaison</b>	No Value					
			4/15/24	Zack Judson	Matrix G	Required	Update to the current Matrix G form and upload a pdf of Matrix G under the Basic Course Information tab
	<b>Stage 8: AVP - Instruction</b>	No Value					No Value
	<b>Stage 9: Articulation Officer</b>	No Value					No Value
	<b>Stage 11: ESGC Faculty Coordinator</b>	No Value					No Value
	<b>Stage 14: Curriculum Committee</b>	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
	<b>Curriculum ID</b>	KNESD09BX
	<b>Distance Education Approved</b>	Yes
	<b>Board of Trustees Approval Date</b>	
	<b>Curriculum Committee Approval Date</b>	
	<b>Time to Next Review</b>	Sep 1, 2023 12:00:00 AM
	<b>External Review Approval Date</b>	Sep 1, 2018 12:00:00 AM
	<b>Course Control Number</b>	CCC000592250

## Articulation

Changed	Field	Current Version
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	Course Crosswalk CRS-DEPT-NAME	
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	Course Crosswalk CRS-NUMBER	
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De Anza College  
**Change Report**  
08/01/2024

### Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Type (CB27)
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Transferability & Gen. Ed. Options	GE Information
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
Learning Outcomes and Objectives	CSLOs
Curriculum Office	Banner Start Term (202122)
Curriculum Office	Banner Division
Curriculum Office	Catalog Term (21-22)
Curriculum Office	5 Year Revision Year (2021)
Curriculum Office	Effective Quarter
Curriculum Office	Effective Year (2021)
Curriculum Office	Course Status Code
Curriculum Office	Banner Department
Curriculum Office	Course Level

<b>Section</b>	<b>Changed field</b>
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.)

**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.)

CTE Course

Is this a CTE (Career Technical Education) course?

Honors/Non-honors Course

Is this an honors/non-honors course?

Mirrored Credit/Noncredit Course

Is this a mirrored credit/noncredit course?

Cross-listed Course

Is this a cross-listed course?

**General Information****Changed****Field****Current Version****Proposed Version****Faculty Initiator**



- Sarah Lisha

- Rachel Catuiza
- Johnson, Rusty



Changed	Field	Current Version	Proposed Version
	<b>Course ID (CB01A and CB01B)</b>	KNESD019B	KNESD019B
	<b>Course Control Number</b>	CCC000592246	CCC000592246
	<b>Course Title (CB02)</b>	Strength Development 2	Strength Development 2
	<b>Short Course Title</b>	STRENGTH DEVELOPMENT 2	STRENGTH DEVELOPMENT 2
	<b>TOP Code (CB03)</b>	0835.00	0835.00 Physical Education
	<b>CIP Code</b>	Health and Physical Education/Fitness, General	31.0501 Health and Physical Education/Fitness, General
	<b>Department</b>	KNES - Kinesiology	KNES - Kinesiology
!	<b>Effective Term</b>	Fall 2023	Fall <del>2023</del> <u>2025</u>
	<b>SAM Priority Code (CB09)</b>	Non-Occupational	Non-Occupational
	<b>Course Description</b>	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.
!	<b>Course Type (CB27)</b>	No value	<ul style="list-style-type: none"> <li>Lower Division</li> </ul>
!	<b>Mode of Delivery</b>	<ul style="list-style-type: none"> <li>Hybrid</li> </ul>	<ul style="list-style-type: none"> <li>In person ONLY</li> </ul>

## Faculty Requirements

Changed	Field	Current Version	Proposed Version
	Discipline 1	No value	<ul style="list-style-type: none"><li>Physical Education</li></ul>
	Discipline 2	No value	No value
	Discipline 3	No value	No value
	FSA	No value	<ul style="list-style-type: none"><li>FHDA FSA - PHYSICAL EDUCATION</li></ul>

## Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

## Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This course meets a general education requirement for De Anza and 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 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 Course

Changed	Field	Current Version	Proposed Version
	Is this a CTE (Career Technical Education) course?	No value	<u>No</u>

### Honors/Non-honors Course

Changed	Field	Current Version	Proposed Version
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Is this an honors/non-honors course?

No value

No

### Mirrored Credit/Noncredit Course

Changed	Field	Current Version	Proposed Version
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Is this a mirrored credit/noncredit course?

No value

No

### Cross-listed Course

Changed	Field	Current Version	Proposed Version
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Is this a cross-listed course?

No value

No

### More Options

Changed	Field	Current Version	Proposed Version
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**Basic Skill Status (CB08)**

Course is not a basic skills course.

Course is not a basic skills course.

**Course Prior To College Level**

Not applicable.

Not applicable.

**Course Special Class Status (CB13)**

Course is not a special class.

Course is not a special class.

**Course Support Status (CB26)**

Course is not a support course

Course is not a support course

**Repeat Limit**

0

0

Changed	Field	Current Version	Proposed Version
	<b>Grade Options</b>	<ul style="list-style-type: none"> <li>• Letter Grade</li> <li>• Pass/No Pass</li> </ul>	<ul style="list-style-type: none"> <li>• Letter Grade</li> <li>• Pass/No Pass</li> </ul>
	<b>Allow Students to Gain Credit by Exam/Challenge</b>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>Repeatability Statement</b>	(This course is included in the Strength Development Family of activity courses. Please see the rules on "Repeating Courses" in the College Policies section of the catalog.)	(This course is included in the Strength Development Family of activity courses. Please see the rules on "Repeating Courses" in the College Policies section of the catalog.)

### Associated Programs

Changed	Field	Current Version	Proposed Version
	<b>Course is part of a program</b>	<b>Associated Program</b> CSU GE	<b>Associated Program</b> CSU GE
		<b>Award Type</b> Certificate of Achievement-Advanced (COA-A)	<b>Award Type</b> Certificate of Achievement-Advanced (COA-A)
		<b>Associated Program</b> CSU GE	<b>Associated Program</b> CSU GE
		<b>Award Type</b> Certificate of Achievement-Advanced (COA-A)	<b>Award Type</b> Certificate of Achievement-Advanced (COA-A)
		<b>Associated Program</b> CSU GE	<b>Associated Program</b> CSU GE
		<b>Award Type</b> Certificate of Achievement-Advanced (COA-A)	<b>Award Type</b> Certificate of Achievement-Advanced (COA-A)

## Transferability & Gen. Ed. Options

Changed	Field	Current Version	Proposed Version
	<b>Transfer Status (CB05)</b>	Transferable to both UC and CSU	Transferable to both UC and CSU
	<b>Course General Education Status (CB25)</b>	Y	Y
	<b>Transfer Status</b>	Approved	Approved



### GE Information

<b>System/Institution</b>	De Anza GE
<b>Area(s)</b>	<ul style="list-style-type: none"> <li>• 2GEP - Approved.</li> </ul>
-	No value

<b>System/Institution</b>	De Anza GE
<b>Area(s)</b>	<ul style="list-style-type: none"> <li>• 2GEP - Approved.</li> </ul>
-	No value

<b>System/Institution</b>	CSU GE
<b>Area(s)</b>	<ul style="list-style-type: none"> <li>• CGEP - Approved.</li> </ul>
-	No value

## Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	<b>Lecture Hours - In Class</b>	0	0
	<b>Lecture Hours - Out of Class</b>	0	0

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
	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

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
	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

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Laboratory Hours - Course Out-of-Class per Term</b>	0	0
	<b>NA Hours - Course In-Class (Contact) per Term</b>	0	0
	<b>NA Hours - Course Out-of-Class per Term</b>	0	0
	<b>Total - Course In-Class (Contact) Hours</b>	24	24
	<b>Total - Course Out-of-Class Hours</b>	0	0
	<b>Total Credit Units - Minimum Credit Units</b>	0.5	0.5
	<b>Total Credit Units - Maximum Credit Units</b>	0.5	0.5

### **Speciality Hours**

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Speciality Hours</b>	No value	No value

### **Credit / Non-Credit Options**



Changed	Field	Current Version	Proposed Version
	<b>COURSE CLASSIFICATION STATUS</b>	Credit Course.	Credit Course.
	<b>Course Credit Status (CB04)</b>	Credit - Degree Applicable	Credit - Degree Applicable
	<b>Course Non Credit Category (CB22)</b>	Credit Course.	Credit Course.
	<b>Funding Agency Category (CB23)</b>	Not Applicable.	Not Applicable.
	<b>Cooperative Work Experience Education Status (CB10)</b>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>Variable Credit Course</b>	<input type="checkbox"/>	<input type="checkbox"/>

### Credit Units


Changed	Field	Current Version	Proposed Version
	<b>Course Duration (Weeks)</b>	12	12
	<b>Total Lecture Hours per Term</b>	-	0
	<b>Total Laboratory Hours per Term</b>	24	24
	<b>Total Contact Hours per Term</b>	-	0
	<b>Total Credit Units</b>	0.5	0.5

Changed	Field	Current Version	Proposed Version
	Minimum Credit Units	0.5	0.5
	Maximum Credit Units	0.5	0.5

**SKIP**

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

**Specifications**

Changed	Field	Current Version	Proposed Version
	Methods of Instruction	<p><b>Methods of Instruction</b></p> <p><b>Methods of Instruction</b> Discussion of assigned reading            Quiz and examination review performed in class            Collaborative learning and small group exercises            Visual aids            Demonstration</p>	<p><b>Methods of Instruction</b> Methods of Instruction</p> <p><b>Methods of Instruction</b> Demonstration            Discussion and problem solving performed in class            Collaborative learning and small group exercises            Lab experience</p>

**Changed Field****Current Version****Proposed Version****Assignments**

1. Reading
  1. Specific assignments from textbook
  2. Media Sources
  3. Handouts
2. 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.
3. Skill acquisition
  1. Partner lifting and verbal peer evaluation of proper form for a variety of lifting exercises
  2. Pre- and post muscular strength and endurance testing
  3. Perform a variety of strength development exercises in class

1. Writing
  1. 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.
  2. Essay on the historical context of major developments in the history of weight lifting.
2. Reading
  1. Assigned readings from the textbook "Fit and Well" by Thomas Fahey, et al.
  2. Review of instructor generated handouts.
3. Skill and Fitness Acquisition
  1. Practice technical skills of bench press, back squat, dead lift, and power clean
  2. Pre- and post-strength assessments on capacity and overall power output
  3. Oral peer evaluation of lifting techniques and safety procedures
4. Group Workouts

**Changed** **Field**

**Current Version**

**Proposed Version**



**Methods of  
Evaluation**

**Methods  
of  
Evaluation**

**Methods  
of  
Evaluation**

Methods of  
Evaluation

**Changed Field****Current Version****Proposed Version****Methods  
of  
Evaluation**

1. 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.
2. Pre- and post fitness assessments graded on completion
3. Verbal peer evaluation graded on completion.
4. Essay evaluated on accuracy of content comparing different exercises to improve both muscular strength and endurance.
5. Written final exam will be used to evaluate knowledge of skills acquired and ability to apply knowledge of basic

**Methods  
of  
Evaluation**

1. Essay on the one of the five components of fitness from the text "Fit and Well" on how it relates to strength development on content and completeness.
2. Essay on the historical context of major developments in the history of weight lifting.
3. Written comprehensive final exam based on reading, demonstration, and video.
4. A variety of skill-specific assessments graded on completion of lifting skill techniques.
5. Demonstration of correct technical performance of strength development exercises.
6. Completion of pre- and post-strength assessments on both capacity and power output will be

**Changed Field****Current Version****Proposed Version**

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 College Facilities****Essential Student Materials:**

- Cross training or athletic shoes, appropriate attire

**Essential College Facilities:**

- Weight Room with free weights and weight machines

**Essential Student Materials:**

- Cross training or athletic shoes, appropriate attire

**Essential College Facilities:**

- Weight Room with free weights and weight machines

**Examples of Primary Texts and References**

<b>Title</b>	No value
<b>Author</b>	Fahey, Insel, and Roth, "Fit and Well Brief 12th Edition", Mountain View, CA. Mayfield Publishing Co., 2015.
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

<b>Title</b>	Fit & Well: Core Concepts and Labs in Physical Fitness and Wellness 16th edition
<b>Author</b>	Fahey, T., Insel, P., and Roth, W.
<b>Publisher</b>	McGraw Hill
<b>Date/Edition</b>	2025/16th Edition
<b>ISBN</b>	9781266356605

Changed Field

Current Version

Proposed Version



**Suggested  
Reading List**

No value

**Reading List** Thygerson, Alton L., "Fit to be Well," Sudbury, MA, Jones & Bartlett, Publishers, 2005.

**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

## Learning Outcomes and Objectives

Changed	Field	Current Version	Proposed Version
	<b>Course Objectives</b>	<ul style="list-style-type: none"><li>• Practice conventional safety techniques and make individual adaptations based on strength, flexibility and coordination.</li><li>• Apply safety techniques, proper exercise techniques and proper weight room etiquette.</li><li>• Develop intermediate knowledge of applied physical repetition relative to force development and lifting technique.</li><li>• Examine significant historical events in weight training which have influenced the evolution of strength development and the creation of equipment for the physically challenged.</li><li>• 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.</li></ul>	<ul style="list-style-type: none"><li>• Practice conventional safety techniques and make individual adaptations based on strength, flexibility and coordination.</li><li>• Apply safety techniques, proper exercise techniques and proper weight room etiquette.</li><li>• Develop intermediate knowledge of applied physical repetition relative to force development and lifting technique.</li><li>• Examine significant historical events in weight training which have influenced the evolution of strength development and the creation of equipment for the physically challenged.</li><li>• 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.</li></ul>



**Changed Field**

**Current Version**

**Proposed Version**



**CSLOs**

**CSLOs** Perform safe and appropriate use of resistance, training machines and free weights at an intermediate level.

**Expected SLO Performance** 0.0

**CSLOs** Perform safe and appropriate use of resistance, training machines and free weights at an intermediate level.

**Expected SLO Performance** 0.0

**CSLOs** Apply knowledge of basic fitness concepts as they apply to health and wellness.

**Expected SLO Performance** 0.0

**CSLOs** Apply knowledge of basic fitness concepts to health and wellness.

**Expected SLO Performance** 0.0

**Course Outline**

Changed	Field	Current Version	Proposed Version
!	Course Content	<p>1. Practice conventional safety techniques and make individual adaptations based on strength, flexibility and coordination.</p> <ol style="list-style-type: none"> <li>1. Fundamental description and skills acquisition</li> <li>2. Adaptive mechanics for individual limitations</li> </ol> <p>2. Apply safety techniques, proper exercise techniques and proper weight room etiquette.</p> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>3. Practice increased intensity (weight or repetitions) for intermediate level strength development strategies.</li> <li>4. Practice increased duration of strength development exercises</li> </ol>	<p>1. Practice conventional safety techniques and make individual adaptations based on strength, flexibility and coordination.</p> <ol style="list-style-type: none"> <li>1. Fundamental description and skills acquisition <ol style="list-style-type: none"> <li>1. Cueing "weight room lingo" and vocabulary</li> <li>2. Knowing and understanding fundamentals and techniques of pin load equipment</li> <li>3. Knowing and understanding fundamentals and techniques of plate loaded equipment</li> <li>4. Knowing and understanding fundamentals and techniques of free weight equipment</li> </ol> </li> <li>2. Adaptive mechanics for individual limitations</li> </ol> <p>2. Apply safety techniques, proper exercise techniques and proper weight room etiquette.</p> <ol style="list-style-type: none"> <li>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.</li> <li>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</li> </ol>

**Changed Field****Current Version****Proposed Version**

3. Develop intermediate knowledge of applied physical repetition relative to force development and lifting technique.

1. Employ the use of "FITT" principles.

1. Frequency - 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 length 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.

2. Utilize a variety of strength development techniques such as "olympic lifts", "Super-Sets" and "lift to failure" for increasing to an intermediate workout regime.

ramifications and proper techniques will be taught.

3. Practice increased intensity (weight or repetitions) for intermediate level strength development strategies.

4. Practice increased duration of strength development exercises

3. Develop intermediate knowledge of applied physical repetition relative to force development and lifting technique.

1. Employ the use of "FITT" principles.

1. Frequency - 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 length 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.

2. Utilize a variety of strength development techniques such as "olympic lifts", "Super-Sets" and "lift to failure" for increasing to an intermediate workout regime.

4. Examine significant historical events in weight training which

**Changed Field****Current Version****Proposed Version**

4. Examine significant historical events in weight training which have influenced the evolution of strength development and the creation of equipment for the physically challenged.

1. Milo of Crotona (father of weight lifting) 6 B.C. First recorded instance of progressive resistance exercise.
2. Eumastes of Greece (lifted a rock weighing over half-a-ton) First recorded instance of power lifting which became a sport.
3. Olympic games 1896 International competition in weight training.
4. Exergenee 1964 (lifting apparatus designed for space). Designed for strength development in restricted space (astronauts) combining isotonic and isometric lifting.
5. 1970's development of adapted weight training equipment for physically challenged athletes.

5. 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.

1. Theories of anaerobic exercise
  1. Concepts such as: small muscle groups, lever action and angles, types of

have influenced the evolution of strength development and the creation of equipment for the physically challenged.

1. Milo of Crotona (father of weight lifting) 6 B.C. First recorded instance of progressive resistance exercise.
2. Eumastes of Greece (lifted a rock weighing over half-a-ton) First recorded instance of power lifting which became a sport.
3. Olympic games 1896 International competition in weight training.
4. Exergenee 1964 (lifting apparatus designed for space). Designed for strength development in restricted space (astronauts) combining isotonic and isometric lifting.
5. 1970's development of adapted weight training equipment for physically challenged athletes.
6. 1990's - China, Turkey, Greece and Iran dominate in the sport.
7. 2000's - Women participate in teh sport of weight lifting at the games in Sydney.
8. From the 2000 Olympic Games in Sydney, men have competed in 8 weight lifting categories while women have competed in 7.

5. 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.

**Changed Field****Current Version****Proposed Version**

- 
- |   |  |
|---|--|
| <p>muscular contractions, types of exercises, and resistance will be taught.</p> <p>2. Concepts such as: body position, isolating a muscle, proper breathing techniques, warm-up and cool-down, and soreness will be taught.</p> <p>2. Nutritional concepts such as: balanced diet for wellness, pre-class meals, and proper eating habits for weight gain and weight loss will be taught.</p> <p>3. Flexibility concepts with special notes regarding specific needs for various populations.</p> <p>1. Techniques for overall flexibility.</p> <p>2. Techniques for individuals based on physical limitations.</p> <p>3. Theories about stretching after a proper warm-up and post-lifting.</p> <p>4. Techniques for overall strength, applying strength concepts with special notes regarding specific needs for various populations.</p> <p>1. Proper form and proper breathing.</p> <p>2. Concepts such as: overload, specificity of</p> | <p>1. Theories of anaerobic exercise</p> <p>1. Large muscle groups</p> <p>2. Small muscle groups</p> <p>3. Lever action and angles</p> <p>4. Types of muscular contractions</p> <p>5. Types of exercises</p> <p>6. Types of resistance</p> <p>7. Body positions</p> <p>8. Isolating a muscle</p> <p>9. Proper breathing technique</p> <p>10. Warm-up</p> <p>11. Soreness</p> <p>2. Nutritional concepts of resistive training</p> <p>1. Balanced diet for wellness</p> <p>2. Pre-class meals</p> <p>3. Eating habits for weight gain and weight loss</p> <p>3. Flexibility concepts with special notes regarding specific needs for various populations</p> <p>1. Techniques for overall flexibility</p> <p>2. Techniques for individuals based on physical limitations</p> <p>3. Theories about stretching during warm-up</p> <p>4. Theories about stretching post-lifting</p> <p>4. Strength concepts with special notes regarding specific needs for various populations</p> <p>1. Techniques for overall strength</p> <p>1. Free weights</p> <p>2. Weight machines</p> |
|---|--|

**Changed Field****Current Version****Proposed Version**

training, correct order of exercise, individual differences, reversibility, and mental concepts will be taught.

