# De Anza College
# Change Report
**03/29/2024**

## 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 |
| Specifications | Methods of Instruction |
| Specifications | Methods of Evaluation |
| Specifications | Examples of Primary Texts and References |
| Specifications | Suggested Reading List |
| Curriculum Office | Banner Start Term (202122) |
| Curriculum Office | Banner Division |
| Curriculum Office | Catalog Term (21-22) |
| Curriculum Office | 5 Year Revision Year (2021) |
| Curriculum Office | Effective Quarter |
| Curriculum Office | Effective Year (2021) |
| Curriculum Office | Course Status Code |
| Curriculum Office | Banner Department |
| Curriculum Office | Course Level |
| Curriculum Office | College Code |
| Curriculum Office | CTE Status |

| Section | Changed field |
| --- | --- |
| **Curriculum Office** | Emergency Approval |
| **Curriculum Office** | Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction) |
| **Curriculum Office** | Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training) |
| **Curriculum Office** | Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).) |
| **Curriculum Office** | Noncredit Enhanced Funding Indicator |
| **Curriculum Office** | In Service Indicator |
| **Curriculum Office** | Sports/Physical Education Course Indicator |
| **Curriculum Office** | COA Code |
| **Curriculum Office** | Fund Code |
| **Curriculum Office** | Organization Code |
| **Curriculum Office** | Account Code |
| **Curriculum Office** | Program Code |
| **Curriculum Office** | Percent |
| **Curriculum Office** | Print/No Print to Catalog |
| **G-Matrix Form** | Does a requisite exist that does not fall under an A-F Matrix? If yes, click on the help text for instructions. If no, skip to next tab. |
| **CTE Course** | Is this a CTE (Career Technical Education) course? |
| **Honors/Non-honors Course** | Is this an honors/non-honors course? |
| **Mirrored Credit/Noncredit Course** | Is this a mirrored credit/noncredit course? |
| **Cross-listed Course** | Is this a cross-listed course? |

## General Information

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| ❗ | **Faculty Initiator** | • eLumenData, eLumenData | • Rocky Lewycky |
| | **Course ID (CB01A and CB01B)** | ARTSD019H | ARTSD019H |
| | **Course Control Number** | CCC000573784 | CCC000573784 |
| | **Course Title (CB02)** | Ceramics Raku | Ceramics Raku |
| | **Short Course Title** | CERAMICS RAKU | CERAMICS RAKU |
| | **TOP Code (CB03)** | 1002.30 | 1002.30 Ceramics |
| | **CIP Code** | Ceramic Arts and Ceramics | 50.0711 Ceramic Arts and Ceramics |
| | **Department** | ARTS - Visual Arts and Design | ARTS - Visual Arts and Design |
| ❗ | **Effective Term** | Fall 2021 | Fall ~~2021~~ 2025 |
| | **SAM Priority Code (CB09)** | Non-Occupational | Non-Occupational |
| | **Course Description** | Historical development, firing techniques, glaze, kilns and clay-bodies, for the Raku ceramic process. | Historical development, firing techniques, glaze, kilns and clay-bodies, for the Raku ceramic process. |
| ❗ | **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 | • Art |
| | **Discipline 2** | No value | No value |

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | **Discipline 3** | No value | No value |
| ❗ | **FSA** | No value | • FHDA FSA - ART |

## Course Justification

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | **Course Justification** | This course is UC and CSU transferable. It is part of the Liberal Arts: Arts and Letters Emphasis A.A. Degree. This course is beginning level study of Raku finishes. | This course is UC and CSU transferable. It is part of the Liberal Arts: Arts and Letters Emphasis A.A. Degree. This course is beginning level study of Raku finishes. |

## Foothill Equivalency

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

## Course Philosophy

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | **Course Philosophy** | No value | |

## Formerly Statement

| Changed | Field | Current Version | Proposed Version |
|---------|-------|-----------------|------------------|
| | **Formerly Statement** | No value | |

## Stand-Alone Statement

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

## CTE Course

| Changed | Field | Current Version | Proposed Version |
|---------|-------|-----------------|------------------|
| ❗ | **Is this a CTE (Career Technical Education) course?** | No value | No |

## Honors/Non-honors Course

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

## Mirrored Credit/Noncredit Course

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

## Cross-listed Course

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

## More Options

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

## Stand-Alone Statement

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

## Associated Programs

| Changed | Field | Current Version | Proposed Version |
|---------|-------|-----------------|------------------|
| | **Course is part of a program** | **Associated Program**: Liberal Arts (Arts and Letters Emphasis)<br>**Award Type**: Associate in Arts (A.A.) Degree | **Associated Program**: Liberal Arts (Arts and Letters Emphasis)<br>**Award Type**: Associate in Arts (A.A.) Degree |
| | | **Associated Program**: Liberal Arts (Arts and Letters Emphasis)<br>**Award Type**: Associate in Arts (A.A.) Degree | **Associated Program**: Liberal Arts (Arts and Letters Emphasis)<br>**Award Type**: Associate in Arts (A.A.) Degree |
| | | **Associated Program**: Ceramics<br>**Award Type**: Associate in Arts (A.A.) Degree | **Associated Program**: Ceramics<br>**Award Type**: Associate in Arts (A.A.) Degree |

## Transferability & Gen. Ed. Options

| Changed | Field | Current Version | Proposed Version |
|---------|-------|-----------------|------------------|
| | **Transfer Status (CB05)** | Transferable to both UC and CSU | Transferable to both UC and CSU |

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

## Weekly Student Hours - Profile Name: Default Profile

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | **Lecture Hours - In Class** | 3 | 3 |
| | **Lecture Hours - Out of Class** | 6 | 6 |
| | **Laboratory Hours - In Class** | 3 | 3 |
| | **Laboratory Hours - Out of Class** | 0 | 0 |
| | **NA Hours - In Class** | 0 | 0 |
| | **NA Hours - Out of Class** | 0 | 0 |

## Course Student Hours - Profile Name: Default Profile

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

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | **Hours per unit divisor** | 36 | 36 |
| | **Total Student Learning Hours** | 144 | 144 |
| | **Lecture Hours - Course In-Class (Contact) per Term** | 36 | 36 |
| | **Lecture Hours - Course Out-of-Class per Term** | 72 | 72 |
| | **Laboratory Hours - Course In-Class (Contact) per Term** | 36 | 36 |
| | **Laboratory Hours - Course Out-of-Class per Term** | 0 | 0 |
| | **NA Hours - Course In-Class (Contact) per Term** | 0 | 0 |
| | **NA Hours - Course Out-of-Class per Term** | 0 | 0 |
| | **Total - Course In-Class (Contact) Hours** | 72 | 72 |
| | **Total - Course Out-of-Class Hours** | 72 | 72 |

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | **Total Credit Units - Minimum Credit Units** | 4 | 4 |
| | **Total Credit Units - Maximum Credit Units** | 4 | 4 |

### Speciality Hours

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | **Speciality Hours** | No value | No value |

### Credit / Non-Credit Options

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

## Credit Units

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

## SKIP

| Changed | Field | Current Version | Proposed Version |
|---------|-------|-----------------|------------------|
| | **SKIP** | No Value | No Value |

## Specifications

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

| | **Methods of Instruction** | | |
|---|---|---|---|

| Methods of Instruction | |
|---|---|
| **Methods of Instruction** | Lecture and visual aids<br>Discussion and problem solving performed in class<br>Field observation and field trips<br>Guest speakers<br>Collaborative learning and small group exercises<br>Laboratory experience which involves students in formal exercises of idea and skill development, within the study of ceramics<br>Laboratory safety demonstrations. |

| Methods of Instruction | Methods of Instruction |
|---|---|
| **Methods of Instruction** | Lecture and visual aids<br>Discussion and problem solving performed in class<br>Field observation and field trips<br>Guest speakers<br>Collaborative learning and small group exercises<br>Laboratory experience which involves students in formal exercises of idea and skill development, within the study of ceramics<br>Laboratory safety demonstrations. |

**Assignments**

1. Readings: Assigned class readings and present oral report.
2. Hands on projects: Construction of test tiles and fishing/glazing Raku of all works.

1. Readings: Assigned class readings and present oral report.
2. Hands on projects: Construction of test tiles and fishing/glazing Raku of all works.

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

| | | **Methods of Evaluation** | **Methods of Evaluation** | Methods of Evaluation |

**⊘ Methods of Evaluation**

| | **Methods of Evaluation** | 1. Assess oral reports and classroom discussion. Evaluate student comprehension of assigned readings.<br>2. Evaluation of the student's surface projects based on class lab demonstrations, lectures, and readings. Evaluation of craftsmanship as demonstrated by the finishing techniques covered during the course. Evaluation of a completed ceramic portfolio as final project. | **Methods of Evaluation** | 1. Assess oral reports and classroom discussion. Evaluate student comprehension of assigned readings.<br>2. Evaluation of the student's surface projects based on class lab demonstrations, lectures, and readings. Evaluation of craftsmanship as demonstrated by the finishing techniques covered during the course. Evaluation of a completed ceramic portfolio as final project. |

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | **Essential Student Materials/Essential College Facilities** | **Essential Student Materials:**<br>• Potters ribs and cut off needle<br>• Clay<br>• Fettling knife<br>• Toggle clay cutter<br>• Plastic wrap material<br>• Ware storage boards<br>• Various brushes<br>• Surface decoration tools<br>• Water bucket<br><br>**Essential College Facilities:**<br>• Studio space with appropriate tables<br>• Potters wheels<br>• Wedging tables<br>• Ware storage racks<br>• Clay mixer<br>• Pugmill<br>• Glaze spray booth<br>• Glaze storage containers (dry and wet)<br>• Clay and glaze scales<br>• Electric kilns<br>• Gas fired kilns<br>• Raku kiln<br>• Sink with clay trap<br>• Glaze disposal container | **Essential Student Materials:**<br>• Potters ribs and cut off needle<br>• Clay<br>• Fettling knife<br>• Toggle clay cutter<br>• Plastic wrap material<br>• Ware storage boards<br>• Various brushes<br>• Surface decoration tools<br>• Water bucket<br><br>**Essential College Facilities:**<br>• Studio space with appropriate tables<br>• Potters wheels<br>• Wedging tables<br>• Ware storage racks<br>• Clay mixer<br>• Pugmill<br>• Glaze spray booth<br>• Glaze storage containers (dry and wet)<br>• Clay and glaze scales<br>• Electric kilns<br>• Gas fired kilns<br>• Raku kiln<br>• Sink with clay trap<br>• Glaze disposal container |
| ❗ | **Examples of Primary Texts and References** | **Title** No value<br>**Author** None.<br>**Publisher** No value<br>**Date/Edition** No value<br>**ISBN** No value | **Title** Alternative Kilns and Firing Techniques<br>**Author** Watkins, James and Wandless, Paul.<br>**Publisher** Lark Books<br>**Date/Edition** 2006<br>**ISBN** 1579909523 |

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| ❗ | **Suggested Reading List** | | No value |

| **Reading List** | Watkins, James and Wandless, Paul. "Alternative Kilns and Firing Techniques," New York: Lark Books., 2006 |
|---|---|
| **May include, but are not limited to** | No value |

| **Reading List** | Lazo, Eduardo, "Naked Raku and Related Bare Clay Techniques." Westerville: American Ceramic Society, 2012 |
|---|---|
| **May include, but are not limited to** | No value |

| **Reading List** | Poulton, Irene "Fired Up with Raku." Wiltshire: UK Crowood Press, 2007 |
|---|---|
| **May include, but are not limited to** | No value |

## Learning Outcomes and Objectives

| Changed | Field | Current Version | Proposed Version |
|---------|-------|-----------------|------------------|
| | **Course Objectives** | <ul><li>Develop an understanding of Raku clay work.</li><li>Appraise raku as a process.</li><li>Examine the nature and significance of raku.</li><li>Demonstrate the Raku process.</li></ul> | <ul><li>Develop an understanding of Raku clay work.</li><li>Appraise raku as a process.</li><li>Examine the nature and significance of raku.</li><li>Demonstrate the Raku process.</li></ul> |
| | **CSLOs** | | |

| **CSLOs** | Demonstrate competency in contemporary raku firing technique; post firing smoking, patina development and development of surface refinement. |
|-----------|-------------------------------------------------|
| **Expected SLO Performance** | 0.0 |

| **CSLOs** | Demonstrate competency in contemporary raku firing technique; post firing smoking, patina development and development of surface refinement. |
|-----------|-------------------------------------------------|
| **Expected SLO Performance** | 0.0 |

**Course Outline**

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| ❗ | **Course Content** | 1. Develop an understanding of Raku clay work.<br>    1. Clay bodies<br>    2. Glazes<br>        1. Post firing reduction or smoking<br>        2. Post firing patina application<br>    3. Firing techniques<br>        1. Wood fueled kilns<br>        2. Gas fueled kilns<br>2. Appraise raku as a process.<br>    1. Planning,<br>    2. Project construction<br>    3. Firing<br>    4. Evaluation<br>3. Examine the nature and significance of raku.<br>    1. Cultural<br>        1. Early history with Riku and Chohiro it's development in China and Korea<br>        2. Middle history, the refinement of Raku as the number one ceramic expression of work for the Japanese Tea Ceremony, Chado or Sado, "the way of tea"<br>    2. Examine ceramic work and compare world Raku pieces.<br>        1. 1960-1980<br>        2. 1980-2000<br>        3. 2000- present<br>4. Demonstrate the Raku process.<br>    1. Paper pad smoke Raku.<br>    2. One-step naked Raku.<br>    3. Two-step naked Raku.<br>    4. Clear crackle Raku over colored terra sigillata.<br>    5. Ferric spray over clear crackle Raku glaze.<br>    6. Formulate, mix, and apply a unique Raku glaze. | 1. Develop an understanding of Raku clay work.<br>    1. Clay bodies<br>    2. Glazes<br>        1. Post firing reduction or smoking<br>        2. Post firing patina application<br>    3. Firing techniques<br>        1. Wood fueled kilns<br>        2. Gas fueled kilns<br>2. Appraise raku as a process.<br>    1. Planning,<br>    2. Project construction<br>    3. Firing<br>    4. Evaluation<br>3. Examine the nature and significance of raku.<br>    1. Cultural<br>        1. Early history with Riku and Chohiro it's development in China and Korea<br>        2. Middle history, the refinement of Raku as the number one ceramic expression of work for the Japanese Tea Ceremony, Chado or Sado, "the way of tea"<br>    2. Examine ceramic work and compare world Raku pieces.<br>        1. 1960-1980<br>        2. 1980-2000<br>        3. 2000- present<br>4. Demonstrate the Raku process.<br>    1. Obvara Raku<br>    2. One-step naked Raku.<br>    3. Two-step naked Raku.<br>    4. Clear crackle Raku with line blend mason stain.<br>    5. Formulate, mix, and apply a unique Raku glaze. |

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | **Lab Component in this Course** | Yes | Yes |
| | **Lab Outline** | 1. Build a series of test pieces for Raku glaze finishes.<br>2. Operate the Raku Kiln.<br>3. Safety demonstrations.<br>4. Practice a variety of Raku finishing techniques.<br>5. Use the glaze lab to mix a unique Raku glaze. | 1. Build a series of test pieces for Raku glaze finishes.<br>2. Operate the Raku Kiln.<br>3. Safety demonstrations.<br>4. Practice a variety of Raku finishing techniques.<br>5. Use the glaze lab to mix a unique Raku glaze. |

## Req/Adv

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| | **Prerequisite(s):** | ARTS D018A | ARTS D018A |
| | **Corequisite(s):** | No Value | No Value |
| | **Advisory(ies):** | No Value | No Value |
| | **Advisory(ies) - Other:** | No Value | No Value |
| | **Limitation(s) on Enrollment:** | No Value | No Value |
| | **Limitation(s) on Enrollment - Other:** | No Value | No Value |
| | **Entrance Skills(s):** | No Value | No Value |
| | **Entrance Skill(s) - Other:** | No Value | No Value |
| | **General Course Statement(s):** | No Value | No Value |

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

## Curriculum Office

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| ❗ | **Banner Start Term (202122)** | 202122 | No Value |
| ❗ | **Banner Division** | 2CA | No Value |
| ❗ | **Catalog Term (21-22)** | 21-22 | No Value |
| ❗ | **5 Year Revision Year (2021)** | 2018 | No Value |
| ❗ | **Effective Quarter** | Fall | No Value |
| ❗ | **Effective Year (2021)** | 2018 | No Value |
| | **Sort ID (00 < 10; 0 < 100)** | ARTS 019H | ARTS 019H |
| | **Course Status** | Non-substantial | Non-substantial |
| ❗ | **Course Status Code** | A | No Value |
| ❗ | **Banner Department** | ARTS | No Value |
| ❗ | **Course Level** | DU | No Value |
| ❗ | **College Code** | DA | No Value |
| | **Course Characteristics** | NA | NA |

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| | **Cross-Listed/Related Course Information** | 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 |
| ❗ | **Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)** | Three hours lecture, three hours laboratory (72 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** | 231025 | No Value |
| ❗ | **Account Code** | 1320 | No Value |
| ❗ | **Program Code** | 100230 | 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 |
|---|---|---|---|
| | **For changes to the units and hours tab; 1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.** | No Value | No Value |

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

## A-Matrix Form

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

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

## B-Matrix Form

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

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

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

## C-Matrix Form

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

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

**D-Matrix Form**

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

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

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

### E-Matrix Form

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

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

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

## F-Matrix Form

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

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

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

**G-Matrix Form**

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| ❗ | **Does a requisite exist that does not fall under an A-F Matrix? If yes, click on the help text for instructions. If no, skip to next tab.** | No Value | Yes |
| | **If the requisite does not fall under an A-F Matrix, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. If a requisite falling under Matrix G is being removed, provide an explanation as to why.** | No Value | No Value |

## H-Matrix Form

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

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| | **Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc… list the prerequisite(s) to participate in the cohort.** | No Value | No Value |
| | **Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.** | No Value | No Value |
| | **Objective 4: For Prerequisites based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills, i.e. such as a course.** | No Value | No Value |

### De Anza GE Form

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

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

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| | **Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)** | No Value | No Value |
| | **Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)** | No Value | No Value |

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

## De Anza GE - ESGC Form

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

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

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

## Comments

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| | **Stage 2: Department Chair** | No Value | No Value |
| | **Stage 3: Division Curriculum Representative** | No Value | No Value |
| | **Stage 4: Division Dean** | No Value | No Value |
| | **Stage 5: SLO Coordinator** | No Value | No Value |
| | **Stage 7: Content Review Matrix Liaison** | No Value | No Value |
| | **Stage 8: AVP - Instruction** | No Value | No Value |

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| | **Stage 9: Articulation Officer** | No Value | No Value |
| | **Stage 11: ESGC Faculty Coordinator** | No Value | No Value |
| | **Stage 14: Curriculum Committee** | No Value | No Value |

## Course Administration Codes

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

| Changed | Field | Current Version |
|---|---|---|
| | **Curriculum ID** | ARTSD019H |
| | **Distance Education Approved** | No |
| | **Board of Trustees Approval Date** | |
| | **Curriculum Committee Approval Date** | |
| | **Time to Next Review** | Aug 31, 2023 12:00:00 AM |
| | **External Review Approval Date** | Sep 1, 2018 12:00:00 AM |
| | **Course Control Number** | CCC000573784 |

## Articulation

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

# De Anza College
## Change Report
**03/29/2024**

### 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 |
| Specifications | Methods of Instruction |
| Specifications | Methods of Evaluation |
| Specifications | Examples of Primary Texts and References |
| Specifications | Suggested Reading List |
| **Curriculum Office** | Banner Start Term (202122) |
| **Curriculum Office** | Banner Division |
| **Curriculum Office** | Catalog Term (21-22) |
| **Curriculum Office** | 5 Year Revision Year (2021) |
| **Curriculum Office** | Effective Quarter |
| **Curriculum Office** | Effective Year (2021) |
| **Curriculum Office** | Course Status Code |
| **Curriculum Office** | Banner Department |
| **Curriculum Office** | Course Level |
| **Curriculum Office** | College Code |
| **Curriculum Office** | CTE Status |

| Section | Changed field |
| --- | --- |
| **Curriculum Office** | Emergency Approval |
| **Curriculum Office** | Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction) |
| **Curriculum Office** | Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training) |
| **Curriculum Office** | Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).) |
| **Curriculum Office** | Noncredit Enhanced Funding Indicator |
| **Curriculum Office** | In Service Indicator |
| **Curriculum Office** | Sports/Physical Education Course Indicator |
| **Curriculum Office** | COA Code |
| **Curriculum Office** | Fund Code |
| **Curriculum Office** | Organization Code |
| **Curriculum Office** | Account Code |
| **Curriculum Office** | Program Code |
| **Curriculum Office** | Percent |
| **Curriculum Office** | Print/No Print to Catalog |
| **CTE Course** | Is this a CTE (Career Technical Education) course? |
| **Honors/Non-honors Course** | Is this an honors/non-honors course? |
| **Mirrored Credit/Noncredit Course** | Is this a mirrored credit/noncredit course? |
| **Cross-listed Course** | Is this a cross-listed course? |

## General Information

| Changed | Field | Current Version | Proposed Version |
|---------|-------|-----------------|------------------|
| ❗ | Faculty Initiator | • eLumenData, eLumenData | • Rocky Lewycky |
| | Course ID (CB01A and CB01B) | ARTSD019J | ARTSD019J |
| | Course Control Number | CCC000573783 | CCC000573783 |
| | Course Title (CB02) | Ceramics Techniques | Ceramics Techniques |
| | Short Course Title | CERAMICS TECHNIQUES | CERAMICS TECHNIQUES |
| | TOP Code (CB03) | 1002.30 | 1002.30 Ceramics |
| | CIP Code | Ceramic Arts and Ceramics | 50.0711 Ceramic Arts and Ceramics |
| | Department | ARTS - Visual Arts and Design | ARTS - Visual Arts and Design |
| ❗ | Effective Term | Fall 2021 | Fall ~~2021~~ 2025 |
| | SAM Priority Code (CB09) | Non-Occupational | Non-Occupational |
| | Course Description | Techniques of hand building and wheel construction combined: experimental glazing and texturing treatments. | Techniques of hand building and wheel construction combined: experimental glazing and texturing treatments. |
| ❗ | 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 | • Art |

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | **Discipline 2** | No value | No value |
| | **Discipline 3** | No value | No value |
| ❗ | **FSA** | No value | • FHDA FSA - ART |

## Course Justification

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | **Course Justification** | This course is UC and CSU transferable. It is part of the Ceramics A.A. Degree. This course is beginning level ceramic techniques. | This course is UC and CSU transferable. It is part of the Ceramics A.A. Degree. This course is beginning level ceramic techniques. |

## Foothill Equivalency

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

## Course Philosophy

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | **Course Philosophy** | No value | |

## Formerly Statement

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | **Formerly Statement** | No value | |

## Stand-Alone Statement

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

## CTE Course

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| ❗ | **Is this a CTE (Career Technical Education) course?** | No value | No |

## Honors/Non-honors Course

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

## Mirrored Credit/Noncredit Course

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

**Cross-listed Course**

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

**More Options**

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | **Basic Skill Status (CB08)** | Course is not a basic skills course. | Course is not a basic skills course. |
| | **Course Prior To College Level** | Not applicable. | Not applicable. |
| | **Course Special Class Status (CB13)** | Course is not a special class. | Course is not a special class. |
| | **Course Support Status (CB26)** | Course is not a support course | Course is not a support course |
| | **Repeat Limit** | 0 | 0 |
| | **Grade Options** | • Letter Grade<br>• Pass/No Pass | • Letter Grade<br>• Pass/No Pass |
| | **Allow Students to Gain Credit by Exam/Challenge** | ☐ | ☐ |

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

## Stand-Alone Statement

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

## Associated Programs

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | **Course is part of a program** | **Associated Program** Liberal Arts (Arts and Letters Emphasis) <br> **Award Type** Associate in Arts (A.A.) Degree | **Associated Program** Liberal Arts (Arts and Letters Emphasis) <br> **Award Type** Associate in Arts (A.A.) Degree |
| | | **Associated Program** Spatial Art <br> **Award Type** Associate in Arts (A.A.) Degree | **Associated Program** Spatial Art <br> **Award Type** Associate in Arts (A.A.) Degree |
| | | **Associated Program** Liberal Arts (Arts and Letters Emphasis) <br> **Award Type** Associate in Arts (A.A.) Degree | **Associated Program** Liberal Arts (Arts and Letters Emphasis) <br> **Award Type** Associate in Arts (A.A.) Degree |
| | | **Associated Program** Ceramics <br> **Award Type** Associate in Arts (A.A.) Degree | **Associated Program** Ceramics <br> **Award Type** Associate in Arts (A.A.) Degree |

## Transferability & Gen. Ed. Options

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | **Transfer Status (CB05)** | Transferable to both UC and CSU | Transferable to both UC and CSU |
| | **Course General Education Status (CB25)** | Y | Y |
| | **Transfer Status** | Approved | Approved |

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | **GE Information** | No value | No value |

## Weekly Student Hours - Profile Name: Default Profile

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | **Lecture Hours - In Class** | 3 | 3 |
| | **Lecture Hours - Out of Class** | 6 | 6 |
| | **Laboratory Hours - In Class** | 3 | 3 |
| | **Laboratory Hours - Out of Class** | 0 | 0 |
| | **NA Hours - In Class** | 0 | 0 |
| | **NA Hours - Out of Class** | 0 | 0 |

## Course Student Hours - Profile Name: Default Profile

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | **Course Duration (Weeks)** | 12 | 12 |
| | **Hours per unit divisor** | 36 | 36 |
| | **Total Student Learning Hours** | 144 | 144 |

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | **Lecture Hours - Course In-Class (Contact) per Term** | 36 | 36 |
| | **Lecture Hours - Course Out-of-Class per Term** | 72 | 72 |
| | **Laboratory Hours - Course In-Class (Contact) per Term** | 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** | 72 | 72 |
| | **Total - Course Out-of-Class Hours** | 72 | 72 |
| | **Total Credit Units - Minimum Credit Units** | 4 | 4 |

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | **Total Credit Units - Maximum Credit Units** | 4 | 4 |

## Speciality Hours

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | **Speciality Hours** | No value | No value |

## Credit / Non-Credit Options

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

## Credit Units

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

## SKIP

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | **SKIP** | No Value | No Value |

## Specifications

| Changed | Field | Current Version | | Proposed Version | |
|---------|-------|-----------------|---|------------------|---|
| ❗ | **Methods of Instruction** | **Methods of Instruction** | | **Methods of Instruction** | Methods of Instruction |
| | | **Methods of Instruction** | Lecture and visual aids<br>Discussion and problem solving performed in class<br>Field observation and field trips<br>Guest speakers<br>Collaborative learning and small group exercises<br>Laboratory experience which involves students in formal exercises of idea and skill development, within the study of ceramics<br>Laboratory safety demonstrations. | **Methods of Instruction** | Lecture and visual aids<br>Discussion and problem solving performed in class<br>Field observation and field trips<br>Guest speakers<br>Collaborative learning and small group exercises<br>Laboratory experience which involves students in formal exercises of idea and skill development, within the study of ceramics<br>Laboratory safety demonstrations. |
| | **Assignments** | 1. Readings: Assigned class readings and present oral report.<br>2. Hands on projects: Construction and fishing/glazing techniques of all works. | | 1. Readings: Assigned class readings and present oral report.<br>2. Hands on projects: Construction and fishing/glazing techniques of all works. | |

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

| | Methods of Evaluation | | |

**Methods of Evaluation**

| **Methods of Evaluation** | | **Methods of Evaluation** | Methods of Evaluation |
|---|---|---|---|
| **Methods of Evaluation** | 1. Assess oral reports and classroom discussion. Evaluate student comprehension of assigned readings.<br>2. Evaluation of the student's idea development and process with projects based on class lab demonstrations and lectures. Evaluation of craftsmanship as demonstrated by construction and finishing techniques covered during the course. Evaluation of a completed ceramic portfolio as final project. | **Methods of Evaluation** | 1. Assess oral reports and classroom discussion. Evaluate student comprehension of assigned readings.<br>2. Evaluation of the student's idea development and process with projects based on class lab demonstrations and lectures. Evaluation of craftsmanship as demonstrated by construction and finishing techniques covered during the course. Evaluation of a completed ceramic portfolio as final project. |