3. 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**

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Prerequisite(s):</b>	No Value	No Value
	<b>Corequisite(s):</b>	No Value	No Value
	<b>Advisory(ies):</b>	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.
	<b>Advisory(ies) - Other:</b>	No Value	No Value
	<b>Limitation(s) on Enrollment:</b>	No Value	No Value
	<b>Limitation(s) on Enrollment - Other:</b>	No Value	No Value
	<b>Entrance Skills(s):</b>	No Value	No Value
	<b>Entrance Skill(s) - Other:</b>	No Value	No Value
	<b>General Course Statement(s):</b>	(See general education pages for the requirements this course meets.)	(See general education pages for the requirements this course meets.)
	<b>General Course Statement(s) - Other:</b>	No Value	No Value

**Curriculum Office**

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Banner Start Term (202122)</b>	202122	No Value
	<b>Banner Division</b>	2PE	No Value

Changed	Questions	Current Version	Proposed Version
!	Catalog Term (21-22)	23-24	No Value
!	5 Year Revision Year (2021)	2018	No Value
!	Effective Quarter	Fall	No Value
!	Effective Year (2021)	2023	No Value
	Sort ID (00 < 10; 0 < 100)	KNES 019B	KNES 019B
	Course Status	New	New
!	Course Status Code	A	No Value
!	Banner Department	KNES	No Value
!	Course Level	DU	No Value
!	College Code	DA	No Value
	Course Characteristics	NA	NA
	Cross-Listed/Related Course Information	Related Parent	Related Parent
	Cross-Listed/Related Course ID's	No Value	No Value
!	CTE Status	No	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
!	Hybrid Approval Date (MM/DD/YYYY)	10/27/2020	No Value



Changed	Questions	Current Version	Proposed Version
	<b>!</b> Emergency Approval	No	No Value
	<b>!</b> Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)	N	No Value
	<b>!</b> 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
	<b>!</b> Noncredit Enhanced Funding Indicator	N	No Value
	<b>!</b> In Service Indicator	N	No Value
	<b>!</b> Sports/Physical Education Course Indicator	Y	No Value

Changed	Questions	Current Version	Proposed Version
!	COA Code	C	No Value
!	Fund Code	114000	No Value
!	Organization Code	236002	No Value
!	Account Code	1320	No Value
!	Program Code	083500	No Value
!	Percent	100	No Value
	Curriculum Office Notes	<ul style="list-style-type: none"> <li>Requisite change appr. 1/17/23 (effect. F23).-cc</li> </ul>	<ul style="list-style-type: none"> <li>Requisite change appr. 1/17/23 (effect. F23).-cc</li> </ul>
!	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

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Changed	Questions	Current Version	Proposed Version
	<p><b>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.</b></p>	No Value	No Value
	<p><b>1. Is the unit(s) change required for articulation?</b></p>	No Value	No Value
	<p><b>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.</b></p>	No Value	No Value
	<p><b>3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.</b></p>	No Value	No Value
	<p><b>Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.</b></p>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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**Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.**

No Value

No Value

**Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.**

No Value

No Value

### A-Matrix Form

Changed	Questions	Current Version	Proposed Version
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**EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.**

No Value

No Value

**Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.**

No Value

No Value

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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**Objective 2:  
Compose  
essays drawn  
from personal  
experience  
and assigned  
texts.**

No Value

No Value

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**Objective 3:  
Utilize MLA  
guidelines to  
format essays,  
cite sources,  
and compile a  
works cited  
page.**

No Value

No Value

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**Objective 4:  
Create  
syntactically  
varied  
sentences that  
are free of  
mechanical  
errors.**

No Value

No Value

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**Objective 5:  
Distinguish,  
compare, and  
evaluate the  
multiplicity  
and ambiguity  
of  
perspectives.**

No Value

No Value

## **B-Matrix Form**

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Changed	Questions	Current Version	Proposed Version
	<p><b>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.</b></p>	No Value	No Value
	<p><b>Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.</b></p>	No Value	No Value
!	<p><b>Objective 2: Develop analytical ideas and topics for essays.</b></p>	No Value	<p>Reading: Assigned readings from the textbook "Fit and Well" by Thomas Fahey, et al. Review of instructor generated handouts.</p>
!	<p><b>Objective 3: Compose and support thesis statements for analytical essays.</b></p>	No Value	<p>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.</p>
	<p><b>Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.</b></p>	No Value	No Value

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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**Objective 5: Identify and practice writing for different audiences and purposes.**

No Value

No Value

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**Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.**

No Value

No Value

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**Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.**

No Value

No Value

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**Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.**

No Value

No Value

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**Objective 9: Demonstrate appropriate grammar usage and mechanics.**

No Value

No Value

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### **C-Matrix Form**

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<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>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.</b>	No Value	No Value
	<b>Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.</b>	No Value	No Value
	<b>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.</b>	No Value	No Value



<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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**Objective 3:  
Produce  
written work  
using a  
cyclical  
process of  
multiples  
drafts and  
revisions.**

No Value

No Value

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**Objective 4:  
Demonstrate  
the ability to  
include a  
variety of  
sentence  
structures in  
writing.**

No Value

No Value

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**Objective 5:  
Edit  
compositions  
to correct  
errors in the  
major  
conventions of  
Standard  
Written  
English.**

No Value

No Value

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## **D-Matrix Form**

Changed	Questions	Current Version	Proposed Version
	<p><b>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.</b></p>	No Value	No Value
	<p><b>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.</b></p>	No Value	No Value
	<p><b>Objective 2: Investigate the use of mathematics in real world.</b></p>	No Value	No Value
	<p><b>Objective 3: Explore functions.</b></p>	No Value	No Value

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Objective 4: Develop linear function models.</b>	No Value	No Value
	<b>Objective 5: Use systems of two linear equations to solve real world problems.</b>	No Value	No Value
	<b>Objective 6: Use linear inequalities in one variable to solve real world problems.</b>	No Value	No Value
	<b>Objective 7: Examine exponential expressions and develop exponential function models.</b>	No Value	No Value
	<b>Objective 8: Examine logarithmic expressions and develop logarithmic function models.</b>	No Value	No Value
	<b>Objective 9: Develop quadratic function models to solve problems.</b>	No Value	No Value

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>Objective 10: Investigate the characteristics of rational expressions.</b>	No Value	No Value
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	<b>Objective 11: Develop skills to work with radical expressions.</b>	No Value	No Value
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### **E-Matrix Form**

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>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.</b>	No Value	No Value
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<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.</b>	No Value	No Value
	<b>Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.</b>	No Value	No Value
	<b>Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.</b>	No Value	No Value
	<b>Objective 4: Develop linear function models to solve problems.</b>	No Value	No Value
	<b>Objective 5: Use systems of two linear equations to solve real-world problems.</b>	No Value	No Value

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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**Objective 6:**  
**Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.**

No Value

No Value

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**Objective 7:**  
**Develop quadratic function models to solve problems.**

No Value

No Value

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**Objective 8:**  
**Use inequalities to solve real world problems.**

No Value

No Value

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**Objective 9:**  
**Explore arithmetic sequences and series.**

No Value

No Value

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**Objective 10:**  
**Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.**

No Value

No Value

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>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.</b>	No Value	No Value
	<b>Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.</b>	No Value	No Value
	<b>Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.</b>	No Value	No Value
	<b>Objective 3: Apply the order of operations to evaluate signed numerical expressions.</b>	No Value	No Value

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Objective 4: Solve problems involving operations with signed numbers.</b>	No Value	No Value
	<b>Objective 5: Explore the characteristics and properties of real numbers.</b>	No Value	No Value
	<b>Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.</b>	No Value	No Value
	<b>Objective 7: Explore rates and ratios and use proportions to solve problems.</b>	No Value	No Value
	<b>Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.</b>	No Value	No Value



<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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**Objective 9:  
Explore the use  
of variables in  
expressions  
and evaluate  
algebraic  
expressions.**

No Value

No Value

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**Objective 10:  
Solve linear  
equations in  
one variable  
numerically  
and  
algebraically.**

No Value

No Value

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**Objective 11:  
Graph linear  
relationships  
on a Cartesian  
coordinate by  
plotting  
ordered pairs.**

No Value

No Value

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**Objective 12:  
Investigate,  
throughout the  
course as  
applicable, how  
mathematics  
has developed  
as a human  
activity around  
the world.**

No Value

No Value

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**G-Matrix Form**

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Changed	Questions	Current Version	Proposed Version
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	<p><b>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.</b></p>	No Value	No Value
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### H-Matrix Form

Changed	Questions	Current Version	Proposed Version
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	<p><b>Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.</b></p>	No Value	No Value
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	<p><b>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.</b></p>	No Value	No Value
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Changed	Questions	Current Version	Proposed Version
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**Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.**

No Value

No Value

**Objective 4: For Prerequisites based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills, i.e. such as a course.**

No Value

No Value

### De Anza GE Form

Changed	Questions	Current Version	Proposed Version
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**Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**

No Value

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.  
 Methods of Evaluation: Written comprehensive final exam based on reading, demonstration, and video.

Changed	Questions	Current Version	Proposed Version
!	<p><b>Criteria 2:</b>  <b>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.)</b></p>	No Value	G. Weekly collaborative group workouts. Evaluated based on performance and completion.
!	<p><b>Criteria 3:</b>  <b>Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</b></p>	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

Changed	Questions	Current Version	Proposed Version
	<b>Criteria 4:</b> <b>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.)</b>	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.
	<b>Criteria 5:</b> <b>Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</b>	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
	<p><b>!</b> <b>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.)</b></p>	No Value	<p>Methods of Evaluation:            Demonstration of correct technical performance of strength development exercises. Skills and Fitness            Acquisition: Practice technical skills of bench press, back squat, dead lift, and power clean Skills and Fitness            Acquisition: Pre- and post-strength assessments on capacity and overall power output</p>

**De Anza GE - ESGC Form**

Changed	Questions	Current Version	Proposed Version
	<p><b>Criteria 1: Explain the interconnectivity of economic prosperity, social equity and environmental quality.</b></p>	No Value	No Value

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Criteria 2: Identify the most serious environmental, equity, and social justice problems globally and locally and explain their underlying causes and possible consequences.</b>	No Value	No Value
	<b>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.</b>	No Value	No Value
	<b>Criteria 4: Analyze how the well being of human society is dependent on sustainable social and ecological systems.</b>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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**Criteria 5:  
Demonstrate an understanding of how the student's personal activities impact the environment and communities by participating in actions to create a more environmentally sustainable and equitable future.**

No Value

No Value

### Comments

Changed	Questions	Current Version	Proposed Version
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**Stage 2:  
Department  
Chair**

No Value

No Value

**Stage 3:  
Division  
Curriculum  
Representative**

No Value

No Value

**Stage 4:  
Division Dean**

No Value

No Value

**Stage 5: SLO  
Coordinator**

No Value

No Value

**Stage 7:  
Content  
Review Matrix  
Liaison**

No Value

No Value

**Stage 8: AVP -  
Instruction**

No Value

No Value



<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Stage 9: Articulation Officer</b>	No Value	No Value
	<b>Stage 11: ESGC Faculty Coordinator</b>	No Value	No Value
	<b>Stage 14: Curriculum Committee</b>	No Value	No Value

<b>Course Administration Codes</b>		
Articulation occurs after course approval. The following fields will not show a Proposed Version.		
<b>Changed</b>	<b>Field</b>	<b>Current Version</b>
	<b>Curriculum ID</b>	KNESD019B
	<b>Distance Education Approved</b>	Yes
	<b>Board of Trustees Approval Date</b>	
	<b>Curriculum Committee Approval Date</b>	
	<b>Time to Next Review</b>	Sep 1, 2023 12:00:00 AM
	<b>External Review Approval Date</b>	Sep 1, 2018 12:00:00 AM
	<b>Course Control Number</b>	CCC000592246

<b>Articulation</b>

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>
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	<b>Course</b>	
	<b>Crosswalk</b>	
	<b>CRS-DEPT-</b>	
	<b>NAME</b>	

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	<b>Course</b>	
	<b>Crosswalk</b>	
	<b>CRS-NUMBER</b>	

De Anza College  
**Change Report**  
08/01/2024

### Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Type (CB27)
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Transferability & Gen. Ed. Options	GE Information
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
Learning Outcomes and Objectives	CSLOs
Curriculum Office	Banner Start Term (202122)
Curriculum Office	Banner Division
Curriculum Office	Catalog Term (21-22)
Curriculum Office	5 Year Revision Year (2021)
Curriculum Office	Effective Quarter
Curriculum Office	Effective Year (2021)
Curriculum Office	Course Status Code
Curriculum Office	Banner Department
Curriculum Office	Course Level

<b>Section</b>	<b>Changed field</b>
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
	<b>Faculty Initiator</b>	<ul style="list-style-type: none"><li>Sarah Lisha</li></ul>	<ul style="list-style-type: none"><li>Rachel Catuiza</li><li>Johnson, Rusty</li></ul>
	<b>Course ID (CB01A and CB01B)</b>	KNESD19BX	KNESD19BX
	<b>Course Control Number</b>	CCC000592253	CCC000592253
	<b>Course Title (CB02)</b>	Strength Development 2	Strength Development 2
	<b>Short Course Title</b>	STRENGTH DEVELOPMENT 2	STRENGTH DEVELOPMENT 2
	<b>TOP Code (CB03)</b>	0835.00	0835.00 Physical Education
	<b>CIP Code</b>	Health and Physical Education/Fitness, General	31.0501 Health and Physical Education/Fitness, General
	<b>Department</b>	KNES - Kinesiology	KNES - Kinesiology
	<b>Effective Term</b>	Fall 2023	Fall <del>2023</del> <u>2025</u>
	<b>SAM Priority Code (CB09)</b>	Non-Occupational	Non-Occupational

Changed	Field	Current Version	Proposed Version
	<b>Course Description</b>	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.
	<b>Course Type (CB27)</b>	No value	<ul style="list-style-type: none"> <li>• Lower Division</li> </ul>
	<b>Mode of Delivery</b>	<ul style="list-style-type: none"> <li>• Hybrid</li> </ul>	<ul style="list-style-type: none"> <li>• In person ONLY</li> </ul>

### Faculty Requirements

Changed	Field	Current Version	Proposed Version
	<b>Discipline 1</b>	No value	<ul style="list-style-type: none"> <li>• Physical Education</li> </ul>
	<b>Discipline 2</b>	No value	No value
	<b>Discipline 3</b>	No value	No value
	<b>FSA</b>	No value	<ul style="list-style-type: none"> <li>• FHDA FSA - PHYSICAL EDUCATION</li> </ul>

### Formerly Statement

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>Formerly Statement</b>	No value	
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### **Course Justification**

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>Course Justification</b>	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 level.
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### **Stand-Alone Statement**

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>Stand-Alone Statement</b>	No value	
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### **Course Philosophy**

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>Course Philosophy</b>	No value	
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### **Foothill Equivalency**




Changed	Field	Current Version	Proposed Version
	<b>Foothill Faculty Consultation Name</b>	No value	
	<b>Foothill Course ID</b>	No value	
	<b>Does the course have a Foothill equivalent?</b>	No	No

**CTE Course**

Changed	Field	Current Version	Proposed Version
	<b>Is this a CTE (Career Technical Education) course?</b>	No value	<u>No</u>

**Honors/Non-honors Course**

Changed	Field	Current Version	Proposed Version
	<b>Is this an honors/non-honors course?</b>	No value	<u>No</u>

**Mirrored Credit/Noncredit Course**

Changed	Field	Current Version	Proposed Version
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Changed	Field	Current Version	Proposed Version
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Is this a mirrored credit/noncredit course?

No value

No

### Cross-listed Course

Changed	Field	Current Version	Proposed Version
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Is this a cross-listed course?

No value

No

### More Options

Changed	Field	Current Version	Proposed Version
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**Basic Skill Status (CB08)**

Course is not a basic skills course.

Course is not a basic skills course.

**Course Prior To College Level**

Not applicable.

Not applicable.

**Course Special Class Status (CB13)**

Course is not a special class.

Course is not a special class.

**Course Support Status (CB26)**

Course is not a support course

Course is not a support course

**Repeat Limit**

0

0

**Grade Options**

- Letter Grade
- Pass/No Pass

- Letter Grade
- Pass/No Pass

**Allow Students to Gain Credit by Exam/Challenge**

Changed	Field	Current Version	Proposed Version
	<b>Repeatability Statement</b>	(This course is included in the Strength Development Family of activity courses. Please see the rules on "Repeating Courses" in the College Policies section of the catalog.)	(This course is included in the Strength Development Family of activity courses. Please see the rules on "Repeating Courses" in the College Policies section of the catalog.)

### Associated Programs

Changed	Field	Current Version	Proposed Version
	<b>Course is part of a program</b>	<b>Associated Program</b> CSU GE	<b>Associated Program</b> CSU GE
		<b>Award Type</b> Certificate of Achievement-Advanced (COA-A)	<b>Award Type</b> Certificate of Achievement-Advanced (COA-A)
		<b>Associated Program</b> CSU GE	<b>Associated Program</b> CSU GE
		<b>Award Type</b> Certificate of Achievement-Advanced (COA-A)	<b>Award Type</b> Certificate of Achievement-Advanced (COA-A)
		<b>Associated Program</b> CSU GE	<b>Associated Program</b> CSU GE
		<b>Award Type</b> Certificate of Achievement-Advanced (COA-A)	<b>Award Type</b> Certificate of Achievement-Advanced (COA-A)

### Transferability & Gen. Ed. Options

Changed	Field	Current Version	Proposed Version
	<b>Transfer Status (CB05)</b>	Transferable to both UC and CSU	Transferable to both UC and CSU
	<b>Course General Education Status (CB25)</b>	Y	Y
	<b>Transfer Status</b>	Approved	Approved



**GE Information**

<b>System/Institution</b>	De Anza GE
<b>Area(s)</b>	<ul style="list-style-type: none"> <li>• 2GEP - Approved.</li> </ul>
-	No value

<b>System/Institution</b>	De Anza GE
<b>Area(s)</b>	<ul style="list-style-type: none"> <li>• 2GEP - Approved.</li> </ul>
-	No value

<b>System/Institution</b>	CSU GE
<b>Area(s)</b>	<ul style="list-style-type: none"> <li>• CGEP - Approved.</li> </ul>
-	No value

**Weekly Student Hours - Profile Name: Default Profile**

Changed	Field	Current Version	Proposed Version
	<b>Lecture Hours - In Class</b>	0	0
	<b>Lecture Hours - Out of Class</b>	0	0
	<b>Laboratory Hours - In Class</b>	3	3

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
	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**

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
	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

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Laboratory Hours - Course Out-of-Class per Term</b>	0	0
	<b>NA Hours - Course In-Class (Contact) per Term</b>	0	0
	<b>NA Hours - Course Out-of-Class per Term</b>	0	0
	<b>Total - Course In-Class (Contact) Hours</b>	36	36
	<b>Total - Course Out-of-Class Hours</b>	0	0
	<b>Total Credit Units - Minimum Credit Units</b>	1	1
	<b>Total Credit Units - Maximum Credit Units</b>	1	1

### **Speciality Hours**

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Speciality Hours</b>	No value	No value

### **Credit / Non-Credit Options**

Changed	Field	Current Version	Proposed Version
	<b>COURSE CLASSIFICATION STATUS</b>	Credit Course.	Credit Course.
	<b>Course Credit Status (CB04)</b>	Credit - Degree Applicable	Credit - Degree Applicable
	<b>Course Non Credit Category (CB22)</b>	Credit Course.	Credit Course.
	<b>Funding Agency Category (CB23)</b>	Not Applicable.	Not Applicable.
	<b>Cooperative Work Experience Education Status (CB10)</b>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>Variable Credit Course</b>	<input type="checkbox"/>	<input type="checkbox"/>

### Credit Units

Changed	Field	Current Version	Proposed Version
	<b>Course Duration (Weeks)</b>	12	12
	<b>Total Lecture Hours per Term</b>	-	0
	<b>Total Laboratory Hours per Term</b>	36	36
	<b>Total Contact Hours per Term</b>	-	0
	<b>Total Credit Units</b>	1	1

Changed	Field	Current Version	Proposed Version
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	<b>Minimum Credit Units</b>	1	1
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	<b>Maximum Credit Units</b>	1	1
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## SKIP

Changed	Field	Current Version	Proposed Version
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	<b>SKIP</b>	No Value	No Value
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## Specifications

Changed	Field	Current Version	Proposed Version
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	<b>Methods of Instruction</b>	<table border="1"> <tbody> <tr> <td><b>Methods of Instruction</b></td> <td></td> </tr> <tr> <td><b>Methods of Instruction</b></td> <td>Discussion of assigned reading Quiz and examination review performed in class Collaborative learning and small group exercises Visual aids Demonstration</td> </tr> </tbody> </table>	<b>Methods of Instruction</b>		<b>Methods of Instruction</b>	Discussion of assigned reading Quiz and examination review performed in class Collaborative learning and small group exercises Visual aids Demonstration	<table border="1"> <tbody> <tr> <td><b>Methods of Instruction</b></td> <td>Methods of Instruction</td> </tr> <tr> <td><b>Methods of Instruction</b></td> <td>Demonstration Discussion and problem solving performed in groups Collaborative learning and small group exercises Lab experience</td> </tr> </tbody> </table>	<b>Methods of Instruction</b>	Methods of Instruction	<b>Methods of Instruction</b>	Demonstration Discussion and problem solving performed in groups Collaborative learning and small group exercises Lab experience
<b>Methods of Instruction</b>											
<b>Methods of Instruction</b>	Discussion of assigned reading Quiz and examination review performed in class Collaborative learning and small group exercises Visual aids Demonstration										
<b>Methods of Instruction</b>	Methods of Instruction										
<b>Methods of Instruction</b>	Demonstration Discussion and problem solving performed in groups Collaborative learning and small group exercises Lab experience										



**Changed Field****Current Version****Proposed Version****Assignments**

1. Reading
  1. Specific assignments from textbook
  2. Media Sources
  3. Handouts
2. 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.
3. Skill acquisition
  1. Partner lifting and verbal peer evaluation of proper form for a variety of lifting exercises
  2. Pre- and post muscular strength and endurance testing
  3. Perform a variety of strength development exercises in class

1. Writing
  1. 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.
  2. Essay on the historical context of major developments in the history of weight lifting.
2. Reading
  1. Assigned readings from the textbook "Fit and Well" by Thomas Fahey, et al.
  2. Review of instructor generated handouts.
3. Skill and Fitness Acquisition
  1. Practice technical skills of bench press, back squat, dead lift, and power clean
  2. Pre- and post-strength assessments on capacity and overall power output
  3. Oral peer evaluation of lifting techniques and safety procedures
4. Group Workouts

**Changed Field**

**Current Version**

**Proposed Version**



**Methods of  
Evaluation**

**Methods  
of  
Evaluation**

**Methods  
of  
Evaluation**      **Methods of  
Evaluation**

**Changed Field****Current Version****Proposed Version****Methods  
of  
Evaluation**

1. 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.
2. Pre- and post fitness assessments graded on completion
3. Verbal peer evaluation graded on completion.
4. Essay evaluated on accuracy of content comparing different exercises to improve both muscular strength and endurance.
5. Written final exam will be used to evaluate knowledge of skills acquired and ability to apply knowledge of basic

**Methods  
of  
Evaluation**

1. Essay on the one of the five components of fitness from the text "Fit and Well" on how it relates to strength development on content and completeness.
2. Essay on the historical context of major developmens in the history of weight lifting.
3. Written comprehensive final exam based on reading, demonstration, and video.
4. A variety of skill-specific assessments graded on completion of lifting skill techniques.
5. Demonstration of correct technical performance of strength development exercises.
6. Completion of pre- and post-strength assessments on both capacity and power output will be

**Changed Field****Current Version****Proposed Version**

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 College Facilities****Essential Student Materials:**

- Cross training or athletic shoes, appropriate attire

**Essential College Facilities:**

- Weight Room with free weights and weight machines

**Essential Student Materials:**

- Cross training or athletic shoes, appropriate attire

**Essential College Facilities:**

- Weight Room with free weights and weight machines

**Examples of Primary Texts and References**

**Title** No value

**Author** Fahey, Insel, and Roth, "Fit and Well Brief 12th Edition", Mountain View, CA. Mayfield Publishing Co., 2015.

**Publisher** No value

**Date/Edition** No value

**ISBN** No value

**Title** Fit and Well: Core Concepts and Labs in Physical Fitness and Wellness, 16th Edition

**Author** Fahey, T., Insel, P., and Roth, W.

**Publisher** McGraw Hill Publishing Company San Francisco, CA

**Date/Edition** 2024/16th Edition

**ISBN** No value

Changed Field

Current Version

Proposed Version



**Suggested  
Reading List**

No value

**Reading List** Thygerson, Alton L., "Fit to be Well," Sudbury, MA, Jones & Bartlett, Publishers, 2005.

**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

## Learning Outcomes and Objectives

Changed	Field	Current Version	Proposed Version
	<b>Course Objectives</b>	<ul style="list-style-type: none"><li>• Practice conventional safety techniques and make individual adaptations based on strength, flexibility and coordination.</li><li>• Apply safety techniques, proper exercise techniques and proper weight room etiquette.</li><li>• Develop intermediate knowledge of applied physical repetition relative to force development and lifting technique.</li><li>• Examine significant historical events in weight training which have influenced the evolution of strength development and the creation of equipment for the physically challenged.</li><li>• 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.</li></ul>	<ul style="list-style-type: none"><li>• Practice conventional safety techniques and make individual adaptations based on strength, flexibility and coordination.</li><li>• Apply safety techniques, proper exercise techniques and proper weight room etiquette.</li><li>• Develop intermediate knowledge of applied physical repetition relative to force development and lifting technique.</li><li>• Examine significant historical events in weight training which have influenced the evolution of strength development and the creation of equipment for the physically challenged.</li><li>• 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.</li></ul>

**Changed Field****Current Version****Proposed Version****CSLOs**

**CSLOs** Perform safe and appropriate use of resistance, training machines and free weights at an intermediate level.

**Expected SLO Performance** 0.0

**CSLOs** Perform safe and appropriate use of resistance, training machines and free weights at an intermediate level.

**Expected SLO Performance** 0.0

**CSLOs** Apply knowledge of basic fitness concepts as they apply to health and wellness.

**Expected SLO Performance** 0.0

**CSLOs** Apply knowledge of basic fitness concepts to health and wellness.

**Expected SLO Performance** 0.0

**Course Outline**

Changed	Field	Current Version	Proposed Version
!	Course Content	<p>1. Practice conventional safety techniques and make individual adaptations based on strength, flexibility and coordination.</p> <ol style="list-style-type: none"> <li>1. Fundamental description and skills acquisition</li> <li>2. Adaptive mechanics for individual limitations</li> </ol> <p>2. Apply safety techniques, proper exercise techniques and proper weight room etiquette.</p> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>3. Practice increased intensity (weight or repetitions) for intermediate level strength development strategies.</li> <li>4. Practice increased duration of strength development exercises</li> </ol>	<p>1. Practice conventional safety techniques and make individual adaptations based on strength, flexibility and coordination.</p> <ol style="list-style-type: none"> <li>1. Fundamental description and skills acquisition <ol style="list-style-type: none"> <li>1. Cueing "weight room lingo" and vocabulary</li> <li>2. Knowing and understanding fundamentals and techniques of pin load equipment</li> <li>3. Knowing and understanding fundamentals and techniques of plate loaded equipment</li> <li>4. Knowing and understanding fundamentals and techniques of free weight equipment</li> </ol> </li> <li>2. Adaptive mechanics for individual limitations</li> </ol> <p>2. Apply safety techniques, proper exercise techniques and proper weight room etiquette.</p> <ol style="list-style-type: none"> <li>1. Where to place your body</li> <li>2. Grip: Hands and feet</li> <li>3. Breathing: (Eastern Europe vs. Western World)</li> <li>4. Rhythm of lifting (Purpose of Slow vs. Fast Repetition)</li> <li>5. Muscles applied to a lift (Fast Twitch vs. Slow Twitch)</li> <li>6. Muscle Groups (Large vs. Small)</li> <li>7. Safety: (Pin Load to Plate Load to Free Weights)</li> <li>8. Weight Room Etiquette <ol style="list-style-type: none"> <li>1. Unload all plate loaded and free weights once sets are completed.</li> </ol> </li> </ol>



Changed	Field	Current Version	Proposed Version
		<p>3. Develop intermediate knowledge of applied physical repetition relative to force development and lifting technique.</p> <ol style="list-style-type: none"> <li>1. Employ the use of "FITT" principles.               <ol style="list-style-type: none"> <li>1. Frequency - increase the number of strength workouts per week.</li> <li>2. Intensity - Increase the amount of weight or resistance used for each exercise to improve to an intermediate level.</li> <li>3. Time - Increase the length of workout or adding in an increased number of exercises to each workout</li> <li>4. Type - Use a variety of lifting techniques, resistance training, and body weight exercises to challenge muscular development at an intermediate level.</li> </ol> </li> <li>2. Utilize a variety of strength development techniques such as "olympic lifts", "Super-Sets" and "lift to failure" for increasing to an intermediate workout regime.</li> </ol>	<ol style="list-style-type: none"> <li>2. Never rest on a machine or apparatus</li> <li>9. Use of spotters with free weights, safety ramifications and proper techniques.</li> <li>3. Develop knowledge of applied physics repetition relative to force development and lifting technique.               <ol style="list-style-type: none"> <li>1. Simple applied physics                   <ol style="list-style-type: none"> <li>1. Transfer of momentum</li> <li>2. Angles and creating power</li> <li>3. Proper placement of hands and feet.</li> <li>4. Speed: slow vs. fast</li> </ol> </li> <li>2. Proper technique prepares one for a good foundation and transfer of momentum.</li> <li>3. Mental aspect of lifting</li> </ol> </li> <li>4. Examine significant historical events in weight training which have influenced the evolution of strength development and the creation of equipment for the physically challenged.               <ol style="list-style-type: none"> <li>1. Milo of Crotona (father of weight lifting) 6 B.C.. First recorded instance of progressive resistance exercise</li> <li>2. Eumastes of Greece (lifted a rock weighing over half-a-ton) First recorded instance of power lifting which became a sport in the 1970's.</li> <li>3. Olympic games 1896 International competition in weight training</li> <li>4. Exergenee 1964 (lifting apparatus designed for space). Designed for strength development in restricted space</li> </ol> </li> </ol>

**Changed Field****Current Version****Proposed Version**

- | Changed Field | Current Version   | Proposed Version   |
|---------------|---|--|
|               | <p>4. Examine significant historical events in weight training which have influenced the evolution of strength development and the creation of equipment for the physically challenged.</p> <ol style="list-style-type: none"><li>1. Milo of Crotona (father of weight lifting) 6 B.C. First recorded instance of progressive resistance exercise.</li><li>2. Eumastes of Greece (lifted a rock weighing over half-a-ton) First recorded instance of power lifting which became a sport.</li><li>3. Olympic games 1896 International competition in weight training.</li><li>4. Exergenee 1964 (lifting apparatus designed for space). Designed for strength development in restricted space (astronauts) combining isotonic and isometric lifting.</li><li>5. 1970's development of adapted weight training equipment for physically challenged athletes.</li></ol> <p>5. 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.</p> <ol style="list-style-type: none"><li>1. Theories of anaerobic exercise<ol style="list-style-type: none"><li>1. Concepts such as: small muscle groups, lever action and angles, types of</li></ol></li></ol> | <p>(astronauts) combining isotonic and isometric lifting</p> <ol style="list-style-type: none"><li>5. 1970's development of adapted weight training equipment for physically challenged athletes</li><li>6. 1990s - China, Turkey, Greece and Iran dominate the sport.</li><li>7. 2000 - Women participate in the sport of weight lifting at the games in Sydney.</li><li>8. From the 2000 Olympic Games in Sydney, men have competed in 8 weight lifting categories while women have competed in 7.</li></ol> <p>5. 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.</p> <ol style="list-style-type: none"><li>1. Theories of anaerobic exercise<ol style="list-style-type: none"><li>1. Large muscle groups</li><li>2. Small muscle groups</li><li>3. Lever action and angles</li><li>4. Types of muscular contractions</li><li>5. Types of exercises</li><li>6. Types of resistance</li><li>7. Body positions</li><li>8. Isolating a muscle</li><li>9. Proper breathing technique</li><li>10. Warm-up</li><li>11. Soreness</li></ol></li><li>2. Nutritional concepts of resistive training<ol style="list-style-type: none"><li>1. Balanced diet for wellness</li><li>2. Pre-class meals</li></ol></li></ol> |

**Changed Field****Current Version****Proposed Version**

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|--|---|
| muscular contractions, types of exercises, and resistance will be taught.  | 3. Eating habits for weight gain and weight loss  |
| 2. Concepts such as: body position, isolating a muscle, proper breathing techniques, warm-up and cool-down, and soreness will be taught.               | 3. Flexibility concepts with special notes regarding specific needs for various populations |
| 2. Nutritional concepts such as: balanced diet for wellness, pre-class meals, and proper eating habits for weight gain and weight loss will be taught. | 1. Techniques for overall flexibility   |
| 3. Flexibility concepts with special notes regarding specific needs for various populations.   | 2. Techniques for individuals based on physical limitations                                 |
| 1. Techniques for overall flexibility.   | 3. Theories about stretching during warm-up   |
| 2. Techniques for individuals based on physical limitations.   | 4. Theories about stretching post-lifting   |
| 3. Theories about stretching after a proper warm-up and post-lifting.  | 4. Strength concepts with special notes regarding specific needs for various populations    |
| 4. Techniques for overall strength, applying strength concepts with special notes regarding specific needs for various populations.                    | 1. Techniques for overall strength  |
| 1. Proper form and proper breathing.   | 1. Free weights   |
| 2. Concepts such as: overload, specificity of  | 2. Weight machines  |
|  | 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         |

Changed	Field	Current Version	Proposed Version
		training, correct order of exercise, individual differences, reversibility, and mental concepts will be taught.	6. Spotters 7. Collars - preventing accidents 8. Individual differences 9. Reversibility
		3. Gender differences in muscle development.	5. Mental concepts with special notes regarding specific needs for various populations 1. Setting goals 2. Imagery 3. Relaxation 4. Concentration 5. Repetitions
	<b>Lab Component in this Course</b>	No	No
	<b>Lab Outline</b>	No value	No value








### Req/Adv

Changed	Questions	Current Version	Proposed Version
	<b>Prerequisite(s):</b>	No Value	No Value
	<b>Corequisite(s):</b>	No Value	No Value
	<b>Advisory(ies):</b>	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.
	<b>Advisory(ies) - Other:</b>	No Value	No Value
	<b>Limitation(s) on Enrollment:</b>	No Value	No Value
	<b>Limitation(s) on Enrollment - Other:</b>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	<b>Entrance Skills(s):</b>	No Value	No Value
	<b>Entrance Skill(s) - Other:</b>	No Value	No Value
	<b>General Course Statement(s):</b>	(See general education pages for the requirements this course meets.)	(See general education pages for the requirements this course meets.)
	<b>General Course Statement(s) - Other:</b>	No Value	No Value

### Curriculum Office

Changed	Questions	Current Version	Proposed Version
!	<b>Banner Start Term (202122)</b>	202122	No Value
!	<b>Banner Division</b>	2PE	No Value
!	<b>Catalog Term (21-22)</b>	23-24	No Value
!	<b>5 Year Revision Year (2021)</b>	2018	No Value
!	<b>Effective Quarter</b>	Fall	No Value
!	<b>Effective Year (2021)</b>	2023	No Value
	<b>Sort ID (00 &lt; 10; 0 &lt; 100)</b>	KNES 019BX	KNES 019BX
	<b>Course Status</b>	New	New
!	<b>Course Status Code</b>	A	No Value

Changed	Questions	Current Version	Proposed Version
	<b>Banner Department</b>	KNES	No Value
	<b>Course Level</b>	DU	No Value
	<b>College Code</b>	DA	No Value
	<b>Course Characteristics</b>	NA	NA
	<b>Cross-Listed/Related Course Information</b>	Related Child	Related Child
	<b>Cross-Listed/Related Course ID's</b>	KNES 19B	KNES 19B
	<b>CTE Status</b>	No	No Value
	<b>DL Approval Date (MM/DD/YYYY)</b>	No Value	No Value
	<b>Hybrid Approval Date (MM/DD/YYYY)</b>	10/27/2020	No Value
	<b>Emergency Approval</b>	No	No Value
	<b>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)</b>	N	No Value

Changed	Questions	Current Version	Proposed Version
!	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)	F	No Value
!	Noncredit Enhanced Funding Indicator	N	No Value
!	In Service Indicator	N	No Value
!	Sports/Physical Education Course Indicator	Y	No Value
!	COA Code	C	No Value
!	Fund Code	114000	No Value
!	Organization Code	236002	No Value
!	Account Code	1320	No Value
!	Program Code	083500	No Value
!	Percent	100	No Value
	Curriculum Office Notes	<ul style="list-style-type: none"> <li>Requisite change appr. 1/17/23 (effect. F23).-cc</li> </ul>	<ul style="list-style-type: none"> <li>Requisite change appr. 1/17/23 (effect. F23).-cc</li> </ul>
!	Print/No Print to Catalog	Yes	No Value

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>Checklist</b>	No Value	No Value
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### Summary of Revisions

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>Basic Course Information</b>	No Value	No Value
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	<b>Units and Hours</b>	No Value	No Value
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	<b>Specifications</b>	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
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	<b>Outline</b>	No Value	No Value
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	<b>Other</b>	No Value	No Value
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### Blue Form



Changed	Questions	Current Version	Proposed Version
	<p><b>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.</b></p>	No Value	No Value
	<p><b>1. Is the unit(s) change required for articulation?</b></p>	No Value	No Value
	<p><b>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.</b></p>	No Value	No Value
	<p><b>3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.</b></p>	No Value	No Value
	<p><b>Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.</b></p>	No Value	No Value

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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**Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.**

No Value

No Value

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**Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.**

No Value

No Value

### **A-Matrix Form**

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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**EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.**

No Value

No Value

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**Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.**

No Value

No Value

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<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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**Objective 2:  
Compose  
essays drawn  
from personal  
experience  
and assigned  
texts.**

No Value

No Value

---

**Objective 3:  
Utilize MLA  
guidelines to  
format essays,  
cite sources,  
and compile a  
works cited  
page.**

No Value

No Value

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**Objective 4:  
Create  
syntactically  
varied  
sentences that  
are free of  
mechanical  
errors.**

No Value

No Value

---

**Objective 5:  
Distinguish,  
compare, and  
evaluate the  
multiplicity  
and ambiguity  
of  
perspectives.**

No Value

No Value

---

**B-Matrix Form**

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Changed	Questions	Current Version	Proposed Version
	<p><b>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.</b></p>	No Value	No Value
!	<p><b>Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.</b></p>	No Value	<p>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.</p>
!	<p><b>Objective 2: Develop analytical ideas and topics for essays.</b></p>	No Value	<p>Reading: Assigned readings from the textbook "Fit and Well" by Thomas Fahey, et al. Review of instructor generated handouts.</p>
!	<p><b>Objective 3: Compose and support thesis statements for analytical essays.</b></p>	No Value	<p>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.</p>
	<p><b>Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.</b></p>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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**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

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
	<p><b>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.</b></p>	No Value	No Value
	<p><b>Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.</b></p>	No Value	No Value
	<p><b>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.</b></p>	No Value	No Value

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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**Objective 3:  
Produce  
written work  
using a  
cyclical  
process of  
multiples  
drafts and  
revisions.**

No Value

No Value

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**Objective 4:  
Demonstrate  
the ability to  
include a  
variety of  
sentence  
structures in  
writing.**

No Value

No Value

---

**Objective 5:  
Edit  
compositions  
to correct  
errors in the  
major  
conventions of  
Standard  
Written  
English.**

No Value

No Value

## **D-Matrix Form**

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Changed	Questions	Current Version	Proposed Version
	<p><b>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.</b></p>	No Value	No Value
	<p><b>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.</b></p>	No Value	No Value
	<p><b>Objective 2: Investigate the use of mathematics in real world.</b></p>	No Value	No Value
	<p><b>Objective 3: Explore functions.</b></p>	No Value	No Value



<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Objective 4: Develop linear function models.</b>	No Value	No Value
	<b>Objective 5: Use systems of two linear equations to solve real world problems.</b>	No Value	No Value
	<b>Objective 6: Use linear inequalities in one variable to solve real world problems.</b>	No Value	No Value
	<b>Objective 7: Examine exponential expressions and develop exponential function models.</b>	No Value	No Value
	<b>Objective 8: Examine logarithmic expressions and develop logarithmic function models.</b>	No Value	No Value
	<b>Objective 9: Develop quadratic function models to solve problems.</b>	No Value	No Value

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>Objective 10: Investigate the characteristics of rational expressions.</b>	No Value	No Value
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	<b>Objective 11: Develop skills to work with radical expressions.</b>	No Value	No Value
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### **E-Matrix Form**

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>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.</b>	No Value	No Value
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<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.</b>	No Value	No Value
	<b>Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.</b>	No Value	No Value
	<b>Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.</b>	No Value	No Value
	<b>Objective 4: Develop linear function models to solve problems.</b>	No Value	No Value
	<b>Objective 5: Use systems of two linear equations to solve real-world problems.</b>	No Value	No Value

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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**Objective 6:**  
Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.