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | **Essential Student Materials/Essential College Facilities** | **Essential Student Materials:**<br>• Potters ribs and cut off needle<br>• Clay<br>• Fettling knife<br>• Toggle clay cutter<br>• Plastic wrap material<br>• Ware storage boards<br>• Various brushes<br>• Surface decoration tools<br>• Water bucket<br><br>**Essential College Facilities:**<br>• Studio space with appropriate tables<br>• Potters wheels<br>• Wedging tables<br>• Ware storage racks<br>• Clay mixer<br>• Pugmill<br>• Glaze spray booth<br>• Glaze storage containers (dry and wet)<br>• Clay and glaze scales<br>• Electric kilns<br>• Gas fired kilns<br>• Raku kiln<br>• Sink with clay trap<br>• Glaze disposal container | **Essential Student Materials:**<br>• Potters ribs and cut off needle<br>• Clay<br>• Fettling knife<br>• Toggle clay cutter<br>• Plastic wrap material<br>• Ware storage boards<br>• Various brushes<br>• Surface decoration tools<br>• Water bucket<br><br>**Essential College Facilities:**<br>• Studio space with appropriate tables<br>• Potters wheels<br>• Wedging tables<br>• Ware storage racks<br>• Clay mixer<br>• Pugmill<br>• Glaze spray booth<br>• Glaze storage containers (dry and wet)<br>• Clay and glaze scales<br>• Electric kilns<br>• Gas fired kilns<br>• Raku kiln<br>• Sink with clay trap<br>• Glaze disposal container |
| ❗ | **Examples of Primary Texts and References** | **Title** No value<br>**Author** None.<br>**Publisher** No value<br>**Date/Edition** No value<br>**ISBN** No value | **Title** Additions to Clay Bodies<br>**Author** Standen, Kathleen<br>**Publisher** The American Ceramic Society<br>**Date/Edition** 2013<br>**ISBN** 408153947 |

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| ❗ | **Suggested Reading List** | | No value |

| **Reading List** | Watkins, James and Wandless, Paul. "Alternative Kilns and Firing Techniques." New York: Lark Books, 2006 |
|---|---|
| **May include, but are not limited to** | No value |

| **Reading List** | Carter, Ben. "Mastering the Potter's Wheel". Minneapolis: Quarto Publishing Group USA Inc., 2016 |
|---|---|
| **May include, but are not limited to** | No value |

| **Reading List** | Lazo, Eduardo, "Naked Raku and Related Bare Clay Techniques." Westerville: American Ceramic Society, 2012 |
|---|---|
| **May include, but are not limited to** | No value |

| **Reading List** | Standen, Kathleen, "Additions to Clay Bodies." Ohio: The American Ceramic Society, 2013 |
|---|---|

| Changed | Field | Current Version | Proposed Version |
|---------|-------|-----------------|------------------|
| | | **May include, but are not limited to** No value | |

## Learning Outcomes and Objectives

| Changed | Field | Current Version | Proposed Version |
|---------|-------|-----------------|------------------|
| | **Course Objectives** | <ul><li>Integrate hand building, wheel construction, and surface techniques.</li><li>Identify and utilize glaze and texturing treatments.</li><li>Compare and contrast processes when combining various construction and surface techniques in the same ceramic piece.</li><li>Study ceramic pieces from various cultures and understand the development of design and materials selected by the artists.</li><li>Develop a series of clay forms that demonstrate ceramic techniques.</li></ul> | <ul><li>Integrate hand building, wheel construction, and surface techniques.</li><li>Identify and utilize glaze and texturing treatments.</li><li>Compare and contrast processes when combining various construction and surface techniques in the same ceramic piece.</li><li>Study ceramic pieces from various cultures and understand the development of design and materials selected by the artists.</li><li>Develop a series of clay forms that demonstrate ceramic techniques.</li></ul> |

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

**CSLOs**

| CSLOs | Demonstrate competency in a variety of ceramic surface techniques. |
|-------|------------------|
| **Expected SLO Performance** | 0.0 |

| CSLOs | Demonstrate competency in a variety of ceramic surface techniques. |
|-------|------------------|
| **Expected SLO Performance** | 0.0 |

| CSLOs | Demonstrate competency in combining ceramic construction and surface techniques within the same ceramic form. |
|-------|------------------|
| **Expected SLO Performance** | 0.0 |

| CSLOs | Demonstrate competency in combining ceramic construction and surface techniques within the same ceramic form. |
|-------|------------------|
| **Expected SLO Performance** | 0.0 |

## Course Outline

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| ❗ | **Course Content** | 1. Integrate hand building, wheel construction, and surface techniques.<br>   1. Wheel throwing and coil construction while incorporating different surface treatments.<br>   2. Wheel construction and slab combination while incorporating different surface treatments.<br>   3. Pinch techniques with functional wheel thrown forms while incorporating different surface treatments.<br>2. Identify and utilize glaze and texturing treatments.<br>   1. To accentuate movement<br>   2. Rhythm<br>   3. Balance<br>   4. Volume<br>3. Compare and contrast processes when combining various construction and surface techniques in the same ceramic piece.<br>   1. Idea (planning, invention, technique)<br>   2. Skill (craftsmanship, execution)<br>   3. Evaluation (critique)<br>4. Study ceramic pieces from various cultures and understand the development of design and materials selected by the artists.<br>   1. Historical<br>   2. Cultural<br>5. Develop a series of clay forms that demonstrate ceramic techniques.<br>   1. Burnout<br>   2. Dry throwing for surface texture.<br>   3. Glazed and sandblasted.<br>   4. Sodium silicate.<br>   5. Feldspar inclusions.<br>   6. Colored clay. | 1. Integrate hand building, wheel construction, and surface techniques.<br>   1. Wheel throwing and coil construction while incorporating different surface treatments.<br>   2. Wheel construction and slab combination while incorporating different surface treatments.<br>   3. Pinch techniques with functional wheel thrown forms while incorporating different surface treatments.<br>2. Identify and utilize glaze and texturing treatments.<br>   1. To accentuate movement<br>   2. Rhythm<br>   3. Balance<br>   4. Volume<br>3. Compare and contrast processes when combining various construction and surface techniques in the same ceramic piece.<br>   1. Idea (planning, invention, technique)<br>   2. Skill (craftsmanship, execution)<br>   3. Evaluation (critique)<br>4. Study ceramic pieces from various cultures and understand the development of design and materials selected by the artists.<br>   1. Historical<br>   2. Cultural<br>5. Develop a series of clay forms that demonstrate ceramic techniques.<br>   1. Burnout<br>   2. Dry throwing for surface texture.<br>   3. Glazed and sandblasted.<br>   4. Sodium silicate.<br>   5. Feldspar inclusions.<br>   6. Colored clay. |

| Changed | Field | Current Version | Proposed Version |
|---------|-------|-----------------|------------------|
|  |  | 7. Textured forms using wood bits. |  |
|  | **Lab Component in this Course** | Yes | Yes |
|  | **Lab Outline** | 1. Use the clay mixer and pug machine to make a unique clay body with burnout material.<br>2. Fire kilns specific to burnout process.<br>3. Experiment with the glaze lab colorants as inclusions to clay body.<br>4. Use alternative tools and materials in the studio to construct finished pieces.<br>5. Operate soda kiln. | 1. Use the clay mixer and pug machine to make a unique clay body with burnout material.<br>2. Fire kilns specific to burnout process.<br>3. Experiment with the glaze lab colorants as inclusions to clay body.<br>4. Use alternative tools and materials in the studio to construct finished pieces.<br>5. Operate soda kiln. |

## Req/Adv

| Changed | Questions | Current Version | Proposed Version |
|---------|-----------|-----------------|------------------|
|  | **Prerequisite(s):** | ARTS D018B | ARTS D018B |
|  | **Corequisite(s):** | No Value | No Value |
|  | **Advisory(ies):** | No Value | No Value |
|  | **Advisory(ies) - Other:** | No Value | No Value |
|  | **Limitation(s) on Enrollment:** | No Value | No Value |
|  | **Limitation(s) on Enrollment - Other:** | No Value | No Value |
|  | **Entrance Skills(s):** | No Value | No Value |
|  | **Entrance Skill(s) - Other:** | No Value | No Value |

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

## Curriculum Office

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| ❗ | **Banner Start Term (202122)** | 202122 | No Value |
| ❗ | **Banner Division** | 2CA | No Value |
| ❗ | **Catalog Term (21-22)** | 21-22 | No Value |
| ❗ | **5 Year Revision Year (2021)** | 2018 | No Value |
| ❗ | **Effective Quarter** | Fall | No Value |
| ❗ | **Effective Year (2021)** | 2018 | No Value |
| | **Sort ID (00 < 10; 0 < 100)** | ARTS 019J | ARTS 019J |
| | **Course Status** | Non-substantial | Non-substantial |
| ❗ | **Course Status Code** | A | No Value |
| ❗ | **Banner Department** | ARTS | No Value |
| ❗ | **Course Level** | DU | No Value |
| ❗ | **College Code** | DA | No Value |

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| | **Course Characteristics** | NA | NA |
| | **Cross-Listed/Related Course Information** | NA | NA |
| | **Cross-Listed/Related Course ID's** | No Value | No Value |
| ❗ | **CTE Status** | No | No Value |
| | **DL Approval Date (MM/DD/YYYY)** | No Value | No Value |
| | **Hybrid Approval Date (MM/DD/YYYY)** | 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 |
| ❗ | **Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)** | Three hours lecture, three hours laboratory (72 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** | 231025 | No Value |
| ❗ | **Account Code** | 1320 | No Value |
| ❗ | **Program Code** | 100230 | 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 |
|---|---|---|---|
| | **For changes to the units and hours tab; 1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.** | No Value | No Value |

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

## A-Matrix Form

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

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

## B-Matrix Form

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

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

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

## C-Matrix Form

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

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

| | | | |
|---|---|---|---|
| **D-Matrix Form** | | | |

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

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

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

### E-Matrix Form

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

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

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

## F-Matrix Form

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

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

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

### G-Matrix Form

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

## H-Matrix Form

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| | **Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc… list the prerequisite(s) to participate in the program.** | No Value | No Value |
| | **Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc… list the prerequisite(s) to participate in the cohort.** | No Value | No Value |

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| | **Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.** | No Value | No Value |
| | **Objective 4: For Prerequisites based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills, i.e. such as a course.** | No Value | No Value |

## De Anza GE Form

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

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

| Changed | Questions | Current Version | Proposed Version |
| --- | --- | --- | --- |
| | **Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)** | No Value | No Value |
| | **Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)** | No Value | No Value |

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

## De Anza GE - ESGC Form

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

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

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

## Comments

| Changed | Questions | Current Version | Proposed Version |
|---------|-----------|-----------------|------------------|
| | **Stage 2: Department Chair** | No Value | No Value |
| | **Stage 3: Division Curriculum Representative** | No Value | No Value |
| | **Stage 4: Division Dean** | No Value | No Value |
| | **Stage 5: SLO Coordinator** | No Value | No Value |
| | **Stage 7: Content Review Matrix Liaison** | No Value | No Value |
| | **Stage 8: AVP - Instruction** | No Value | No Value |

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| | **Stage 9: Articulation Officer** | No Value | No Value |
| | **Stage 11: ESGC Faculty Coordinator** | No Value | No Value |
| | **Stage 14: Curriculum Committee** | No Value | No Value |

## Course Administration Codes

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

| Changed | Field | Current Version |
|---|---|---|
| | **Curriculum ID** | ARTSD019J |
| | **Distance Education Approved** | No |
| | **Board of Trustees Approval Date** | |
| | **Curriculum Committee Approval Date** | |
| | **Time to Next Review** | Aug 31, 2023 12:00:00 AM |
| | **External Review Approval Date** | Sep 1, 2018 12:00:00 AM |
| | **Course Control Number** | CCC000573783 |

## Articulation

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

# De Anza College
# Change Report
**03/29/2024**

## 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 |
| Specifications | Methods of Instruction |
| Specifications | Methods of Evaluation |
| Specifications | Examples of Primary Texts and References |
| Specifications | Suggested Reading List |
| Curriculum Office | Banner Start Term (202122) |
| Curriculum Office | Banner Division |
| Curriculum Office | Catalog Term (21-22) |
| Curriculum Office | 5 Year Revision Year (2021) |
| Curriculum Office | Effective Quarter |
| Curriculum Office | Effective Year (2021) |
| Curriculum Office | Course Status Code |
| Curriculum Office | Banner Department |
| Curriculum Office | Course Level |
| Curriculum Office | College Code |
| Curriculum Office | CTE Status |

| Section | Changed field |
| --- | --- |
| **Curriculum Office** | Emergency Approval |
| **Curriculum Office** | Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction) |
| **Curriculum Office** | Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training) |
| **Curriculum Office** | Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).) |
| **Curriculum Office** | Noncredit Enhanced Funding Indicator |
| **Curriculum Office** | In Service Indicator |
| **Curriculum Office** | Sports/Physical Education Course Indicator |
| **Curriculum Office** | COA Code |
| **Curriculum Office** | Fund Code |
| **Curriculum Office** | Organization Code |
| **Curriculum Office** | Account Code |
| **Curriculum Office** | Program Code |
| **Curriculum Office** | Percent |
| **Curriculum Office** | Print/No Print to Catalog |
| **Comments** | Stage 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 | • eLumenData, eLumenData | • Rocky Lewycky |
| | Course ID (CB01A and CB01B) | ARTSD019K | ARTSD019K |
| | Course Control Number | CCC000573782 | CCC000573782 |
| | Course Title (CB02) | Ceramics Decoration | Ceramics Decoration |
| | Short Course Title | CERAMICS DECORATION | CERAMICS DECORATION |
| | TOP Code (CB03) | 1002.30 | 1002.30 Ceramics |
| | CIP Code | Ceramic Arts and Ceramics | 50.0711 Ceramic Arts and Ceramics |
| | Department | ARTS - Visual Arts and Design | ARTS - Visual Arts and Design |
| ❗ | Effective Term | Fall 2021 | Fall ~~2021~~ 2025 |
| | SAM Priority Code (CB09) | Non-Occupational | Non-Occupational |
| | Course Description | Surface treatments and refinement used in the production of stoneware, earthenware and porcelain. | Surface treatments and refinement used in the production of stoneware, earthenware and porcelain. |
| ❗ | 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 | • Art |
| | Discipline 2 | No value | No value |

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | **Discipline 3** | No value | No value |
| ❗ | **FSA** | No value | • FHDA FSA - ART |

## Course Justification

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | **Course Justification** | This course is UC and CSU transferable. It is part of the Ceramics A.A. Degree. This course is beginning level study of ceramics decoration. | This course is UC and CSU transferable. It is part of the Ceramics A.A. Degree. This course is beginning level study of ceramics decoration. |

## Foothill Equivalency

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

## Course Philosophy

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | **Course Philosophy** | No value | |

## Formerly Statement

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | **Formerly Statement** | No value | |

## Stand-Alone Statement

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

## CTE Course

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| ❗ | **Is this a CTE (Career Technical Education) course?** | No value | No |

## Honors/Non-honors Course

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

## Mirrored Credit/Noncredit Course

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

## Cross-listed Course

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

## More Options

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

## Stand-Alone Statement

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

## Associated Programs

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

| **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** | Spatial Art |
|---|---|
| **Award Type** | Associate in Arts (A.A.) Degree |

| **Associated Program** | Spatial Art |
|---|---|
| **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** | Ceramics |
|---|---|
| **Award Type** | Associate in Arts (A.A.) Degree |

| **Associated Program** | Ceramics |
|---|---|
| **Award Type** | Associate in Arts (A.A.) Degree |

## Transferability & Gen. Ed. Options

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

## Weekly Student Hours - Profile Name: Default Profile

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | **Lecture Hours - In Class** | 3 | 3 |
| | **Lecture Hours - Out of Class** | 6 | 6 |
| | **Laboratory Hours - In Class** | 3 | 3 |
| | **Laboratory Hours - Out of Class** | 0 | 0 |
| | **NA Hours - In Class** | 0 | 0 |
| | **NA Hours - Out of Class** | 0 | 0 |

## Course Student Hours - Profile Name: Default Profile

| Changed | Field | Current Version | Proposed Version |
| --- | --- | --- | --- |
| | **Course Duration (Weeks)** | 12 | 12 |
| | **Hours per unit divisor** | 36 | 36 |
| | **Total Student Learning Hours** | 144 | 144 |
| | **Lecture Hours - Course In-Class (Contact) per Term** | 36 | 36 |
| | **Lecture Hours - Course Out-of-Class per Term** | 72 | 72 |
| | **Laboratory Hours - Course In-Class (Contact) per Term** | 36 | 36 |
| | **Laboratory Hours - Course Out-of-Class per Term** | 0 | 0 |
| | **NA Hours - Course In-Class (Contact) per Term** | 0 | 0 |
| | **NA Hours - Course Out-of-Class per Term** | 0 | 0 |
| | **Total - Course In-Class (Contact) Hours** | 72 | 72 |

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | **Total - Course Out-of-Class Hours** | 72 | 72 |
| | **Total Credit Units - Minimum Credit Units** | 4 | 4 |
| | **Total Credit Units - Maximum Credit Units** | 4 | 4 |

## Speciality Hours

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | **Speciality Hours** | No value | No value |

## Credit / Non-Credit Options

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

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | **Variable Credit Course** | ☐ | ☐ |

## Credit Units

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

## SKIP

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | **SKIP** | No Value | No Value |

## Specifications

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| ❗ | Methods of Instruction | **Methods of Instruction** | **Methods of Instruction** Methods of Instruction |
| | | **Methods of Instruction** Lecture and visual aids Discussion and problem solving performed in class Field observation and field trips Guest speakers Collaborative learning and small group exercises Laboratory experience which involves students in formal exercises of idea and skill development, within the study of ceramics Laboratory safety demonstrations. | **Methods of Instruction** Lecture and visual aids Discussion and problem solving performed in class Field observation and field trips Guest speakers Collaborative learning and small group exercises Laboratory experience which involves students in formal exercises of idea and skill development, within the study of ceramics Laboratory safety demonstrations. |
| | Assignments | 1. Hands on projects: Construction of test tiles and completion of all decoration techniques. | 1. Hands on projects: Construction of test tiles and completion of all decoration techniques. |

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

| | Methods of Evaluation | | |
|---|---|---|---|

**Methods of Evaluation**

| Methods of Evaluation | |
|---|---|
| **Methods of Evaluation** | 1. Evaluation of the student's surface decoration projects based on class lab demonstrations, lectures, and readings. Evaluation of craftsmanship as demonstrated by the finishing techniques covered during the course. Evaluation of a completed ceramic portfolio as final project. |

**Methods of Evaluation**

Methods of Evaluation

| Methods of Evaluation | |
|---|---|
| **Methods of Evaluation** | 1. Evaluation of the student's surface decoration projects based on class lab demonstrations, lectures, and readings. Evaluation of craftsmanship as demonstrated by the finishing techniques covered during the course. Evaluation of a completed ceramic portfolio as final project. |

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | **Essential Student Materials/Essential College Facilities** | **Essential Student Materials:**<br>• Potters ribs and cut off needle<br>• Clay<br>• Fettling knife<br>• Toggle clay cutter<br>• Plastic wrap material<br>• Ware storage boards<br>• Various brushes<br>• Surface decoration tools<br>• Water bucket<br><br>**Essential College Facilities:**<br>• Studio space with appropriate tables<br>• Potters wheels<br>• Wedging tables<br>• Ware storage racks<br>• Clay mixer<br>• Pugmill<br>• Glaze spray booth<br>• Glaze storage containers (dry and wet)<br>• Clay and glaze scales<br>• Electric kilns<br>• Gas fired kilns<br>• Raku kiln<br>• Sink with clay trap<br>• Glaze disposal container | **Essential Student Materials:**<br>• Potters ribs and cut off needle<br>• Clay<br>• Fettling knife<br>• Toggle clay cutter<br>• Plastic wrap material<br>• Ware storage boards<br>• Various brushes<br>• Surface decoration tools<br>• Water bucket<br><br>**Essential College Facilities:**<br>• Studio space with appropriate tables<br>• Potters wheels<br>• Wedging tables<br>• Ware storage racks<br>• Clay mixer<br>• Pugmill<br>• Glaze spray booth<br>• Glaze storage containers (dry and wet)<br>• Clay and glaze scales<br>• Electric kilns<br>• Gas fired kilns<br>• Raku kiln<br>• Sink with clay trap<br>• Glaze disposal container |

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

**Examples of Primary Texts and References**

Current Version:

| Title | No value |
|---|---|
| Author | None. |
| Publisher | No value |
| Date/Edition | No value |
| ISBN | No value |

Proposed Version:

| Title | The Potter's Guide to Ceramic Surfaces |
|---|---|
| Author | Connell, Jo |
| Publisher | Apple Press |
| Date/Edition | 2002 |
| ISBN | 0873493591 |

| Title | Surface Design for Ceramics |
|---|---|
| Author | Mills, Maureen |
| Publisher | New York: Lark Books |
| Date/Edition | 2011 |
| ISBN | 9781600597824 |

| Title | Carve Your Clay |
|---|---|
| Author | Carr, Hilda |
| Publisher | Quarry Books |
| Date/Edition | 2020 |
| ISBN | 1782218521 |

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| ❗ | **Suggested Reading List** | | No value |

| | |
|---|---|
| **Reading List** | Beard, Peter. "Resist and Masking Techniques," Baltimore, MD: University of Pennsylvania Press, 1997 |
| **May include, but are not limited to** | No value |

| | |
|---|---|
| **Reading List** | Connell, Jo. "The Potter's Guide to Ceramic Surfaces," London: Apple Press, 2002 |
| **May include, but are not limited to** | No value |

| | |
|---|---|
| **Reading List** | Mills, Maureen. "Surface Design for Ceramics," New York: Lark Books, 2011 |
| **May include, but are not limited to** | No value |

| | |
|---|---|
| **Reading List** | Ostermann, Matthias. "The Ceramic Surface," Pennsylvania: University of Pennsylvania Press, 2002 |

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | **May include, but are not limited to** | No value | |
| | **Reading List** | Lane, Peter. "Ceramic Form: Design & Decoration," New York: Rizzoli International Publications, 1998 | |
| | **May include, but are not limited to** | No value | |

## Learning Outcomes and Objectives

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | **Course Objectives** | • Demonstrate knowledge of tools and techniques of decoration associated with the ceramic process<br>• Identify decoration techniques used by different cultures.<br>• Adapt and use contemporary techniques of decoration.<br>• Compare ceramic objects from various cultures.<br>• Develop a series of clay forms to test surfaces on. | • Demonstrate knowledge of tools and techniques of decoration associated with the ceramic process<br>• Identify decoration techniques used by different cultures.<br>• Adapt and use contemporary techniques of decoration.<br>• Compare ceramic objects from various cultures.<br>• Develop a series of clay forms to test surfaces on. |

| Changed | Field | Current Version | | Proposed Version | |
|---|---|---|---|---|---|
| | **CSLOs** | | | | |

<table>
<tr><td>**CSLOs**</td><td>Demonstrate competency in a variety of ceramic surface decoration techniques techniques; oxide, slip, luster, china paint, carving.</td></tr>
<tr><td>**Expected SLO Performance**</td><td>0.0</td></tr>
</table>

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<tr><td>**CSLOs**</td><td>Demonstrate competency in a variety of ceramic surface decoration techniques techniques; oxide, slip, luster, china paint, carving.</td></tr>
<tr><td>**Expected SLO Performance**</td><td>0.0</td></tr>
</table>

<table>
<tr><td>**CSLOs**</td><td>Demonstrate competency in a variety of ceramic surface decoration techniques developed in the firing; pit, raku, soda, wood.</td></tr>
<tr><td>**Expected SLO Performance**</td><td>0.0</td></tr>
</table>

<table>
<tr><td>**CSLOs**</td><td>Demonstrate competency in a variety of ceramic surface decoration techniques developed in the firing; pit, raku, soda, wood.</td></tr>
<tr><td>**Expected SLO Performance**</td><td>0.0</td></tr>
</table>

## Course Outline

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | **Course Content** | 1. Demonstrate knowledge of tools and techniques of decoration associated with the ceramic process<br>    1. Brushes selected for a variety glaze, slip and oxide application processes.<br>    2. Steel, stone and wood traditional decoration tools<br>    3. Identify tool and material use and on a variety of ceramic pieces.<br>2. Identify decoration techniques used by different cultures.<br>    1. Name and describe decoration techniques used by potters throughout the world such as: mishima, scraffito, and over glaze enamel.<br>    2. Practice the use of a variety of materials on test tiles and then transfer some to ceramic pieces in the student portfolio.<br>3. Adapt and use contemporary techniques of decoration.<br>    1. incorporate decoration techniques used today in ceramic work being made for the class portfolio.<br>    2. Alter or change the identified decoration technique for use with materials and conditions in the school ceramic studio.<br>4. Compare ceramic objects from various cultures.<br>    1. Examine similarities of material and process such as Delft and Sometsuke.<br>    2. Visual comparison of similar surface decoration and the type of form or vessel it is used with.<br>    3. Compare the chronological time works | 1. Demonstrate knowledge of tools and techniques of decoration associated with the ceramic process<br>    1. Brushes selected for a variety glaze, slip and oxide application processes.<br>    2. Steel, stone and wood traditional decoration tools<br>    3. Identify tool and material use and on a variety of ceramic pieces.<br>2. Identify decoration techniques used by different cultures.<br>    1. Name and describe decoration techniques used by potters throughout the world such as: mishima, scraffito, and over glaze enamel.<br>    2. Practice the use of a variety of materials on test tiles and then transfer some to ceramic pieces in the student portfolio.<br>3. Adapt and use contemporary techniques of decoration.<br>    1. incorporate decoration techniques used today in ceramic work being made for the class portfolio.<br>    2. Alter or change the identified decoration technique for use with materials and conditions in the school ceramic studio.<br>4. Compare ceramic objects from various cultures.<br>    1. Examine similarities of material and process such as Delft and Sometsuke.<br>    2. Visual comparison of similar surface decoration and the type of form or vessel it is used with.<br>    3. Compare the chronological time works |

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | | were made and their location.<br>5. Develop a series of clay forms to test surfaces on.<br>   1. Decoration at the leather-hard stage:<br>      1. Carving:<br>         1. Low-relief.<br>         2. Piercing<br>      2. Slip decoration:<br>         1. Scraffito<br>         2. Inlay<br>         3. Slip-trailing<br>         4. Stenciling<br>   2. Decoration on bisque ware:<br>      1. Underglaze decoration.<br>      2. Wax-resist.<br>      3. Painting with glazes.<br>      4. Image transfer:<br>         1. Silk-screening.<br>         2. Tone-transfer<br>   3. Decoration on unfired glaze: Oxide and underglaze decoration on white glaze.<br>   4. Decoration on fired glaze:<br>      1. Luster and china painting.<br>      2. Water-slide decals. | were made and their location.<br>5. Develop a series of clay forms to test surfaces on.<br>   1. Decoration at the leather-hard stage:<br>      1. Carving:<br>         1. Low-relief.<br>         2. Piercing<br>      2. Slip decoration:<br>         1. Scraffito<br>         2. Inlay<br>         3. Slip-trailing<br>         4. Stenciling<br>   2. Decoration on bisque ware:<br>      1. Underglaze decoration.<br>      2. Wax-resist.<br>      3. Painting with glazes.<br>      4. Image transfer:<br>         1. Silk-screening.<br>         2. Tone-transfer<br>   3. Decoration on unfired glaze: Oxide and underglaze decoration on white glaze.<br>   4. Decoration on fired glaze:<br>      1. Luster and china painting.<br>      2. Water-slide decals. |
| | **Lab Component in this Course** | Yes | Yes |

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | Lab Outline | 1. Build a series of test pieces for surface decoration experiments.<br>2. Practice a series of decoration techniques.<br>3. Use advanced design principles and color theory to apply surface treatments.<br>4. Use different clay bodies to investigate their purities in regards to surface. | 1. Build a series of test pieces for surface decoration experiments.<br>2. Practice a series of decoration techniques.<br>3. Use advanced design principles and color theory to apply surface treatments.<br>4. Use different clay bodies to investigate their purities in regards to surface. |

## Req/Adv

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| | Prerequisite(s): | ARTS D018A | ARTS D018A |
| | Corequisite(s): | No Value | No Value |
| | Advisory(ies): | No Value | No Value |
| | Advisory(ies) - Other: | No Value | No Value |
| | Limitation(s) on Enrollment: | No Value | No Value |
| | Limitation(s) on Enrollment - Other: | No Value | No Value |
| | Entrance Skills(s): | No Value | No Value |
| | Entrance Skill(s) - Other: | No Value | No Value |
| | General Course Statement(s): | No Value | No Value |
| | General Course Statement(s) - Other: | No Value | No Value |

## Curriculum Office

| Changed | Questions | Current Version | Proposed Version |
|---------|-----------|-----------------|------------------|
| ❗ | **Banner Start Term (202122)** | 202122 | No Value |
| ❗ | **Banner Division** | 2CA | No Value |
| ❗ | **Catalog Term (21-22)** | 21-22 | No Value |
| ❗ | **5 Year Revision Year (2021)** | 2018 | No Value |
| ❗ | **Effective Quarter** | Fall | No Value |
| ❗ | **Effective Year (2021)** | 2018 | No Value |
| | **Sort ID (00 < 10; 0 < 100)** | ARTS 019K | ARTS 019K |
| | **Course Status** | Non-substantial | Non-substantial |
| ❗ | **Course Status Code** | A | No Value |
| ❗ | **Banner Department** | ARTS | No Value |
| ❗ | **Course Level** | DU | No Value |
| ❗ | **College Code** | DA | No Value |
| | **Course Characteristics** | NA | NA |
| | **Cross-Listed/Related Course Information** | NA | NA |
| | **Cross-Listed/Related Course ID's** | No Value | No Value |
| ❗ | **CTE Status** | No | No Value |

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| | **DL Approval Date (MM/DD/YYYY)** | No Value | No Value |
| | **Hybrid Approval Date (MM/DD/YYYY)** | No Value | No Value |
| ❗ | **Emergency Approval** | No | No Value |
| ❗ | **Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)** | N | No Value |
| ❗ | **Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)** | F | No Value |

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| ❗ | **Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)** | Three hours lecture, three hours laboratory (72 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** | 231025 | No Value |
| ❗ | **Account Code** | 1320 | No Value |
| ❗ | **Program Code** | 100230 | No Value |
| ❗ | **Percent** | 100 | No Value |
| | **Curriculum Office Notes** | No Value | No Value |
| ❗ | **Print/No Print to Catalog** | Yes | No Value |

## Summary of Revisions

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| | **Basic Course Information** | No Value | No Value |

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| | **Units and Hours** | No Value | No Value |
| | **Specifications** | No Value | No Value |
| | **Outline** | No Value | No Value |
| | **Other** | No Value | No Value |

## Blue Form

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

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

## A-Matrix Form

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| | **EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.** | No Value | No Value |

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| | **Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.** | No Value | No Value |
| | **Objective 2: Compose essays drawn from personal experience and assigned texts.** | No Value | No Value |
| | **Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.** | No Value | No Value |
| | **Objective 4: Create syntactically varied sentences that are free of mechanical errors.** | No Value | No Value |
| | **Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.** | No Value | No Value |

**B-Matrix Form**

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

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

## C-Matrix Form

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

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

## D-Matrix Form

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

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

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

## E-Matrix Form

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

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

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

**F-Matrix Form**

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

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

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

**G-Matrix Form**

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

## H-Matrix Form

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| | **Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc… list the prerequisite(s) to participate in the program.** | No Value | No Value |
| | **Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc… list the prerequisite(s) to participate in the cohort.** | No Value | No Value |

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| | **Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.** | No Value | No Value |
| | **Objective 4: For Prerequisites based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills, i.e. such as a course.** | No Value | No Value |

## De Anza GE Form

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

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

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| | **Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)** | No Value | No Value |
| | **Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)** | No Value | No Value |

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

## De Anza GE - ESGC Form

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

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

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

### Comments

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| | **Stage 2: Department Chair** | No Value | No Value |
| | **Stage 3: Division Curriculum Representative** | No Value | No Value |
| | **Stage 4: Division Dean** | No Value | No Value |
| | **Stage 5: SLO Coordinator** | No Value | No Value |
| | **Stage 7: Content Review Matrix Liaison** | No Value | No Value |
| | **Stage 8: AVP - Instruction** | No Value | No Value |

| Changed | Questions | Current Version | Proposed Version | | | | | |
|---------|-----------|-----------------|------|------|------|------|------|------|

| Changed | Questions | Current Version | Proposed Version |
|---------|-----------|-----------------|------------------|

**Stage 9: Articulation Officer** — No Value

| Date | Name - Role OR Tab | Part - Field | Type of Edit | Edit | Initiator - Indicate "Y" When Completed |
|------|--------------------|--------------|--------------|------|------------------------------------------|
| **3/27/24** | Betty Inoue - AO | SLO | Please correct typo and remove extra "techniques" | | |

| Changed | Questions | Current Version | Proposed Version |
|---------|-----------|-----------------|------------------|
| | **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** | ARTSD019K |
| | **Distance Education Approved** | No |
| | **Board of Trustees Approval Date** | |
| | **Curriculum Committee Approval Date** | |
| | **Time to Next Review** | Aug 31, 2023 12:00:00 AM |
| | **External Review Approval Date** | Sep 1, 2018 12:00:00 AM |

| Changed | Field | Current Version |
|---|---|---|
| | **Course Control Number** | CCC000573782 |

## Articulation

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

# Change Report

## Summary of Changes

| Section | Changed field |
| --- | --- |
| General Information | Faculty Initiator |
| General Information | Effective Term |
| General Information | Course Type (CB27) |
| General Information | Mode of Delivery |
| Faculty Requirements | Discipline 1 |
| Faculty Requirements | FSA |
| Specifications | Methods of Instruction |
| Specifications | Methods of Evaluation |
| Specifications | Examples of Primary Texts and References |
| Specifications | Suggested Reading List |
| Curriculum Office | Banner Start Term (202122) |
| Curriculum Office | Banner Division |
| Curriculum Office | Catalog Term (21-22) |
| Curriculum Office | 5 Year Revision Year (2021) |
| Curriculum Office | Effective Quarter |
| Curriculum Office | Effective Year (2021) |
| Curriculum Office | Course Status Code |
| Curriculum Office | Banner Department |
| Curriculum Office | Course Level |
| Curriculum Office | College Code |
| Curriculum Office | CTE Status |
| Curriculum Office | Emergency Approval |

| Section | Changed field |
|---|---|
| **Curriculum Office** | Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction) |
| **Curriculum Office** | Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training) |
| **Curriculum Office** | Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).) |
| **Curriculum Office** | Noncredit Enhanced Funding Indicator |
| **Curriculum Office** | In Service Indicator |
| **Curriculum Office** | Sports/Physical Education Course Indicator |
| **Curriculum Office** | COA Code |
| **Curriculum Office** | Fund Code |
| **Curriculum Office** | Organization Code |
| **Curriculum Office** | Account Code |
| **Curriculum Office** | Program Code |
| **Curriculum Office** | Percent |
| **Curriculum Office** | Print/No Print to Catalog |
| **Comments** | Stage 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? |
| **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 | • Rocky Lewycky |
| | **Course ID (CB01A and CB01B)** | ARTSD019M | ARTSD019M |
| | **Course Control Number** | CCC000572754 | CCC000572754 |
| | **Course Title (CB02)** | Ceramics Low Fire | Ceramics Low Fire |
| | **Short Course Title** | CERAMICS LOW FIRE | CERAMICS LOW FIRE |
| | **TOP Code (CB03)** | 1002.30 | 1002.30 Ceramics |
| | **CIP Code** | Ceramic Arts and Ceramics | 50.0711 Ceramic Arts and Ceramics |
| | **Department** | ARTS - Visual Arts and Design | ARTS - Visual Arts and Design |
| ❗ | **Effective Term** | Fall 2021 | Fall ~~2021~~ 2025 |
| | **SAM Priority Code (CB09)** | Non-Occupational | Non-Occupational |
| | **Course Description** | Survey of earthenware as a ceramic material. Use of surface decoration, glazes and ceramic kiln firing. | Survey of earthenware as a ceramic material. Use of surface decoration, glazes and ceramic kiln firing. |
| ❗ | **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 | • Art |
| | **Discipline 2** | No value | No value |
| | **Discipline 3** | No value | No value |

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| ❗ | **FSA** | No value | • FHDA FSA - ART |

## Course Justification

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | **Course Justification** | This course is UC and CSU transferable. It is part of the Ceramics A.A. Degree. This course is beginning level study of low fire ceramics. | This course is UC and CSU transferable. It is part of the Ceramics A.A. Degree. This course is beginning level study of low fire ceramics. |

## Foothill Equivalency

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | **Does the course have a Foothill equivalent?** | Yes | Yes |
| | **Foothill Faculty Consultation Name** | No value | |
| | **Foothill Course ID** | ART F045F | ART F045F |

## Course Philosophy

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | **Course Philosophy** | No value | |

## Formerly Statement

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | **Formerly Statement** | No value | |

## Stand-Alone Statement

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

## CTE Course

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| ❗ | **Is this a CTE (Career Technical Education) course?** | No value | No |

## Honors/Non-honors Course

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

## Mirrored Credit/Noncredit Course

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| ❗ | **Is this a mirrored credit/noncredit course?** | No value | No |

## Cross-listed Course

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

## More Options

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

## Stand-Alone Statement

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

## Associated Programs

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | **Course is part of a program** | **Associated Program** Liberal Arts (Arts and Letters Emphasis)<br>**Award Type** Associate in Arts (A.A.) Degree | **Associated Program** Liberal Arts (Arts and Letters Emphasis)<br>**Award Type** Associate in Arts (A.A.) Degree |
| | | **Associated Program** Spatial Art<br>**Award Type** Associate in Arts (A.A.) Degree | **Associated Program** Spatial Art<br>**Award Type** Associate in Arts (A.A.) Degree |
| | | **Associated Program** Liberal Arts (Arts and Letters Emphasis)<br>**Award Type** Associate in Arts (A.A.) Degree | **Associated Program** Liberal Arts (Arts and Letters Emphasis)<br>**Award Type** Associate in Arts (A.A.) Degree |
| | | **Associated Program** Liberal Arts (Arts and Letters Emphasis) (In Development)<br>**Award Type** Associate in Arts (A.A.) Degree | **Associated Program** Liberal Arts (Arts and Letters Emphasis) (In Development)<br>**Award Type** Associate in Arts (A.A.) Degree |
| | | **Associated Program** Ceramics<br>**Award Type** Associate in Arts (A.A.) Degree | **Associated Program** Ceramics<br>**Award Type** Associate in Arts (A.A.) Degree |

## Transferability & Gen. Ed. Options

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | **Transfer Status (CB05)** | Transferable to both UC and CSU | Transferable to both UC and CSU |

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

## Weekly Student Hours - Profile Name: Default Profile

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | **Lecture Hours - In Class** | 3 | 3 |
| | **Lecture Hours - Out of Class** | 6 | 6 |
| | **Laboratory Hours - In Class** | 3 | 3 |
| | **Laboratory Hours - Out of Class** | 0 | 0 |
| | **NA Hours - In Class** | 0 | 0 |
| | **NA Hours - Out of Class** | 0 | 0 |

## Course Student Hours - Profile Name: Default Profile

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

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | **Total Student Learning Hours** | 144 | 144 |
| | **Lecture Hours - Course In-Class (Contact) per Term** | 36 | 36 |
| | **Lecture Hours - Course Out-of-Class per Term** | 72 | 72 |
| | **Laboratory Hours - Course In-Class (Contact) per Term** | 36 | 36 |
| | **Laboratory Hours - Course Out-of-Class per Term** | 0 | 0 |
| | **NA Hours - Course In-Class (Contact) per Term** | 0 | 0 |
| | **NA Hours - Course Out-of-Class per Term** | 0 | 0 |
| | **Total - Course In-Class (Contact) Hours** | 72 | 72 |
| | **Total - Course Out-of-Class Hours** | 72 | 72 |
| | **Total Credit Units - Minimum Credit Units** | 4 | 4 |

| Changed | Field | Current Version | Proposed Version |
|---------|-------|-----------------|------------------|
| | **Total Credit Units - Maximum Credit Units** | 4 | 4 |

## Speciality Hours

| Changed | Field | Current Version | Proposed Version |
|---------|-------|-----------------|------------------|
| | **Speciality Hours** | No value | No value |

## Credit / Non-Credit Options

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

## Credit Units

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

## SKIP

| Changed | Field | Current Version | Proposed Version |
| --- | --- | --- | --- |
| | **SKIP** | No Value | No Value |

## Specifications

| Changed | Field | Current Version | Proposed Version |
|---------|-------|-----------------|------------------|
| ❗ | **Methods of Instruction** | **Methods of Instruction** | **Methods of Instruction** Methods of Instruction |
| | | **Methods of Instruction** — Lecture and visual aids, Discussion and problem solving performed in class, Field observation and field trips, Guest speakers, Collaborative learning and small group exercises, Laboratory experience which involves students in formal exercises of idea and skill development, within the study of ceramics, Laboratory safety demonstrations. | **Methods of Instruction** — Lecture and visual aids, Discussion and problem solving performed in class, Field observation and field trips, Guest speakers, Collaborative learning and small group exercises, Laboratory experience which involves students in formal exercises of idea and skill development, within the study of ceramics, Laboratory safety demonstrations. |
| | **Assignments** | 1. Readings: Assigned class readings and present oral report.<br>2. Hands on projects: Construction of test tiles and finishing low-fire of all works. | 1. Readings: Assigned class readings and present oral report.<br>2. Hands on projects: Construction of test tiles and finishing low-fire of all works. |

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| ❗ | Methods of Evaluation | **Methods of Evaluation** | **Methods of Evaluation** Methods of Evaluation |
| | | **Methods of Evaluation** 1. Assess oral reports and classroom discussion. Evaluate student comprehension of assigned readings. 2. Evaluation of the student's low fire surface projects based on class lab demonstrations, lectures, and readings. Evaluation of craftsmanship as demonstrated by the finishing techniques covered during the course. Evaluation of a completed ceramic portfolio as final project. | **Methods of Evaluation** 1. Assess oral reports and classroom discussion. Evaluate student comprehension of assigned readings. 2. Evaluation of the student's low fire surface projects based on class lab demonstrations, lectures, and readings. Evaluation of craftsmanship as demonstrated by the finishing techniques covered during the course. Evaluation of a completed ceramic portfolio as final project. |

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | **Essential Student Materials/Essential College Facilities** | **Essential Student Materials:**<br>• Potters ribs and cut off needle<br>• Earthenware<br>• Fettling knife<br>• Toggle clay cutter<br>• Plastic wrap material<br>• Ware storage boards<br>• Various brushes<br>• Surface decoration tools<br>• Water bucket<br><br>**Essential College Facilities:**<br>• Studio space with appropriate tables<br>• Potters wheels<br>• Wedging tables<br>• Ware storage racks<br>• Clay mixer<br>• Pugmill<br>• Glaze spray booth<br>• Glaze storage containers (dry and wet)<br>• Clay and glaze scales<br>• Electric kilns<br>• Gas kilns<br>• Sink with clay trap<br>• Glaze disposal container<br>• Raku Kiln | **Essential Student Materials:**<br>• Potters ribs and cut off needle<br>• Earthenware<br>• Fettling knife<br>• Toggle clay cutter<br>• Plastic wrap material<br>• Ware storage boards<br>• Various brushes<br>• Surface decoration tools<br>• Water bucket<br><br>**Essential College Facilities:**<br>• Studio space with appropriate tables<br>• Potters wheels<br>• Wedging tables<br>• Ware storage racks<br>• Clay mixer<br>• Pugmill<br>• Glaze spray booth<br>• Glaze storage containers (dry and wet)<br>• Clay and glaze scales<br>• Electric kilns<br>• Gas kilns<br>• Sink with clay trap<br>• Glaze disposal container<br>• Raku Kiln |

| Changed | Field | Current Version | | Proposed Version | |
|---|---|---|---|---|---|
| ❗ | **Examples of Primary Texts and References** | **Title** | No value | **Title** | Alternative Kilns and Firing Techniques |
| | | **Author** | None. | **Author** | Watkins, James and Wandless, Paul |
| | | **Publisher** | No value | **Publisher** | Lark Books |
| | | **Date/Edition** | No value | **Date/Edition** | 2006 |
| | | **ISBN** | No value | **ISBN** | 1579909523 |
| | | | | **Title** | Saggar Firing in an Electric Kiln: A Practical Handbook |
| | | | | **Author** | Jolanda van de Grint |
| | | | | **Publisher** | Schiffer Publishing |
| | | | | **Date/Edition** | November 2021/1st |
| | | | | **ISBN** | 978-0-7643-6232-3 |

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| ❗ | **Suggested Reading List** | | No value |

| **Reading List** | Watkins, James and Wandless, Paul. "Alternative Kilns and Firing Techniques," New York: Lark Books., 2006 |
|---|---|
| **May include, but are not limited to** | No value |

| **Reading List** | Lazo, Eduardo, "Naked Raku and Related Bare Clay Techniques." Westerville: American Ceramic Society, 2012 |
|---|---|
| **May include, but are not limited to** | No value |

| **Reading List** | Peters, Lynn. "Surface Decoration for Low-Fire Ceramics," New York: Lark Books, 2002 |
|---|---|
| **May include, but are not limited to** | No value |

## Learning Outcomes and Objectives

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | **Course Objectives** | <ul><li>Demonstrate knowledge of tools and techniques associated with the low temperature ceramic process.</li><li>Identify and describe earthenware used by a variety of cultures.</li><li>Adapt and use contemporary low fire materials and techniques.</li><li>Evaluate the nature and importance of earthenware today.</li><li>Develop a series of clay forms to test surfaces on.</li></ul> | <ul><li>Demonstrate knowledge of tools and techniques associated with the low temperature ceramic process.</li><li>Identify and describe earthenware used by a variety of cultures.</li><li>Adapt and use contemporary low fire materials and techniques.</li><li>Evaluate the nature and importance of earthenware today.</li><li>Develop a series of clay forms to test surfaces on.</li></ul> |
| | **CSLOs** | | |

| **CSLOs** | Demonstrate competency in selecting low fire materials and incorporating them into ceramic work. |
|---|---|
| **Expected SLO Performance** | 0.0 |

| **CSLOs** | Demonstrate competency in selecting low fire materials and incorporating them into ceramic work. |
|---|---|
| **Expected SLO Performance** | 0.0 |

| **CSLOs** | Identify low fired ceramic work from a variety of cultures. |
|---|---|
| **Expected SLO Performance** | 0.0 |

| **CSLOs** | Identify low fired ceramic work from a variety of cultures. |
|---|---|
| **Expected SLO Performance** | 0.0 |

**Course Outline**

| Changed | Field | Current Version | Proposed Version |
| --- | --- | --- | --- |
| | **Course Content** | 1. Demonstrate knowledge of tools and techniques associated with the low temperature ceramic process.<br>  1. Brushes selected for a variety glaze, slip and oxide application processes.<br>  2. Steel, stone and wood traditional decoration and forming tools<br>  3. Identify tool and material use and on a variety of earthenware pieces.<br>2. Identify and describe earthenware used by a variety of cultures.<br>  1. Name and describe earthenware and its decoration techniques used by potters throughout the world.<br>  2. Practice the use of a variety of materials on test tiles and then transfer some to ceramic pieces in the student portfolio.<br>3. Adapt and use contemporary low fire materials and techniques.<br>  1. incorporate earthenware techniques used today in ceramic work being made for the class portfolio.<br>  2. Alter or change the identified earthenware process for use with materials and conditions in the school ceramic studio.<br>4. Evaluate the nature and importance of earthenware today.<br>  1. Examine similarities of material and process.<br>  2. Visual comparison of similar surface decoration and the type of form or vessel it is used with.<br>  3. Compare the chronological time works were made and their location. | 1. Demonstrate knowledge of tools and techniques associated with the low temperature ceramic process.<br>  1. Brushes selected for a variety glaze, slip and oxide application processes.<br>  2. Steel, stone and wood traditional decoration and forming tools<br>  3. Identify tool and material use and on a variety of earthenware pieces.<br>2. Identify and describe earthenware used by a variety of cultures.<br>  1. Name and describe earthenware and its decoration techniques used by potters throughout the world.<br>  2. Practice the use of a variety of materials on test tiles and then transfer some to ceramic pieces in the student portfolio.<br>3. Adapt and use contemporary low fire materials and techniques.<br>  1. incorporate earthenware techniques used today in ceramic work being made for the class portfolio.<br>  2. Alter or change the identified earthenware process for use with materials and conditions in the school ceramic studio.<br>4. Evaluate the nature and importance of earthenware today.<br>  1. Examine similarities of material and process.<br>  2. Visual comparison of similar surface decoration and the type of form or vessel it is used with.<br>  3. Compare the chronological time works were made and their location. |

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | | 5. Develop a series of clay forms to test surfaces on.<br>   1. Terra Sigillata.<br>   2. Mixing mason stains into Terra Sigillata.<br>   3. Saggar firing.<br>   4. Micaceous clay vessel.<br>   5. Low-fire crawl glazes.<br>   6. Pit-fired vessel. | 5. Develop a series of clay forms to test surfaces on.<br>   1. Terra Sigillata.<br>   2. Mixing mason stains into Terra Sigillata.<br>   3. Saggar firing.<br>   4. Micaceous clay vessel.<br>   5. Low-fire crawl glazes.<br>   6. Pit-fired vessel. |
| | **Lab Component in this Course** | Yes | Yes |
| | **Lab Outline** | 1. Build a series of test pieces for low fire surface experiments.<br>2. Practice a series of low fire surface techniques.<br>3. Use the clay mixer and pug machine to create an earthenware clay body with mica inclusion.<br>4. Use and fire the Raku kiln with alternative methods. | 1. Build a series of test pieces for low fire surface experiments.<br>2. Practice a series of low fire surface techniques.<br>3. Use the clay mixer and pug machine to create an earthenware clay body with mica inclusion.<br>4. Use and fire the Raku kiln with alternative methods. |

## Req/Adv

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| | **Prerequisite(s):** | ARTS D018A | ARTS D018A |
| | **Corequisite(s):** | No Value | No Value |
| | **Advisory(ies):** | No Value | No Value |
| | **Advisory(ies) - Other:** | No Value | No Value |
| | **Limitation(s) on Enrollment:** | No Value | No Value |
| | **Limitation(s) on Enrollment - Other:** | No Value | No Value |
| | **Entrance Skills(s):** | No Value | No Value |

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

## Curriculum Office

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| ❗ | Banner Start Term (202122) | 202122 | No Value |
| ❗ | Banner Division | 2CA | No Value |
| ❗ | Catalog Term (21-22) | 21-22 | No Value |
| ❗ | 5 Year Revision Year (2021) | 2018 | No Value |
| ❗ | Effective Quarter | Fall | No Value |
| ❗ | Effective Year (2021) | 2018 | No Value |
| | Sort ID (00 < 10; 0 < 100) | ARTS 019M | ARTS 019M |
| | Course Status | Non-substantial | Non-substantial |
| ❗ | Course Status Code | A | No Value |
| ❗ | Banner Department | ARTS | No Value |
| ❗ | Course Level | DU | No Value |
| ❗ | College Code | DA | No Value |
| | Course Characteristics | NA | NA |

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| | **Cross-Listed/Related Course Information** | 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 |
| ❗ | **Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)** | Three hours lecture, three hours laboratory (72 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** | 231025 | No Value |
| ❗ | **Account Code** | 1320 | No Value |
| ❗ | **Program Code** | 100230 | 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 |
|---|---|---|---|
| | **For changes to the units and hours tab; 1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.** | No Value | No Value |

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

## A-Matrix Form

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

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| | **Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.** | No Value | No Value |

## B-Matrix Form

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

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

## C-Matrix Form

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

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

## D-Matrix Form

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

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

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

## E-Matrix Form

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

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

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

**F-Matrix Form**

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

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

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

## G-Matrix Form

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

### H-Matrix Form

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| | **Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc… list the prerequisite(s) to participate in the program.** | No Value | No Value |
| | **Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc… list the prerequisite(s) to participate in the cohort.** | No Value | No Value |

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| | **Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.** | No Value | No Value |
| | **Objective 4: For Prerequisites based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills, i.e. such as a course.** | No Value | No Value |

**De Anza GE Form**

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

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

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| | **Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)** | No Value | No Value |
| | **Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)** | No Value | No Value |

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

## De Anza GE - ESGC Form

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

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

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

## Comments

| Changed | Questions | Current Version | Proposed Version |
|---------|-----------|-----------------|------------------|
| | **Stage 2: Department Chair** | No Value | No Value |
| | **Stage 3: Division Curriculum Representative** | No Value | No Value |
| | **Stage 4: Division Dean** | No Value | No Value |
| | **Stage 5: SLO Coordinator** | No Value | No Value |

| Changed | Questions | Current Version | Proposed Version | | | | | |
|---|---|---|---|---|---|---|---|---|

| Changed | Questions | Current Version | | | | | | |
|---|---|---|---|---|---|---|---|---|
| ❗ | **Stage 7: Content Review Matrix Liaison** | No Value | **Date** | **Name - Role OR Tab** | **Part - Field** | **Type of Edit** | **Edit** | **Initiator - Indicate "Y" When Completed** |
| | | | 3/27/24 | Zack Judson | Matrix C | Required | complete matrix C for your English advisory | Y - 4/23 |
| | | | 4/23/24 | Zack Judson | Req/Adv | Required | Remove the English advisory as per your request | |
| | **Stage 8: AVP - Instruction** | No Value | No Value | | | | | |
| ❗ | **Stage 9: Articulation Officer** | No Value | **Date** | **Name - Role OR Tab** | **Part - Field** | **Type of Edit** | **Edit** | **Initiator - Indicate "Y" When Completed** |
| | | | 05/17/2024 | Christa Steiner | Specifications-Primary Texts | Required | meet Must have at least one primary text from within 7 years of the Fall 2025 start date to meet statewide recency requirements; please check for updated versions of the texts | y |
| | **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 |
|---|---|---|

| Changed | Field | Current Version |
|---|---|---|
| | **Curriculum ID** | ARTSD019M |
| | **Distance Education Approved** | No |
| | **Board of Trustees Approval Date** | |
| | **Curriculum Committee Approval Date** | |
| | **Time to Next Review** | Aug 31, 2023 12:00:00 AM |
| | **External Review Approval Date** | Sep 1, 2018 12:00:00 AM |
| | **Course Control Number** | CCC000572754 |