No Value

No Value

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**Objective 7:**  
Develop quadratic function models to solve problems.

No Value

No Value

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**Objective 8:**  
Use inequalities to solve real world problems.

No Value

No Value

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**Objective 9:**  
Explore arithmetic sequences and series.

No Value

No Value

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**Objective 10:**  
Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

No Value

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<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>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.</b>	No Value	No Value
	<b>Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.</b>	No Value	No Value
	<b>Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.</b>	No Value	No Value
	<b>Objective 3: Apply the order of operations to evaluate signed numerical expressions.</b>	No Value	No Value

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Objective 4: Solve problems involving operations with signed numbers.</b>	No Value	No Value
	<b>Objective 5: Explore the characteristics and properties of real numbers.</b>	No Value	No Value
	<b>Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.</b>	No Value	No Value
	<b>Objective 7: Explore rates and ratios and use proportions to solve problems.</b>	No Value	No Value
	<b>Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.</b>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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**Objective 9:**  
Explore the use of variables in expressions and evaluate algebraic expressions.

No Value

No Value

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**Objective 10:**  
Solve linear equations in one variable numerically and algebraically.

No Value

No Value

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**Objective 11:**  
Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.

No Value

No Value

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**Objective 12:**  
Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

No Value

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### G-Matrix Form

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Changed	Questions	Current Version	Proposed Version
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	<p><b>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.</b></p>	No Value	No Value
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### H-Matrix Form

Changed	Questions	Current Version	Proposed Version
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	<p><b>Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.</b></p>	No Value	No Value
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	<p><b>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.</b></p>	No Value	No Value
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Changed	Questions	Current Version	Proposed Version
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**Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.**

No Value

No Value

**Objective 4: For Prerequisites based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills, i.e. such as a course.**

No Value

No Value

### De Anza GE Form

Changed	Questions	Current Version	Proposed Version
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**Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**

No Value

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.  
 Methods of Evaluation: Written comprehensive final exam based on reading, demonstration, and video.

Changed	Questions	Current Version	Proposed Version
!	<p><b>Criteria 2:</b>  <b>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.)</b></p>	No Value	<p>G. Weekly collaborative group workouts. Evaluated based on performance and completion.</p>
!	<p><b>Criteria 3:</b>  <b>Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</b></p>	No Value	<p>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</p>

Changed	Questions	Current Version	Proposed Version
	<p><b>!</b> <b>Criteria 4:</b> <b>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.)</b></p>	No Value	<p>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.</p>
	<p><b>!</b> <b>Criteria 5:</b> <b>Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</b></p>	No Value	<p>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.</p>

Changed	Questions	Current Version	Proposed Version
	<p><b>!</b> <b>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.)</b></p>	No Value	<p>Methods of Evaluation:            Demonstration of correct technical performance of strength development exercises. Skills and Fitness            Acquisition: Practice technical skills of bench press, back squat, dead lift, and power clean Skills and Fitness            Acquisition: Pre- and post-strength assessments on capacity and overall power output</p>

**De Anza GE - ESGC Form**

Changed	Questions	Current Version	Proposed Version
	<p><b>Criteria 1: Explain the interconnectivity of economic prosperity, social equity and environmental quality.</b></p>	No Value	No Value

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Criteria 2: Identify the most serious environmental, equity, and social justice problems globally and locally and explain their underlying causes and possible consequences.</b>	No Value	No Value
	<b>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.</b>	No Value	No Value
	<b>Criteria 4: Analyze how the well being of human society is dependent on sustainable social and ecological systems.</b>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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**Criteria 5:  
Demonstrate an understanding of how the student's personal activities impact the environment and communities by participating in actions to create a more environmentally sustainable and equitable future.**

No Value

No Value

### Comments

Changed	Questions	Current Version	Proposed Version
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**Stage 2:  
Department  
Chair**

No Value

No Value

**Stage 3:  
Division  
Curriculum  
Representative**

No Value

No Value

**Stage 4:  
Division Dean**

No Value

No Value

**Stage 5: SLO  
Coordinator**


No Value

No Value

**Stage 7:  
Content  
Review Matrix  
Liaison**

No Value

No Value

Changed	Questions	Current Version	Proposed Version												
	<b>Stage 8: AVP - Instruction</b>	No Value	<table border="1"> <thead> <tr> <th>Date</th> <th>Name - Role OR Tab</th> <th>Part - Field</th> <th>Type of Edit</th> <th>Edit</th> <th>Initiator - Indicate "Y" When Completed</th> </tr> </thead> <tbody> <tr> <td>3/27/24</td> <td>Gabriel Nocito</td> <td>Basic Information - Proposal for AVPI Details - Attachments</td> <td>Required</td> <td></td> <td>Please attach the Course Hybrid Delivery Request form.</td> </tr> </tbody> </table>	Date	Name - Role OR Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed	3/27/24	Gabriel Nocito	Basic Information - Proposal for AVPI Details - Attachments	Required		Please attach the Course Hybrid Delivery Request form.
Date	Name - Role OR Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed										
3/27/24	Gabriel Nocito	Basic Information - Proposal for AVPI Details - Attachments	Required		Please attach the Course Hybrid Delivery Request form.										
	<b>Stage 9: Articulation Officer</b>	No Value	No Value												
	<b>Stage 11: ESGC Faculty Coordinator</b>	No Value	No Value												
	<b>Stage 14: Curriculum Committee</b>	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
	<b>Curriculum ID</b>	KNESD19BX
	<b>Distance Education Approved</b>	Yes
	<b>Board of Trustees Approval Date</b>	
	<b>Curriculum Committee Approval Date</b>	

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>
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	<b>Time to Next Review</b>	Sep 1, 2023 12:00:00 AM
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	<b>External Review Approval Date</b>	Sep 1, 2018 12:00:00 AM
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	<b>Course Control Number</b>	CCC000592253
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### **Articulation**

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>
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	<b>Course Crosswalk CRS-DEPT-NAME</b>	
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	<b>Course Crosswalk CRS-NUMBER</b>	
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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
Course Outline	Lab Outline
Req/Adv	Prerequisite(s):
Req/Adv	Advisory(ies):
Req/Adv	Entrance Skill(s) - Other:
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)

<b>Section</b>	<b>Changed field</b>
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.
Comments	Stage 7: Content Review Matrix Liaison

**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****Faculty Initiator**

• Chris Deming

• Ilan Glasman  
• Schneider, 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~~ 2025**SAM Priority Code (CB09)**

Non-Occupational

Non-Occupational

Changed	Field	Current Version	Proposed Version
	<b>Course Description</b>	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.	<del>Development of</del> <u>This course is an introduction to jazz piano. Students gain</u> 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.
	<b>Course Type (CB27)</b>	No value	<ul style="list-style-type: none"> <li>• Lower Division</li> </ul>
	<b>Mode of Delivery</b>	<ul style="list-style-type: none"> <li>• NA</li> </ul>	<ul style="list-style-type: none"> <li>• In person ONLY</li> </ul>

Faculty Requirements			
Changed	Field	Current Version	Proposed Version
	<b>Discipline 1</b>	No value	<ul style="list-style-type: none"> <li>• Music</li> </ul>
	<b>Discipline 2</b>	No value	No value
	<b>Discipline 3</b>	No value	No value
	<b>FSA</b>	No value	<ul style="list-style-type: none"> <li>• FHDA FSA - MUSIC</li> </ul>

Formerly Statement			
Changed	Field	Current Version	Proposed Version
	<b>Formerly Statement</b>	(Formerly MUSI D009.)	(Formerly MUSI D009.)

Course Justification

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Course Justification</b>	This course is accepted transferable to CSU and UC, particularly for Jazz Studies music majors. The course belongs on the AA degree in Music. This course is the first in a three quarter sequence providing a jazz focus among piano classes within the music department.	This course is accepted transferable to CSU and UC, particularly for Jazz Studies music majors. The course belongs on the AA degree in Music. This course is the first in a three quarter sequence providing a jazz focus among piano classes within the music department.

### Stand-Alone Statement

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Stand-Alone Statement</b>	No value	

### Course Philosophy

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Course Philosophy</b>	No value	


### Foothill Equivalency

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Does the course have a Foothill equivalent?</b>	No	No
	<b>Foothill Faculty Consultation Name</b>	No value	
	<b>Foothill Course ID</b>	No value	


### CTE Course

Changed	Field	Current Version	Proposed Version
	Is this a CTE (Career Technical Education) course?	No value	<u>No</u>


### Honors/Non-honors Course

Changed	Field	Current Version	Proposed Version
	Is this an honors/non-honors course?	No value	<u>No</u>

### Mirrored Credit/Noncredit Course

Changed	Field	Current Version	Proposed Version
	Is this a mirrored credit/noncredit course?	No value	<u>No</u>

### Cross-listed Course

Changed	Field	Current Version	Proposed Version
	Is this a cross-listed course?	No value	<u>No</u>

### More Options

Changed	Field	Current Version	Proposed Version
	<b>Basic Skill Status (CB08)</b>	Course is not a basic skills course.	Course is not a basic skills course.
	<b>Course Prior To College Level</b>	Not applicable.	Not applicable.
	<b>Course Special Class Status (CB13)</b>	Course is not a special class.	Course is not a special class.
	<b>Course Support Status (CB26)</b>	Course is not a support course	Course is not a support course
	<b>Repeat Limit</b>	0	0
	<b>Grade Options</b>	<ul style="list-style-type: none"> <li>• Letter Grade</li> <li>• Pass/No Pass</li> </ul>	<ul style="list-style-type: none"> <li>• Letter Grade</li> <li>• Pass/No Pass</li> </ul>
	<b>Allow Students to Gain Credit by Exam/Challenge</b>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>Repeatability Statement</b>	(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	Proposed Version
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Course is part of a program

**Associated Program** Music

**Award Type** Associate in Arts (A.A.) Degree

**Associated Program** Music

**Award Type** Associate in Arts (A.A.) Degree

**Associated Program** Music

**Award Type** Associate in Arts (A.A.) Degree

**Associated Program** Music

**Award Type** Associate in Arts (A.A.) Degree

**Associated Program** Liberal Arts (Arts and Letters Emphasis)

**Award Type** Associate in Arts (A.A.) Degree

**Associated Program** Liberal Arts (Arts and Letters Emphasis)

**Award Type** Associate in Arts (A.A.) Degree

**Associated Program** Liberal Arts (Arts and Letters Emphasis)

**Award Type** Associate in Arts (A.A.) Degree

**Associated Program** Liberal Arts (Arts and Letters Emphasis)

**Award Type** Associate in Arts (A.A.) Degree

**Associated Program** Liberal Arts (Arts and Letters Emphasis)

**Award Type** Associate in Arts (A.A.) Degree

**Associated Program** Liberal Arts (Arts and Letters Emphasis)

**Award Type** Associate in Arts (A.A.) Degree

**Transferability & Gen. Ed. Options**

Changed	Field	Current Version	Proposed Version
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**Transfer Status (CB05)**

Transferable to both UC and CSU

Transferable to both UC and CSU



Changed	Field	Current Version	Proposed Version
	Course General Education Status (CB25)	Y	Y
	Transfer Status	Approved	Approved
	GE Information	No value	No value

### Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	1	1
	Lecture Hours - Out of Class	2	2
	Laboratory Hours - In Class	2	2
	Laboratory Hours - Out of Class	0	0
	NA Hours - In Class	0	0
	NA Hours - Out of Class	0	0

### Course Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Hours per unit divisor</b>	36	36
	<b>Total Student Learning Hours</b>	60	60
	<b>Lecture Hours - Course In-Class (Contact) per Term</b>	12	12
	<b>Lecture Hours - Course Out-of-Class per Term</b>	24	24
	<b>Laboratory Hours - Course In-Class (Contact) per Term</b>	24	24
	<b>Laboratory Hours - Course Out-of-Class per Term</b>	0	0
	<b>NA Hours - Course In-Class (Contact) per Term</b>	0	0
	<b>NA Hours - Course Out-of-Class per Term</b>	0	0
	<b>Total - Course In-Class (Contact) Hours</b>	36	36

Changed	Field	Current Version	Proposed Version
	<b>Total - Course Out-of-Class Hours</b>	24	24
	<b>Total Credit Units - Minimum Credit Units</b>	1.5	1.5
	<b>Total Credit Units - Maximum Credit Units</b>	1.5	1.5

### Speciality Hours

Changed	Field	Current Version	Proposed Version
	<b>Speciality Hours</b>	No value	No value

### Credit / Non-Credit Options

Changed	Field	Current Version	Proposed Version
	<b>COURSE CLASSIFICATION STATUS</b>	Credit Course.	Credit Course.
	<b>Course Credit Status (CB04)</b>	Credit - Degree Applicable	Credit - Degree Applicable
	<b>Course Non Credit Category (CB22)</b>	Credit Course.	Credit Course.
	<b>Funding Agency Category (CB23)</b>	Not Applicable.	Not Applicable.
	<b>Cooperative Work Experience Education Status (CB10)</b>	<input type="checkbox"/>	<input type="checkbox"/>

Changed	Field	Current Version	Proposed Version
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	<b>Variable Credit Course</b>	<input type="checkbox"/>	<input type="checkbox"/>
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### Credit Units

Changed	Field	Current Version	Proposed Version
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	<b>Course Duration (Weeks)</b>	12	12
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	<b>Total Lecture Hours per Term</b>	36	36
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	<b>Total Laboratory Hours per Term</b>	24	24
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	<b>Total Contact Hours per Term</b>	-	0
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	<b>Total Credit Units</b>	1.5	1.5
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	<b>Minimum Credit Units</b>	1.5	1.5
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	<b>Maximum Credit Units</b>	1.5	1.5
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### SKIP

Changed	Field	Current Version	Proposed Version
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	<b>SKIP</b>	No Value	No Value
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### Specifications

**Changed Field**

**Current Version**

**Proposed Version**



**Methods of Instruction**

**Methods of Instruction**

**Methods of Instruction** Lecture and 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**

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

**Assignments**

1. Working from lead sheets provided in class, practice and perform original solo piano or jazz piano trio arrangements of jazz tunes on piano. Apply the elements of jazz style, harmony, piano arranging techniques, and improvisation discussed in the course to the performance.
2. Memorize the major triads in all twelve keys and learn to convert those chords into various jazz 7th chords.
3. Compose a simple improvisation on a part of a jazz composition using provided scale choices.

1. Working from lead sheets provided in class, practice and perform original solo piano or jazz piano trio arrangements of jazz tunes on piano. Apply the elements of jazz style, harmony, piano arranging techniques, and improvisation discussed in the course to the performance.
2. Memorize the major triads in all twelve keys and learn to convert those chords into various jazz 7th chords.
3. Compose a simple improvisation on a part of a jazz composition using provided scale choices.

**Changed Field**

**Current Version**

**Proposed Version**



**Methods of  
Evaluation**

**Methods  
of  
Evaluation**

**Methods  
of  
Evaluation**

Methods of  
Evaluation

**Changed Field**

**Current Version**

**Proposed Version**

**Methods  
of  
Evaluation**

1. Midterm 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 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

**Methods  
of  
Evaluation**

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 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

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Essential Student Materials/Essential College Facilities</b>	<b>Essential Student Materials:</b> <ul style="list-style-type: none"><li>• Blank music staff paper</li></ul> <b>Essential College Facilities:</b> <ul style="list-style-type: none"><li>• Digital piano with headphones for each student</li><li>• Jazz song lead sheets</li><li>• Sound system for playing audio recordings</li><li>• Extensive collection of jazz piano recordings</li><li>• Chalkboards for demonstration</li></ul>	<b>Essential Student Materials:</b> <ul style="list-style-type: none"><li>• Blank music staff paper</li></ul> <b>Essential College Facilities:</b> <ul style="list-style-type: none"><li>• Digital piano with headphones for each student</li><li>• Jazz song lead sheets</li><li>• Sound system for playing audio recordings</li><li>• Extensive collection of jazz piano recordings</li><li>• Chalkboards for demonstration</li></ul>



**Changed Field****Current Version****Proposed Version****Examples of  
Primary Texts and  
References**

<b>Title</b>	No value
<b>Author</b>	None.
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

<b>Title</b>	The Jazz Piano Book
<b>Author</b>	Mark Levine
<b>Publisher</b>	Sher Music Co.
<b>Date/Edition</b>	Januray 1, 1989, First Edition
<b>ISBN</b>	978-0961470159

<b>Title</b>	The Jazz Theory Book
<b>Author</b>	Mark Levine
<b>Publisher</b>	Sher Music Co.
<b>Date/Edition</b>	June 1, 1995, First Edition
<b>ISBN</b>	978-1883217044

<b>Title</b>	Jazz Piano Fundamentals: Explanations, Exercises, Listening Guides, and Practice Plans for the First Six Months of Study
<b>Author</b>	Jeremy Siskind
<b>Publisher</b>	Self-published
<b>Date/Edition</b>	November 29, 2021
<b>ISBN</b>	978-1735169538

Changed Field

Current Version

Proposed Version



**Suggested  
Reading List**

No value

**Reading List** Levine, Mark. "The Jazz Piano Book". Petaluma, Ca: Sher Music Co., 1990

**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

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Course Objectives</b>	<ul style="list-style-type: none"><li>• Understand and apply the fundamental elements of basic jazz styles for performance on the piano</li><li>• Read and play simple jazz chords written in standard chord symbol notation on the piano</li><li>• Play melodic improvised jazz material based on provided appropriate basic scale choices on the piano</li><li>• Use basic jazz piano arranging techniques to create simple but stylistically appropriate solo and piano trio jazz piano arrangements from lead sheets.</li></ul>	<ul style="list-style-type: none"><li>• Understand and apply the fundamental elements of basic jazz styles for performance on the piano</li><li>• Read and play simple jazz chords written in standard chord symbol notation on the piano</li><li>• Play melodic improvised jazz material based on provided appropriate basic scale choices on the piano</li><li>• Use basic jazz piano arranging techniques to create simple but stylistically appropriate solo and piano trio jazz piano arrangements from lead sheets.</li></ul>