## Articulation

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

De Anza College
# Change Report
**05/30/2024**

## 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 3 |
| **Specifications** | Methods of Instruction |
| **Specifications** | Methods of Evaluation |
| **Specifications** | Examples of Primary Texts and References |
| **Specifications** | Suggested Reading List |
| **Curriculum Office** | Banner Start Term (202122) |
| **Curriculum Office** | Banner Division |
| **Curriculum Office** | Catalog Term (21-22) |
| **Curriculum Office** | 5 Year Revision Year (2021) |
| **Curriculum Office** | Effective Quarter |
| **Curriculum Office** | Effective Year (2021) |
| **Curriculum Office** | Course Status Code |
| **Curriculum Office** | Banner Department |
| **Curriculum Office** | Course Level |
| **Curriculum Office** | College Code |

| Section | Changed field |
| --- | --- |
| **Curriculum Office** | CTE Status |
| **Curriculum Office** | Emergency Approval |
| **Curriculum Office** | Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction) |
| **Curriculum Office** | Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training) |
| **Curriculum Office** | Noncredit Enhanced Funding Indicator |
| **Curriculum Office** | In Service Indicator |
| **Curriculum Office** | Sports/Physical Education Course Indicator |
| **Curriculum Office** | COA Code |
| **Curriculum Office** | Fund Code |
| **Curriculum Office** | Organization Code |
| **Curriculum Office** | Account Code |
| **Curriculum Office** | Program Code |
| **Curriculum Office** | Percent |
| **Curriculum Office** | Print/No Print to Catalog |
| **Summary of Revisions** | Basic Course Information |
| **Summary of Revisions** | Other |
| **B-Matrix Form** | Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision. |
| **E-Matrix Form** | Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods. |
| **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 |
|---|---|---|---|
| ❗ | **Faculty Initiator** | • Bob Kalpin | • Xavier Silva<br>• Johnson, Brett |
| | **Course ID (CB01A and CB01B)** | AUTOD053A | AUTOD053A |
| | **Course Control Number** | CCC000574796 | CCC000574796 |
| | **Course Title (CB02)** | Automotive Mechanisms | Automotive Mechanisms |
| | **Short Course Title** | AUTO MECHANISMS | AUTO MECHANISMS |
| | **TOP Code (CB03)** | 0948.00 | 0948.00 Automotive Technology |
| | **CIP Code** | Automobile/Automotive Mechanics Technology/Technician | 47.0604 Automobile/Automotive Mechanics Technology/Technician |
| | **Department** | AUTO - Automotive Technology | AUTO - Automotive Technology |
| ❗ | **Effective Term** | Fall 2023 | Fall ~~2023~~ <u>2025</u> |
| | **SAM Priority Code (CB09)** | Clearly Occupational | Clearly Occupational |
| ❗ | **Course Description** | The application of physical principles to the operation of mechanical and hydraulic systems, using an applied physics technique. | ~~The~~ <u>This course covers the</u> application of physical principles to the operation of mechanical and hydraulic systems, using an applied physics technique. |
| ❗ | **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 | • Automotive Technology |
| | Discipline 2 | No value | No value |
| ❗ | Discipline 3 | No value | • FHDA FSA - AUTO TECH |
| | FSA | No value | No value |

## Formerly Statement

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

## Course Justification

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | Course Justification | This CTE and CSU transferable course belongs on the Certificate of Achievement and AS degree in Automotive Technology. It is also intended to better prepare students for work in the automotive industry in the areas of automotive mechanisms, as advised by our industry advisory committee. | This CTE and CSU transferable course belongs on the Certificate of Achievement and AS degree in Automotive Technology. It is also intended to better prepare students for work in the automotive industry in the areas of automotive mechanisms, as advised by our industry advisory committee. |

## 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>Yes - don't forget to duplicate the revisions in the mirrored credit/noncredit course</u> |

## Cross-listed Course

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

## More Options

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

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

## Associated Programs

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

**Course is part of a program**

| **Associated Program** | Advanced Engine Performance Technology |
|---|---|
| **Award Type** | Certificate of Achievement-Advanced (COA-A) |

| **Associated Program** | Advanced Engine Performance Technology |
|---|---|
| **Award Type** | Certificate of Achievement-Advanced (COA-A) |

| **Associated Program** | Automotive Machining and Engine Repair Technology |
|---|---|
| **Award Type** | Associate in Science (A.S.) Degree |

| **Associated Program** | Automotive Machining and Engine Repair Technology |
|---|---|
| **Award Type** | Associate in Science (A.S.) Degree |

| **Associated Program** | Automotive Chassis Technology |
|---|---|
| **Award Type** | Certificate of Achievement-Advanced (COA-A) |

| **Associated Program** | Automotive Chassis Technology |
|---|---|
| **Award Type** | Certificate of Achievement-Advanced (COA-A) |

| **Associated Program** | Automotive Machining and Engine Repair (In Development) |
|---|---|
| **Award Type** | Certificate of Achievement-Advanced (COA-A) |

| **Associated Program** | Automotive Machining and Engine Repair (In Development) |
|---|---|
| **Award Type** | Certificate of Achievement-Advanced (COA-A) |

| **Associated Program** | Automotive Machining and Engine Repair |
|---|---|
| **Award Type** | Certificate of Achievement-Advanced (COA-A) |

| **Associated Program** | Automotive Machining and Engine Repair |
|---|---|
| **Award Type** | Certificate of Achievement-Advanced (COA-A) |

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

**Associated Program** Advanced Engine Performance Technology
**Award Type** Associate in Science (A.S.) Degree

**Associated Program** Advanced Engine Performance Technology
**Award Type** Associate in Science (A.S.) Degree

**Associated Program** Basic Engine Performance Technology
**Award Type** Certificate of Achievement (COA)

**Associated Program** Basic Engine Performance Technology
**Award Type** Certificate of Achievement (COA)

**Associated Program** Automotive Machining and Engine Repair (In Development)
**Award Type** Associate in Science (A.S.) Degree

**Associated Program** Automotive Machining and Engine Repair (In Development)
**Award Type** Associate in Science (A.S.) Degree

**Associated Program** Automotive Chassis and Powertrain
**Award Type** Certificate of Achievement-Advanced (COA-A)

**Associated Program** Automotive Chassis and Powertrain
**Award Type** Certificate of Achievement-Advanced (COA-A)

**Associated Program** Automotive Chassis and Powertrain
**Award Type** Associate in Science (A.S.) Degree

**Associated Program** Automotive Chassis and Powertrain
**Award Type** Associate in Science (A.S.) Degree

**Associated Program** Automotive Chassis and Powertrain
**Award Type** Associate in Science (A.S.) Degree

**Associated Program** Automotive Chassis and Powertrain
**Award Type** Associate in Science (A.S.) Degree

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

| **Associated Program** | Automotive Powertrain Technology |
|---|---|
| **Award Type** | Certificate of Achievement-Advanced (COA-A) |

| **Associated Program** | Automotive Powertrain Technology |
|---|---|
| **Award Type** | Certificate of Achievement-Advanced (COA-A) |

| **Associated Program** | Automotive Machining and Engine Repair |
|---|---|
| **Award Type** | Associate in Science (A.S.) Degree |

| **Associated Program** | Automotive Machining and Engine Repair |
|---|---|
| **Award Type** | Associate in Science (A.S.) Degree |

| **Associated Program** | Automotive Powertrain Technology |
|---|---|
| **Award Type** | Associate in Science (A.S.) Degree |

| **Associated Program** | Automotive Powertrain Technology |
|---|---|
| **Award Type** | Associate in Science (A.S.) Degree |

| **Associated Program** | Automotive Chassis Technology |
|---|---|
| **Award Type** | Associate in Science (A.S.) Degree |

| **Associated Program** | Automotive Chassis Technology |
|---|---|
| **Award Type** | Associate in Science (A.S.) Degree |

| **Associated Program** | Automotive Machining and Engine Repair Technology |
|---|---|
| **Award Type** | Certificate of Achievement-Advanced (COA-A) |

| **Associated Program** | Automotive Machining and Engine Repair Technology |
|---|---|
| **Award Type** | Certificate of Achievement-Advanced (COA-A) |

| **Associated Program** | Automotive Chassis and Powertrain (In Development) |
|---|---|
| **Award Type** | Associate in Science (A.S.) Degree |

| **Associated Program** | Automotive Chassis and Powertrain (In Development) |
|---|---|
| **Award Type** | Associate in Science (A.S.) Degree |

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

| **Associated Program** | Automotive Chassis and Powertrain (In Development) | **Associated Program** | Automotive Chassis and Powertrain (In Development) |
|---|---|---|---|
| **Award Type** | Certificate of Achievement-Advanced (COA-A) | **Award Type** | Certificate of Achievement-Advanced (COA-A) |

| **Associated Program** | Automotive Engine Performance | **Associated Program** | Automotive Engine Performance |
|---|---|---|---|
| **Award Type** | Associate in Science (A.S.) Degree | **Award Type** | Associate in Science (A.S.) Degree |

| **Associated Program** | Automotive Engine Performance | **Associated Program** | Automotive Engine Performance |
|---|---|---|---|
| **Award Type** | Certificate of Achievement-Advanced (COA-A) | **Award Type** | Certificate of Achievement-Advanced (COA-A) |

## Transferability & Gen. Ed. Options

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

## Weekly Student Hours - Profile Name: Default Profile

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | **Lecture Hours - In Class** | 3 | 3 |
| | **Lecture Hours - Out of Class** | 6 | 6 |
| | **Laboratory Hours - In Class** | 3 | 3 |
| | **Laboratory Hours - Out of Class** | 0 | 0 |
| | **NA Hours - In Class** | 0 | 0 |
| | **NA Hours - Out of Class** | 0 | 0 |

## Course Student Hours - Profile Name: Default Profile

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | **Course Duration (Weeks)** | 12 | 12 |
| | **Hours per unit divisor** | 36 | 36 |
| | **Total Student Learning Hours** | 144 | 144 |
| | **Lecture Hours - Course In-Class (Contact) per Term** | 36 | 36 |
| | **Lecture Hours - Course Out-of-Class per Term** | 72 | 72 |

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | **Laboratory Hours - Course In-Class (Contact) per Term** | 36 | 36 |
| | **Laboratory Hours - Course Out-of-Class per Term** | 0 | 0 |
| | **NA Hours - Course In-Class (Contact) per Term** | 0 | 0 |
| | **NA Hours - Course Out-of-Class per Term** | 0 | 0 |
| | **Total - Course In-Class (Contact) Hours** | 72 | 72 |
| | **Total - Course Out-of-Class Hours** | 72 | 72 |
| | **Total Credit Units - Minimum Credit Units** | 4 | 4 |
| | **Total Credit Units - Maximum Credit Units** | 4 | 4 |

## Speciality Hours

| Changed | Field | Current Version | Proposed Version |
|---------|-------|-----------------|------------------|
| | **Speciality Hours** | No value | No value |

## Credit / Non-Credit Options

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

## Credit Units

| Changed | Field | Current Version | Proposed Version |
|---------|-------|-----------------|------------------|
| | **Course Duration (Weeks)** | 12 | 12 |
| | **Total Lecture Hours per Term** | 108 | 108 |

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | **Total Laboratory Hours per Term** | 36 | 36 |
| | **Total Contact Hours per Term** | - | 0 |
| | **Total Credit Units** | 4 | 4 |
| | **Minimum Credit Units** | 4 | 4 |
| | **Maximum Credit Units** | 4 | 4 |

## SKIP

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | **SKIP** | No Value | No Value |

## Specifications

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| ❗ | **Methods of Instruction** | **Methods of Instruction** | **Methods of Instruction** Methods of Instruction |
| | | **Methods of Instruction** Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class Quiz and examination review performed in class Collaborative learning and small group exercises | **Methods of Instruction** Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class Quiz and examination review performed in class Collaborative learning and small group exercises |
| | **Assignments** | 1. Reading from Workbooks. 2. Worksheets 3. Problem-solving quizzes 4. Workbooks 5. Objective examinations that correlate to workbooks 6. A comprehensive and objective final examination 7. Class participation per department policy. | 1. Reading from Workbooks. 2. Worksheets 3. Problem-solving quizzes 4. Workbooks 5. Objective examinations that correlate to workbooks 6. A comprehensive and objective final examination 7. Class participation per department policy. |

| Changed | Field | Current Version | Proposed Version |
|---------|-------|-----------------|------------------|
| ❗ | **Methods of Evaluation** | **Methods of Evaluation** | **Methods of Evaluation** Methods of Evaluation |
| | | **Methods of Evaluation** 1. Number of correctly answered questions on the quizzes and examinations 2. Completeness of assignments on workbooks and worksheets 3. Number of correctly answered questions and the final examinations | **Methods of Evaluation** 1. Number of correctly answered questions on the quizzes and examinations 2. Completeness of assignments on workbooks and worksheets 3. Number of correctly answered questions and the final examinations |
| | **Essential Student Materials/Essential College Facilities** | **Essential Student Materials:** <br> • Scientific calculator (TI 30 or equivalent) <br><br> **Essential College Facilities:** <br> • Appropriate mechanisms laboratory | **Essential Student Materials:** <br> • Scientific calculator (TI 30 or equivalent) <br><br> **Essential College Facilities:** <br> • Appropriate mechanisms laboratory |

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

**Examples of Primary Texts and References** — No value

| Title | No value |
|---|---|
| Author | Mechanical Workbook provided on Course Management System |
| Publisher | No value |
| Date/Edition | No value |
| ISBN | No value |

| Title | No value |
|---|---|
| Author | Fluid Power Workbook provided on Course Management System |
| Publisher | No value |
| Date/Edition | No value |
| ISBN | No value |

**Suggested Reading List** — No value

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

## Learning Outcomes and Objectives

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | **Course Objectives** | <ul><li>Explain motion and equilibrium.</li><li>Classify lever systems and applications.</li><li>Describe the function of an incline plane.</li><li>Explain the various uses of pulley systems.</li><li>Explain the power distribution through compound gear sets.</li><li>Describe the differences in hydraulic and pneumatic systems.</li><li>Classify the individual components in compound and complex machines.</li></ul> | <ul><li>Explain motion and equilibrium.</li><li>Classify lever systems and applications.</li><li>Describe the function of an incline plane.</li><li>Explain the various uses of pulley systems.</li><li>Explain the power distribution through compound gear sets.</li><li>Describe the differences in hydraulic and pneumatic systems.</li><li>Classify the individual components in compound and complex machines.</li></ul> |
| | **CSLOs** | | |

| **CSLOs** | Demonstrate the ability to diagram and construct compound mechanical and pneumatic machines, calculating the mechanical advantage for the individual components as well as the complete system. |
|---|---|
| **Expected SLO Performance** | 0.0 |

| **CSLOs** | Demonstrate the ability to diagram and construct compound mechanical and pneumatic machines, calculating the mechanical advantage for the individual components as well as the complete system. |
|---|---|
| **Expected SLO Performance** | 0.0 |

**Course Outline**

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | **Course Content** | 1. Explain motion and equilibrium.<br>   1. Inertia.<br>   2. Friction.<br>2. Classify lever systems and applications.<br>   1. First, second and third class levers.<br>   2. Calculations of gains vs. losses.<br>   3. Identification and uses.<br>3. Describe the function of an incline plane.<br>   1. Calculations of gains vs. losses.<br>   2. Applications.<br>   3. Use of the screw-thread.<br>4. Explain the various uses of pulley systems.<br>   1. Use as a first, second, or third class lever<br>   2. Calculations of gains vs. losses<br>   3. Applications<br>5. Explain the power distribution through compound gear sets.<br>   1. Gear trains and types.<br>   2. Transfer of power.<br>   3. Compounding.<br>   4. Calculations of gains vs. losses.<br>   5. Applications.<br>6. Describe the differences in hydraulic and pneumatic systems.<br>   1. Pascal's Law.<br>   2. Fluid pressures.<br>   3. Pressure measuring systems and meters.<br>   4. Static fluid systems.<br>   5. Dynamic fluid systems.<br>   6. Calculations of gains vs. losses.<br>   7. Applications.<br>7. Classify the individual components in compound and complex machines.<br>   1. Identification procedures. | 1. Explain motion and equilibrium.<br>   1. Inertia.<br>   2. Friction.<br>2. Classify lever systems and applications.<br>   1. First, second and third class levers.<br>   2. Calculations of gains vs. losses.<br>   3. Identification and uses.<br>3. Describe the function of an incline plane.<br>   1. Calculations of gains vs. losses.<br>   2. Applications.<br>   3. Use of the screw-thread.<br>4. Explain the various uses of pulley systems.<br>   1. Use as a first, second, or third class lever<br>   2. Calculations of gains vs. losses<br>   3. Applications<br>5. Explain the power distribution through compound gear sets.<br>   1. Gear trains and types.<br>   2. Transfer of power.<br>   3. Compounding.<br>   4. Calculations of gains vs. losses.<br>   5. Applications.<br>6. Describe the differences in hydraulic and pneumatic systems.<br>   1. Pascal's Law.<br>   2. Fluid pressures.<br>   3. Pressure measuring systems and meters.<br>   4. Static fluid systems.<br>   5. Dynamic fluid systems.<br>   6. Calculations of gains vs. losses.<br>   7. Applications.<br>7. Classify the individual components in compound and complex machines.<br>   1. Identification procedures. |

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | | 2. Calculations of gains vs. losses. | 2. Calculations of gains vs. losses. |
| | **Lab Component in this Course** | Yes | Yes |
| | **Lab Outline** | 1. Experimentally examine First, Second, Third class levers. Calculating gains vs. losses and identify their uses.<br>2. Prove the function of an incline plane and the relationship to the screw thread.<br>3. Demonstrate the mechanical advantage of pulley systems.<br>4. Experimentally demonstrate the power distribution through compound gear sets<br>5. Utilize Fluid pressure to gain strength or distance.<br>6. Prove experimentally the mechanical advantage of compound and complex machines. | 1. Experimentally examine First, Second, Third class levers. Calculating gains vs. losses and identify their uses.<br>2. Prove the function of an incline plane and the relationship to the screw thread.<br>3. Demonstrate the mechanical advantage of pulley systems.<br>4. Experimentally demonstrate the power distribution through compound gear sets<br>5. Utilize Fluid pressure to gain strength or distance.<br>6. Prove experimentally the mechanical advantage of compound and complex machines. |

**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.<br>Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra | ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005.<br>Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra |
| | **Advisory(ies) - Other:** | No Value | No Value |

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

## Curriculum Office

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| ❗ | **Banner Start Term (202122)** | 202122 | No Value |
| ❗ | **Banner Division** | 2AT | No Value |
| ❗ | **Catalog Term (21-22)** | 23-24 | No Value |
| ❗ | **5 Year Revision Year (2021)** | 2018 | No Value |
| ❗ | **Effective Quarter** | Fall | No Value |
| ❗ | **Effective Year (2021)** | 2023 | No Value |
| | **Sort ID (00 < 10; 0 < 100)** | AUTO 053A | AUTO 053A |

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| | **Course Status** | Non-substantial | Non-substantial |
| ❗ | **Course Status Code** | A | No Value |
| ❗ | **Banner Department** | AUTO | No Value |
| ❗ | **Course Level** | DU | No Value |
| ❗ | **College Code** | DA | No Value |
| | **Course Characteristics** | CTE | CTE |
| | **Cross-Listed/Related Course Information** | NA | NA |
| | **Cross-Listed/Related Course ID's** | No Value | No Value |
| ❗ | **CTE Status** | Yes | No Value |
| | **DL Approval Date (MM/DD/YYYY)** | No Value | No Value |
| | **Hybrid Approval Date (MM/DD/YYYY)** | No Value | No Value |
| ❗ | **Emergency Approval** | No | No Value |

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

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| ❗ | **Organization Code** | 236503 | No Value |
| ❗ | **Account Code** | 1320 | No Value |
| ❗ | **Program Code** | 094800 | No Value |
| ❗ | **Percent** | 100 | No Value |
| | **Curriculum Office Notes** | • Requisite change appr. 1/17/23 (effect. F23).-cc | • Requisite change appr. 1/17/23 (effect. F23).-cc |
| ❗ | **Print/No Print to Catalog** | Yes | No Value |
| | **Checklist** | No Value | No Value |

## Summary of Revisions

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| ❗ | **Basic Course Information** | No Value | Description update |
| | **Units and Hours** | No Value | No Value |
| | **Specifications** | No Value | No Value |
| | **Outline** | No Value | No Value |
| ❗ | **Other** | No Value | Deleted primary text. Information is in Lab Worksheets. |

## Blue Form

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

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

**A-Matrix Form**

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

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

**B-Matrix Form**

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

| Changed | Questions | Current Version | Proposed Version |
| --- | --- | --- | --- |
| | **Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.** | No Value | No Value |
| ❗ | **Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.** | No Value | From course outline C. Describe the function of an incline plane. From course outline F. Describe the differences in hydraulic and pneumatic systems. |
| | **Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.** | No Value | No Value |
| | **Objective 9: Demonstrate appropriate grammar usage and mechanics.** | No Value | No Value |

## C-Matrix Form

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

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

## D-Matrix Form

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

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

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

## E-Matrix Form

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

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| ❗ | **Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.** | No Value | From course outline B. Classify lever systems and applications. 2. Calculations of gains vs. losses. From course outline G. Classify the individual components in compound and complex machines. 2. Calculations of gains vs. losses. |
| | **Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.** | No Value | No Value |
| | **Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.** | No Value | No Value |
| | **Objective 4: Develop linear function models to solve problems.** | No Value | No Value |
| | **Objective 5: Use systems of two linear equations to solve real-world problems.** | No Value | No Value |

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

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|

**F-Matrix Form**

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

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

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

## G-Matrix Form

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

## H-Matrix Form

| Changed | Questions | Current Version | Proposed Version |
|---------|-----------|-----------------|------------------|
| | **Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc… list the prerequisite(s) to participate in the program.** | No Value | No Value |
| | **Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc… list the prerequisite(s) to participate in the cohort.** | No Value | No Value |

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| | **Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.** | No Value | No Value |
| | **Objective 4: For Prerequisites based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills, i.e. such as a course.** | No Value | No Value |

## De Anza GE Form

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

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

| Changed | Questions | Current Version | Proposed Version |
| --- | --- | --- | --- |
| | **Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)** | No Value | No Value |
| | **Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)** | No Value | No Value |

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

## De Anza GE - ESGC Form

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

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

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

## Comments

| Changed | Questions | Current Version | Proposed Version |
|---------|-----------|-----------------|------------------|
| | **Stage 2: Department Chair** | No Value | No Value |
| | **Stage 3: Division Curriculum Representative** | No Value | No Value |
| | **Stage 4: Division Dean** | No Value | No Value |
| | **Stage 5: SLO Coordinator** | No Value | No Value |
| | **Stage 7: Content Review Matrix Liaison** | No Value | No Value |
| | **Stage 8: AVP - Instruction** | No Value | No Value |

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| | **Stage 9: Articulation Officer** | No Value | No Value |
| | **Stage 11: ESGC Faculty Coordinator** | No Value | No Value |
| | **Stage 14: Curriculum Committee** | No Value | No Value |

## Course Administration Codes

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

| Changed | Field | Current Version |
|---|---|---|
| | **Curriculum ID** | AUTOD053A |
| | **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** | CCC000574796 |

## Articulation

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

De Anza College
# Change Report
**05/30/2024**

## Summary of Changes

| Section | Changed field |
|---|---|
| **General Information** | Faculty Initiator |
| **General Information** | Effective Term |
| **General Information** | Course Description |
| **General Information** | Course Type (CB27) |
| **General Information** | Mode of Delivery |
| **Faculty Requirements** | Discipline 1 |
| **Faculty Requirements** | FSA |
| **Specifications** | Methods of Instruction |
| **Specifications** | Methods of Evaluation |
| **Specifications** | Essential Student Materials/Essential College Facilities |
| **Specifications** | Examples of Primary Texts and References |
| **Specifications** | Suggested Reading List |
| **Learning Outcomes and Objectives** | Course Objectives |
| **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) |

| Section | Changed field |
| --- | --- |
| **Curriculum Office** | Course Status Code |
| **Curriculum Office** | Banner Department |
| **Curriculum Office** | Course Level |
| **Curriculum Office** | College Code |
| **Curriculum Office** | CTE Status |
| **Curriculum Office** | Emergency Approval |
| **Curriculum Office** | Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction) |
| **Curriculum Office** | Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training) |
| **Curriculum Office** | 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 |
| **Summary of Revisions** | Basic Course Information |
| **Summary of Revisions** | Specifications |
| **Summary of Revisions** | Outline |

| Section | Changed field |
|---|---|
| Summary of Revisions | Other |
| B-Matrix Form | Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision. |
| E-Matrix Form | Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods. |
| H-Matrix Form | Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc… list the prerequisite(s) to participate in the program. |
| Comments | Stage 7: Content Review Matrix Liaison |
| Stand-Alone Statement | Stand-Alone Statement |
| CTE Course | Is this a CTE (Career Technical Education) course? |
| Honors/Non-honors Course | Is this an honors/non-honors course? |
| Mirrored Credit/Noncredit Course | Is this a mirrored credit/noncredit course? |
| Cross-listed Course | Is this a cross-listed course? |
| Stand-Alone Statement | Stand-Alone Statement |

## General Information

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| ❗ | **Faculty Initiator** | • eLumenData, eLumenData | • Xavier Silva<br>• Johnson, Brett |
| | **Course ID (CB01A and CB01B)** | APRND053A | APRND053A |
| | **Course Control Number** | CCC000574147 | CCC000574147 |
| | **Course Title (CB02)** | Automotive Mechanisms | Automotive Mechanisms |
| | **Short Course Title** | AUTO MECHANISMS | AUTO MECHANISMS |

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | **TOP Code (CB03)** | 0948.00 | 0948.00 Automotive Technology |
| | **CIP Code** | Automobile/Automotive Mechanics Technology/Technician | 47.0604 Automobile/Automotive Mechanics Technology/Technician |
| | **Department** | APRN - Auto. Apprenticeship | APRN - Auto. Apprenticeship |
| ❗ | **Effective Term** | Fall 2021 | Fall ~~2021~~ 2025 |
| | **SAM Priority Code (CB09)** | Apprenticeship | Apprenticeship |
| ❗ | **Course Description** | The application of physical principles to the operation of mechanical and hydraulic systems, using an applied physics technique. | ~~The~~ This course covers the application of physical principles to the operation of mechanical and hydraulic systems, using an applied physics technique. |
| ❗ | **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 | • Automotive Technology |
| | **Discipline 2** | No value | No value |
| | **Discipline 3** | No value | No value |
| ❗ | **FSA** | No value | • FHDA FSA - AUTO TECH |

## Course Justification

| Changed | Field | Current Version | Proposed Version |
|---------|-------|-----------------|------------------|
| | **Course Justification** | This is an apprenticeship course that is only offered to a target population of students who have been approved for the Automotive Technologies Apprenticeship Program. It is also intended to better prepare students for work in the automotive industry in the areas of automotive mechanisms, as advised by our industry advisory committee. | This is an apprenticeship course that is only offered to a target population of students who have been approved for the Automotive Technologies Apprenticeship Program. It is also intended to better prepare students for work in the automotive industry in the areas of automotive mechanisms, as advised by our industry advisory committee. |

## 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 | This course is intended to educate automotive technicians who work at a union shop so these students can complete their apprenticeship program and become journeyman technicians. |

## CTE Course

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| ❗ | **Is this a CTE (Career Technical Education) course?** | No value | Yes |

## Honors/Non-honors Course

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

## Mirrored Credit/Noncredit Course

| Changed | Field | Current Version | Proposed Version |
|---------|-------|-----------------|------------------|
| ❗ | **Is this a mirrored credit/noncredit course?** | No value | <u>Yes - don't forget to duplicate the revisions in the mirrored credit/noncredit course</u> |

## Cross-listed Course

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

## More Options

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

## Stand-Alone Statement

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | **Stand-Alone Statement** | This course has been identified as a stand-alone course, which means that it is not listed on any GE pattern and/or a certificate and degree program. Please address the following to complete this area: 1. An explanation as to why this course does not fit into a certificate/degree or GE; 2. The purpose of this course; 3. Who your audience will be. | ~~This course has been identified as a stand-alone course, which means that it is not listed on any GE pattern and/or a certificate and degree program. Please address the following to complete this area: 1. An explanation as to why this course does not fit into a certificate/degree or GE; 2. The purpose of this course; 3. Who your audience will be.~~ |

## Associated Programs

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

## Transferability & Gen. Ed. Options

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

## Weekly Student Hours - Profile Name: Default Profile

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | Lecture Hours - In Class | 3 | 3 |
| | Lecture Hours - Out of Class | 6 | 6 |
| | Laboratory Hours - In Class | 3 | 3 |
| | Laboratory Hours - Out of Class | 0 | 0 |
| | NA Hours - In Class | 0 | 0 |
| | NA Hours - Out of Class | 0 | 0 |