**Changed Field**

**Current Version**

**Proposed Version**

**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.

**Expected SLO Performance** 0.0

**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

**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

**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

**Course Outline**



Changed	Field	Current Version	Proposed Version
<b>Course Content</b>		<ol style="list-style-type: none"> <li>1. Understand and apply the fundamental elements of basic jazz styles for performance on the piano               <ol style="list-style-type: none"> <li>1. Swing                   <ol style="list-style-type: none"> <li>1. The swing eighth rhythm</li> <li>2. Two-beat feel</li> </ol> </li> <li>2. Blues                   <ol style="list-style-type: none"> <li>1. Blues ornamentation on the piano</li> <li>2. The 12-bar blues chord progression and variations</li> </ol> </li> <li>3. Ballads                   <ol style="list-style-type: none"> <li>1. Use of rubato as a means of expression</li> <li>2. Use of the piano sustain pedal in a jazz performance</li> </ol> </li> <li>4. Bossa nova                   <ol style="list-style-type: none"> <li>1. Bossa nova bass patterns</li> <li>2. Highly syncopated rhythms</li> </ol> </li> </ol> </li> <li>2. Read and play simple jazz chords written in standard chord symbol notation on the piano               <ol style="list-style-type: none"> <li>1. Jazz chord symbol notation</li> <li>2. Triads</li> <li>3. Chord inversions and "slash" chords</li> <li>4. 7th chords</li> </ol> </li> <li>3. Play melodic improvised jazz material based on provided appropriate basic scale choices on the piano               <ol style="list-style-type: none"> <li>1. Use of the blues scale for improvisation on "bluesy" jazz tunes</li> <li>2. The tonal center approach                   <ol style="list-style-type: none"> <li>1. Understand what a tonal center is in</li> </ol> </li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Understand and apply the fundamental elements of basic jazz styles for performance on the piano               <ol style="list-style-type: none"> <li>1. Swing                   <ol style="list-style-type: none"> <li>1. The swing eighth rhythm</li> <li>2. Two-beat feel</li> </ol> </li> <li>2. Blues                   <ol style="list-style-type: none"> <li>1. Blues ornamentation on the piano</li> <li>2. The 12-bar blues chord progression and variations</li> </ol> </li> <li>3. Ballads                   <ol style="list-style-type: none"> <li>1. Use of rubato as a means of expression</li> <li>2. Use of the piano sustain pedal in a jazz performance</li> </ol> </li> <li>4. Bossa nova                   <ol style="list-style-type: none"> <li>1. Bossa nova bass patterns</li> <li>2. Highly syncopated rhythms</li> </ol> </li> </ol> </li> <li>2. Read and play simple jazz chords written in standard chord symbol notation on the piano               <ol style="list-style-type: none"> <li>1. Jazz chord symbol notation</li> <li>2. Triads</li> <li>3. Chord inversions and "slash" chords</li> <li>4. 7th chords</li> </ol> </li> <li>3. Play melodic improvised jazz material based on provided appropriate basic scale choices on the piano               <ol style="list-style-type: none"> <li>1. Use of the blues scale for improvisation on "bluesy" jazz tunes</li> <li>2. The tonal center approach                   <ol style="list-style-type: none"> <li>1. Understand what a tonal center is in</li> </ol> </li> </ol> </li> </ol>


Changed	Field	Current Version	Proposed Version
		<p>the context of jazz composition</p> <p>2. Use of major and minor scales for improvisation in one or more tonal centers of a jazz composition</p> <p>3. Basic melodic techniques for improvisation</p> <p>    1. Melodic reference — using the melody as a source for improvised material</p> <p>    2. Rhythmic repetition</p> <p>4. Use basic jazz piano arranging techniques to create simple but stylistically appropriate solo and piano trio jazz piano arrangements from lead sheets.</p> <p>    1. Arranging chords in root position or specified inversion in the left hand with melody/improvisation in the right hand</p> <p>    2. Use of basic broken chord patterns in the left hand</p> <p>    3. Arrangements using a dedicated bass line</p> <p>        1. Playing a bass line in a two-beat feel</p> <p>        2. Playing a bass line in a bossa nova feel</p> <p>        3. Adding critical harmony notes to the right hand under the melody</p> <p>    4. Basic endings in jazz arrangements</p> <p>        1. Simple ritard</p> <p>        2. Repeated last two or four measures</p> <p>        3. The "Basie" ending</p>	<p>the context of jazz composition</p> <p>2. Use of major and minor scales for improvisation in one or more tonal centers of a jazz composition</p> <p>3. Basic melodic techniques for improvisation</p> <p>    1. Melodic reference — using the melody as a source for improvised material</p> <p>    2. Rhythmic repetition</p> <p>4. Use basic jazz piano arranging techniques to create simple but stylistically appropriate solo and piano trio jazz piano arrangements from lead sheets.</p> <p>    1. Arranging chords in root position or specified inversion in the left hand with melody/improvisation in the right hand</p> <p>    2. Use of basic broken chord patterns in the left hand</p> <p>    3. Arrangements using a dedicated bass line</p> <p>        1. Playing a bass line in a two-beat feel</p> <p>        2. Playing a bass line in a bossa nova feel</p> <p>        3. Adding critical harmony notes to the right hand under the melody</p> <p>    4. Basic endings in jazz arrangements</p> <p>        1. Simple ritard</p> <p>        2. Repeated last two or four measures</p> <p>        3. The "Basie" ending</p>

Changed	Field	Current Version	Proposed Version
		4. Surprise chords 5. Basic piano arranging for jazz piano trio (piano, bass, and drums)	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	1. 3rd and 7th left hand chord voicings 2. Rootless 3-note left hand voicings
	<b>Lab Component in this Course</b>	Yes	Yes







	<b>Lab Outline</b>	1. Practice styles including swing, blues, ballads, and bossa nova. 2. Practice reading and playing jazz chords presented in standard chord symbol notation. 3. Practice improvising melodic jazz material based on various scales. 4. Practice creating simple, stylistically-appropriate solo and piano trio jazz piano arrangements. 5. Students will practice harmonic and melodic ear training skills.	1. Practice styles including swing, blues, ballads, and bossa nova. 2. Practice reading and playing jazz chords presented in standard chord symbol notation. 3. Practice improvising melodic jazz material based on various scales. 4. Practice creating simple, stylistically-appropriate solo and piano trio jazz piano arrangements. 5. Practice harmonic and melodic ear training skills.
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## Req/Adv







Changed	Questions	Current Version	Proposed Version
	<b>Prerequisite(s):</b>	Ability to play a keyboard instrument and read music.	No Value
	<b>Corequisite(s):</b>	No Value	No Value
	<b>Advisory(ies):</b>	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
	<b>Advisory(ies) - Other:</b>	No Value	No Value
	<b>Limitation(s) on Enrollment:</b>	No Value	No Value
	<b>Limitation(s) on Enrollment - Other:</b>	No Value	No Value
	<b>Entrance Skills(s):</b>	No Value	No Value
	<b>Entrance Skill(s) - Other:</b>	No Value	Ability to play a keyboard instrument and read music
	<b>General Course Statement(s):</b>	No Value	No Value
	<b>General Course Statement(s) - Other:</b>	No Value	No Value

### Curriculum Office

Changed	Questions	Current Version	Proposed Version
	<b>Banner Start Term (202122)</b>	202122	No Value
	<b>Banner Division</b>	2CA	No Value
	<b>Catalog Term (21-22)</b>	23-24	No Value
	<b>5 Year Revision Year (2021)</b>	2018	No Value
	<b>Effective Quarter</b>	Fall	No Value
	<b>Effective Year (2021)</b>	2023	No Value



<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Sort ID (00 &lt; 10; 0 &lt; 100)</b>	MUSI 009A	MUSI 009A
	<b>Course Status</b>	Non-substantial	Non-substantial
	<b>Course Status Code</b>	A	No Value
	<b>Banner Department</b>	MUSI	No Value
	<b>Course Level</b>	DU	No Value
	<b>College Code</b>	DA	No Value
	<b>Course Characteristics</b>	NA	NA
	<b>Cross-Listed/Related Course Information</b>	NA	NA
	<b>Cross-Listed/Related Course ID's</b>	No Value	No Value
	<b>CTE Status</b>	No	No Value
	<b>DL Approval Date (MM/DD/YYYY)</b>	No Value	No Value
	<b>Hybrid Approval Date (MM/DD/YYYY)</b>	No Value	No Value
	<b>Emergency Approval</b>	No	No Value

Changed	Questions	Current Version	Proposed Version
	<b>!</b> Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)	N	No Value
	<b>!</b> 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
	<b>!</b> Noncredit Enhanced Funding Indicator	N	No Value
	<b>!</b> In Service Indicator	N	No Value
	<b>!</b> Sports/Physical Education Course Indicator	N	No Value
	<b>!</b> COA Code	C	No Value
	<b>!</b> Fund Code	114000	No Value

Changed	Questions	Current Version	Proposed Version
!	Organization Code	231013	No Value
!	Account Code	1320	No Value
!	Program Code	100400	No Value
!	Percent	100	No Value
	Curriculum Office Notes	<ul style="list-style-type: none"> <li>Requisite change appr. 1/17/23 (effect. F23).-cc</li> </ul>	<ul style="list-style-type: none"> <li>Requisite change appr. 1/17/23 (effect. F23).-cc</li> </ul>
!	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

Blue Form content area (empty).

Changed	Questions	Current Version	Proposed Version
	<p><b>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.</b></p>	No Value	No Value
	<p><b>1. Is the unit(s) change required for articulation?</b></p>	No Value	No Value
	<p><b>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.</b></p>	No Value	No Value
	<p><b>3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.</b></p>	No Value	No Value
	<p><b>Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.</b></p>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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**Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.**

No Value

No Value

**Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.**

No Value

No Value

### A-Matrix Form

Changed	Questions	Current Version	Proposed Version
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**EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.**

No Value

No Value

**Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.**

No Value

No Value

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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**Objective 2:  
Compose  
essays drawn  
from personal  
experience  
and assigned  
texts.**

No Value

No Value

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**Objective 3:  
Utilize MLA  
guidelines to  
format essays,  
cite sources,  
and compile a  
works cited  
page.**

No Value

No Value

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**Objective 4:  
Create  
syntactically  
varied  
sentences that  
are free of  
mechanical  
errors.**

No Value

No Value

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**Objective 5:  
Distinguish,  
compare, and  
evaluate the  
multiplicity  
and ambiguity  
of  
perspectives.**

No Value

No Value

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**B-Matrix Form**

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Changed	Questions	Current Version	Proposed Version
	<p><b>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.</b></p>	No Value	No Value
	<p><b>Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.</b></p>	No Value	No Value
	<p><b>Objective 2: Develop analytical ideas and topics for essays.</b></p>	No Value	No Value
	<p><b>Objective 3: Compose and support thesis statements for analytical essays.</b></p>	No Value	No Value
	<p><b>Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.</b></p>	No Value	No Value
	<p><b>Objective 5: Identify and practice writing for different audiences and purposes.</b></p>	No Value	No Value

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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**Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.**

No Value

No Value

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**Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.**

No Value

No Value

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**Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.**

No Value

No Value

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**Objective 9: Demonstrate appropriate grammar usage and mechanics.**

No Value

No Value

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### **C-Matrix Form**

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Changed	Questions	Current Version	Proposed Version
!	<p><b>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.</b></p>	No Value	Remove this advisory as students will not need to do any English writing for the course.
	<p><b>Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.</b></p>	No Value	No Value
	<p><b>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.</b></p>	No Value	No Value

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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**Objective 3:  
Produce  
written work  
using a  
cyclical  
process of  
multiples  
drafts and  
revisions.**

No Value

No Value

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**Objective 4:  
Demonstrate  
the ability to  
include a  
variety of  
sentence  
structures in  
writing.**

No Value

No Value

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**Objective 5:  
Edit  
compositions  
to correct  
errors in the  
major  
conventions of  
Standard  
Written  
English.**

No Value

No Value

## **D-Matrix Form**

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<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>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.</b>	No Value	No Value
	<b>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.</b>	No Value	No Value
	<b>Objective 2: Investigate the use of mathematics in real world.</b>	No Value	No Value
	<b>Objective 3: Explore functions.</b>	No Value	No Value

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Objective 4: Develop linear function models.</b>	No Value	No Value
	<b>Objective 5: Use systems of two linear equations to solve real world problems.</b>	No Value	No Value
	<b>Objective 6: Use linear inequalities in one variable to solve real world problems.</b>	No Value	No Value
	<b>Objective 7: Examine exponential expressions and develop exponential function models.</b>	No Value	No Value
	<b>Objective 8: Examine logarithmic expressions and develop logarithmic function models.</b>	No Value	No Value
	<b>Objective 9: Develop quadratic function models to solve problems.</b>	No Value	No Value

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>Objective 10: Investigate the characteristics of rational expressions.</b>	No Value	No Value
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	<b>Objective 11: Develop skills to work with radical expressions.</b>	No Value	No Value
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### **E-Matrix Form**

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>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.</b>	No Value	No Value
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<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.</b>	No Value	No Value
	<b>Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.</b>	No Value	No Value
	<b>Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.</b>	No Value	No Value
	<b>Objective 4: Develop linear function models to solve problems.</b>	No Value	No Value
	<b>Objective 5: Use systems of two linear equations to solve real-world problems.</b>	No Value	No Value

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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**Objective 6:**  
Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.

No Value

No Value

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**Objective 7:**  
Develop quadratic function models to solve problems.

No Value

No Value

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**Objective 8:**  
Use inequalities to solve real world problems.

No Value

No Value

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**Objective 9:**  
Explore arithmetic sequences and series.

No Value

No Value

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**Objective 10:**  
Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

No Value

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>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.</b>	No Value	No Value
	<b>Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.</b>	No Value	No Value
	<b>Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.</b>	No Value	No Value
	<b>Objective 3: Apply the order of operations to evaluate signed numerical expressions.</b>	No Value	No Value



<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Objective 4: Solve problems involving operations with signed numbers.</b>	No Value	No Value
	<b>Objective 5: Explore the characteristics and properties of real numbers.</b>	No Value	No Value
	<b>Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.</b>	No Value	No Value
	<b>Objective 7: Explore rates and ratios and use proportions to solve problems.</b>	No Value	No Value
	<b>Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.</b>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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**Objective 9:**  
Explore the use of variables in expressions and evaluate algebraic expressions.

No Value

No Value

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**Objective 10:**  
Solve linear equations in one variable numerically and algebraically.

No Value

No Value

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**Objective 11:**  
Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.

No Value

No Value

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**Objective 12:**  
Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

No Value

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### G-Matrix Form

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Changed	Questions	Current Version	Proposed Version
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	<p><b>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.</b></p>	No Value	No Value
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### H-Matrix Form

Changed	Questions	Current Version	Proposed Version
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	<p><b>Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.</b></p>	No Value	No Value
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	<p><b>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.</b></p>	No Value	No Value
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<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>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.</b>	No Value	No Value
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	<b>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.</b>	No Value	No Value
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### De Anza GE Form

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>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.)</b>	No Value	No Value
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<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>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.)</b>	No Value	No Value
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	<b>Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</b>	No Value	No Value
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<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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**Criteria 4:**  
**Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**

No Value

No Value

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**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

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<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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**Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**

No Value

No Value

#### **De Anza GE - ESGC Form**

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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**Criteria 1: Explain the interconnectivity of economic prosperity, social equity and environmental quality.**

No Value

No Value

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<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>Criteria 2: Identify the most serious environmental, equity, and social justice problems globally and locally and explain their underlying causes and possible consequences.</b>	No Value	No Value
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	<b>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.</b>	No Value	No Value
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	<b>Criteria 4: Analyze how the well being of human society is dependent on sustainable social and ecological systems.</b>	No Value	No Value
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Changed	Questions	Current Version	Proposed Version
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**Criteria 5:  
Demonstrate an understanding of how the student's personal activities impact the environment and communities by participating in actions to create a more environmentally sustainable and equitable future.**

No Value

No Value

**Comments**

Changed	Questions	Current Version	Proposed Version
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**Stage 2:  
Department  
Chair**

No  
Value

No Value

**Stage 3:  
Division  
Curriculum  
Representative**

No  
Value

No Value

**Stage 4:  
Division Dean**



No  
Value

No Value

**Stage 5: SLO  
Coordinator**

No  
Value

No Value

Changed	Questions	Current Version	Proposed Version					Initiator - Indicate "Y" When Completed
	Stage 7: Content Review Matrix Liaison	No Value	<b>Date</b>	<b>Tab</b>	<b>Part - Field</b>	<b>Type of Edit</b>	<b>Edit</b>	
			6/10/24	Zack Judson	Req/Adv tab	Required	Please move your prerequisite to the field for Entrance Skills (other).	incomplete - zj 6/11/24 incomplete - zj 6/12/24
			6/12/24	Zack Judson	Matrix C	Required	Under the first box of the matrix explain how the curriculum justifies the removal of this advisory	
	Stage 8: AVP - Instruction	No Value	No Value					
	Stage 9: Articulation Officer	No Value	<b>Date</b>	<b>Tab</b>	<b>Part - Field</b>	<b>Type of Edit</b>	<b>Edit</b>	<b>Initiator - Indicate "Y" When Completed</b>
			06/18/2024	Christa Steiner	Specifications	Required	Must have at least one textbook within seven years of the effective date of the course (2018 for Fall 2025 effective date)	
	Stage 11: ESGC Faculty Coordinator	No Value	No Value					

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>Stage 14: Curriculum Committee</b>	No Value	No Value
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### Course Administration Codes

Articulation occurs after course approval. The following fields will not show a Proposed Version.

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>
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	<b>Curriculum ID</b>	MUSID009A
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	<b>Distance Education Approved</b>	No
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	<b>Board of Trustees Approval Date</b>	
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	<b>Curriculum Committee Approval Date</b>	
--	---	--

	<b>Time to Next Review</b>	Sep 1, 2023 12:00:00 AM
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	<b>External Review Approval Date</b>	Sep 1, 2018 12:00:00 AM
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	<b>Course Control Number</b>	CCC000527745
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### Articulation

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>
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<b>Changed</b>	<b>Field</b>	<b>Current Version</b>
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	<b>Course</b>	
	<b>Crosswalk</b>	
	<b>CRS-DEPT-</b>	
	<b>NAME</b>	

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	<b>Course</b>	
	<b>Crosswalk</b>	
	<b>CRS-NUMBER</b>	

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

<b>Section</b>	<b>Changed field</b>
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 Information

Changed	Field	Current Version	Proposed Version
!	<b>Faculty Initiator</b>	<ul style="list-style-type: none"> <li>Chris Deming</li> </ul>	<ul style="list-style-type: none"> <li>Ilan Glasman</li> <li>Schneider, James</li> </ul>
	<b>Course ID (CB01A and CB01B)</b>	MUSID009B	MUSID009B
	<b>Course Control Number</b>	CCC000545352	CCC000545352
	<b>Course Title (CB02)</b>	Jazz Piano II	Jazz Piano II
	<b>Short Course Title</b>	JAZZ PIANO II	JAZZ PIANO II
	<b>TOP Code (CB03)</b>	1004.00	1004.00 Music
	<b>CIP Code</b>	Music, General	50.0901 Music, General
	<b>Department</b>	MUSI - Music	MUSI - Music
!	<b>Effective Term</b>	Fall 2023	Fall <del>2023</del> <u>2025</u>
	<b>SAM Priority Code (CB09)</b>	Non-Occupational	Non-Occupational
!	<b>Course Description</b>	<p>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.</p>	<p><del>Development of the-</del> <u>This course is designed for students who have attained some background in jazz piano playing. The course is designed to develop 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.</p>
!	<b>Course Type (CB27)</b>	No value	<ul style="list-style-type: none"> <li>Lower Division</li> </ul>
!	<b>Mode of Delivery</b>	<ul style="list-style-type: none"> <li>NA</li> </ul>	<ul style="list-style-type: none"> <li>In person ONLY</li> </ul>

## Faculty Requirements

Changed	Field	Current Version	Proposed Version
	Discipline 1	No value	<ul style="list-style-type: none"><li>• Music</li></ul>
	Discipline 2	No value	No value
	Discipline 3	No value	No value
	FSA	No value	<ul style="list-style-type: none"><li>• FHDA FSA - MUSIC</li></ul>

## Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	(Formerly MUSI D069B.)	(Formerly MUSI D069B.)

## Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This course is accepted transferable to CSU and UC, particularly for Jazz Studies music majors. The course belongs on the AA degree in Music. Intermediate skills needed by music students for performance in most musical styles within the music department.	This course is accepted transferable to CSU and UC, particularly for Jazz Studies music majors. The course belongs on the AA degree in Music. Intermediate skills needed by music students for performance in most musical 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
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	Course Philosophy	No value	
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### Foothill Equivalency

Changed	Field	Current Version	Proposed Version
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	Does the course have a Foothill equivalent?	No	No
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	Foothill Faculty Consultation Name	No value	
--	------------------------------------	----------	--

	Foothill Course ID	No value	
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### CTE Course

Changed	Field	Current Version	Proposed Version
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	Is this a CTE (Career Technical Education) course?	No value	<u>No</u>
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### Honors/Non-honors Course

Changed	Field	Current Version	Proposed Version
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	Is this an honors/non-honors course?	No value	<u>No</u>
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### Mirrored Credit/Noncredit Course

Changed	Field	Current Version	Proposed Version
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**Is this a mirrored credit/noncredit course?**

No value

No

### Cross-listed Course

Changed	Field	Current Version	Proposed Version
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**Is this a cross-listed course?**

No value

No

### More Options

Changed	Field	Current Version	Proposed Version
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**Basic Skill Status (CB08)**

Course is not a basic skills course.