## Course Student Hours - Profile Name: Default Profile

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | Course Duration (Weeks) | 12 | 12 |
| | Hours per unit divisor | 36 | 36 |
| | Total Student Learning Hours | 144 | 144 |
| | Lecture Hours - Course In-Class (Contact) per Term | 36 | 36 |
| | Lecture Hours - Course Out-of-Class per Term | 72 | 72 |

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | **Laboratory Hours - Course In-Class (Contact) per Term** | 36 | 36 |
| | **Laboratory Hours - Course Out-of-Class per Term** | 0 | 0 |
| | **NA Hours - Course In-Class (Contact) per Term** | 0 | 0 |
| | **NA Hours - Course Out-of-Class per Term** | 0 | 0 |
| | **Total - Course In-Class (Contact) Hours** | 72 | 72 |
| | **Total - Course Out-of-Class Hours** | 72 | 72 |
| | **Total Credit Units - Minimum Credit Units** | 4 | 4 |
| | **Total Credit Units - Maximum Credit Units** | 4 | 4 |

## Speciality Hours

| Changed | Field | Current Version | Proposed Version |
|---------|-------|-----------------|------------------|
| | **Speciality Hours** | No value | No value |

## Credit / Non-Credit Options

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

## Credit Units

| Changed | Field | Current Version | Proposed Version |
|---------|-------|-----------------|------------------|
| | **Course Duration (Weeks)** | 12 | 12 |
| | **Total Lecture Hours per Term** | 108 | 108 |

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | **Total Laboratory Hours per Term** | 36 | 36 |
| | **Total Contact Hours per Term** | - | 0 |
| | **Total Credit Units** | 4 | 4 |
| | **Minimum Credit Units** | 4 | 4 |
| | **Maximum Credit Units** | 4 | 4 |

## SKIP

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | **SKIP** | No Value | No Value |

## Specifications

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

**Methods of Instruction**

| Methods of Instruction | | Methods of Instruction | |
|---|---|---|---|
| **Methods of Instruction** | Lecture and visual aids | **Methods of Instruction** | Lecture and visual aids |
| | Discussion of assigned reading | | Discussion of assigned reading |
| | Discussion and problem solving performed in class | | Discussion and problem solving performed in class |
| | Quiz and examination review performed in class | | Quiz and examination review performed in class |
| | Collaborative learning and small group exercises | | Collaborative learning and small group exercises |

**Assignments**

| Current Version | Proposed Version |
|---|---|
| 1. Reading from Workbooks. | 1. Reading from Workbooks. |
| 2. 7 Worksheets | 2. Worksheets |
| 3. 4 Problem-solving quizzes | 3. Problem-solving quizzes |
| 4. 2 workbooks | 4. Workbooks |
| 5. 2 Objective midterm examinations that correlate to workbooks | 5. Objective examinations that correlate to workbooks |
| 6. A comprehensive and objective final examination | 6. A comprehensive and objective final examination |
| 7. Class participation per department policy. | 7. Class participation per department policy. |
| 8. Guided research project. Such as designing a unique three component machine system. | |

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

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| ❗ | **Methods of Evaluation** | **Methods of Evaluation**<br><br>**Methods of Evaluation** — 1. Accuracy of data 2. Completeness of assignments | **Methods of Evaluation** — Methods of Evaluation<br><br>**Methods of Evaluation** — 1. Number of correctly answered questions on the quizzes and examinations 2. Completeness of assignments on workbooks and worksheets 3. Number of correctly answered questions and the final examinations |
| ❗ | **Essential Student Materials/Essential College Facilities** | **Essential Student Materials:**<br>• Scientific calculator (TI 30 or equivalent)<br><br>**Essential College Facilities:**<br>• Classroom and appropriate mechanisms laboratory<br>• Internet access | **Essential Student Materials:**<br>• Scientific calculator (TI 30 or equivalent)<br><br>**Essential College Facilities:**<br>• Appropriate mechanisms laboratory |

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

**❗ Examples of Primary Texts and References**

| Title | No value |
|-------|----------|
| Author | Mechanical Workbook |
| Publisher | No value |
| Date/Edition | No value |
| ISBN | No value |

| Title | No value |
|-------|----------|
| Author | Fluid Power Workbook |
| Publisher | No value |
| Date/Edition | No value |
| ISBN | No value |

Proposed Version: No value

**❗ Suggested Reading List**

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

Proposed Version: No value

---

**Learning Outcomes and Objectives**

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| ❗ | **Course Objectives** | <ul><li>Explain motion and equilibrium.</li><li>Classify lever systems and applications.</li><li>Describe the function of an incline plane.</li><li>Explain the various uses of pulley systems.</li><li>Explain the power distribution through compound gear sets.</li><li>Describe the differences in hydraulic and pneumatic systems.</li><li>Classify the individual components in compound and complex machines.</li><li>Distinguish the differences in mechanics of heat transfer and the states of matter.</li></ul> | <ul><li>Explain motion and equilibrium.</li><li>Classify lever systems and applications.</li><li>Describe the function of an incline plane.</li><li>Explain the various uses of pulley systems.</li><li>Explain the power distribution through compound gear sets.</li><li>Describe the differences in hydraulic and pneumatic systems.</li><li>Classify the individual components in compound and complex machines.</li></ul> |
| | **CSLOs** | | |

| CSLOs | Demonstrate the ability to diagram and construct compound mechanical and pneumatic machines, calculating the mechanical advantage for the individual componants as well as the complete system. |
|---|---|
| **Expected SLO Performance** | 0.0 |

| CSLOs | Demonstrate the ability to diagram and construct compound mechanical and pneumatic machines, calculating the mechanical advantage for the individual componants as well as the complete system. |
|---|---|
| **Expected SLO Performance** | 0.0 |

**Course Outline**

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| ❗ | **Course Content** | 1. Explain motion and equilibrium.<br>  1. Inertia.<br>  2. Friction.<br>2. Classify lever systems and applications.<br>  1. First, second and third class levers.<br>  2. Calculations of gains vs. losses.<br>  3. Identification and uses.<br>3. Describe the function of an incline plane.<br>  1. Calculations of gains vs. losses.<br>  2. Applications.<br>  3. Use of the screw-thread.<br>4. Explain the various uses of pulley systems.<br>  1. Use as a first, second, or third class lever<br>  2. Calculations of gains vs. losses<br>  3. Applications<br>5. Explain the power distribution through compound gear sets.<br>  1. Gear trains and types.<br>  2. Transfer of power.<br>  3. Compounding.<br>  4. Planetary gear applications.<br>  5. Calculations of gains vs. losses.<br>  6. Applications.<br>6. Describe the differences in hydraulic and pneumatic systems.<br>  1. Pascal's Law.<br>  2. Fluid pressures.<br>  3. Pressure measuring systems and meters.<br>  4. Static fluid systems.<br>  5. Dynamic fluid systems.<br>  6. Calculations of gains vs. losses.<br>  7. Applications.<br>7. Classify the individual components in compound and | 1. Explain motion and equilibrium.<br>  1. Inertia.<br>  2. Friction.<br>2. Classify lever systems and applications.<br>  1. First, second and third class levers.<br>  2. Calculations of gains vs. losses.<br>  3. Identification and uses.<br>3. Describe the function of an incline plane.<br>  1. Calculations of gains vs. losses.<br>  2. Applications.<br>  3. Use of the screw-thread.<br>4. Explain the various uses of pulley systems.<br>  1. Use as a first, second, or third class lever<br>  2. Calculations of gains vs. losses<br>  3. Applications<br>5. Explain the power distribution through compound gear sets.<br>  1. Gear trains and types.<br>  2. Transfer of power.<br>  3. Compounding.<br>  4. Calculations of gains vs. losses.<br>  5. Applications.<br>6. Describe the differences in hydraulic and pneumatic systems.<br>  1. Pascal's Law.<br>  2. Fluid pressures.<br>  3. Pressure measuring systems and meters.<br>  4. Static fluid systems.<br>  5. Dynamic fluid systems.<br>  6. Calculations of gains vs. losses.<br>  7. Applications.<br>7. Classify the individual components in compound and complex machines.<br>  1. Identification procedures. |

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | | complex machines.<br>  1. Identification procedures.<br>  2. Calculations of gains vs. losses.<br>8. Distinguish the differences in mechanics of heat transfer and the states of matter.<br>  1. Conduction, convection, radiation.<br>  2. Evaporation, condensation. |   2. Calculations of gains vs. losses. |
| | **Lab Component in this Course** | Yes | Yes |
| | **Lab Outline** | 1. Experimentally examine First, Second, Third class levers. Calculating gains vs. losses and identify their uses.<br>2. Prove the function of an incline plane and the relationship to the screw thread.<br>3. Demonstrate the mechanical advantage of pulley systems.<br>4. Experimentally demonstrate the power distribution through compound gear sets<br>5. Utilize Fluid pressure to gain strength or distance.<br>6. Prove experimentally the mechanical advantage of compound and complex machines. | 1. Experimentally examine First, Second, Third class levers. Calculating gains vs. losses and identify their uses.<br>2. Prove the function of an incline plane and the relationship to the screw thread.<br>3. Demonstrate the mechanical advantage of pulley systems.<br>4. Experimentally demonstrate the power distribution through compound gear sets<br>5. Utilize Fluid pressure to gain strength or distance.<br>6. Prove experimentally the mechanical advantage of compound and complex machines. |

## Req/Adv

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| | **Prerequisite(s):** | No Value | No Value |
| | **Corequisite(s):** | No Value | No Value |

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| ❗ | **Advisory(ies):** | No Value | ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005.<br>Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra |
| | **Advisory(ies) - Other:** | No Value | No Value |
| | **Limitation(s) on Enrollment:** | (Open only to apprentices in the Automotive Technologies Apprenticeship Program (an approved program by the Division of Apprenticeship Standards).) | (Open only to apprentices in the Automotive Technologies Apprenticeship Program (an approved program by the Division of Apprenticeship Standards).) |
| | **Limitation(s) on Enrollment - Other:** | No Value | No Value |
| | **Entrance Skills(s):** | No Value | No Value |
| | **Entrance Skill(s) - Other:** | No Value | No Value |
| | **General Course Statement(s):** | No Value | No Value |
| | **General Course Statement(s) - Other:** | No Value | No Value |

## Curriculum Office

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| ❗ | **Banner Start Term (202122)** | 202122 | No Value |
| ❗ | **Banner Division** | 2AT | No Value |

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| ❗ | Catalog Term (21-22) | 21-22 | No Value |
| ❗ | 5 Year Revision Year (2021) | 2018 | No Value |
| ❗ | Effective Quarter | Fall | No Value |
| ❗ | Effective Year (2021) | 2016 | No Value |
|  | Sort ID (00 < 10; 0 < 100) | APRN 053A | APRN 053A |
|  | Course Status | Non-substantial | Non-substantial |
| ❗ | Course Status Code | A | No Value |
| ❗ | Banner Department | AUTO | No Value |
| ❗ | Course Level | DU | No Value |
| ❗ | College Code | DA | No Value |
|  | Course Characteristics | CTE | CTE |
|  | Cross-Listed/Related Course Information | NA | NA |
|  | Cross-Listed/Related Course ID's | No Value | No Value |
| ❗ | CTE Status | Yes | No Value |
|  | DL Approval Date (MM/DD/YYYY) | No Value | No Value |
|  | Hybrid Approval Date (MM/DD/YYYY) | No Value | No Value |

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

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| ❗ | In Service Indicator | N | No Value |
| ❗ | Sports/Physical Education Course Indicator | N | No Value |
| ❗ | COA Code | C | No Value |
| ❗ | Fund Code | 114000 | No Value |
| ❗ | Organization Code | 236503 | No Value |
| ❗ | Account Code | 1320 | No Value |
| ❗ | Program Code | 094800 | No Value |
| ❗ | Percent | 100 | No Value |
| | Curriculum Office Notes | • Course hours change to remove lec-lab appr. 11/17/15 (effect. F16).-mkct | • Course hours change to remove lec-lab appr. 11/17/15 (effect. F16).-mkct |
| ❗ | Print/No Print to Catalog | Yes | 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 assignments to align with SLO's and/or course objectives |
| ❗ | Outline | No Value | Updated course objective(s) Deleted content within course objective(s) |

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| ❗ | **Other** | No Value | Deleted primary text. Information is in Lab Worksheets. |

## Blue Form

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

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

## A-Matrix Form

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| | **EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.** | No Value | No Value |

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| | **Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.** | No Value | No Value |
| | **Objective 2: Compose essays drawn from personal experience and assigned texts.** | No Value | No Value |
| | **Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.** | No Value | No Value |
| | **Objective 4: Create syntactically varied sentences that are free of mechanical errors.** | No Value | No Value |
| | **Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.** | No Value | No Value |

**B-Matrix Form**

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

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| | **Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.** | No Value | No Value |
| ❗ | **Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.** | No Value | From course outline C. Describe the function of an incline plane. From course outline F. Describe the differences in hydraulic and pneumatic systems. |
| | **Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.** | No Value | No Value |
| | **Objective 9: Demonstrate appropriate grammar usage and mechanics.** | No Value | No Value |

## C-Matrix Form

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

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

## D-Matrix Form

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

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

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

## E-Matrix Form

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

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| ❗ | **Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.** | No Value | From course outline B. Classify lever systems and applications. 2. Calculations of gains vs. losses. From course outline G. Classify the individual components in compound and complex machines. 2. Calculations of gains vs. losses. |
| | **Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.** | No Value | No Value |
| | **Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.** | No Value | No Value |
| | **Objective 4: Develop linear function models to solve problems.** | No Value | No Value |
| | **Objective 5: Use systems of two linear equations to solve real-world problems.** | No Value | No Value |

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

**F-Matrix Form**

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

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

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

## G-Matrix Form

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

### H-Matrix Form

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| ❗ | **Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc… list the prerequisite(s) to participate in the program.** | No Value | Employed by the local 1101 union or the City of San Jose. Only to apprentices in the Automotive Technology Apprenticeship Program, and approved program by the Division of Apprenticeship Standards. |
| | **Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc… list the prerequisite(s) to participate in the cohort.** | No Value | No Value |

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| | **Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.** | No Value | No Value |
| | **Objective 4: For Prerequisites based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills, i.e. such as a course.** | No Value | No Value |

## De Anza GE Form

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

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

| Changed | Questions | Current Version | Proposed Version |
|---------|-----------|-----------------|------------------|
| | **Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)** | No Value | No Value |
| | **Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)** | No Value | No Value |

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

## De Anza GE - ESGC Form

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

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

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

## Comments

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| | **Stage 2: Department Chair** | No Value | No Value |
| | **Stage 3: Division Curriculum Representative** | No Value | No Value |
| | **Stage 4: Division Dean** | No Value | No Value |
| | **Stage 5: SLO Coordinator** | No Value | No Value |

| Changed | Questions | Current Version | Proposed Version | | | | | |
|---|---|---|---|---|---|---|---|---|
| ❗ | **Stage 7: Content Review Matrix Liaison** | No Value | **Date** | **Name - Role OR Tab** | **Part - Field** | **Type of Edit** | **Edit** | **Initiator - Indicate "Y" When Completed** |
| | | | 4/4/24 | Zack Judson | Matrix H | Required | Please list the prerequisite for membership in the Apprenticeship program | Y |
| | **Stage 8: AVP - Instruction** | No Value | No Value | | | | | |
| | **Stage 9: Articulation Officer** | No Value | No Value | | | | | |
| | **Stage 11: ESGC Faculty Coordinator** | No Value | No Value | | | | | |
| | **Stage 14: Curriculum Committee** | No Value | No Value | | | | | |

## Course Administration Codes

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

| Changed | Field | Current Version |
|---|---|---|
| | **Curriculum ID** | APRND053A |
| | **Distance Education Approved** | No |
| | **Board of Trustees Approval Date** | |

| Changed | Field | Current Version |
|---------|-------|-----------------|
| | **Curriculum Committee Approval Date** | |
| | **Time to Next Review** | Aug 31, 2023 12:00:00 AM |
| | **External Review Approval Date** | Sep 1, 2018 12:00:00 AM |
| | **Course Control Number** | CCC000574147 |

## Articulation

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

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

**Summary of Changes**

| Section | Changed field |
|---|---|
| General Information | Faculty Initiator |
| General Information | Effective Term |
| General Information | Course Description |
| General Information | Course Type (CB27) |
| 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 |
| Curriculum Office | Banner Start Term (202122) |
| Curriculum Office | Banner Division |
| Curriculum Office | Catalog Term (21-22) |
| Curriculum Office | 5 Year Revision Year (2021) |
| Curriculum Office | Effective Quarter |
| Curriculum Office | Effective Year (2021) |
| Curriculum Office | Course Status Code |
| Curriculum Office | Banner Department |
| Curriculum Office | Course Level |
| Curriculum Office | College Code |
| Curriculum Office | CTE Status |
| Curriculum Office | Emergency Approval |
| Curriculum Office | Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction) |
| Curriculum Office | Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training) |
| Curriculum Office | Noncredit Enhanced Funding Indicator |
| Curriculum Office | In Service Indicator |
| Curriculum Office | Sports/Physical Education Course Indicator |
| Curriculum Office | COA Code |
| Curriculum Office | Fund Code |
| Curriculum Office | Organization Code |

| Section | Changed field |
|---|---|
| Curriculum Office | Account Code |
| Curriculum Office | Program Code |
| Curriculum Office | Percent |
| Curriculum Office | Print/No Print to Catalog |
| Summary of Revisions | Basic Course Information |
| Summary of Revisions | Other |
| B-Matrix Form | Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision. |
| E-Matrix Form | Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods. |
| Comments | Stage 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 | • Ivan Kojnok |
|  | Course ID (CB01A and CB01B) | AUTOD053B | AUTOD053B |
|  | Course Control Number | CCC000100837 | CCC000100837 |
|  | Course Title (CB02) | Automotive Electromechanical Systems | Automotive Electromechanical Systems |
|  | Short Course Title | AUTO ELECTROMECH SYSTEMS | AUTO ELECTROMECH SYSTEMS |
|  | TOP Code (CB03) | 0948.00 | 0948.00 Automotive Technology |
|  | CIP Code | Automobile/Automotive Mechanics Technology/Technician | 47.0604 Automobile/Automotive Mechanics Technology/Technician |
|  | Department | AUTO - Automotive Technology | AUTO - Automotive Technology |
| ❗ | Effective Term | Fall 2023 | Fall ~~2023~~ 2025 |
|  | SAM Priority Code (CB09) | Clearly Occupational | Clearly Occupational |
| ❗ | Course Description | Principles of electricity, electronics, circuits, cranking and charging systems. Testing, diagnosis and repair of these systems. | ~~Principles~~ This course focuses on principles of electricity, electronics, circuits, cranking and charging ~~systems. Testing,~~ systems, along with testing, diagnosis and repair of these systems. |
| ❗ | 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 | • Automotive Technology |
| | **Discipline 2** | No value | No value |
| | **Discipline 3** | No value | No value |
| ❗ | **FSA** | No value | • FHDA FSA - AUTO TECH |

## Formerly Statement

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | **Formerly Statement** | No value | |

## Course Justification

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | **Course Justification** | This CTE, CSU transferable course belongs on the Certificate of Achievement and AS degree in Automotive Technology. It is also intended to better prepare students for work in the automotive industry in the areas of automotive electromechanical systems, as advised by our industry advisory committee. | This CTE, CSU transferable course belongs on the Certificate of Achievement and AS degree in Automotive Technology. It is also intended to better prepare students for work in the automotive industry in the areas of automotive electromechanical systems, as advised by our industry advisory committee. |

## 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 | Yes |

### Honors/Non-honors Course

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

### Mirrored Credit/Noncredit Course

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

### Cross-listed Course

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

### More Options

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

### Associated Programs

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

<table>
<tr><td>**Associated Program**</td><td>Automotive Chassis and Powertrain</td></tr>
<tr><td>**Award Type**</td><td>Associate in Science (A.S.) Degree</td></tr>
</table>

<table>
<tr><td>**Associated Program**</td><td>Automotive Chassis and Powertrain</td></tr>
<tr><td>**Award Type**</td><td>Associate in Science (A.S.) Degree</td></tr>
</table>

| | | **Associated Program** — Automotive Chassis and Powertrain | **Associated Program** — Automotive Chassis and Powertrain |
|---|---|---|---|
| | | **Award Type** — Associate in Science (A.S.) Degree | **Award Type** — Associate in Science (A.S.) Degree |
| | | **Associated Program** — Automotive Chassis and Powertrain | **Associated Program** — Automotive Chassis and Powertrain |
| | | **Award Type** — Associate in Science (A.S.) Degree | **Award Type** — Associate in Science (A.S.) Degree |
| | | **Associated Program** — Automotive Machining and Engine Repair (In Development) | **Associated Program** — Automotive Machining and Engine Repair (In Development) |
| | | **Award Type** — Certificate of Achievement-Advanced (COA-A) | **Award Type** — Certificate of Achievement-Advanced (COA-A) |
| | | **Associated Program** — Automotive Machining and Engine Repair | **Associated Program** — Automotive Machining and Engine Repair |
| | | **Award Type** — Certificate of Achievement-Advanced (COA-A) | **Award Type** — Certificate of Achievement-Advanced (COA-A) |
| | | **Associated Program** — Automotive Machining and Engine Repair | **Associated Program** — Automotive Machining and Engine Repair |
| | | **Award Type** — Associate in Science (A.S.) Degree | **Award Type** — Associate in Science (A.S.) Degree |
| | | **Associated Program** — Automotive Machining and Engine Repair (In Development) | **Associated Program** — Automotive Machining and Engine Repair (In Development) |
| | | **Award Type** — Associate in Science (A.S.) Degree | **Award Type** — Associate in Science (A.S.) Degree |
| | | **Associated Program** — Automotive Chassis and Powertrain | **Associated Program** — Automotive Chassis and Powertrain |
| | | **Award Type** — Certificate of Achievement-Advanced (COA-A) | **Award Type** — Certificate of Achievement-Advanced (COA-A) |
| | | **Associated Program** — Automotive Chassis and Powertrain (In Development) | **Associated Program** — Automotive Chassis and Powertrain (In Development) |
| | | **Award Type** — Associate in Science (A.S.) Degree | **Award Type** — Associate in Science (A.S.) Degree |
| | | **Associated Program** — Automotive Chassis and Powertrain (In Development) | **Associated Program** — Automotive Chassis and Powertrain (In Development) |
| | | **Award Type** — Certificate of Achievement-Advanced (COA-A) | **Award Type** — Certificate of Achievement-Advanced (COA-A) |
| | | **Associated Program** — Automotive Engine Performance | **Associated Program** — Automotive Engine Performance |
| | | **Award Type** — Associate in Science (A.S.) Degree | **Award Type** — Associate in Science (A.S.) Degree |
| | | **Associated Program** — Automotive Engine Performance | **Associated Program** — Automotive Engine Performance |

| Changed | Field | Current Version | | Proposed Version | |
|---------|-------|-----------------|--|------------------|--|
| | | **Award Type** | Certificate of Achievement-Advanced (COA-A) | **Award Type** | Certificate of Achievement-Advanced (COA-A) |

## Transferability & Gen. Ed. Options

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

## Weekly Student Hours - Profile Name: Default Profile

| Changed | Field | Current Version | Proposed Version |
|---------|-------|-----------------|------------------|
| | **Lecture Hours - In Class** | 1.5 | 1.5 |
| | **Lecture Hours - Out of Class** | 3 | 3 |
| | **Laboratory Hours - In Class** | 2.5 | 2.5 |
| | **Laboratory Hours - Out of Class** | 0 | 0 |
| | **NA Hours - In Class** | 0 | 0 |
| | **NA Hours - Out of Class** | 0 | 0 |

## Course Student Hours - Profile Name: Default Profile

| Changed | Field | Current Version | Proposed Version |
|---------|-------|-----------------|------------------|
| | **Course Duration (Weeks)** | 12 | 12 |
| | **Hours per unit divisor** | 36 | 36 |
| | **Total Student Learning Hours** | 84 | 84 |
| | **Lecture Hours - Course In-Class (Contact) per Term** | 18 | 18 |
| | **Lecture Hours - Course Out-of-Class per Term** | 36 | 36 |
| | **Laboratory Hours - Course In-Class (Contact) per Term** | 30 | 30 |

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | **Laboratory Hours - Course Out-of-Class per Term** | 0 | 0 |
| | **NA Hours - Course In-Class (Contact) per Term** | 0 | 0 |
| | **NA Hours - Course Out-of-Class per Term** | 0 | 0 |
| | **Total - Course In-Class (Contact) Hours** | 48 | 48 |
| | **Total - Course Out-of-Class Hours** | 36 | 36 |
| | **Total Credit Units - Minimum Credit Units** | 2 | 2 |
| | **Total Credit Units - Maximum Credit Units** | 2 | 2 |

## Speciality Hours

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | **Speciality Hours** | No value | No value |

## Credit / Non-Credit Options

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

## Credit Units

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | **Course Duration (Weeks)** | 12 | 12 |
| | **Total Lecture Hours per Term** | 4.5 | 4.5 |
| | **Total Laboratory Hours per Term** | 2.5 | 2.5 |

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | **Total Contact Hours per Term** | - | 0 |
| | **Total Credit Units** | 2 | 2 |
| | **Minimum Credit Units** | 2 | 2 |
| | **Maximum Credit Units** | 2 | 2 |

**SKIP**

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | **SKIP** | No Value | No Value |

**Specifications**

| Changed | Field | Current Version | Propos |
|---|---|---|---|
| ❗ | **Methods of Instruction** | | Methods of Instruction / Methods of Instruction |

**Methods of Instruction**

| Methods of Instruction | Lecture and visual aids |
|---|---|
| | Discussion of assigned reading |
| | Discussion and problem solving performed in class |
| | Quiz and examination review performed in class |
| | Collaborative learning and small group exercises |

| | **Assignments** | 1. Reading assignments from text | |
|---|---|---|---|
| | | 2. Math review pretest | |
| | | 3. Safety test | |
| | | 4. Worksheets focusing on reading material and problem solving. The worksheets include multiple choice questions fill in the blanks and written sections | |
| | | 5. Handouts | |
| | | 6. 2 multiple choice quizzes concentrating on the reading material | |
| | | 7. Multiple choice midterm and accumulative final exam | |

| Changed | Field | Current Version | Propos |
|---|---|---|---|

**Methods of Evaluation** ⊕

| Methods of Evaluation | |
|---|---|
| Methods of Evaluation | 1. Completeness of assignments on worksheets<br>2. Number of correctly answered questions on the quizzes<br>3. Number of correctly answered questions on the midterm and final examinations |

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**Essential Student Materials/Essential College Facilities**

**Essential Student Materials:**
- Scientific calculator (TI 30 or equivalent)

**Essential College Facilities:**
- Automotive electronics laboratory

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**Examples of Primary Texts and References** ⊕

| Title | No value |
|---|---|
| Author | Halderman, James D. "Diagnosis and Troubleshooting of Electrical, Electronic and Computer System." Upper Saddle River, NJ: Prentice Hall,7th Edition 2016. |
| Publisher | No value |
| Date/Edition | No value |
| ISBN | No value |

Title

Autho

Publis

Date/E

ISBN

| Changed | Field | Current Version | Propos |
|---------|-------|-----------------|--------|
| ❗ | **Suggested Reading List** | | No valu |

| **Reading List** | All DATA electronic information system (WEB based), http://library.alldatapro.com/alldata/LIB~C8951~R0~OD~N/0/34870081/56415648/56416313/56416327/34853741 |
|------------------|------|
| **May include, but are not limited to** | No value |

| **Reading List** | Manufacturer's shop manuals as required |
|------------------|------|
| **May include, but are not limited to** | No value |

| **Reading List** | ShopKey electronic information system (WEB based), http://www.shopkey5.com/mric/trypreauth.asp |
|------------------|------|
| **May include, but are not limited to** | No value |

## Learning Outcomes and Objectives

| Changed | Field | Current Version | Proposed Version |
|---------|-------|-----------------|------------------|
| | **Course Objectives** | <ul><li>Practice electrical safety</li><li>Comprehend simple electrical circuits and ohm's law.</li><li>Use analogical reasoning to solve series, parallel and series-parallel circuits</li><li>Operate circuit testers and digital meters</li><li>Evaluate wires, connectors and wiring schematics</li><li>Critique battery testing methods</li><li>Recognize starting and charging systems components</li><li>Appraise alternators and starters functionality</li><li>Assess lights, blower motor, horn and accessory circuits</li><li>Identify on-board diagnostic and computer control</li></ul> | <ul><li>Practice electrical safety</li><li>Comprehend simple electrical circuits and ohm's law.</li><li>Use analogical reasoning to solve series, parallel and series-parallel circuits</li><li>Operate circuit testers and digital meters</li><li>Evaluate wires, connectors and wiring schematics</li><li>Critique battery testing methods</li><li>Recognize starting and charging systems components</li><li>Appraise alternators and starters functionality</li><li>Assess lights, blower motor, horn and accessory circuits</li><li>Identify on-board diagnostic and computer control</li></ul> |
| | **CSLOs** | | |

| **CSLOs** | Demonstrate the ability to diagram and construct simple electromechanical circuits, calculating and measuring voltage, amperage, and resistance using Ohm's Law and a digital multimeter. |
|------------|------|
| **Expected SLO Performance** | 0.0 |

| **CSLOs** | Demonstrate the ability to diagram and construct simple electromechanical circuits, calculating and measuring voltage, amperage, and resistance using Ohm's Law and a digital multimeter. |
|------------|------|
| **Expected SLO Performance** | 0.0 |

| **CSLOs** | Develop a testing sequence to diagnose open , shorted, and grounded electromechanical circuits. |
|------------|------|
| **Expected SLO Performance** | 0.0 |

| **CSLOs** | Develop a testing sequence to diagnose open , shorted, and grounded electromechanical circuits. |
|------------|------|
| **Expected SLO Performance** | 0.0 |

## Course Outline

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | **Course Content** | 1. Practice electrical safety<br>  1. Personal Protective Equipment<br>  2. Safety in Hoisting a Vehicle<br>  3. Fire safety<br>  4. First Aid and eye wash stations<br>  5. Hybrid electric vehicle safety issues<br>2. Comprehend simple electrical circuits and ohm's law.<br>  1. Circuits<br>  2. Circuit fault types<br>  3. Ohm's law<br>3. Use analogical reasoning to solve series, parallel and series-parallel circuits<br>  1. Series circuit rules<br>  2. Parallel circuit rules<br>  3. Kirchhoff's laws<br>  4. Series-Parallel circuit problems<br>4. Operate circuit testers and digital meters<br>  1. Test lights<br>  2. Digital meters<br>  3. Voltage drop testing<br>  4. Diodes - as check valves and rectifiers<br>  5. Oscilloscopes<br>5. Evaluate wires, connectors and wiring schematics<br>  1. Wire gauge<br>  2. Fuses and protection devices<br>  3. Wire repairs<br>  4. Schematic symbols<br>  5. Relays, solenoids, transistors and their use<br>  6. Circuit trouble-shooting<br>6. Critique battery testing methods<br>  1. Open circuit voltage<br>  2. Hydrometer testing<br>  3. Load testing<br>  4. Conductance testing<br><br>7. Recognize starting and charging systems components<br>  1. Cranking circuit<br>  2. Starter motors<br>  3. Charging circuits<br>  4. Alternators<br>8. Appraise alternators and starters functionality<br>  1. Starter motor operation<br>  2. Starter's control circuit testing<br>  3. Starter's amperage testing<br>  4. Alternator operation<br>  5. Alternator voltage regulation<br>  6. Alternator output tests<br>9. Assess lights, blower motor, horn and accessory circuits<br>  1. Identifying light bulbs<br>  2. Light operation<br>  3. Horn operation<br>  4. Blower motor operation<br>  5. Color-coding circuits<br>  6. Lighting circuit testing<br>10. Identify on-board diagnostic and computer control<br>  1. Computer fundamentals<br>  2. Input sensors<br>  3. Output controls<br>  4. Monitors<br>  5. OBD II numbering designation<br>  6. Scan tool | 1. Practice electrical safety<br>  1. Personal Protective Equipment<br>  2. Safety in Hoisting a Vehicle<br>  3. Fire safety<br>  4. First Aid and eye wash stations<br>  5. Hybrid electric vehicle safety issues<br>2. Comprehend simple electrical circuits and ohm's law.<br>  1. Circuits<br>  2. Circuit fault types<br>  3. Ohm's law<br>3. Use analogical reasoning to solve series, parallel and series-parallel circuits<br>  1. Series circuit rules<br>  2. Parallel circuit rules<br>  3. Kirchhoff's laws<br>  4. Series-Parallel circuit problems<br>4. Operate circuit testers and digital meters<br>  1. Test lights<br>  2. Digital meters<br>  3. Voltage drop testing<br>  4. Diodes - as check valves and rectifiers<br>  5. Oscilloscopes<br>5. Evaluate wires, connectors and wiring schematics<br>  1. Wire gauge<br>  2. Fuses and protection devices<br>  3. Wire repairs<br>  4. Schematic symbols<br>  5. Relays, solenoids, transistors and their use<br>  6. Circuit trouble-shooting<br>6. Critique battery testing methods<br>  1. Open circuit voltage<br>  2. Hydrometer testing<br>  3. Load testing<br>  4. Conductance testing<br><br>7. Recognize starting and charging systems components<br>  1. Cranking circuit<br>  2. Starter motors<br>  3. Charging circuits<br>  4. Alternators<br>8. Appraise alternators and starters functionality<br>  1. Starter motor operation<br>  2. Starter's control circuit testing<br>  3. Starter's amperage testing<br>  4. Alternator operation<br>  5. Alternator voltage regulation<br>  6. Alternator output tests<br>9. Assess lights, blower motor, horn and accessory circuits<br>  1. Identifying light bulbs<br>  2. Light operation<br>  3. Horn operation<br>  4. Blower motor operation<br>  5. Color-coding circuits<br>  6. Lighting circuit testing<br>10. Identify on-board diagnostic and computer control<br>  1. Computer fundamentals<br>  2. Input sensors<br>  3. Output controls<br>  4. Monitors<br>  5. OBD II numbering designation<br>  6. Scan tool |
| | **Lab Component in this Course** | Yes | Yes |

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | **Lab Outline** | 1. Operate circuit testers and digital meters<br>2. Use test equipment to test, lights, voltage drops and rectifiers<br>3. Repair wires and connectors utilizing wiring schematics.<br>4. Execute circuit trouble-shooting<br>5. Test battery using multiple testing methods.<br>6. Perform starting and charging systems components tests<br>7. Diagnosis Starter's motor operation, control circuit testing and amperage draw<br>8. Complete alternator output tests<br>9. Test electrical circuits on vehicles<br>10. Utilize a scan tool to perform electrical repairs. | 1. Operate circuit testers and digital meters<br>2. Use test equipment to test, lights, voltage drops and rectifiers<br>3. Repair wires and connectors utilizing wiring schematics.<br>4. Execute circuit trouble-shooting<br>5. Test battery using multiple testing methods.<br>6. Perform starting and charging systems components tests<br>7. Diagnosis Starter's motor operation, control circuit testing and amperage draw<br>8. Complete alternator output tests<br>9. Test electrical circuits on vehicles<br>10. Utilize a scan tool to perform electrical repairs. |

## Req/Adv

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

## Curriculum Office

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| ❗ | **Banner Start Term (202122)** | 202122 | No Value |
| ❗ | **Banner Division** | 2AT | No Value |
| ❗ | **Catalog Term (21-22)** | 23-24 | No Value |
| ❗ | **5 Year Revision Year (2021)** | 2018 | No Value |
| ❗ | **Effective Quarter** | Fall | No Value |
| ❗ | **Effective Year (2021)** | 2023 | No Value |
| | **Sort ID (00 < 10; 0 < 100)** | AUTO 053B | AUTO 053B |

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| | Course Status | Non-substantial | Non-substantial |
| ❗ | Course Status Code | A | No Value |
| ❗ | Banner Department | AUTO | No Value |
| ❗ | Course Level | DU | No Value |
| ❗ | College Code | DA | No Value |
| | Course Characteristics | CTE | CTE |
| | Cross-Listed/Related Course Information | NA | NA |
| | Cross-Listed/Related Course ID's | No Value | No Value |
| ❗ | CTE Status | Yes | No Value |
| | DL Approval Date (MM/DD/YYYY) | No Value | No Value |
| | Hybrid Approval Date (MM/DD/YYYY) | No Value | No Value |
| ❗ | Emergency Approval | No | No Value |
| ❗ | Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction) | N | No Value |
| ❗ | Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training) | N | No Value |
| ❗ | Noncredit Enhanced Funding Indicator | N | No Value |
| ❗ | In Service Indicator | N | No Value |
| ❗ | Sports/Physical Education Course Indicator | N | No Value |
| ❗ | COA Code | C | No Value |
| ❗ | Fund Code | 114000 | No Value |
| ❗ | Organization Code | 236503 | No Value |
| ❗ | Account Code | 1320 | No Value |
| ❗ | Program Code | 094800 | No Value |
| ❗ | Percent | 100 | No Value |
| | Curriculum Office Notes | • Requisite change appr. 1/17/23 (effect. F23).-cc | • Requisite change appr. 1/17/23 (effect. F23).-cc |
| ❗ | Print/No Print to Catalog | Yes | No Value |

| Changed | Questions | Current Version | Proposed Version |
|---------|-----------|-----------------|------------------|
| | **Checklist** | No Value | No Value |

## Summary of Revisions

| Changed | Questions | Current Version | Proposed Version |
|---------|-----------|-----------------|------------------|
| ❗ | **Basic Course Information** | No Value | Description update |
| | **Units and Hours** | No Value | No Value |
| | **Specifications** | No Value | No Value |
| | **Outline** | No Value | No Value |
| ❗ | **Other** | No Value | Deleted suggested reading list. |

## Blue Form

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

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

**A-Matrix Form**

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| | **EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.** | No Value | No Value |
| | **Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.** | No Value | No Value |
| | **Objective 2: Compose essays drawn from personal experience and assigned texts.** | No Value | No Value |
| | **Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.** | No Value | No Value |
| | **Objective 4: Create syntactically varied sentences that are free of mechanical errors.** | No Value | No Value |
| | **Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.** | No Value | No Value |

**B-Matrix Form**

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| | **ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.** | No Value | No Value |
| | **Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.** | No Value | No Value |
| | **Objective 2: Develop analytical ideas and topics for essays.** | No Value | No Value |
| | **Objective 3: Compose and support thesis statements for analytical essays.** | No Value | No Value |
| | **Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.** | No Value | No Value |
| | **Objective 5: Identify and practice writing for different audiences and purposes.** | No Value | No Value |
| | **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 | Critique battery testing methods. Evaluate wires, connectors and wiring schematics. |
| | **Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.** | No Value | No Value |
| | **Objective 9: Demonstrate appropriate grammar usage and mechanics.** | No Value | No Value |

**C-Matrix Form**

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

**D-Matrix Form**

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

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| | **Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.** | No Value | No Value |
| | **Objective 2: Investigate the use of mathematics in real world.** | No Value | No Value |
| | **Objective 3: Explore functions.** | No Value | No Value |
| | **Objective 4: Develop linear function models.** | No Value | No Value |
| | **Objective 5: Use systems of two linear equations to solve real world problems.** | No Value | No Value |
| | **Objective 6: Use linear inequalities in one variable to solve real world problems.** | No Value | No Value |
| | **Objective 7: Examine exponential expressions and develop exponential function models.** | No Value | No Value |
| | **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 | Use analogical reasoning to solve series, parallel and series-parallel circuits |
| | **Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.** | No Value | No Value |
| | **Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.** | No Value | No Value |
| | **Objective 4: Develop linear function models to solve problems.** | No Value | No Value |
| | **Objective 5: Use systems of two linear equations to solve real-world problems.** | No Value | No Value |
| | **Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.** | No Value | No Value |
| | **Objective 7: Develop quadratic function models to solve problems.** | No Value | No Value |
| | **Objective 8: Use inequalities to solve real world problems.** | No Value | No Value |
| | **Objective 9: Explore arithmetic sequences and series.** | No Value | No Value |
| | **Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.** | No Value | No Value |

## F-Matrix Form

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| | **Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.** | No Value | No Value |
| | **Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.** | No Value | No Value |
| | **Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.** | No Value | No Value |
| | **Objective 3: Apply the order of operations to evaluate signed numerical expressions.** | No Value | No Value |
| | **Objective 4: Solve problems involving operations with signed numbers.** | No Value | No Value |
| | **Objective 5: Explore the characteristics and properties of real numbers.** | No Value | No Value |
| | **Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.** | No Value | No Value |
| | **Objective 7: Explore rates and ratios and use proportions to solve problems.** | No Value | No Value |
| | **Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.** | No Value | No Value |
| | **Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.** | No Value | No Value |

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

### G-Matrix Form

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

### H-Matrix Form

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

| Changed | Questions | Current Version | Proposed Version |
|---------|-----------|-----------------|------------------|
| | **Objective 4: For Prerequisites based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills, i.e. such as a course.** | No Value | No Value |

## De Anza GE Form

| Changed | Questions | Current Version | Proposed Version |
|---------|-----------|-----------------|------------------|
| | **Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)** | No Value | No Value |
| | **Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)** | No Value | No Value |
| | **Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)** | No Value | No Value |
| | **Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)** | No Value | No Value |

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| | **Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)** | No Value | No Value |
| | **Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)** | No Value | No Value |

### De Anza GE - ESGC Form

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

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

## Comments

| Changed | Questions | Current Version | Proposed Version | | | | |
|---|---|---|---|---|---|---|---|
| | **Stage 2: Department Chair** | No Value | No Value | | | | |
| | **Stage 3: Division Curriculum Representative** | No Value | No Value | | | | |
| | **Stage 4: Division Dean** | No Value | No Value | | | | |
| | **Stage 5: SLO Coordinator** | No Value | No Value | | | | |
| ❗ | **Stage 7: Content Review Matrix Liaison** | No Value | **Date** | **Name - Role OR Tab** | **Part - Field** | **Type of Edit** | **Edit** | **Initiator - Indicate "Y" When Completed** |

Stage 7 detail table:

| Date | Name - Role OR Tab | Part - Field | Type of Edit | Edit | Initiator - Indicate "Y" When Completed |
|---|---|---|---|---|---|
| 3/14/24 | Zack Judson | Matrix B | Required | Please indicate where the listed information can be found under the Outline tab and/or the Specifications tab | Y |
| 3/14 | zj | Matrix E | Required | Please indicate where the listed information can be found under the Outline tab and/or the Specifications tab | Y |

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

## Course Administration Codes

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

| Changed | Field | Current Version |
|---|---|---|
| | **Curriculum ID** | AUTOD053B |
| | **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** | CCC000100837 |

## Articulation

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

**Summary of Changes**

| Section | Changed field |
|---|---|
| General Information | Faculty Initiator |
| General Information | Effective Term |
| General Information | Course Description |
| General Information | Course Type (CB27) |
| General Information | Mode of Delivery |
| Faculty Requirements | Discipline 1 |
| Faculty Requirements | FSA |
| Specifications | Methods of Instruction |
| Specifications | Methods of Evaluation |
| Specifications | Examples of Primary Texts and References |
| Specifications | Suggested Reading List |
| Curriculum Office | Banner Start Term (202122) |
| Curriculum Office | Banner Division |
| Curriculum Office | Catalog Term (21-22) |
| Curriculum Office | 5 Year Revision Year (2021) |
| Curriculum Office | Effective Quarter |
| Curriculum Office | Effective Year (2021) |
| Curriculum Office | Course Status Code |
| Curriculum Office | Banner Department |
| Curriculum Office | Course Level |
| Curriculum Office | College Code |
| Curriculum Office | CTE Status |
| Curriculum Office | Emergency Approval |
| Curriculum Office | Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction) |
| 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 |

| Section | Changed field |
|---|---|
| Curriculum Office | Account Code |
| Curriculum Office | Program Code |
| Curriculum Office | Percent |
| Curriculum Office | Print/No Print to Catalog |
| Summary of Revisions | Basic Course Information |
| Summary of Revisions | Other |
| B-Matrix Form | Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision. |
| E-Matrix Form | Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods. |
| 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 | • Huafu Liu | • Ivan Kojnok |
| | Course ID (CB01A and CB01B) | AUTOD060. | AUTOD060. |
| | Course Control Number | CCC000002206 | CCC000002206 |
| | Course Title (CB02) | Automotive Electrical Systems | Automotive Electrical Systems |
| | Short Course Title | AUTO ELECTRICAL SYSTEMS | AUTO ELECTRICAL SYSTEMS |
| | TOP Code (CB03) | 0948.00 | 0948.00 Automotive Technology |
| | CIP Code | Automobile/Automotive Mechanics Technology/Technician | 47.0604 Automobile/Automotive Mechanics Technology/Technician |
| | Department | AUTO - Automotive Technology | AUTO - Automotive Technology |
| ❗ | Effective Term | Fall 2023 | Fall ~~2023~~ 2025 |
| | SAM Priority Code (CB09) | Clearly Occupational | Clearly Occupational |
| ❗ | Course Description | Principles of electricity, electronics, cranking and charging systems. Testing, diagnosis and repair of these systems. | ~~Principles~~ This course focuses on principles of electricity, electronics, cranking and charging ~~systems. Testing,~~ systems, along with testing, diagnosis and repair of these systems. |
| ❗ | 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 | • Automotive Technology |

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | **Discipline 2** | No value | No value |
| | **Discipline 3** | No value | No value |
| ❗ | **FSA** | No value | • FHDA FSA - AUTO TECH |

## Formerly Statement

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | **Formerly Statement** | No value | |

## Course Justification

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | **Course Justification** | This CTE, CSU transferable course belongs to the Certificate of Achievement and AS degree in Automotive Technology. It is also intended to better prepare students for work in the automotive industry in the areas of automotive electrical systems, as advised by our industry advisory committee. | This CTE, CSU transferable course belongs to the Certificate of Achievement and AS degree in Automotive Technology. It is also intended to better prepare students for work in the automotive industry in the areas of automotive electrical systems, as advised by our industry advisory committee. |

## 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 | Yes |

## Honors/Non-honors Course

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

## Mirrored Credit/Noncredit Course

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| ❗ | Is this a mirrored credit/noncredit course? | No value | Yes - don't forget to duplicate the revisions in the mirrored credit/noncredit course |

## Cross-listed Course

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

## More Options

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

## Associated Programs

| Changed | Field | Current Version | | Proposed Version | |
|---|---|---|---|---|---|
| | **Course is part of a program** | | | | |
| | | **Associated Program** | Advanced Engine Performance Technology | **Associated Program** | Advanced Engine Performance Technology |
| | | **Award Type** | Certificate of Achievement-Advanced (COA-A) | **Award Type** | Certificate of Achievement-Advanced (COA-A) |
| | | **Associated Program** | Automotive Machining and Engine Repair Technology | **Associated Program** | Automotive Machining and Engine Repair Technology |
| | | **Award Type** | Associate in Science (A.S.) Degree | **Award Type** | Associate in Science (A.S.) Degree |
| | | **Associated Program** | Automotive Chassis Technology | **Associated Program** | Automotive Chassis Technology |
| | | **Award Type** | Certificate of Achievement-Advanced (COA-A) | **Award Type** | Certificate of Achievement-Advanced (COA-A) |
| | | **Associated Program** | Advanced Engine Performance Technology | **Associated Program** | Advanced Engine Performance Technology |
| | | **Award Type** | Associate in Science (A.S.) Degree | **Award Type** | Associate in Science (A.S.) Degree |
| | | **Associated Program** | Automotive Powertrain Technology | **Associated Program** | Automotive Powertrain Technology |
| | | **Award Type** | Certificate of Achievement-Advanced (COA-A) | **Award Type** | Certificate of Achievement-Advanced (COA-A) |
| | | **Associated Program** | Basic Engine Performance Technology | **Associated Program** | Basic Engine Performance Technology |
| | | **Award Type** | Certificate of Achievement (COA) | **Award Type** | Certificate of Achievement (COA) |
| | | **Associated Program** | Automotive Powertrain Technology | **Associated Program** | Automotive Powertrain Technology |
| | | **Award Type** | Associate in Science (A.S.) Degree | **Award Type** | Associate in Science (A.S.) Degree |
| | | **Associated Program** | Automotive Chassis Technology | **Associated Program** | Automotive Chassis Technology |
| | | **Award Type** | Associate in Science (A.S.) Degree | **Award Type** | Associate in Science (A.S.) Degree |
| | | **Associated Program** | Automotive Machining and Engine Repair Technology | **Associated Program** | Automotive Machining and Engine Repair Technology |
| | | **Award Type** | Certificate of Achievement-Advanced (COA-A) | **Award Type** | Certificate of Achievement-Advanced (COA-A) |
| | | **Associated Program** | Automotive General Service Technician | **Associated Program** | Automotive General Service Technician |
| | | **Award Type** | Certificate of Achievement (COA) | **Award Type** | Certificate of Achievement (COA) |
| | | **Associated Program** | 215_Autonomous and Electric Vehicle Technician (Level 1) (In Development) | **Associated Program** | 215_Autonomous and Electric Vehicle Technician (Level 1) (In Development) |

| Changed | Field | Current Version | | Proposed Version | |
|---|---|---|---|---|---|
| | | **Award Type** | Certificate of Achievement-Advanced (COA-A) | **Award Type** | Certificate of Achievement-Advanced (COA-A) |

## Transferability & Gen. Ed. Options

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

## Weekly Student Hours - Profile Name: Default Profile

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | **Lecture Hours - In Class** | 9 | 9 |
| | **Lecture Hours - Out of Class** | 18 | 18 |
| | **Laboratory Hours - In Class** | 0 | 0 |
| | **Laboratory Hours - Out of Class** | 0 | 0 |
| | **NA Hours - In Class** | 0 | 0 |
| | **NA Hours - Out of Class** | 0 | 0 |

## Course Student Hours - Profile Name: Default Profile

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | **Course Duration (Weeks)** | 12 | 12 |
| | **Hours per unit divisor** | 36 | 36 |
| | **Total Student Learning Hours** | 324 | 324 |
| | **Lecture Hours - Course In-Class (Contact) per Term** | 108 | 108 |
| | **Lecture Hours - Course Out-of-Class per Term** | 216 | 216 |
| | **Laboratory Hours - Course In-Class (Contact) per Term** | 0 | 0 |

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | Laboratory Hours - Course Out-of-Class per Term | 0 | 0 |
| | NA Hours - Course In-Class (Contact) per Term | 0 | 0 |
| | NA Hours - Course Out-of-Class per Term | 0 | 0 |
| | Total - Course In-Class (Contact) Hours | 108 | 108 |
| | Total - Course Out-of-Class Hours | 216 | 216 |
| | Total Credit Units - Minimum Credit Units | 9 | 9 |
| | Total Credit Units - Maximum Credit Units | 9 | 9 |

## Speciality Hours

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

## Credit / Non-Credit Options

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

## Credit Units

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | Course Duration (Weeks) | 12 | 12 |
| | Total Lecture Hours per Term | 324 | 324 |
| | Total Laboratory Hours per Term | - | 0 |

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | **Total Contact Hours per Term** | - | 0 |
| | **Total Credit Units** | 9 | 9 |
| | **Minimum Credit Units** | 9 | 9 |
| | **Maximum Credit Units** | 9 | 9 |

**SKIP**

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | **SKIP** | No Value | No Value |

**Specifications**

| Changed | Field | Current Version | Propos |
|---|---|---|---|
| ❗ | **Methods of Instruction** | | Metho of Instru Metho of Instru |

**Methods of Instruction**

| Methods of Instruction | Lecture and visual aids |
|---|---|
| | Discussion of assigned reading |
| | Discussion and problem solving performed in class |
| | Quiz and examination review performed in class |
| | Collaborative learning and small group exercises |

| | **Assignments** | 1. Reading from text<br>2. Math review pretest<br>3. Safety test<br>4. Worksheets focusing on reading material and problem solving. The worksheets include multiple choice questions fill in the blanks and written sections.<br>5. Handouts<br>6. Multiple choice quizzes concentrating on the reading material<br>7. Multiple choice midterm and accumulative final exam | 1. R<br>2. M<br>3. S<br>4. W r s ir q w<br>5. H<br>6. M c n<br>7. M a |

| Changed | Field | Current Version | Propos |
|---|---|---|---|
| ⓘ | **Methods of Evaluation** | | **Meth of Evalu** |

**Methods of Evaluation**

| Methods of Evaluation | 1. Completeness of assignments on worksheets<br>2. Number of correctly answered questions on the quizzes<br>3. Number of correctly answered questions on the midterm and final examinations |
|---|---|

| | **Essential Student Materials/Essential College Facilities** | **Essential Student Materials:**<br>• Scientific calculator (TI 30 or equivalent)<br>• Safety glasses for lab demonstrations<br><br>**Essential College Facilities:**<br>• Access to automotive laboratory for demonstrations | **Essent**<br>• S e<br>• S d<br><br>**Essent**<br>• A la |
| ⓘ | **Examples of Primary Texts and References** | | |

| Title | No value |
|---|---|
| Author | Halderman, James D. "Diagnosis and Troubleshooting of Electrical, Electronic and Computer System." Upper Saddle River, NJ: Prentice Hall,7th Edition 2016. |
| Publisher | No value |
| Date/Edition | No value |
| ISBN | No value |

| Title | |
|---|---|
| Autho | |
| Publis | |
| Date/E | |
| ISBN | |

| Changed | Field | Current Version | | Propos |
|---|---|---|---|---|
| ⊖ | Suggested Reading List | | | No valu |

| Reading List | All DATA electronic information system (WEB based), http://library.alldatapro.com/alldata/LIB~C8951~R0~OD~N/0/34870081/56415648/56416313/56416327/34853741 |
|---|---|
| May include, but are not limited to | No value |

| Reading List | Manufacturer's shop manuals as required. |
|---|---|
| May include, but are not limited to | No value |

| Reading List | Shopkey electronic information system (WEB based), http://www.shopkey5.com/mric/trypreauth.asp |
|---|---|
| May include, but are not limited to | No value |

## Learning Outcomes and Objectives

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | Course Objectives | <ul><li>Practice electrical safety</li><li>Comprehend simple electrical circuits and ohm's law</li><li>Use analogical reasoning to solve series, parallel and series-parallel circuits</li><li>Operate circuit testers and digital meters</li><li>Evaluate wires, connectors and wiring schematics</li><li>Describe battery construction and diagnosis</li><li>Critique battery testing methods</li><li>Recognize starting and charging systems components</li><li>Appraise alternators and starters functionality</li><li>Assess lights, blower motor, horn and accessory circuits</li><li>Identify on-board diagnostic and computer control</li></ul> | <ul><li>Practice electrical safety</li><li>Comprehend simple electrical circuits and ohm's law</li><li>Use analogical reasoning to solve series, parallel and series-parallel circuits</li><li>Operate circuit testers and digital meters</li><li>Evaluate wires, connectors and wiring schematics</li><li>Describe battery construction and diagnosis</li><li>Critique battery testing methods</li><li>Recognize starting and charging systems components</li><li>Appraise alternators and starters functionality</li><li>Assess lights, blower motor, horn and accessory circuits</li><li>Identify on-board diagnostic and computer control</li></ul> |
| | CSLOs | | |

| CSLOs | Demonstrate the ability to diagram and construct simple electrical circuits, calculating and measuring voltage, amperage, and resistance using Ohm's Law and a digital multimeter. |
|---|---|
| Expected SLO Performance | 0.0 |

| CSLOs | Demonstrate the ability to diagram and construct simple electrical circuits, calculating and measuring voltage, amperage, and resistance using Ohm's Law and a digital multimeter. |
|---|---|
| Expected SLO Performance | 0.0 |

| CSLOs | Develop a testing sequence to diagnose inoperative charging, cranking, and battery circuits. |
|---|---|
| Expected SLO Performance | 0.0 |

| CSLOs | Develop a testing sequence to diagnose inoperative charging, cranking, and battery circuits. |
|---|---|
| Expected SLO Performance | 0.0 |