Course is not a basic skills course.

**Course Prior To College Level**

Not applicable.

Not applicable.

**Course Special Class Status (CB13)**

Course is not a special class.

Course is not a special class.

**Course Support Status (CB26)**

Course is not a support course

Course is not a support course

**Repeat Limit**

0

0

**Grade Options**

- Letter Grade
- Pass/No Pass

- Letter Grade
- Pass/No Pass

**Allow Students to Gain Credit by Exam/Challenge**



**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	Proposed Version								
	Course is part of a program	<table border="1"> <tr> <td><b>Associated Program</b></td> <td>Music</td> </tr> <tr> <td><b>Award Type</b></td> <td>Associate in Arts (A.A.) Degree</td> </tr> </table>	<b>Associated Program</b>	Music	<b>Award Type</b>	Associate in Arts (A.A.) Degree	<table border="1"> <tr> <td><b>Associated Program</b></td> <td>Music</td> </tr> <tr> <td><b>Award Type</b></td> <td>Associate in Arts (A.A.) Degree</td> </tr> </table>	<b>Associated Program</b>	Music	<b>Award Type</b>	Associate in Arts (A.A.) Degree
<b>Associated Program</b>		Music									
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<b>Associated Program</b>		Music									
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	<table border="1"> <tr> <td><b>Associated Program</b></td> <td>Music</td> </tr> <tr> <td><b>Award Type</b></td> <td>Associate in Arts (A.A.) Degree</td> </tr> </table>	<b>Associated Program</b>	Music	<b>Award Type</b>	Associate in Arts (A.A.) Degree	<table border="1"> <tr> <td><b>Associated Program</b></td> <td>Music</td> </tr> <tr> <td><b>Award Type</b></td> <td>Associate in Arts (A.A.) Degree</td> </tr> </table>	<b>Associated Program</b>	Music	<b>Award Type</b>	Associate in Arts (A.A.) Degree	
<b>Associated Program</b>	Music										
<b>Award Type</b>	Associate in Arts (A.A.) Degree										
<b>Associated Program</b>	Music										
<b>Award Type</b>	Associate in Arts (A.A.) Degree										

## Transferability & Gen. Ed. Options

Changed	Field	Current Version	Proposed Version
	<b>Transfer Status (CB05)</b>	Transferable to both UC and CSU	Transferable to both UC and CSU
	<b>Course General Education Status (CB25)</b>	Y	Y
	<b>Transfer Status</b>	Approved	Approved
	<b>GE Information</b>	No value	No value

## Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	<b>Lecture Hours - In Class</b>	1	1
	<b>Lecture Hours - Out of Class</b>	2	2
	<b>Laboratory Hours - In Class</b>	2	2

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
	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**

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
	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
	<b>NA Hours - Course Out-of- Class per Term</b>	0	0
	<b>Total - Course In-Class (Contact) Hours</b>	36	36
	<b>Total - Course Out-of-Class Hours</b>	24	24
	<b>Total Credit Units - Minimum Credit Units</b>	1.5	1.5
	<b>Total Credit Units - Maximum Credit Units</b>	1.5	1.5

### Speciality Hours

Changed	Field	Current Version	Proposed Version
	<b>Speciality Hours</b>	No value	No value

### Credit / Non-Credit Options

Changed	Field	Current Version	Proposed Version
	<b>COURSE CLASSIFICATION STATUS</b>	Credit Course.	Credit Course.
	<b>Course Credit Status (CB04)</b>	Credit - Degree Applicable	Credit - Degree Applicable
	<b>Course Non Credit Category (CB22)</b>	Credit Course.	Credit Course.
	<b>Funding Agency Category (CB23)</b>	Not Applicable.	Not Applicable.

Changed	Field	Current Version	Proposed Version
	Cooperative Work Experience Education Status (CB10)	<input type="checkbox"/>	<input type="checkbox"/>
	Variable Credit Course	<input type="checkbox"/>	<input type="checkbox"/>

Credit Units			
Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	36	36
	Total Laboratory Hours per Term	24	24
	Total Contact Hours per Term	-	0
	Total Credit Units	1.5	1.5
	Minimum Credit Units	1.5	1.5
	Maximum Credit Units	1.5	1.5

SKIP			
Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications			

**Changed Field****Current Version****Proposed Version****Methods of Instruction****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**

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

**Assignments**

1. 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.
2. Practice playing the natural and altered extensions on the 5 basic 7th chord types, in all keys.
3. 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 sequence to build a melody.

1. 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.
2. Practice playing the natural and altered extensions on the 5 basic 7th chord types, in all keys.
3. Compose an improvisation over a set of chord changes after 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 sequence to build a melody.

**Changed** **Field**

**Current Version**

**Proposed Version**



**Methods of  
Evaluation**

**Methods  
of  
Evaluation**

**Methods**    Methods of Evaluation  
**of  
Evaluation**



**Changed Field****Current Version****Proposed Version****Methods  
of  
Evaluation**

1. Midterm piano performance of a jazz arrangement, evaluated for appropriate applications of jazz piano styles covered in the first half of the class, accurate playing of jazz harmonies, including the use of natural extensions, and improvisation based on appropriate scale choices and effective melodic structure.
2. Final piano performance of a jazz arrangement, evaluated for appropriate application of jazz piano styles covered throughout the course, accurate playing of jazz harmonies, including altered chord extensions, and improvisation based on appropriate scale choices and effective melodic structure.
3. Participation in class activities, homework assignments, practice,

**Methods  
of  
Evaluation**

1. Midterm piano performance of a jazz arrangement, evaluated for appropriate applications of jazz piano styles covered in the first half of the class, accurate playing of jazz harmonies, including the use of natural extensions, and improvisation based on appropriate scale choices and effective melodic structure.
2. Final piano performance of a jazz arrangement, evaluated for appropriate application of jazz piano styles covered throughout the course, accurate playing of jazz harmonies, including altered chord extensions, and improvisation based on appropriate scale choices and effective melodic structure.
3. Participation in class activities, homework assignments, practice,

**Changed Field****Current Version****Proposed Version**

classroom demonstrations, and performance; evaluated for accuracy of chords, melody, and improvisation.

classroom demonstrations, and performance; evaluated for accuracy of chords, melody, and improvisation.

**Essential Student Materials/Essential College Facilities**

**Essential Student Materials:**

- 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

**Essential Student Materials:**

- 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



**Examples of  
Primary Texts and  
References**

<b>Title</b>	No value
<b>Author</b>	None.
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

<b>Title</b>	The Jazz Piano Book
<b>Author</b>	Mark Levine
<b>Publisher</b>	Sher Music Co.
<b>Date/Edition</b>	January 1, 1989 / First Edition
<b>ISBN</b>	978-0961470159

<b>Title</b>	The Jazz Theory Book
<b>Author</b>	Mark Levine
<b>Publisher</b>	Sher Music Co.
<b>Date/Edition</b>	June 1, 1995, First Edition
<b>ISBN</b>	978-1883217044

<b>Title</b>	Jazz Piano Fundamentals: Explanations, Exercises, Listening Guides, and Practice Plans for the First Six Months of Study
<b>Author</b>	Jeremy Siskind
<b>Publisher</b>	Self-published
<b>Date/Edition</b>	November 29, 2021
<b>ISBN</b>	978-1735169538

Changed Field

Current Version

Proposed Version



**Suggested  
Reading List**

**Reading List** Levine, Mark. "The Jazz Piano Book". Petaluma, CA: Sher Music Co., 1990

**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

No value

### Learning Outcomes and Objectives

**Changed Field****Current Version****Proposed Version****Course Objectives**

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• Expand awareness of jazz styles and apply fundamental elements of those styles to performance on the piano.</li> <li>• Read and play on the piano all types of jazz chords, including extended and altered chords.</li> <li>• Play on the piano melodic improvised jazz material based on scales derived from harmonic analysis and an understanding of commonly used scale choices in jazz improvisation.</li> <li>• Create, from lead sheets, stylistically appropriate jazz piano arrangements for solo, solo accompaniment, and piano trio settings.</li> </ul> | <ul style="list-style-type: none"> <li>• Expand awareness of jazz styles and apply fundamental elements of those styles to performance on the piano.</li> <li>• Read and play on the piano all types of jazz chords, including extended and altered chords.</li> <li>• Play on the piano melodic improvised jazz material based on scales derived from harmonic analysis and an understanding of commonly used scale choices in jazz improvisation.</li> <li>• Create, from lead sheets, stylistically appropriate jazz piano arrangements for solo, solo accompaniment, and piano trio settings.</li> </ul> |
|--|--|

**CSLOs**

**CSLOs** Demonstrate the ability to perform expanded jazz styles such as bebop, boogie-Woogie, and calypso on the piano.

**Expected SLO Performance** 0.0

**CSLOs** Demonstrate the ability to perform expanded jazz styles such as bebop, boogie-woogie, and calypso on the piano.

**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.

**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.

**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 piano.
    1. Introduction to bebop
      1. Performing basic bebop melody lines on piano
      2. Use of basic chromaticism in bebop lines
      3. Use of sparse chord voicing under a bebop melody
    2. Expanding the blues style: New Orleans and boogie-woogie
      1. Typical New Orleans and boogie-woogie bass lines
      2. Common New Orleans and boogie-woogie idioms
    3. Calypso
      1. Harmonizing the melody in the calypso style
      2. Basic calypso bass rhythms
  2. Read and play on the piano all types of jazz chords, including extended and altered chords.
    1. Natural chord extensions
    2. Altered chord extensions
  3. Play on the piano melodic improvised jazz material based on scales derived from harmonic analysis and an understanding of commonly used scale choices in jazz improvisation.
    1. The tonal center approach to scale choice
      1. The ii-V-I chord progression and its role in establishing the tonal center
      2. Finding the tonal centers in a jazz tune
      3. Scale choices for a given tonal center
1. Expand awareness of jazz styles and apply fundamental elements of those styles to performance on the piano.
    1. Introduction to bebop
      1. Performing basic bebop melody lines on piano
      2. Use of basic chromaticism in bebop lines
      3. Use of sparse chord voicing under a bebop melody
    2. Expanding the blues style: New Orleans and boogie-woogie
      1. Typical New Orleans and boogie-woogie bass lines
      2. Common New Orleans and boogie-woogie idioms
    3. Calypso
      1. Harmonizing the melody in the calypso style
      2. Basic calypso bass rhythms
  2. Read and play on the piano all types of jazz chords, including extended and altered chords.
    1. Natural chord extensions
    2. Altered chord extensions
  3. Play on the piano melodic improvised jazz material based on scales derived from harmonic analysis and an understanding of commonly used scale choices in jazz improvisation.
    1. The tonal center approach to scale choice
      1. The ii-V-I chord progression and its role in establishing the tonal center
      2. Finding the tonal centers in a jazz tune
      3. Scale choices for a given tonal center

**Changed Field****Current Version****Proposed Version**

- 
- |   |  |  |
|---|--|--|
| 2. The chord/scale approach by using common scale choices for the 5 basic 7th chord types   | 3. When to apply the tonal center approach versus the chord/scale approach | 4. Using diatonic sequence in an improvisation |
| 4. Create, from lead sheets, stylistically appropriate jazz piano arrangements for solo, solo accompaniment, and piano trio settings. |  |  |
| 1. Solo piano arranging   |  |  |
| 1. Splitting the notes of the extended chords between the two hands   |  |  |
| 2. Use of a walking bass line in the accompaniment of a solo piano arrangement.   |  |  |
| 3. Use of a boogie-woogie or New Orleans bass line in a solo piano accompaniment  |  |  |
| 2. Intermediate endings in jazz piano arrangements  |  |  |
| 1. The use of the iii-vi-ii-V turnaround  |  |  |
| 2. Vamp endings   |  |  |
| 3. Intermediate piano arranging for jazz piano trio (piano, bass, and drums)  |  |  |
| 1. Using 4-note left hand voicings  |  |  |
| 2. Effective accompanying ('comping) rhythms  |  |  |
| 4. Arrangements for accompaniment of a soloist  |  |  |
| 1. The role of the left and right hands   |  |  |
| 2. How to incorporate an improvised piano solo  |  |  |
| 3. Performing rubato sections with a soloist  |  |  |
- 
- |   |  |  |
|---|--|--|
| 2. The chord/scale approach by using common scale choices for the 5 basic 7th chord types   | 3. When to apply the tonal center approach versus the chord/scale approach | 4. Using diatonic sequence in an improvisation |
| 4. Create, from lead sheets, stylistically appropriate jazz piano arrangements for solo, solo accompaniment, and piano trio settings. |  |  |
| 1. Solo piano arranging   |  |  |
| 1. Splitting the notes of the extended chords between the two hands   |  |  |
| 2. Use of a walking bass line in the accompaniment of a solo piano arrangement.   |  |  |
| 3. Use of a boogie-woogie or New Orleans bass line in a solo piano accompaniment  |  |  |
| 2. Intermediate endings in jazz piano arrangements  |  |  |
| 1. The use of the iii-vi-ii-V turnaround  |  |  |
| 2. Vamp endings   |  |  |
| 3. Intermediate piano arranging for jazz piano trio (piano, bass, and drums)  |  |  |
| 1. Using 4-note left hand voicings  |  |  |
| 2. Effective accompanying ('comping) rhythms  |  |  |
| 4. Arrangements for accompaniment of a soloist  |  |  |
| 1. The role of the left and right hands   |  |  |
| 2. How to incorporate an improvised piano solo  |  |  |
| 3. Performing rubato sections with a soloist  |  |  |
-



Changed	Field	Current Version	Proposed Version
	<b>Lab Component in this Course</b>	Yes	Yes
	<b>Lab Outline</b>	<ol style="list-style-type: none"> <li>1. Students will practice expansion of styles to include bebop, New Orleans and boogie-woogie, and calypso.</li> <li>2. Practice reading and playing jazz chords presented in standard chord symbol notation including extended and altered chords.</li> <li>3. Practice improvising melodic jazz material based on various scales derived from harmonic analysis and understanding of common chord choices.</li> <li>4. Practice creating intermediate level, stylistically-appropriate solo and piano trio jazz piano arrangements.</li> <li>5. Practice harmonic and melodic ear training skills.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students will practice expansion of styles to include bebop, New Orleans and boogie-woogie, and calypso.</li> <li>2. Practice reading and playing jazz chords presented in standard chord symbol notation including extended and altered chords.</li> <li>3. Practice improvising melodic jazz material based on various scales derived from harmonic analysis and understanding of common chord choices.</li> <li>4. Practice creating intermediate level, stylistically-appropriate solo and piano trio jazz piano arrangements.</li> <li>5. Practice harmonic and melodic ear training skills.</li> </ol>

Req/Adv			
Changed	Questions	Current Version	Proposed Version
	<b>Prerequisite(s):</b>	MUSI D009A or by instructor consent	MUSI D009A
	<b>Corequisite(s):</b>	No Value	No Value
	<b>Advisory(ies):</b>	ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005.	No Value
	<b>Advisory(ies) - Other:</b>	No Value	No Value
	<b>Limitation(s) on Enrollment:</b>	No Value	No Value
	<b>Limitation(s) on Enrollment - Other:</b>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	<b>Entrance Skills(s):</b>	No Value	No Value
	<b>Entrance Skill(s) - Other:</b>	No Value	No Value
	<b>General Course Statement(s):</b>	No Value	No Value
	<b>General Course Statement(s) - Other:</b>	No Value	No Value

### Curriculum Office

Changed	Questions	Current Version	Proposed Version
!	<b>Banner Start Term (202122)</b>	202122	No Value
!	<b>Banner Division</b>	2CA	No Value
!	<b>Catalog Term (21-22)</b>	23-24	No Value
!	<b>5 Year Revision Year (2021)</b>	2018	No Value
!	<b>Effective Quarter</b>	Fall	No Value
!	<b>Effective Year (2021)</b>	2023	No Value
	<b>Sort ID (00 &lt; 10; 0 &lt; 100)</b>	MUSI 009B	MUSI 009B
	<b>Course Status</b>	Non-substantial	Non-substantial
!	<b>Course Status Code</b>	A	No Value
!	<b>Banner Department</b>	MUSI	No Value
!	<b>Course Level</b>	DU	No Value
!	<b>College Code</b>	DA	No Value

Changed	Questions	Current Version	Proposed Version
	<b>Course Characteristics</b>	NA	NA
	<b>Cross-Listed/Related Course Information</b>	NA	NA
	<b>Cross-Listed/Related Course ID's</b>	No Value	No Value
!	<b>CTE Status</b>	No	No Value
	<b>DL Approval Date (MM/DD/YYYY)</b>	No Value	No Value
	<b>Hybrid Approval Date (MM/DD/YYYY)</b>	No Value	No Value
!	<b>Emergency Approval</b>	No	No Value
!	<b>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)</b>	N	No Value

Changed	Questions	Current Version	Proposed Version
!	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)	F	No Value
!	Noncredit Enhanced Funding Indicator	N	No Value
!	In Service Indicator	N	No Value
!	Sports/Physical Education Course Indicator	N	No Value
!	COA Code	C	No Value
!	Fund Code	114000	No Value
!	Organization Code	231012	No Value
!	Account Code	1320	No Value
!	Program Code	100400	No Value
!	Percent	100	No Value
	Curriculum Office Notes	<ul style="list-style-type: none"> <li>Requisite change appr. 1/17/23 (effect. F23).-cc</li> </ul>	<ul style="list-style-type: none"> <li>Requisite change appr. 1/17/23 (effect. F23).-cc</li> </ul>
!	Print/No Print to Catalog	Yes	No Value
	Checklist	No Value	No Value

## Summary of Revisions

Changed	Questions	Current Version	Proposed Version
	<b>Basic Course Information</b>	No Value	No Value
	<b>Units and Hours</b>	No Value	No Value
	<b>Specifications</b>	No Value	No Value
	<b>Outline</b>	No Value	No Value
	<b>Other</b>	No Value	No Value

## Blue Form

Changed	Questions	Current Version	Proposed Version
	<b>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.</b>	No Value	No Value
	<b>1. Is the unit(s) change required for articulation?</b>	No Value	No Value
	<b>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.</b>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	<b>3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.</b>	No Value	No Value
	<b>Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.</b>	No Value	No Value
	<b>Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.</b>	No Value	No Value
	<b>Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.</b>	No Value	No Value

### A-Matrix Form

Changed	Questions	Current Version	Proposed Version
	<b>EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.</b>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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**Objective 1:  
Analyze college  
level texts and  
discourse that  
are culturally  
and rhetorically  
diverse.**

No Value

No Value

**Objective 2:  
Compose  
essays drawn  
from personal  
experience and  
assigned texts.**

No Value

No Value

**Objective 3:  
Utilize MLA  
guidelines to  
format essays,  
cite sources,  
and compile a  
works cited  
page.**

No Value

No Value

**Objective 4:  
Create  
syntactically  
varied  
sentences that  
are free of  
mechanical  
errors.**

No Value

No Value

**Objective 5:  
Distinguish,  
compare, and  
evaluate the  
multiplicity and  
ambiguity of  
perspectives.**

No Value

No Value

### B-Matrix Form

Changed	Questions	Current Version	Proposed Version
	<p><b>ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005.</b>  <b>If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.</b></p>	No Value	No Value
	<p><b>Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.</b></p>	No Value	No Value
	<p><b>Objective 2: Develop analytical ideas and topics for essays.</b></p>	No Value	No Value
	<p><b>Objective 3: Compose and support thesis statements for analytical essays.</b></p>	No Value	No Value
	<p><b>Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.</b></p>	No Value	No Value
	<p><b>Objective 5: Identify and practice writing for different audiences and purposes.</b></p>	No Value	No Value



Changed	Questions	Current Version	Proposed Version
	<b>Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.</b>	No Value	No Value
	<b>Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.</b>	No Value	No Value
	<b>Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.</b>	No Value	No Value
	<b>Objective 9: Demonstrate appropriate grammar usage and mechanics.</b>	No Value	No Value

### C-Matrix Form

Blank area for the 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

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**

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**Objective 3:  
Produce written  
work using a  
cyclical process  
of multiples  
drafts and  
revisions.**

No Value

No Value

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**Objective 4:  
Demonstrate  
the ability to  
include a  
variety of  
sentence  
structures in  
writing.**

No Value

No Value

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**Objective 5:  
Edit  
compositions to  
correct errors in  
the major  
conventions of  
Standard  
Written English.**

No Value

No Value

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**D-Matrix Form**

Changed	Questions	Current Version	Proposed Version
	<p><b>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.</b></p>	No Value	No Value
	<p><b>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.</b></p>	No Value	No Value
	<p><b>Objective 2: Investigate the use of mathematics in real world.</b></p>	No Value	No Value
	<p><b>Objective 3: Explore functions.</b></p>	No Value	No Value
	<p><b>Objective 4: Develop linear function models.</b></p>	No Value	No Value

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Objective 5: Use systems of two linear equations to solve real world problems.</b>	No Value	No Value
	<b>Objective 6: Use linear inequalities in one variable to solve real world problems.</b>	No Value	No Value
	<b>Objective 7: Examine exponential expressions and develop exponential function models.</b>	No Value	No Value
	<b>Objective 8: Examine logarithmic expressions and develop logarithmic function models.</b>	No Value	No Value
	<b>Objective 9: Develop quadratic function models to solve problems.</b>	No Value	No Value
	<b>Objective 10: Investigate the characteristics of rational expressions.</b>	No Value	No Value
	<b>Objective 11: Develop skills to work with radical expressions.</b>	No Value	No Value

## E-Matrix Form

Changed	Questions	Current Version	Proposed Version
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**Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.**

No Value

No Value

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**Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.**

No Value

No Value

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**Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.**

No Value

No Value

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<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.</b>	No Value	No Value
	<b>Objective 4: Develop linear function models to solve problems.</b>	No Value	No Value
	<b>Objective 5: Use systems of two linear equations to solve real-world problems.</b>	No Value	No Value
	<b>Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.</b>	No Value	No Value
	<b>Objective 7: Develop quadratic function models to solve problems.</b>	No Value	No Value
	<b>Objective 8: Use inequalities to solve real world problems.</b>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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**Objective 9:  
Explore  
arithmetic  
sequences and  
series.**

No Value

No Value

**Objective 10:  
Investigate,  
throughout the  
course as  
applicable, how  
mathematics  
has developed  
as a human  
activity around  
the world.**

No Value

No Value

### F-Matrix Form

Changed	Questions	Current Version	Proposed Version
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**Pre-algebra or  
equivalent (or  
higher), or  
appropriate  
placement  
beyond pre-  
algebra. If this  
is the requisite  
for the course,  
complete the  
objective(s)  
below. If this  
requisite is  
being removed,  
provide an  
explanation as  
to why.**

No Value

No Value

**Objective 1:  
Develop,  
throughout the  
course as  
applicable,  
systematic  
problem solving  
methods.**

No Value

No Value



Changed	Questions	Current Version	Proposed Version
	<b>Objective 2:</b> <b>Solve problems involving arithmetic operations, including fractions, percents and decimals.</b>	No Value	No Value
	<b>Objective 3:</b> <b>Apply the order of operations to evaluate signed numerical expressions.</b>	No Value	No Value
	<b>Objective 4:</b> <b>Solve problems involving operations with signed numbers.</b>	No Value	No Value
	<b>Objective 5:</b> <b>Explore the characteristics and properties of real numbers.</b>	No Value	No Value
	<b>Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.</b>	No Value	No Value
	<b>Objective 7:</b> <b>Explore rates and ratios and use proportions to solve problems.</b>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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**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

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**Objective 9:**  
Explore the use of variables in expressions and evaluate algebraic expressions.

No Value

No Value

---

**Objective 10:**  
Solve linear equations in one variable numerically and algebraically.

No Value

No Value

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**Objective 11:**  
Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.

No Value

No Value

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**Objective 12:**  
Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

No Value

## G-Matrix Form

Changed	Questions	Current Version	Proposed Version
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**If the requisite does not fall under an A-F Matrix, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. If a requisite falling under Matrix G is being removed, provide an explanation as to why.**

No Value

No Value

## H-Matrix Form

Changed	Questions	Current Version	Proposed Version
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**Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.**

No Value

No Value

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**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

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Changed	Questions	Current Version	Proposed Version
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**Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.**

No Value

No Value

**Objective 4: For Prerequisites based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills, i.e. such as a course.**

No Value

No Value

### De Anza GE Form

Changed	Questions	Current Version	Proposed Version
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**Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**

No Value

No Value

**Changed****Questions****Current Version****Proposed Version**

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**Criteria 2:  
Foster oral and  
written  
communication  
and  
collaborative  
exercises. Note  
that this criteria  
has three  
separate pieces:  
oral  
communication,  
written  
communication,  
and  
collaborative  
exercises.  
(ONLY using the  
Outline,  
Assignments or  
Methods of  
Evaluation  
areas, cite, copy  
and paste the  
area  
referenced.)**

No Value

No Value

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**Criteria 3:  
Stimulate  
critical thinking.  
(ONLY using the  
Outline,  
Assignments or  
Methods of  
Evaluation  
areas, cite, copy  
and paste the  
area  
referenced.)**

No Value

No Value

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**Changed****Questions****Current Version****Proposed Version**

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**Criteria 4:**  
**Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**

No Value

No Value

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**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

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**Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**

No Value

No Value

## De Anza GE - ESGC Form

Changed	Questions	Current Version	Proposed Version
	<b>Criteria 1: Explain the interconnectivity of economic prosperity, social equity and environmental quality.</b>	No Value	No Value
	<b>Criteria 2: Identify the most serious environmental, equity, and social justice problems globally and locally and explain their underlying causes and possible consequences.</b>	No Value	No Value
	<b>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.</b>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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**Criteria 4:**  
**Analyze how the well being of human society is dependent on sustainable social and ecological systems.**

No Value

No Value

**Criteria 5:**  
**Demonstrate an understanding of how the student's personal activities impact the environment and communities by participating in actions to create a more environmentally sustainable and equitable future.**

No Value

No Value

**Comments**

Changed	Questions	Current Version	Proposed Version
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**Stage 2:**  
**Department Chair**

No Value

No Value

**Stage 3:**  
**Division Curriculum Representative**

No Value

No Value

**Stage 4:**  
**Division Dean**

No Value

No Value

**Stage 5: SLO Coordinator**

No Value

No Value



Changed	Questions	Current Version	Proposed Version					
	Stage 7: Content Review Matrix Liaison	No Value	No Value					
	Stage 8: AVP - Instruction	No Value	No Value					
<b>!</b>	Stage 9: Articulation Officer	No Value	<b>Date</b>	<b>Tab</b>	<b>Part - Field</b>	<b>Type of Edit</b>	<b>Edit</b>	<b>Initiator - Indicate "Y" When Completed</b>
			06/14/2024	Req/Adv	Prerequisites	Question	Did you intend to remove the prerequisite language for instructor consent? Please update textbooks. At least one textbook must be from within seven years of the start date of the course (2017 for Fall 2025 course revisions)	Yes
			06/14/2024	Specifications	Primary Texts	Required		
	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.

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>
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	<b>Curriculum ID</b>	MUSID009B
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	<b>Distance Education Approved</b>	No
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	<b>Board of Trustees Approval Date</b>	
--	--	--

	<b>Curriculum Committee Approval Date</b>	
--	---	--

	<b>Time to Next Review</b>	Sep 1, 2023 12:00:00 AM
--	----------------------------	-------------------------

	<b>External Review Approval Date</b>	Sep 1, 2018 12:00:00 AM
--	--------------------------------------	-------------------------

	<b>Course Control Number</b>	CCC000545352
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### **Articulation**

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>
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	<b>Course Crosswalk CRS-DEPT-NAME</b>	
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	<b>Course Crosswalk CRS-NUMBER</b>	
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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	<u>Mode of Delivery.</u>
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

<b>Section</b>	<b>Changed field</b>
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?

**Section****Changed field**

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
!	<b>Faculty Initiator</b>	<ul style="list-style-type: none"> <li>Chris Deming</li> </ul>	<ul style="list-style-type: none"> <li>Ilan Glasman</li> <li>Schneider, James</li> </ul>
	<b>Course ID (CB01A and CB01B)</b>	MUSID009C	MUSID009C
	<b>Course Control Number</b>	CCC000545353	CCC000545353
	<b>Course Title (CB02)</b>	Jazz Piano III	Jazz Piano III
	<b>Short Course Title</b>	JAZZ PIANO III	JAZZ PIANO III
	<b>TOP Code (CB03)</b>	1004.00	1004.00 Music
	<b>CIP Code</b>	Music, General	50.0901 Music, General
	<b>Department</b>	MUSI - Music	MUSI - Music
!	<b>Effective Term</b>	Fall 2023	Fall <del>2023</del> <u>2025</u>
	<b>SAM Priority Code (CB09)</b>	Non-Occupational	Non-Occupational
!	<b>Course Description</b>	<p>Development of the ability to play advanced jazz piano arrangements from lead sheets in a variety of jazz styles and settings using knowledge of jazz harmony, jazz piano techniques, and improvisational skills.</p> <p>Improvisational skill on the piano is developed through the application of basic to advanced scales determined through the use of jazz theory and harmonic analysis, and the application of idiomatic phrases.</p>	<p><del>Development of</del> <u>In this course students will develop</u> the ability to play advanced jazz piano arrangements from lead sheets in a variety of jazz styles and settings using knowledge of jazz harmony, jazz piano techniques, and improvisational skills. Improvisational skill on the piano is developed through the application of basic to advanced scales determined through the use of jazz theory and harmonic analysis, and the application of idiomatic phrases.</p>

Changed	Field	Current Version	Proposed Version
!	Course Type (CB27)	No value	<ul style="list-style-type: none"> <li>Lower Division</li> </ul>
!	Mode of Delivery	<ul style="list-style-type: none"> <li>NA</li> </ul>	<ul style="list-style-type: none"> <li>In person ONLY</li> </ul>

### Faculty Requirements

Changed	Field	Current Version	Proposed Version
!	Discipline 1	No value	<ul style="list-style-type: none"> <li>Music</li> </ul>
	Discipline 2	No value	No value
	Discipline 3	No value	No value
!	FSA	No value	<ul style="list-style-type: none"> <li>FHDA FSA - MUSIC</li> </ul>

### Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	(Formerly MUSI D069C.)	(Formerly MUSI D069C.)

### Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	<p>This course is accepted transferable to CSU and UC, particularly for Jazz Studies music majors. The course belongs on the AA degree in Music. More advanced improvisational skills are needed for students in most musical styles within the music department.</p>	<p>This course is accepted transferable to CSU and UC, particularly for Jazz Studies music majors. The course belongs on the AA degree in Music. More advanced improvisational skills are needed for students in most musical styles within the music department.</p>

### Stand-Alone Statement

Changed	Field	Current Version	Proposed Version
	Stand-Alone Statement	No value	

### Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

### Foothill Equivalency


Changed	Field	Current Version	Proposed Version
	Does the course have a Foothill equivalent?	No	No
	Foothill Faculty Consultation Name	No value	
	Foothill Course ID	No value	

### CTE Course

Changed	Field	Current Version	Proposed Version
	Is this a CTE (Career Technical Education) course?	No value	<u>No</u>


### Honors/Non-honors Course

Changed	Field	Current Version	Proposed Version
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	Is this an honors/non-honors course?	No value	<u>No</u>
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### Mirrored Credit/Noncredit Course

Changed	Field	Current Version	Proposed Version
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	Is this a mirrored credit/noncredit course?	No value	<u>No</u>
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### Cross-listed Course

Changed	Field	Current Version	Proposed Version
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	Is this a cross-listed course?	No value	<u>No</u>
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### More Options

Changed	Field	Current Version	Proposed Version
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	<b>Basic Skill Status (CB08)</b>	Course is not a basic skills course.	Course is not a basic skills course.
--	----------------------------------	--------------------------------------	--------------------------------------

	<b>Course Prior To College Level</b>	Not applicable.	Not applicable.
--	--------------------------------------	-----------------	-----------------

	<b>Course Special Class Status (CB13)</b>	Course is not a special class.	Course is not a special class.
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	<b>Course Support Status (CB26)</b>	Course is not a support course	Course is not a support course
--	-------------------------------------	--------------------------------	--------------------------------

	<b>Repeat Limit</b>	0	0
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Changed	Field	Current Version	Proposed Version
	<b>Grade Options</b>	<ul style="list-style-type: none"> <li>• Letter Grade</li> <li>• Pass/No Pass</li> </ul>	<ul style="list-style-type: none"> <li>• Letter Grade</li> <li>• Pass/No Pass</li> </ul>
	<b>Allow Students to Gain Credit by Exam/Challenge</b>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>Repeatability Statement</b>	(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	Proposed Version								
	<b>Course is part of a program</b>	<table border="1"> <tr> <td><b>Associated Program</b></td> <td>Music</td> </tr> <tr> <td><b>Award Type</b></td> <td>Associate in Arts (A.A.) Degree</td> </tr> </table>	<b>Associated Program</b>	Music	<b>Award Type</b>	Associate in Arts (A.A.) Degree	<table border="1"> <tr> <td><b>Associated Program</b></td> <td>Music</td> </tr> <tr> <td><b>Award Type</b></td> <td>Associate in Arts (A.A.) Degree</td> </tr> </table>	<b>Associated Program</b>	Music	<b>Award Type</b>	Associate in Arts (A.A.) Degree
<b>Associated Program</b>		Music									
<b>Award Type</b>		Associate in Arts (A.A.) Degree									
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<b>Award Type</b>	Associate in Arts (A.A.) Degree										
	<table border="1"> <tr> <td><b>Associated Program</b></td> <td>Music</td> </tr> <tr> <td><b>Award Type</b></td> <td>Associate in Arts (A.A.) Degree</td> </tr> </table>	<b>Associated Program</b>	Music	<b>Award Type</b>	Associate in Arts (A.A.) Degree	<table border="1"> <tr> <td><b>Associated Program</b></td> <td>Music</td> </tr> <tr> <td><b>Award Type</b></td> <td>Associate in Arts (A.A.) Degree</td> </tr> </table>	<b>Associated Program</b>	Music	<b>Award Type</b>	Associate in Arts (A.A.) Degree	
<b>Associated Program</b>	Music										
<b>Award Type</b>	Associate in Arts (A.A.) Degree										
<b>Associated Program</b>	Music										
<b>Award Type</b>	Associate in Arts (A.A.) Degree										

Transferability & Gen. Ed. Options			
Changed	Field	Current Version	Proposed Version
	<b>Transfer Status (CB05)</b>	Transferable to both UC and CSU	Transferable to both UC and CSU

Changed	Field	Current Version	Proposed Version
	Course General Education Status (CB25)	Y	Y
	Transfer Status	Approved	Approved
	GE Information	No value	No value

### Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	1	1
	Lecture Hours - Out of Class	2	2
	Laboratory Hours - In Class	2	2
	Laboratory Hours - Out of Class	0	0
	NA Hours - In Class	0	0
	NA Hours - Out of Class	0	0

### Course Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Total Student Learning Hours</b>	60	60
	<b>Lecture Hours - Course In-Class (Contact) per Term</b>	12	12
	<b>Lecture Hours - Course Out-of-Class per Term</b>	24	24
	<b>Laboratory Hours - Course In-Class (Contact) per Term</b>	24	24
	<b>Laboratory Hours - Course Out-of-Class per Term</b>	0	0
	<b>NA Hours - Course In-Class (Contact) per Term</b>	0	0
	<b>NA Hours - Course Out-of-Class per Term</b>	0	0
	<b>Total - Course In-Class (Contact) Hours</b>	36	36
	<b>Total - Course Out-of-Class Hours</b>	24	24
	<b>Total Credit Units - Minimum Credit Units</b>	1.5	1.5

Changed	Field	Current Version	Proposed Version
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	<b>Total Credit Units - Maximum Credit Units</b>	1.5	1.5
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### Speciality Hours

Changed	Field	Current Version	Proposed Version
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	<b>Speciality Hours</b>	No value	No value
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### Credit / Non-Credit Options

Changed	Field	Current Version	Proposed Version
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	<b>COURSE CLASSIFICATION STATUS</b>	Credit Course.	Credit Course.
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	<b>Course Credit Status (CB04)</b>	Credit - Degree Applicable	Credit - Degree Applicable
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	<b>Course Non Credit Category (CB22)</b>	Credit Course.	Credit Course.
--	--	----------------	----------------

	<b>Funding Agency Category (CB23)</b>	Not Applicable.	Not Applicable.
--	---------------------------------------	-----------------	-----------------

	<b>Cooperative Work Experience Education Status (CB10)</b>	<input type="checkbox"/>	<input type="checkbox"/>
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	<b>Variable Credit Course</b>	<input type="checkbox"/>	<input type="checkbox"/>
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### Credit Units

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	36	36
	Total Laboratory Hours per Term	24	24
	Total Contact Hours per Term	-	0
	Total Credit Units	1.5	1.5
	Minimum Credit Units	1.5	1.5
	Maximum Credit Units	1.5	1.5

### SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

### Specifications

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**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**

**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

**Assignments**

1. Working from lead sheets provided in class, practice and perform original solo piano, jazz piano trio, or solo accompaniment of jazz tunes on the piano, applying the elements of jazz style, jazz harmony, jazz piano arranging techniques, reharmonization, and jazz improvisation.
2. Practice playing the tritone substitution for the ii-V7-I chord progression in all keys.
3. Transcribe a section of an improvised solo from a recorded performance of a jazz piano master.
4. Write a reharmonization of a standard jazz tune.

1. Working from lead sheets provided in class, practice and perform original solo piano, jazz piano trio, or solo accompaniment of jazz tunes on the piano, applying the elements of jazz style, jazz harmony, jazz piano arranging techniques, reharmonization, and jazz improvisation.
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**Changed**   **Field**

**Current Version**

**Proposed Version**



**Methods of  
Evaluation**

**Methods  
of  
Evaluation**

**Methods**   **Methods of Evaluation**  
**of**  
**Evaluation**

**Changed Field****Current Version****Proposed Version****Methods  
of  
Evaluation**

1. Midterm ensemble or solo piano performance of a jazz arrangement demonstrating appropriate application of jazz piano styles, application of some basic reharmonization, idiomatically appropriate improvised material, and advanced jazz piano techniques.
2. 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.
3. Participation in class activities,

**Methods  
of  
Evaluation**

1. Midterm ensemble or solo piano performance of a jazz arrangement demonstrating appropriate application of jazz piano styles, application of some basic reharmonization, idiomatically appropriate improvised material, and advanced jazz piano techniques.
2. 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.
3. Participation in class activities,



**Changed Field****Current Version****Proposed Version**

homework assignments, practice, and performance; evaluated for accuracy of chords, melody, and improvisation.

homework assignments, practice, and performance; evaluated for accuracy of chords, melody, and improvisation.