## Course Outline

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | **Course Content** | 1. Practice electrical safety<br>  1. Personal Protective Equipment<br>  2. Safety in Hoisting a Vehicle<br>  3. Fire safety<br>  4. First Aid and eye wash stations<br>  5. Hybrid electric vehicle safety issues<br>2. Comprehend simple electrical circuits and ohm's law<br>  1. Circuits<br>  2. Circuit fault types<br>  3. Ohm's law<br>3. Use analogical reasoning to solve series, parallel and series-parallel circuits<br>  1. Series circuit rules<br>  2. Parallel circuit rules<br>  3. Kirchhoff's laws<br>  4. Series-Parallel circuit problems<br>4. Operate circuit testers and digital meters<br>  1. Test lights<br>  2. Digital meters<br>  3. Voltage drop testing<br>  4. Diodes - as check valves and rectifiers<br>  5. Oscilloscopes<br>5. Evaluate wires, connectors and wiring schematics<br>  1. Wire gauge<br>  2. Fuses and protection devices<br>  3. Wire repairs<br>  4. Schematic symbols<br>  5. Relays, solenoids, transistors and their use<br>  6. Circuit trouble-shooting<br>6. Describe battery construction and diagnosis<br>  1. Battery construction<br>  2. Battery functionality<br>  3. Battery ratings<br>7. Critique battery testing methods<br>  1. Open circuit voltage<br>  2. Hydrometer testing<br>  3. Load testing<br>  4. Conductance testing<br>8. Recognize starting and charging systems components<br>  1. Cranking circuit<br>  2. Starter motors<br>  3. Charging circuits<br>  4. Alternators<br>9. Appraise alternators and starters functionality<br>  1. Starter motor operation<br>  2. Starter's control circuit testing<br>  3. Starter's amperage testing<br>  4. Alternator operation<br>  5. Alternator voltage regulation<br>  6. Alternator output tests<br>10. Assess lights, blower motor, horn and accessory circuits<br>  1. Identifying light bulbs<br>  2. Light operation<br>  3. Horn operation<br>  4. Blower motor operation<br>  5. Color-coding circuits<br>  6. Circuit testing<br>11. Identify on-board diagnostic and computer control<br>  1. Computer fundamentals<br>  2. Input sensors<br>  3. Output controls<br>  4. Monitors<br>  5. OBD II numbering designation<br>  6. Scan tools | 1. Practice electrical safety<br>  1. Personal Protective Equipment<br>  2. Safety in Hoisting a Vehicle<br>  3. Fire safety<br>  4. First Aid and eye wash stations<br>  5. Hybrid electric vehicle safety issues<br>2. Comprehend simple electrical circuits and ohm's law<br>  1. Circuits<br>  2. Circuit fault types<br>  3. Ohm's law<br>3. Use analogical reasoning to solve series, parallel and series-parallel circuits<br>  1. Series circuit rules<br>  2. Parallel circuit rules<br>  3. Kirchhoff's laws<br>  4. Series-Parallel circuit problems<br>4. Operate circuit testers and digital meters<br>  1. Test lights<br>  2. Digital meters<br>  3. Voltage drop testing<br>  4. Diodes - as check valves and rectifiers<br>  5. Oscilloscopes<br>5. Evaluate wires, connectors and wiring schematics<br>  1. Wire gauge<br>  2. Fuses and protection devices<br>  3. Wire repairs<br>  4. Schematic symbols<br>  5. Relays, solenoids, transistors and their use<br>  6. Circuit trouble-shooting<br>6. Describe battery construction and diagnosis<br>  1. Battery construction<br>  2. Battery functionality<br>  3. Battery ratings<br>7. Critique battery testing methods<br>  1. Open circuit voltage<br>  2. Hydrometer testing<br>  3. Load testing<br>  4. Conductance testing<br>8. Recognize starting and charging systems components<br>  1. Cranking circuit<br>  2. Starter motors<br>  3. Charging circuits<br>  4. Alternators<br>9. Appraise alternators and starters functionality<br>  1. Starter motor operation<br>  2. Starter's control circuit testing<br>  3. Starter's amperage testing<br>  4. Alternator operation<br>  5. Alternator voltage regulation<br>  6. Alternator output tests<br>10. Assess lights, blower motor, horn and accessory circuits<br>  1. Identifying light bulbs<br>  2. Light operation<br>  3. Horn operation<br>  4. Blower motor operation<br>  5. Color-coding circuits<br>  6. Circuit testing<br>11. Identify on-board diagnostic and computer control<br>  1. Computer fundamentals<br>  2. Input sensors<br>  3. Output controls<br>  4. Monitors<br>  5. OBD II numbering designation<br>  6. Scan tools |
| | **Lab Component in this Course** | No | No |
| | **Lab Outline** | No value | No value |

## Req/Adv

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| | Prerequisite(s): | No Value | No Value |
| | Corequisite(s): | No Value | No Value |
| | Advisory(ies): | ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra | ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra |
| | Advisory(ies) - Other: | AUTO D050A and AUTO D050B | AUTO D050A and AUTO D050B |
| | Limitation(s) on Enrollment: | No Value | No Value |
| | Limitation(s) on Enrollment - Other: | No Value | No Value |
| | Entrance Skills(s): | No Value | No Value |
| | Entrance Skill(s) - Other: | No Value | No Value |
| | General Course Statement(s): | No Value | No Value |
| | General Course Statement(s) - Other: | No Value | No Value |

## Curriculum Office

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| ❗ | Banner Start Term (202122) | 202122 | No Value |
| ❗ | Banner Division | 2AT | No Value |
| ❗ | Catalog Term (21-22) | 23-24 | No Value |
| ❗ | 5 Year Revision Year (2021) | 2018 | No Value |
| ❗ | Effective Quarter | Fall | No Value |
| ❗ | Effective Year (2021) | 2023 | No Value |
| | Sort ID (00 < 10; 0 < 100) | AUTO 060 | AUTO 060 |
| | Course Status | Non-substantial | Non-substantial |
| ❗ | Course Status Code | A | No Value |
| ❗ | Banner Department | AUTO | No Value |
| ❗ | Course Level | DU | No Value |
| ❗ | College Code | DA | No Value |
| | Course Characteristics | CTE | CTE |
| | Cross-Listed/Related Course Information | NA | NA |
| | Cross-Listed/Related Course ID's | No Value | No Value |

| Changed | Questions | Current Version | Proposed Version |
|---------|-----------|-----------------|------------------|
| ❗ | CTE Status | Yes | No Value |
| | DL Approval Date (MM/DD/YYYY) | No Value | No Value |
| | Hybrid Approval Date (MM/DD/YYYY) | No Value | No Value |
| ❗ | Emergency Approval | No | No Value |
| ❗ | Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction) | N | No Value |
| ❗ | Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training) | N | No Value |
| ❗ | Noncredit Enhanced Funding Indicator | N | No Value |
| ❗ | In Service Indicator | N | No Value |
| ❗ | Sports/Physical Education Course Indicator | N | No Value |
| ❗ | COA Code | C | No Value |
| ❗ | Fund Code | 114000 | No Value |
| ❗ | Organization Code | 236503 | No Value |
| ❗ | Account Code | 1320 | No Value |
| ❗ | Program Code | 094800 | No Value |
| ❗ | Percent | 100 | No Value |
| | Curriculum Office Notes | • Requisite change appr. 1/17/23 (effect. F23).-cc | • Requisite change appr. 1/17/23 (effect. F23).-cc |
| ❗ | Print/No Print to Catalog | Yes | No Value |
| | Checklist | No Value | No Value |

## Summary of Revisions

| Changed | Questions | Current Version | Proposed Version |
|---------|-----------|-----------------|------------------|
| ❗ | Basic Course Information | No Value | Description update |
| | Units and Hours | No Value | No Value |
| | Specifications | No Value | No Value |
| | Outline | No Value | No Value |

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| ❗ | **Other** | No Value | Deleted suggested reading list. |

**Blue Form**

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

**A-Matrix Form**

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| | **EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.** | No Value | No Value |
| | **Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.** | No Value | No Value |
| | **Objective 2: Compose essays drawn from personal experience and assigned texts.** | No Value | No Value |
| | **Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.** | No Value | No Value |
| | **Objective 4: Create syntactically varied sentences that are free of mechanical errors.** | No Value | No Value |
| | **Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.** | No Value | No Value |

## B-Matrix Form

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

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

## C-Matrix Form

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

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

**D-Matrix Form**

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

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

**E-Matrix Form**

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

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

## F-Matrix Form

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

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| | **Objective 3: Apply the order of operations to evaluate signed numerical expressions.** | No Value | No Value |
| | **Objective 4: Solve problems involving operations with signed numbers.** | No Value | No Value |
| | **Objective 5: Explore the characteristics and properties of real numbers.** | No Value | No Value |
| | **Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.** | No Value | No Value |
| | **Objective 7: Explore rates and ratios and use proportions to solve problems.** | No Value | No Value |
| | **Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.** | No Value | No Value |
| | **Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.** | No Value | No Value |
| | **Objective 10: Solve linear equations in one variable numerically and algebraically.** | No Value | No Value |
| | **Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.** | No Value | No Value |
| | **Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.** | No Value | No Value |

**G-Matrix Form**

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

## H-Matrix Form

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| | **Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc… list the prerequisite(s) to participate in the program.** | No Value | No Value |
| | **Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc… list the prerequisite(s) to participate in the cohort.** | No Value | No Value |
| | **Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.** | No Value | No Value |
| | **Objective 4: For Prerequisites based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills, i.e. such as a course.** | No Value | No Value |

## De Anza GE Form

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

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| | **Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)** | No Value | No Value |
| | **Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)** | No Value | No Value |
| | **Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)** | No Value | No Value |
| | **Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)** | No Value | No Value |
| | **Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)** | No Value | No Value |

**De Anza GE - ESGC Form**

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

**Comments**

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| | **Stage 2: Department Chair** | No Value | No Value |
| | **Stage 3: Division Curriculum Representative** | No Value | No Value |
| | **Stage 4: Division Dean** | No Value | No Value |
| | **Stage 5: SLO Coordinator** | No Value | No Value |
| | **Stage 7: Content Review Matrix Liaison** | No Value | No Value |
| | **Stage 8: AVP - Instruction** | No Value | No Value |

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| | **Stage 9: Articulation Officer** | No Value | No Value |
| | **Stage 11: ESGC Faculty Coordinator** | No Value | No Value |
| | **Stage 14: Curriculum Committee** | No Value | No Value |

## Course Administration Codes

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

| Changed | Field | Current Version |
|---|---|---|
| | **Curriculum ID** | AUTOD060. |
| | **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** | CCC000002206 |

## Articulation

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

**Summary of Changes**

| Section | Changed field |
|---|---|
| General Information | Faculty Initiator |
| General Information | Effective Term |
| General Information | Course Description |
| General Information | Course Type (CB27) |
| General Information | Mode of Delivery |
| Faculty Requirements | Discipline 1 |
| Faculty Requirements | FSA |
| Specifications | Methods of Instruction |
| Specifications | Methods of Evaluation |
| Specifications | Examples of Primary Texts and References |
| Specifications | Suggested Reading List |
| Curriculum Office | Banner Start Term (202122) |
| Curriculum Office | Banner Division |
| Curriculum Office | Catalog Term (21-22) |
| Curriculum Office | 5 Year Revision Year (2021) |
| Curriculum Office | Effective Quarter |
| Curriculum Office | Effective Year (2021) |
| Curriculum Office | Course Status Code |
| Curriculum Office | Banner Department |
| Curriculum Office | Course Level |
| Curriculum Office | College Code |
| Curriculum Office | CTE Status |
| Curriculum Office | Emergency Approval |
| Curriculum Office | Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction) |
| 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 |

| Section | Changed field |
|---|---|
| Curriculum Office | Organization Code |
| Curriculum Office | Account Code |
| Curriculum Office | Program Code |
| Curriculum Office | Percent |
| Curriculum Office | Print/No Print to Catalog |
| Summary of Revisions | Basic Course Information |
| Summary of Revisions | Other |
| B-Matrix Form | Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision. |
| E-Matrix Form | Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods. |
| H-Matrix Form | Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc… list the prerequisite(s) to participate in the program. |
| Comments | Stage 7: Content Review Matrix Liaison |
| Stand-Alone Statement | Stand-Alone Statement |
| CTE Course | Is this a CTE (Career Technical Education) course? |
| Honors/Non-honors Course | Is this an honors/non-honors course? |
| Mirrored Credit/Noncredit Course | Is this a mirrored credit/noncredit course? |
| Cross-listed Course | Is this a cross-listed course? |
| Stand-Alone Statement | Stand-Alone Statement |

## General Information

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| ❗ | Faculty Initiator | • eLumenData, eLumenData | • Ivan Kojnok |
| | Course ID (CB01A and CB01B) | APRND060. | APRND060. |
| | Course Control Number | CCC000231550 | CCC000231550 |
| | Course Title (CB02) | Automotive Electrical Systems | Automotive Electrical Systems |
| | Short Course Title | AUTO ELECTRICAL SYSTEMS | AUTO ELECTRICAL SYSTEMS |
| | TOP Code (CB03) | 0948.00 | 0948.00 Automotive Technology |
| | CIP Code | Automobile/Automotive Mechanics Technology/Technician | 47.0604 Automobile/Automotive Mechanics Technology/Technician |
| | Department | APRN - Auto. Apprenticeship | APRN - Auto. Apprenticeship |
| ❗ | Effective Term | Fall 2021 | Fall ~~2021~~ 2025 |
| | SAM Priority Code (CB09) | Apprenticeship | Apprenticeship |
| ❗ | Course Description | Principles of electricity, electronics, cranking and charging systems. Testing, diagnosis and repair of these systems. | ~~Principles~~ This course focuses on principles of electricity, electronics, cranking and charging ~~systems. Testing,~~ systems, along with testing, diagnosis and repair of these systems. |
| ❗ | Course Type (CB27) | No value | • Lower Division |

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| ❗ | **Mode of Delivery** | • NA | • In person ONLY |

## Faculty Requirements

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| ❗ | **Discipline 1** | No value | • Automotive Technology |
| | **Discipline 2** | No value | No value |
| | **Discipline 3** | No value | No value |
| ❗ | **FSA** | No value | • FHDA FSA - AUTO TECH |

## Course Justification

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | **Course Justification** | This is an apprenticeship course that is only offered to a target population of students who have been approved for the Automotive Technologies Apprenticeship Program. It is also intended to better prepare students for work in the automotive industry in the areas of automotive electrical systems, as advised by our industry advisory committee. | This is an apprenticeship course that is only offered to a target population of students who have been approved for the Automotive Technologies Apprenticeship Program. It is also intended to better prepare students for work in the automotive industry in the areas of automotive electrical systems, as advised by our industry advisory committee. |

## 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 | This course is intended to educate automotive technicians who work at a union shop so these students can complete their apprenticeship program and become journeyman technicians. |

## CTE Course

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| ❗ | Is this a CTE (Career Technical Education) course? | No value | Yes |

## Honors/Non-honors Course

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

## Mirrored Credit/Noncredit Course

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| ❗ | Is this a mirrored credit/noncredit course? | No value | Yes - don't forget to duplicate the revisions in the mirrored credit/noncredit course |

## Cross-listed Course

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

## More Options

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | Basic Skill Status (CB08) | Course is not a basic skills course. | Course is not a basic skills course. |
| | Course Prior To College Level | Not applicable. | Not applicable. |
| | Course Special Class Status (CB13) | Course is not a special class. | Course is not a special class. |
| | Course Support Status (CB26) | Course is not a support course | Course is not a support course |
| | Repeat Limit | 0 | 0 |
| | Grade Options | • Letter Grade<br>• Pass/No Pass | • Letter Grade<br>• Pass/No Pass |

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | **Allow Students to Gain Credit by Exam/Challenge** | ☐ | ☐ |
| | **Repeatability Statement** | No value | |

## Stand-Alone Statement

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | **Stand-Alone Statement** | This course has been identified as a stand-alone course, which means that it is not listed on any GE pattern and/or a certificate and degree program. Please address the following to complete this area: 1. An explanation as to why this course does not fit into a certificate/degree or GE; 2. The purpose of this course; 3. Who your audience will be. | ~~This course has been identified as a stand-alone course, which means that it is not listed on any GE pattern and/or a certificate and degree program. Please address the following to complete this area: 1. An explanation as to why this course does not fit into a certificate/degree or GE; 2. The purpose of this course; 3. Who your audience will be.~~ |

## Associated Programs

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

## Transferability & Gen. Ed. Options

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

## Weekly Student Hours - Profile Name: Default Profile

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | **Lecture Hours - In Class** | 9 | 9 |
| | **Lecture Hours - Out of Class** | 18 | 18 |
| | **Laboratory Hours - In Class** | 0 | 0 |
| | **Laboratory Hours - Out of Class** | 0 | 0 |
| | **NA Hours - In Class** | 0 | 0 |
| | **NA Hours - Out of Class** | 0 | 0 |

## Course Student Hours - Profile Name: Default Profile

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | **Course Duration (Weeks)** | 12 | 12 |
| | **Hours per unit divisor** | 36 | 36 |
| | **Total Student Learning Hours** | 324 | 324 |
| | **Lecture Hours - Course In-Class (Contact) per Term** | 108 | 108 |
| | **Lecture Hours - Course Out-of-Class per Term** | 216 | 216 |
| | **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** | 108 | 108 |
| | **Total - Course Out-of-Class Hours** | 216 | 216 |
| | **Total Credit Units - Minimum Credit Units** | 9 | 9 |
| | **Total Credit Units - Maximum Credit Units** | 9 | 9 |

## Speciality Hours

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | **Speciality Hours** | No value | No value |

## Credit / Non-Credit Options

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

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

## Credit Units

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | Course Duration (Weeks) | 12 | 12 |
| | Total Lecture Hours per Term | 324 | 324 |
| | Total Laboratory Hours per Term | - | 0 |
| | Total Contact Hours per Term | - | 0 |
| | Total Credit Units | 9 | 9 |
| | Minimum Credit Units | 9 | 9 |
| | Maximum Credit Units | 9 | 9 |

## SKIP

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

## Specifications

| Changed | Field | Current Version | Propos |
|---|---|---|---|
| ❗ | Methods of Instruction | **Methods of Instruction** | Metho of Instru |

**Methods of Instruction**

| Methods of Instruction | Lecture and visual aids |
|---|---|
| | Discussion of assigned reading |
| | Discussion and problem solving performed in class |
| | Quiz and examination review performed in class |
| | Collaborative learning and small group exercises |

Metho of Instru

| Changed | Field | Current Version | Propos |
|---------|-------|-----------------|--------|
| | **Assignments** | 1. Reading from text<br>2. Math review pretest<br>3. Safety test<br>4. 17 worksheets focusing on reading material and problem solving. The worksheets include multiple choice questions fill in the blanks and written sections.<br>5. Handouts<br>6. 2 multiple choice quizzes concentrating on the reading material<br>7. Multiple choice midterm and accumulative final exam | 1. R<br>2. M<br>3. S<br>4. 1<br>   r<br>   s<br>   in<br>   q<br>   w<br>5. H<br>6. 2<br>   c<br>   n<br>7. M<br>   a |

❗ **Methods of Evaluation**

| Methods of Evaluation | |
|---|---|
| **Methods of Evaluation** | 1. Accuracy of data<br>2. Completeness of assignments<br>3. Number of correct answers on multiple choice quizzes and tests |

Metho of Evalu

Metho of Evalu

**Essential Student Materials/Essential College Facilities**

**Essential Student Materials:**
- Scientific calculator (TI 30 or equivalent)
- Safety glasses for lab demonstrations

**Essential College Facilities:**
- Classroom and access to laboratory for demonstrations
- Access to the internet

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❗ **Examples of Primary Texts and References**

| Title | No value |
|---|---|
| **Author** | Halderman, James D. "Diagnosis and Troubleshooting of Electrical, Electronic and Computer System." Upper Saddle River, NJ: Prentice Hall,6th Edition 2012. |
| **Publisher** | No value |
| **Date/Edition** | No value |
| **ISBN** | No value |

Title

Autho

Publis

Date/E

ISBN

| Changed | Field | Current Version | Propos |
|---------|-------|-----------------|--------|

<table>

**⊖** **Suggested Reading List**

No valu

| Reading List | All DATA electronic information system (WEB based), http://library.alldatapro.com/alldata/LIB~C8951~R0~OD~N/0/34870081/56415648/56416313/56416327/34853741 |
|---|---|
| May include, but are not limited to | No value |

| Reading List | Manufacturer's shop manuals as required. |
|---|---|
| May include, but are not limited to | No value |

| Reading List | Shopkey electronic information system (WEB based), http://www.shopkey5.com/mric/trypreauth.asp |
|---|---|
| May include, but are not limited to | No value |

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## Learning Outcomes and Objectives

| Changed | Field | Current Version | Proposed Version |
|---------|-------|-----------------|------------------|
| | Course Objectives | • Electrical safety<br>• Comprehend simple electrical circuits and ohm's law<br>• Use analogical reasoning to solve series, parallel and series-parallel circuits<br>• Operate circuit testers and digital meters<br>• Evaluate wires, connectors and wiring schematics<br>• Describe battery construction and diagnosis<br>• Critique battery testing methods<br>• Recognize starting and charging systems components<br>• Appraise alternators and starters functionality<br>• Assess lights, blower motor, horn and accessory circuits<br>• Identify on-board diagnostic and computer control | • Electrical safety<br>• Comprehend simple electrical circuits and ohm's law<br>• Use analogical reasoning to solve series, parallel and series-parallel circuits<br>• Operate circuit testers and digital meters<br>• Evaluate wires, connectors and wiring schematics<br>• Describe battery construction and diagnosis<br>• Critique battery testing methods<br>• Recognize starting and charging systems components<br>• Appraise alternators and starters functionality<br>• Assess lights, blower motor, horn and accessory circuits<br>• Identify on-board diagnostic and computer control |

| | CSLOs | | |

| CSLOs | Demonstrate the ability to diagram and construct simple electrical circuits, calculating and measuring voltage, amperage, and resistance using Ohm's Law and a digital multimeter. |
|---|---|
| Expected SLO Performance | 0.0 |

| CSLOs | Demonstrate the ability to diagram and construct simple electrical circuits, calculating and measuring voltage, amperage, and resistance using Ohm's Law and a digital multimeter. |
|---|---|
| Expected SLO Performance | 0.0 |

| CSLOs | Develop a testing sequence to diagnos inoperative charging, cranking, and battery circuits. |
|---|---|
| Expected SLO Performance | 0.0 |

| CSLOs | Develop a testing sequence to diagnos inoperative charging, cranking, and battery circuits. |
|---|---|
| Expected SLO Performance | 0.0 |

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## Course Outline

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | **Course Content** | 1. Electrical safety<br>  1. Personal Protective Equipment<br>  2. Safety in Hoisting a Vehicle<br>  3. Fire safety<br>  4. First Aid and eye wash stations<br>  5. Hybrid electric vehicle safety issues<br>2. Comprehend simple electrical circuits and ohm's law<br>  1. Circuits<br>  2. Circuit fault types<br>  3. Ohm's law<br>3. Use analogical reasoning to solve series, parallel and series-parallel circuits<br>  1. Series circuit rules<br>  2. Parallel circuit rules<br>  3. Kirchhoff's laws<br>  4. Series-Parallel circuit problems<br>4. Operate circuit testers and digital meters<br>  1. Test lights<br>  2. Digital meters<br>  3. Voltage drop testing<br>  4. Diodes - as check valves and rectifiers<br>  5. Oscilloscopes<br>5. Evaluate wires, connectors and wiring schematics<br>  1. Wire gauge<br>  2. Fuses and protection devices<br>  3. Wire repairs<br>  4. Schematic symbols<br>  5. Relays, solenoids, transistors and their use<br>  6. Circuit trouble-shooting<br>6. Describe battery construction and diagnosis<br>  1. Battery construction<br>  2. Battery functionality<br>  3. Battery ratings<br>7. Critique battery testing methods<br>  1. Open circuit voltage<br>  2. Hydrometer testing<br>  3. Load testing<br>  4. Conductance testing<br>8. Recognize starting and charging systems components<br>  1. Cranking circuit<br>  2. Starter motors<br>  3. Charging circuits<br>  4. Alternators<br>9. Appraise alternators and starters functionality<br>  1. Starter motor operation<br>  2. Starter's control circuit testing<br>  3. Starter's amperage testing<br>  4. Alternator operation<br>  5. Alternator voltage regulation<br>  6. Alternator output tests<br>10. Assess lights, blower motor, horn and accessory circuits<br>  1. Identifying light bulbs<br>  2. Light operation<br>  3. Horn operation<br>  4. Blower motor operation<br>  5. Color-coding circuits<br>  6. Circuit testing<br>11. Identify on-board diagnostic and computer control<br>  1. Computer fundamentals<br>  2. Input sensors<br>  3. Output controls<br>  4. Monitors<br>  5. OBD II numbering designation<br>  6. Scan tools | 1. Electrical safety<br>  1. Personal Protective Equipment<br>  2. Safety in Hoisting a Vehicle<br>  3. Fire safety<br>  4. First Aid and eye wash stations<br>  5. Hybrid electric vehicle safety issues<br>2. Comprehend simple electrical circuits and ohm's law<br>  1. Circuits<br>  2. Circuit fault types<br>  3. Ohm's law<br>3. Use analogical reasoning to solve series, parallel and series-parallel circuits<br>  1. Series circuit rules<br>  2. Parallel circuit rules<br>  3. Kirchhoff's laws<br>  4. Series-Parallel circuit problems<br>4. Operate circuit testers and digital meters<br>  1. Test lights<br>  2. Digital meters<br>  3. Voltage drop testing<br>  4. Diodes - as check valves and rectifiers<br>  5. Oscilloscopes<br>5. Evaluate wires, connectors and wiring schematics<br>  1. Wire gauge<br>  2. Fuses and protection devices<br>  3. Wire repairs<br>  4. Schematic symbols<br>  5. Relays, solenoids, transistors and their use<br>  6. Circuit trouble-shooting<br>6. Describe battery construction and diagnosis<br>  1. Battery construction<br>  2. Battery functionality<br>  3. Battery ratings<br>7. Critique battery testing methods<br>  1. Open circuit voltage<br>  2. Hydrometer testing<br>  3. Load testing<br>  4. Conductance testing<br>8. Recognize starting and charging systems components<br>  1. Cranking circuit<br>  2. Starter motors<br>  3. Charging circuits<br>  4. Alternators<br>9. Appraise alternators and starters functionality<br>  1. Starter motor operation<br>  2. Starter's control circuit testing<br>  3. Starter's amperage testing<br>  4. Alternator operation<br>  5. Alternator voltage regulation<br>  6. Alternator output tests<br>10. Assess lights, blower motor, horn and accessory circuits<br>  1. Identifying light bulbs<br>  2. Light operation<br>  3. Horn operation<br>  4. Blower motor operation<br>  5. Color-coding circuits<br>  6. Circuit testing<br>11. Identify on-board diagnostic and computer control<br>  1. Computer fundamentals<br>  2. Input sensors<br>  3. Output controls<br>  4. Monitors<br>  5. OBD II numbering designation<br>  6. Scan tools |
| | **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: | (Open only to apprentices in the Automotive Technologies Apprenticeship Program (an approved program by the Division of Apprenticeship Standards).) | (Open only to apprentices in the Automotive Technologies Apprenticeship Program (an approved program by the Division of Apprenticeship Standards).) |
| | Limitation(s) on Enrollment - Other: | No Value | No Value |
| | Entrance Skills(s): | No Value | No Value |
| | Entrance Skill(s) - Other: | No Value | No Value |
| | General Course Statement(s): | No Value | No Value |
| | General Course Statement(s) - Other: | No Value | No Value |