**Essential Student Materials/Essential College Facilities****Essential Student Materials:**

- 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 written musical examples

**Essential Student Materials:**

- 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 written musical examples

**Changed Field**

**Current Version**

**Proposed Version**



**Examples of Primary Texts and References**

<b>Title</b>	No value
<b>Author</b>	None.
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

<b>Title</b>	The Jazz Piano book
<b>Author</b>	Mark Levine
<b>Publisher</b>	Sher Music Co.
<b>Date/Edition</b>	January 1, 1989, First edition
<b>ISBN</b>	978-0961470159

<b>Title</b>	Salsa Guidebook for Piano and Ensemble
<b>Author</b>	Rebeca Mauleón
<b>Publisher</b>	Sher Music Co.
<b>Date/Edition</b>	June 1, 2005, Spiral edition
<b>ISBN</b>	978-0961470197

<b>Title</b>	The Jazz Theory Book
<b>Author</b>	Mark Levine
<b>Publisher</b>	Sher Music Co.
<b>Date/Edition</b>	June 1, 1995, First edition
<b>ISBN</b>	978-1883217044

<b>Title</b>	Jazz Piano Fundamentals (Book 2): Exercises, Explanations, Listening Guides and Practice Plans
<b>Author</b>	Jeremy Siskind
<b>Publisher</b>	Self-published
<b>Date/Edition</b>	September 3, 2022

Changed Field

Current Version

Proposed Version

ISBN

978-1735169576



**Suggested Reading List**

No value

**Reading List** Levine, Mark. "The Jazz Piano Book". Petaluma, CA: Sher Music Co., 1990

**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**

- 
- |  |  |
|--|--|
| <ul style="list-style-type: none"><li>• Demonstrate expanded awareness of jazz styles and apply the fundamental elements of those styles to performance on the piano.</li><li>• Apply common jazz substitute chords in the reharmonization of jazz songs.</li><li>• 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.</li><li>• Create from lead sheets, stylistically appropriate jazz piano accompaniment arrangements for solo, solo accompaniment, and piano trio settings.</li></ul> | <ul style="list-style-type: none"><li>• Demonstrate expanded awareness of jazz styles and apply the fundamental elements of those styles to performance on the piano.</li><li>• Apply common jazz substitute chords in the reharmonization of jazz songs.</li><li>• 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.</li><li>• Create from lead sheets, stylistically appropriate jazz piano accompaniment arrangements for solo, solo accompaniment, and piano trio settings.</li></ul> |
|--|--|
-

**Changed Field****Current Version****Proposed Version****CSLOs**

**CSLOs** Demonstrate a knowledge and understanding of Hard Bop and Afro-Caribbean jazz styles through jazz piano performance.

**Expected SLO Performance** 0.0

**CSLOs** Demonstrate a knowledge and understanding of Hard Bop and Afro-Caribbean jazz styles through jazz piano performance.

**Expected SLO Performance** 0.0

**CSLOs** Demonstrate knowledge and understanding of reharmonization, tritone substitutions, and altered and diminished scales through jazz piano performance.

**Expected SLO Performance** 0.0

**CSLOs** Demonstrate knowledge and understanding of reharmonization, tritone substitutions, and altered and diminished scales through jazz piano performance.

**Expected SLO Performance** 0.0

**Course Outline**

**Changed Field****Current Version****Proposed Version****Course  
Content**

- |  |  |
|--|--|
| <p>1. Demonstrate expanded awareness of jazz styles and apply the fundamental elements of those styles to performance on the piano.</p> <ol style="list-style-type: none"><li>1. Bebop and hard bop<ol style="list-style-type: none"><li>1. Common idiomatic bebop and hard bop lines</li><li>2. Navigating fast bebop and hard bop tempi</li></ol></li><li>2. Afro-Caribbean styles<ol style="list-style-type: none"><li>1. Understanding clave — the fundamental rhythmic unit of Afro-Caribbean styles</li><li>2. The montuno and its role in the piano performance of Afro-Caribbean styles</li></ol></li><li>3. Samba<ol style="list-style-type: none"><li>1. Relationship to bossa nova</li><li>2. Basic samba bass patterns</li></ol></li></ol> <p>2. Apply common jazz substitute chords in the reharmonization of jazz songs.</p> <ol style="list-style-type: none"><li>1. The tritone substitution and chromatic approach chords</li><li>2. Diatonic passing chords</li><li>3. Common harmonic motion</li><li>4. Building chord sequences on ascending or descending bass lines</li></ol> <p>3. 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.</p> <ol style="list-style-type: none"><li>1. Advanced scale choices<ol style="list-style-type: none"><li>1. The altered scale</li><li>2. Using a diminished scale on dominant</li></ol></li></ol> | <p>1. Demonstrate expanded awareness of jazz styles and apply the fundamental elements of those styles to performance on the piano.</p> <ol style="list-style-type: none"><li>1. Bebop and hard bop<ol style="list-style-type: none"><li>1. Common idiomatic bebop and hard bop lines</li><li>2. Navigating fast bebop and hard bop tempi</li></ol></li><li>2. Afro-Caribbean styles<ol style="list-style-type: none"><li>1. Understanding clave — the fundamental rhythmic unit of Afro-Caribbean styles</li><li>2. The montuno and its role in the piano performance of Afro-Caribbean styles</li></ol></li><li>3. Samba<ol style="list-style-type: none"><li>1. Relationship to bossa nova</li><li>2. Basic samba bass patterns</li></ol></li></ol> <p>2. Apply common jazz substitute chords in the reharmonization of jazz songs.</p> <ol style="list-style-type: none"><li>1. The tritone substitution and chromatic approach chords</li><li>2. Diatonic passing chords</li><li>3. Common harmonic motion</li><li>4. Building chord sequences on ascending or descending bass lines</li></ol> <p>3. 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.</p> <ol style="list-style-type: none"><li>1. Advanced scale choices<ol style="list-style-type: none"><li>1. The altered scale</li><li>2. Using a diminished scale on dominant</li></ol></li></ol> |
|--|--|

**Changed Field****Current Version****Proposed Version**

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>7th chords</li> <li>3. The lydian mode</li> <li>4. The super locrian mode</li> <li>2. Common idioms           <ul style="list-style-type: none"> <li>1. Bebop idioms</li> <li>2. Modern jazz idioms</li> </ul> </li> <li>4. Create from lead sheets, stylistically appropriate jazz piano accompaniment arrangements for solo, solo accompaniment, and piano trio settings.           <ul style="list-style-type: none"> <li>1. Solo piano arranging               <ul style="list-style-type: none"> <li>1. Reharmonization</li> <li>2. Stride piano</li> <li>3. Block chords</li> </ul> </li> <li>2. Advanced endings in jazz piano arrangements               <ul style="list-style-type: none"> <li>1. The "flat V" ending</li> <li>2. Improvised ending breaks</li> </ul> </li> <li>3. Advanced piano arranging for jazz piano trio (piano, bass, and drums)               <ul style="list-style-type: none"> <li>1. Two-hand voicings</li> <li>2. Accompanying a bass solo</li> </ul> </li> <li>4. Advanced arrangements for accompanying a soloist               <ul style="list-style-type: none"> <li>1. Performing rubato sections with a soloist</li> <li>2. When and how to incorporate improvised fills behind a soloist</li> </ul> </li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>7th chords</li> <li>3. The lydian mode</li> <li>4. The super locrian mode</li> <li>2. Common idioms           <ul style="list-style-type: none"> <li>1. Bebop idioms</li> <li>2. Modern jazz idioms</li> </ul> </li> <li>4. Create from lead sheets, stylistically appropriate jazz piano accompaniment arrangements for solo, solo accompaniment, and piano trio settings.           <ul style="list-style-type: none"> <li>1. Solo piano arranging               <ul style="list-style-type: none"> <li>1. Reharmonization</li> <li>2. Stride piano</li> <li>3. Block chords</li> </ul> </li> <li>2. Advanced endings in jazz piano arrangements               <ul style="list-style-type: none"> <li>1. The "flat V" ending</li> <li>2. Improvised ending breaks</li> </ul> </li> <li>3. Advanced piano arranging for jazz piano trio (piano, bass, and drums)               <ul style="list-style-type: none"> <li>1. Two-hand voicings</li> <li>2. Accompanying a bass solo</li> </ul> </li> <li>4. Advanced arrangements for accompanying a soloist               <ul style="list-style-type: none"> <li>1. Performing rubato sections with a soloist</li> <li>2. When and how to incorporate improvised fills behind a soloist</li> </ul> </li> </ul> </li> </ul> |
|---|---|

**Lab  
Component in  
this Course**

Yes

Yes

Changed	Field	Current Version	Proposed Version
	<b>Lab Outline</b>	<ol style="list-style-type: none"> <li>1. Practice expansion of styles to include bebop and hard bebop, Afro-Caribbean styles, and samba.</li> <li>2. Practice reading and playing jazz chords presented in standard chord symbol notation including common jazz substitute chords and their application in reharmonization.</li> <li>3. 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.</li> <li>4. Practice creating advanced, stylistically-appropriate solo and piano trio jazz piano arrangements.</li> <li>5. Practice harmonic and melodic ear training skills.</li> </ol>	<ol style="list-style-type: none"> <li>1. Practice expansion of styles to include bebop and hard bebop, Afro-Caribbean styles, and samba.</li> <li>2. Practice reading and playing jazz chords presented in standard chord symbol notation including common jazz substitute chords and their application in reharmonization.</li> <li>3. 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.</li> <li>4. Practice creating advanced, stylistically-appropriate solo and piano trio jazz piano arrangements.</li> <li>5. Practice harmonic and melodic ear training skills.</li> </ol>

### Req/Adv

Changed	Questions	Current Version	Proposed Version
!	<b>Prerequisite(s):</b>	MUSI D009B or by instructor consent	MUSI D009B
	<b>Corequisite(s):</b>	No Value	No Value
!	<b>Advisory(ies):</b>	ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005.	No Value
	<b>Advisory(ies) - Other:</b>	No Value	No Value
	<b>Limitation(s) on Enrollment:</b>	No Value	No Value
	<b>Limitation(s) on Enrollment - Other:</b>	No Value	No Value



Changed	Questions	Current Version	Proposed Version
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**Entrance Skills(s):**

No Value

No Value

**Entrance Skill(s) - Other:**

No Value

No Value

**General Course Statement(s):**

No Value

No Value

**General Course Statement(s) - Other:**

No Value

No Value

### Curriculum Office

Changed	Questions	Current Version	Proposed Version
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**Banner Start Term (202122)**

202122

No Value



**Banner Division**

2CA

No Value



**Catalog Term (21-22)**

23-24

No Value



**5 Year Revision Year (2021)**

2018

No Value



**Effective Quarter**

Fall

No Value



**Effective Year (2021)**

2023

No Value

**Sort ID (00 < 10; 0 < 100)**

MUSI 009C

MUSI 009C

**Course Status**

Non-substantial

Non-substantial



**Course Status Code**

A

No Value



**Banner Department**

MUSI

No Value



**Course Level**

DU

No Value

Changed	Questions	Current Version	Proposed Version
!	College Code	DA	No Value
	Course Characteristics	NA	NA
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
!	CTE Status	No	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
!	Emergency Approval	No	No Value
!	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)	N	No Value

Changed	Questions	Current Version	Proposed Version
!	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)	F	No Value
!	Noncredit Enhanced Funding Indicator	N	No Value
!	In Service Indicator	N	No Value
!	Sports/Physical Education Course Indicator	N	No Value
!	COA Code	C	No Value
!	Fund Code	114000	No Value
!	Organization Code	231012	No Value
!	Account Code	1320	No Value
!	Program Code	100400	No Value
!	Percent	100	No Value
	Curriculum Office Notes	<ul style="list-style-type: none"> <li>Requisite change appr. 1/17/23 (effect. F23).-cc</li> </ul>	<ul style="list-style-type: none"> <li>Requisite change appr. 1/17/23 (effect. F23).-cc</li> </ul>
!	Print/No Print to Catalog	Yes	No Value
	Checklist	No Value	No Value

## Summary of Revisions

Changed	Questions	Current Version	Proposed Version
	<b>Basic Course Information</b>	No Value	No Value
	<b>Units and Hours</b>	No Value	No Value
	<b>Specifications</b>	No Value	No Value
	<b>Outline</b>	No Value	No Value
	<b>Other</b>	No Value	No Value

## Blue Form

Changed	Questions	Current Version	Proposed Version
	<b>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.</b>	No Value	No Value
	<b>1. Is the unit(s) change required for articulation?</b>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	<b>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.</b>	No Value	No Value
	<b>3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.</b>	No Value	No Value
	<b>Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.</b>	No Value	No Value
	<b>Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.</b>	No Value	No Value
	<b>Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.</b>	No Value	No Value

**A-Matrix Form**

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<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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**EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.**

No Value

No Value

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**Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.**

No Value

No Value

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**Objective 2: Compose essays drawn from personal experience and assigned texts.**

No Value

No Value

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**Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.**

No Value

No Value

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**Objective 4: Create syntactically varied sentences that are free of mechanical errors.**

No Value

No Value

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Changed	Questions	Current Version	Proposed Version
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**Objective 5:**  
Distinguish,  
compare, and  
evaluate the  
multiplicity and  
ambiguity of  
perspectives.

No Value

No Value

## B-Matrix Form

Changed	Questions	Current Version	Proposed Version
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**ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005.**  
If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

No Value

**Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.**

No Value

No Value

**Objective 2: Develop analytical ideas and topics for essays.**

No Value

No Value

**Objective 3:**  
Compose and support thesis statements for analytical essays.

No Value

No Value

Changed	Questions	Current Version	Proposed Version
	<b>Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.</b>	No Value	No Value
	<b>Objective 5: Identify and practice writing for different audiences and purposes.</b>	No Value	No Value
	<b>Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.</b>	No Value	No Value
	<b>Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.</b>	No Value	No Value
	<b>Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.</b>	No Value	No Value
	<b>Objective 9: Demonstrate appropriate grammar usage and mechanics.</b>	No Value	No Value

### C-Matrix Form

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**Changed****Questions****Current Version****Proposed Version**

**ESL D261. and  
ESL D265., or  
ESL D461. and  
ESL D465., or  
eligibility for  
EWRT D001A  
or EWRT  
D01AH or ESL  
D005. If this is  
the requisite  
for the course,  
complete the  
objective(s)  
below. If this  
requisite is  
being removed,  
provide an  
explanation as  
to why.**

No Value

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**

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**Objective 3:  
Produce  
written work  
using a cyclical  
process of  
multiples drafts  
and revisions.**

No Value

No Value

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**Objective 4:  
Demonstrate  
the ability to  
include a  
variety of  
sentence  
structures in  
writing.**

No Value

No Value

---

**Objective 5:  
Edit  
compositions  
to correct  
errors in the  
major  
conventions of  
Standard  
Written  
English.**

No Value

No Value

**D-Matrix Form**

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<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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**Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.**

No Value

No Value

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**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

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**Objective 2:  
Investigate the use of mathematics in real world.**

No Value

No Value

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**Objective 3:  
Explore functions.**

No Value

No Value

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<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Objective 4: Develop linear function models.</b>	No Value	No Value
	<b>Objective 5: Use systems of two linear equations to solve real world problems.</b>	No Value	No Value
	<b>Objective 6: Use linear inequalities in one variable to solve real world problems.</b>	No Value	No Value
	<b>Objective 7: Examine exponential expressions and develop exponential function models.</b>	No Value	No Value
	<b>Objective 8: Examine logarithmic expressions and develop logarithmic function models.</b>	No Value	No Value
	<b>Objective 9: Develop quadratic function models to solve problems.</b>	No Value	No Value
	<b>Objective 10: Investigate the characteristics of rational expressions.</b>	No Value	No Value

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>Objective 11: Develop skills to work with radical expressions.</b>	No Value	No Value
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### **E-Matrix Form**

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>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.</b>	No Value	No Value
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	<b>Objective 1: Develop, throughout the course as applicable, systematic problem- solving methods.</b>	No Value	No Value
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<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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**Objective 2:**  
Explore the function concept algebraically, numerically, verbally and graphically.

No Value

No Value

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**Objective 3:**  
Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.

No Value

No Value

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**Objective 4:**  
Develop linear function models to solve problems.

No Value

No Value

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**Objective 5:**  
Use systems of two linear equations to solve real-world problems.

No Value

No Value

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**Objective 6:**  
Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.

No Value

No Value

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Changed	Questions	Current Version	Proposed Version
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**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
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**Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.**

No Value

No Value

**Objective 1:  
Develop, throughout the course as applicable, systematic problem solving methods.**

No Value

No Value

**Objective 2:  
Solve problems involving arithmetic operations, including fractions, percents and decimals.**

No Value

No Value

**Objective 3:  
Apply the order of operations to evaluate signed numerical expressions.**

No Value

No Value



<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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**Objective 4:**  
**Solve problems involving operations with signed numbers.**

No Value

No Value

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**Objective 5:**  
**Explore the characteristics and properties of real numbers.**

No Value

No Value

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**Objective 6:**  
**Use estimation to determine approximate solutions and to check the reasonableness of answers.**

No Value

No Value

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**Objective 7:**  
**Explore rates and ratios and use proportions to solve problems.**

No Value

No Value

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**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

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Changed	Questions	Current Version	Proposed Version
	<b>Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.</b>	No Value	No Value
	<b>Objective 10: Solve linear equations in one variable numerically and algebraically.</b>	No Value	No Value
	<b>Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.</b>	No Value	No Value
	<b>Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.</b>	No Value	No Value

## G-Matrix Form

Changed	Questions	Current Version	Proposed Version
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	<p><b>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.</b></p>	No Value	No Value
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### H-Matrix Form

Changed	Questions	Current Version	Proposed Version
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	<p><b>Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.</b></p>	No Value	No Value
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	<p><b>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.</b></p>	No Value	No Value
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Changed	Questions	Current Version	Proposed Version
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**Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.**

No Value

No Value

**Objective 4: For Prerequisites based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills, i.e. such as a course.**

No Value

No Value

**De Anza GE Form**

Changed	Questions	Current Version	Proposed Version
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**Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**

No Value

No Value

**Changed**

**Questions**

**Current Version**

**Proposed Version**

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**Criteria 2:  
Foster oral and  
written  
communication  
and  
collaborative  
exercises. Note  
that this criteria  
has three  
separate  
pieces: oral  
communication,  
written  
communication,  
and  
collaborative  
exercises.  
(ONLY using  
the Outline,  
Assignments or  
Methods of  
Evaluation  
areas, cite,  
copy and paste  
the area  
referenced.)**

No Value

No Value

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**Criteria 3:  
Stimulate  
critical thinking.  
(ONLY using  
the Outline,  
Assignments or  
Methods of  
Evaluation  
areas, cite,  
copy and paste  
the area  
referenced.)**

No Value

No Value

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**Changed**

**Questions**

**Current Version**

**Proposed Version**

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**Criteria 4:  
Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**

No Value

No Value

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**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

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<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>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.)</b>	No Value	No Value
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### De Anza GE - ESGC Form

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>Criteria 1: Explain the interconnectivity of economic prosperity, social equity and environmental quality.</b>	No Value	No Value
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**Changed**

**Questions**

**Current Version**

**Proposed Version**

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**Criteria 2:  
Identify the most serious environmental, equity, and social justice problems globally and locally and explain their underlying causes and possible consequences.**

No Value

No Value

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**Criteria 3:  
Explain some significant ways students can make a difference in making a positive impact, locally, at a state level, or globally in making the world more environmentally sustainable and socially just.**

No Value

No Value

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**Criteria 4:  
Analyze how the well being of human society is dependent on sustainable social and ecological systems.**

No Value

No Value

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Changed	Questions	Current Version	Proposed Version
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**Criteria 5:  
Demonstrate an understanding of how the student's personal activities impact the environment and communities by participating in actions to create a more environmentally sustainable and equitable future.**

No Value

No Value

**Comments**

Changed	Questions	Current Version	Proposed Version
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**Stage 2:  
Department  
Chair**

No  
Value

No Value



**Stage 3:  
Division  
Curriculum  
Representative**

No  
Value

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**



***To use this matrix for a prerequisite, you might try cutting and pasting the following under Objective 3:***

"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	Proposed Version					
	<b>Stage 5: SLO Coordinator</b>	No Value	No Value					
	<b>Stage 7: Content Review Matrix Liaison</b>	No Value	<b>Date</b>	<b>Tab</b>	<b>Part - Field</b>	<b>Type of Edit</b>	<b>Edit</b>	<b>Initiator - Indicate "Y" When Completed</b>
			6/20/24	Matrix C	removed, provide an explanation as to why.	Required	Fill out the first box of Matrix C to explain why the English advisory is no longer necessary	
	<b>Stage 8: AVP - Instruction</b>	No Value	No Value					
	<b>Stage 9: Articulation Officer</b>	No Value	<b>Date</b>	<b>Tab</b>	<b>Part - Field</b>	<b>Type of Edit</b>	<b>Edit</b>	<b>Initiator - Indicate "Y" When Completed</b>
			06/27/2024	Specifications	Primary Texts	Required	One textbook needs to be from within 7 years of the starting date (2018 for a course starting in Fall 2025)	
	<b>Stage 11: ESGC Faculty Coordinator</b>	No Value	No Value					
	<b>Stage 14: Curriculum Committee</b>	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	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

## Articulation

Changed	Field	Current Version
	Course Crosswalk CRS-DEPT-NAME	
	Course Crosswalk CRS-NUMBER	