## Curriculum Office

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| ❗ | Banner Start Term (202122) | 202122 | No Value |
| ❗ | Banner Division | 2AT | No Value |
| ❗ | Catalog Term (21-22) | 21-22 | No Value |
| ❗ | 5 Year Revision Year (2021) | 2018 | No Value |
| ❗ | Effective Quarter | Fall | No Value |
| ❗ | Effective Year (2021) | 2013 | No Value |
| | Sort ID (00 < 10; 0 < 100) | APRN 060 | APRN 060 |
| | Course Status | Non-substantial | Non-substantial |
| ❗ | Course Status Code | A | No Value |
| ❗ | Banner Department | AUTO | No Value |
| ❗ | Course Level | DU | No Value |
| ❗ | College Code | DA | No Value |
| | Course Characteristics | CTE | CTE |
| | Cross-Listed/Related Course Information | NA | NA |
| | Cross-Listed/Related Course ID's | No Value | No Value |
| ❗ | CTE Status | Yes | No Value |

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| | DL Approval Date (MM/DD/YYYY) | No Value | No Value |
| | Hybrid Approval Date (MM/DD/YYYY) | No Value | No Value |
| ❗ | Emergency Approval | No | No Value |
| ❗ | Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction) | N | No Value |
| ❗ | Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training) | N | No Value |
| ❗ | Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).) | Nine hours lecture (108 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 | 236503 | No Value |
| ❗ | Account Code | 1320 | No Value |
| ❗ | Program Code | 094800 | No Value |
| ❗ | Percent | 100 | No Value |
| | Curriculum Office Notes | No Value | No Value |
| ❗ | Print/No Print to Catalog | Yes | No Value |

**Summary of Revisions**

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| ❗ | Basic Course Information | No Value | Description update |
| | Units and Hours | No Value | No Value |

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| | **Specifications** | No Value | No Value |
| | **Outline** | No Value | No Value |
| ❗ | **Other** | No Value | Deleted suggested reading list. |

**Blue Form**

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

**A-Matrix Form**

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| | **EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.** | No Value | No Value |
| | **Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.** | No Value | No Value |
| | **Objective 2: Compose essays drawn from personal experience and assigned texts.** | No Value | No Value |
| | **Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.** | No Value | No Value |
| | **Objective 4: Create syntactically varied sentences that are free of mechanical errors.** | No Value | No Value |
| | **Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.** | No Value | No Value |

**B-Matrix Form**

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

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

**C-Matrix Form**

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

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

**D-Matrix Form**

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

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

**E-Matrix Form**

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

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

## F-Matrix Form

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

| Changed | Questions | Current Version | Proposed Version |
|---------|-----------|-----------------|------------------|
| | **Objective 3: Apply the order of operations to evaluate signed numerical expressions.** | No Value | No Value |
| | **Objective 4: Solve problems involving operations with signed numbers.** | No Value | No Value |
| | **Objective 5: Explore the characteristics and properties of real numbers.** | No Value | No Value |
| | **Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.** | No Value | No Value |
| | **Objective 7: Explore rates and ratios and use proportions to solve problems.** | No Value | No Value |
| | **Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.** | No Value | No Value |
| | **Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.** | No Value | No Value |
| | **Objective 10: Solve linear equations in one variable numerically and algebraically.** | No Value | No Value |
| | **Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.** | No Value | No Value |
| | **Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.** | No Value | No Value |

**G-Matrix Form**

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

## H-Matrix Form

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| ❗ | Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc… list the prerequisite(s) to participate in the program. | No Value | APRN – "Open only to apprentices in the Automotive Technology Apprenticeship Program, and approved program by the Division of Apprenticeship Standards" Employed by Local 1101 Union or the City of San Jose. |
| | Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc… list the prerequisite(s) to participate in the cohort. | No Value | No Value |
| | Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form. | No Value | No Value |
| | Objective 4: For Prerequisites based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills, i.e. such as a course. | No Value | No Value |

## De Anza GE Form

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

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| | **Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)** | No Value | No Value |
| | **Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)** | No Value | No Value |
| | **Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)** | No Value | No Value |
| | **Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)** | No Value | No Value |
| | **Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)** | No Value | No Value |

**De Anza GE - ESGC Form**

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

## Comments

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| | **Stage 2: Department Chair** | No Value | No Value |
| | **Stage 3: Division Curriculum Representative** | No Value | No Value |
| | **Stage 4: Division Dean** | No Value | No Value |
| | **Stage 5: SLO Coordinator** | No Value | No Value |

| Changed | Questions | Current Version | Proposed Version | | | | | |
|---|---|---|---|---|---|---|---|---|

| Changed | Questions | Current Version | Date | Name - Role OR Tab | Part - Field | Type of Edit | Edit Y | Initiator - Indicate "Y" When Completed |
|---|---|---|---|---|---|---|---|---|
| ❗ | **Stage 7: Content Review Matrix Liaison** | No Value | 2/27/24 | Matrix H | Objective 1 | Required | List Prerequisites to be an apprentice | sent back to initiator 3/25 |
| | **Stage 8: AVP - Instruction** | No Value | No Value | | | | | |
| | **Stage 9: Articulation Officer** | No Value | No Value | | | | | |
| | **Stage 11: ESGC Faculty Coordinator** | No Value | No Value | | | | | |
| | **Stage 14: Curriculum Committee** | No Value | No Value | | | | | |

**Course Administration Codes**

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

| Changed | Field | Current Version |
|---|---|---|
| | **Curriculum ID** | APRND060. |
| | **Distance Education Approved** | No |
| | **Board of Trustees Approval Date** | |
| | **Curriculum Committee Approval Date** | |
| | **Time to Next Review** | Aug 31, 2023 12:00:00 AM |
| | **External Review Approval Date** | Sep 1, 2018 12:00:00 AM |
| | **Course Control Number** | CCC000231550 |

**Articulation**

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

# De Anza College
# Change Report
**06/10/2024**

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

| Section | Changed field |
| --- | --- |
| Curriculum Office | CTE Status |
| Curriculum Office | Emergency Approval |
| Curriculum Office | Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction) |
| Curriculum Office | Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training) |
| Curriculum Office | Noncredit Enhanced Funding Indicator |
| Curriculum Office | In Service Indicator |
| Curriculum Office | Sports/Physical Education Course Indicator |
| Curriculum Office | COA Code |
| Curriculum Office | Fund Code |
| Curriculum Office | Organization Code |
| Curriculum Office | Account Code |
| Curriculum Office | Program Code |
| Curriculum Office | Percent |
| Curriculum Office | Print/No Print to Catalog |
| Summary of Revisions | Basic Course Information |
| Summary of Revisions | Specifications |
| B-Matrix Form | Objective 9: Demonstrate appropriate grammar usage and mechanics. |
| E-Matrix Form | Objective 2: Explore the function concept algebraically, numerically, verbally and graphically. |
| 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** | • Huafu Liu | • Bill Wishart |
| | **Course ID (CB01A and CB01B)** | AUTOD061A | AUTOD061A |
| | **Course Control Number** | CCC000207134 | CCC000207134 |
| | **Course Title (CB02)** | Automotive Brake Systems | Automotive Brake Systems |
| | **Short Course Title** | AUTO BRAKE SYSTEMS | AUTO BRAKE SYSTEMS |
| | **TOP Code (CB03)** | 0948.00 | 0948.00 Automotive Technology |
| | **CIP Code** | Automobile/Automotive Mechanics Technology/Technician | 47.0604 Automobile/Automotive Mechanics Technology/Technician |
| | **Department** | AUTO - Automotive Technology | AUTO - Automotive Technology |
| ❗ | **Effective Term** | Fall 2023 | Fall ~~2023~~ 2025 |
| | **SAM Priority Code (CB09)** | Clearly Occupational | Clearly Occupational |
| ❗ | **Course Description** | Operation of automotive brake systems. Repair, maintenance and troubleshooting. | ~~Operation~~ This course will cover the operation, repair, maintenance, and troubleshooting of automotive brake ~~systems. Repair, maintenance and troubleshooting.~~ systems. |
| ❗ | **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 | • Automotive Technology |
| | Discipline 2 | No value | No value |
| | Discipline 3 | No value | No value |
| ❗ | FSA | No value | • FHDA FSA - AUTO TECH |

## Formerly Statement

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

## Course Justification

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | Course Justification | This CTE, CSU transferable course belongs on the Certificate of Achievement and AS degree in Automotive Technology. It is also a recommendation from industry advisory committees to help better prepare students to maintain, service, and repair automotive brake systems. | This CTE, CSU transferable course belongs on the Certificate of Achievement and AS degree in Automotive Technology. It is also a recommendation from industry advisory committees to help better prepare students to maintain, service, and repair automotive brake systems. |

## 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 | Yes |

## Honors/Non-honors Course

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

## Mirrored Credit/Noncredit Course

| Changed | Field | Current Version | Proposed Version |
|---------|-------|-----------------|------------------|
| ❗ | **Is this a mirrored credit/noncredit course?** | No value | <u>Yes - don't forget to duplicate the revisions in the mirrored credit/noncredit course</u> |

## Cross-listed Course

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

## More Options

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

## Associated Programs

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | Course is part of a program | **Associated Program** Automotive Chassis Technology<br>**Award Type** Certificate of Achievement-Advanced (COA-A) | **Associated Program** Automotive Chassis Technology<br>**Award Type** Certificate of Achievement-Advanced (COA-A) |
| | | **Associated Program** Automotive Chassis Technology<br>**Award Type** Certificate of Achievement (COA) | **Associated Program** Automotive Chassis Technology<br>**Award Type** Certificate of Achievement (COA) |
| | | **Associated Program** Automotive Chassis Technology<br>**Award Type** Associate in Science (A.S.) Degree | **Associated Program** Automotive Chassis Technology<br>**Award Type** Associate in Science (A.S.) Degree |

## Transferability & Gen. Ed. Options

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

## Weekly Student Hours - Profile Name: Default Profile

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | **Lecture Hours - In Class** | 4.5 | 4.5 |
| | **Lecture Hours - Out of Class** | 9 | 9 |
| | **Laboratory Hours - In Class** | 0 | 0 |
| | **Laboratory Hours - Out of Class** | 0 | 0 |
| | **NA Hours - In Class** | 0 | 0 |
| | **NA Hours - Out of Class** | 0 | 0 |

## Course Student Hours - Profile Name: Default Profile

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | **Course Duration (Weeks)** | 12 | 12 |
| | **Hours per unit divisor** | 36 | 36 |
| | **Total Student Learning Hours** | 162 | 162 |
| | **Lecture Hours - Course In-Class (Contact) per Term** | 54 | 54 |

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | **Lecture Hours - Course Out-of-Class per Term** | 108 | 108 |
| | **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** | 54 | 54 |
| | **Total - Course Out-of-Class Hours** | 108 | 108 |
| | **Total Credit Units - Minimum Credit Units** | 4.5 | 4.5 |
| | **Total Credit Units - Maximum Credit Units** | 4.5 | 4.5 |

## Speciality Hours

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | **Speciality Hours** | No value | No value |

## Credit / Non-Credit Options

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

## Credit Units

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | **Course Duration (Weeks)** | 12 | 12 |
| | **Total Lecture Hours per Term** | 162 | 162 |

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | **Total Laboratory Hours per Term** | - | 0 |
| | **Total Contact Hours per Term** | - | 0 |
| | **Total Credit Units** | 4.5 | 4.5 |
| | **Minimum Credit Units** | 4.5 | 4.5 |
| | **Maximum Credit Units** | 4.5 | 4.5 |

## SKIP

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | **SKIP** | No Value | No Value |

## Specifications

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| ❗ | **Methods of Instruction** | **Methods of Instruction** | **Methods of Instruction** — Methods of Instruction |
| | | **Methods of Instruction** — Lecture and visual aids Discussion of assigned reading In-class exploration of Internet sites Quiz and examination review performed in class Homework and extended projects | **Methods of Instruction** — Lecture and visual aids Discussion of assigned reading In-class exploration of Internet sites Quiz and examination review performed in class Homework and extended projects |

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | **Assignments** | 1. Reading from text and handouts<br>2. Complete chapter review quizzes<br>3. Outside assignment to include a shop interview. | 1. Reading from text and handouts<br>2. Complete chapter review quizzes<br>3. Outside assignment to include a shop interview. |

1. Reading from text and handouts
2. Complete chapter review quizzes
3. Outside assignment to include a shop interview.

1. Reading from text and handouts
2. Complete chapter review quizzes
3. Outside assignment to include a shop interview.

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| ❗ | **Methods of Evaluation** | | |

<table>
<tr><td colspan="2"><b>Methods of Evaluation</b></td></tr>
<tr><td><b>Methods of Evaluation</b></td><td>1. Weekly objective multiple choice and/or essay quizzes covering the weeks lecture units. Tests will be graded and scored with points awarded for each correct answer.<br>2. A multiple choice mid term exam given after 3 weeks covering all of the material covered in class to date. Test will be graded and scored with points awarded for each correct answer.<br>3. A comprehensive final examination consisting of multiple choice and/or essay questions. Test will be graded and scored with points awarded for each correct answer.<br>4. A written report of the shop interview to be graded on content.</td></tr>
</table>

| Methods of Evaluation | Methods of Evaluation |
|---|---|

| Changed | Field | Current Version | Proposed Version |
|---------|-------|-----------------|------------------|
| | | | **Methods of Evaluation**   1. Weekly objective multiple choice and/or essay quizzes covering the weeks lecture units. Tests will be graded and scored with points awarded for each correct answer. 2. A multiple choice mid term exam given after 3 weeks covering all of the material covered in class to date. Test will be graded and scored with points awarded for each correct answer. 3. A comprehensive final examination consisting of multiple choice and/or essay questions. Test will be graded and scored with points awarded for each correct answer. 4. A written report of the shop interview to be graded on content. |

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | **Essential Student Materials/Essential College Facilities** | **Essential Student Materials:**<br>• Safety glasses for shop demonstrations<br><br>**Essential College Facilities:**<br>• Classroom with access to automotive lab area<br>• Automotive repair information web sites<br>• All DATA electronic information system (WEB based), http://library.alldatapro.com<br>• Mitchell on demand electronic information system (WEB based), http://Shopkey5.com | **Essential Student Materials:**<br>• Safety glasses for shop demonstrations<br><br>**Essential College Facilities:**<br>• Classroom with access to automotive lab area<br>• Automotive repair information web sites<br>• All DATA electronic information system (WEB based), http://library.alldatapro.com<br>• Mitchell on demand electronic information system (WEB based), http://Shopkey5.com |
| ❗ | **Examples of Primary Texts and References** | | |

| Title | No value |
|---|---|
| Author | Halderman, James D. "Automotive Chassis Systems 7th Edition". Prentice Hall, 2017. |
| Publisher | No value |
| Date/Edition | No value |
| ISBN | No value |

| Title | Automotive Chassis Systems |
|---|---|
| Author | Halderman, James D. |
| Publisher | Pearson |
| Date/Edition | 2020/ 8th edition |
| ISBN | No value |

| Changed | Field | Current Version | Proposed Version |
|---------|-------|-----------------|------------------|
| ❗ | **Suggested Reading List** | | No value |

| **Reading List** | All DATA electronic information system (WEB based), http://library.alldatapro.com |
|------------------|-----------------------------------------------------------------------------------|
| **May include, but are not limited to** | No value |

| **Reading List** | Mitchell on demand electronic information system (WEB based), http://Shopkey5.com |
|------------------|----------------------------------------------------------------------------------|
| **May include, but are not limited to** | No value |

## Learning Outcomes and Objectives

| Changed | Field | Current Version | Proposed Version |
|---------|-------|-----------------|------------------|
| | **Course Objectives** | • Define automotive brake systems<br>• Categorize information related to brake system performance<br>• Develop a repair plan | • Define automotive brake systems<br>• Categorize information related to brake system performance<br>• Develop a repair plan |
| | **CSLOs** | | |

| **CSLOs** | Understand proper brake inspection procedures. |
|-----------|------------------------------------------------|
| **Expected SLO Performance** | 0.0 |

| **CSLOs** | Understand proper brake inspection procedures. |
|-----------|------------------------------------------------|
| **Expected SLO Performance** | 0.0 |

## Course Outline

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | **Course Content** | 1. Define automotive brake systems<br>   1. Basic operating principles<br>   2. Identifying brake components<br>   3. Brake systems<br>2. Categorize information related to brake system performance<br>   1. Drum brake systems<br>   2. Disc brake systems<br>   3. Hydraulic systems<br>3. Develop a repair plan<br>   1. Preparing a repair cost estimate and a repair plan<br>   2. Verification of component failure<br>   3. Repair techniques<br>   4. Write a complete repair order including a description of customer concern, vehicle examination, repair process, parts used, and total cost including applicable tax. | 1. Define automotive brake systems<br>   1. Basic operating principles<br>   2. Identifying brake components<br>   3. Brake systems<br>2. Categorize information related to brake system performance<br>   1. Drum brake systems<br>   2. Disc brake systems<br>   3. Hydraulic systems<br>3. Develop a repair plan<br>   1. Preparing a repair cost estimate and a repair plan<br>   2. Verification of component failure<br>   3. Repair techniques<br>   4. Write a complete repair order including a description of customer concern, vehicle examination, repair process, parts used, and total cost including applicable tax. |
| | **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 |

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| | **Advisory(ies):** | ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005.<br>Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra | ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005.<br>Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra |
| | **Advisory(ies) - Other:** | AUTO D051A and AUTO D051B | AUTO D051A and AUTO D051B |
| | **Limitation(s) on Enrollment:** | No Value | No Value |
| | **Limitation(s) on Enrollment - Other:** | No Value | No Value |
| | **Entrance Skills(s):** | No Value | No Value |
| | **Entrance Skill(s) - Other:** | No Value | No Value |
| | **General Course Statement(s):** | No Value | No Value |
| | **General Course Statement(s) - Other:** | No Value | No Value |

**Curriculum Office**

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| ❗ | **Banner Start Term (202122)** | 202122 | No Value |
| ❗ | **Banner Division** | 2AT | No Value |
| ❗ | **Catalog Term (21-22)** | 23-24 | No Value |
| ❗ | **5 Year Revision Year (2021)** | 2018 | No Value |

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| ❗ | **Effective Quarter** | Fall | No Value |
| ❗ | **Effective Year (2021)** | 2023 | No Value |
| | **Sort ID (00 < 10; 0 < 100)** | AUTO 061A | AUTO 061A |
| | **Course Status** | Non-substantial | Non-substantial |
| ❗ | **Course Status Code** | A | No Value |
| ❗ | **Banner Department** | AUTO | No Value |
| ❗ | **Course Level** | DU | No Value |
| ❗ | **College Code** | DA | No Value |
| | **Course Characteristics** | CTE | CTE |
| | **Cross-Listed/Related Course Information** | NA | NA |
| | **Cross-Listed/Related Course ID's** | No Value | No Value |
| ❗ | **CTE Status** | Yes | No Value |
| | **DL Approval Date (MM/DD/YYYY)** | No Value | No Value |
| | **Hybrid Approval Date (MM/DD/YYYY)** | No Value | No Value |
| ❗ | **Emergency Approval** | No | No Value |

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

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| ❗ | **Organization Code** | 236503 | No Value |
| ❗ | **Account Code** | 1320 | No Value |
| ❗ | **Program Code** | 094800 | No Value |
| ❗ | **Percent** | 100 | No Value |
| | **Curriculum Office Notes** | • Requisite change appr. 1/17/23 (effect. F23).-cc | • Requisite change appr. 1/17/23 (effect. F23).-cc |
| ❗ | **Print/No Print to Catalog** | Yes | No Value |
| | **Checklist** | No Value | No Value |

## Summary of Revisions

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

## Blue Form

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

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

**A-Matrix Form**

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

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

## B-Matrix Form

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| | **ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.** | No Value | No Value |

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

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| | **Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.** | No Value | No Value |
| ❗ | **Objective 9: Demonstrate appropriate grammar usage and mechanics.** | No Value | From course outline: C. Develop a repair plan 1. Preparing a repair cost estimate and a repair plan |

## C-Matrix Form

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

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

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

## D-Matrix Form

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

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

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

**E-Matrix Form**

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

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

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

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

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

## G-Matrix Form

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

## H-Matrix Form

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| | **Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc… list the prerequisite(s) to participate in the program.** | No Value | No Value |
| | **Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc… list the prerequisite(s) to participate in the cohort.** | No Value | No Value |
| | **Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.** | No Value | No Value |
| | **Objective 4: For Prerequisites based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills, i.e. such as a course.** | No Value | No Value |

**De Anza GE Form**

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| | **Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)** | No Value | No Value |
| | **Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)** | No Value | No Value |

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| | **Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)** | No Value | No Value |
| | **Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)** | No Value | No Value |
| | **Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)** | No Value | No Value |

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

## De Anza GE - ESGC Form

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

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

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

## Comments

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| | **Stage 2: Department Chair** | No Value | No Value |
| | **Stage 3: Division Curriculum Representative** | No Value | No Value |
| | **Stage 4: Division Dean** | No Value | No Value |
| | **Stage 5: SLO Coordinator** | No Value | No Value |
| | **Stage 7: Content Review Matrix Liaison** | No Value | No Value |
| | **Stage 8: AVP - Instruction** | No Value | No Value |
| | **Stage 9: Articulation Officer** | No Value | No Value |

| Changed | Questions | Current Version | Proposed Version |
|---------|-----------|-----------------|------------------|
| | **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** | AUTOD061A |
| | **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** | CCC000207134 |

## Articulation

| Changed | Field | Current Version |
|---------|-------|-----------------|
| | | |

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

**Summary of Changes**

| Section | Changed field |
|---|---|
| General Information | Faculty Initiator |
| General Information | Effective Term |
| General Information | Course Description |
| General Information | Course Type (CB27) |
| General Information | Mode of Delivery |
| Faculty Requirements | Discipline 1 |
| Faculty Requirements | FSA |
| Specifications | Methods of Instruction |
| Specifications | Methods of Evaluation |
| Specifications | Examples of Primary Texts and References |
| Specifications | Suggested Reading List |
| Learning Outcomes and Objectives | CSLOs |
| Curriculum Office | Banner Start Term (202122) |
| Curriculum Office | Banner Division |
| Curriculum Office | Catalog Term (21-22) |
| Curriculum Office | 5 Year Revision Year (2021) |
| Curriculum Office | Effective Quarter |
| Curriculum Office | Effective Year (2021) |
| Curriculum Office | Course Status Code |
| Curriculum Office | Banner Department |
| Curriculum Office | Course Level |
| Curriculum Office | College Code |
| Curriculum Office | CTE Status |
| Curriculum Office | Emergency Approval |
| Curriculum Office | Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction) |
| Curriculum Office | Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training) |
| Curriculum Office | 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 |

| Section | Changed field |
|---|---|
| Curriculum Office | Fund Code |
| Curriculum Office | Organization Code |
| Curriculum Office | Account Code |
| Curriculum Office | Program Code |
| Curriculum Office | Percent |
| Curriculum Office | Print/No Print to Catalog |
| Summary of Revisions | Basic Course Information |
| Summary of Revisions | Specifications |
| H-Matrix Form | Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc… list the prerequisite(s) to participate in the program. |
| Comments | Stage 5: SLO Coordinator |
| Stand-Alone Statement | Stand-Alone Statement |
| CTE Course | Is this a CTE (Career Technical Education) course? |
| Honors/Non-honors Course | Is this an honors/non-honors course? |
| Mirrored Credit/Noncredit Course | Is this a mirrored credit/noncredit course? |
| Cross-listed Course | Is this a cross-listed course? |
| Stand-Alone Statement | Stand-Alone Statement |

**General Information**

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| ❗ | Faculty Initiator | • eLumenData, eLumenData | • Bill Wishart |
| | Course ID (CB01A and CB01B) | APRND061A | APRND061A |
| | Course Control Number | CCC000306549 | CCC000306549 |
| | Course Title (CB02) | Automotive Brake Systems | Automotive Brake Systems |
| | Short Course Title | AUTO BRAKE SYSTEMS | AUTO BRAKE SYSTEMS |
| | TOP Code (CB03) | 0948.00 | 0948.00 Automotive Technology |
| | CIP Code | Automobile/Automotive Mechanics Technology/Technician | 47.0604 Automobile/Automotive Mechanics Technology/Technician |
| | Department | APRN - Auto. Apprenticeship | APRN - Auto. Apprenticeship |
| ❗ | Effective Term | Fall 2021 | Fall ~~2021~~ 2025 |
| | SAM Priority Code (CB09) | Apprenticeship | Apprenticeship |
| ❗ | Course Description | Operation of automotive brake systems. Repair, maintenance and troubleshooting. | ~~Operation~~ This course will cover the operation, repair, maintenance, and troubleshooting of automotive brake ~~systems. Repair, maintenance and troubleshooting.~~ systems. |
| ❗ | 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 | • Automotive Technology |
| | Discipline 2 | No value | No value |
| | Discipline 3 | No value | No value |
| ❗ | FSA | No value | • FHDA FSA - AUTO TECH |

## Course Justification

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | Course Justification | This is an apprenticeship course that is only offered to a target population of students who have been approved for the Automotive Technologies Apprenticeship Program. It is also a recommendation from industry advisory committees to help better prepare students to maintain, service, and repair automotive brake systems. | This is an apprenticeship course that is only offered to a target population of students who have been approved for the Automotive Technologies Apprenticeship Program. It is also a recommendation from industry advisory committees to help better prepare students to maintain, service, and repair automotive brake systems. |

## 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 | This course is intended to educate automotive technicians who work at a union shop so these students can complete their apprenticeship program and become journeyman technicians. |

## CTE Course

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| ❗ | Is this a CTE (Career Technical Education) course? | No value | Yes |

## Honors/Non-honors Course

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

## Mirrored Credit/Noncredit Course

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| ❗ | Is this a mirrored credit/noncredit course? | No value | Yes - don't forget to duplicate the revisions in the mirrored credit/noncredit course |

## Cross-listed Course

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

## More Options

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

## Stand-Alone Statement

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | Stand-Alone Statement | This course has been identified as a stand-alone course, which means that it is not listed on any GE pattern and/or a certificate and degree program. Please address the following to complete this area: 1. An explanation as to why this course does not fit into a certificate/degree or GE; 2. The purpose of this course; 3. Who your audience will be. | ~~This course has been identified as a stand-alone course, which means that it is not listed on any GE pattern and/or a certificate and degree program. Please address the following to complete this area: 1. An explanation as to why this course does not fit into a certificate/degree or GE; 2. The purpose of this course; 3. Who your audience will be.~~ |

## Associated Programs

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

## Transferability & Gen. Ed. Options

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

## Weekly Student Hours - Profile Name: Default Profile

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | Lecture Hours - In Class | 4.5 | 4.5 |
| | Lecture Hours - Out of Class | 9 | 9 |
| | Laboratory Hours - In Class | 0 | 0 |
| | Laboratory Hours - Out of Class | 0 | 0 |
| | NA Hours - In Class | 0 | 0 |
| | NA Hours - Out of Class | 0 | 0 |

## Course Student Hours - Profile Name: Default Profile

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | Course Duration (Weeks) | 12 | 12 |
| | Hours per unit divisor | 36 | 36 |
| | Total Student Learning Hours | 162 | 162 |

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | **Lecture Hours - Course In-Class (Contact) per Term** | 54 | 54 |
| | **Lecture Hours - Course Out-of-Class per Term** | 108 | 108 |
| | **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** | 54 | 54 |
| | **Total - Course Out-of-Class Hours** | 108 | 108 |
| | **Total Credit Units - Minimum Credit Units** | 4.5 | 4.5 |
| | **Total Credit Units - Maximum Credit Units** | 4.5 | 4.5 |

## Speciality Hours

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | **Speciality Hours** | No value | No value |

## Credit / Non-Credit Options

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

## Credit Units

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | **Course Duration (Weeks)** | 12 | 12 |
| | **Total Lecture Hours per Term** | 162 | 162 |
| | **Total Laboratory Hours per Term** | - | 0 |
| | **Total Contact Hours per Term** | - | 0 |
| | **Total Credit Units** | 4.5 | 4.5 |
| | **Minimum Credit Units** | 4.5 | 4.5 |
| | **Maximum Credit Units** | 4.5 | 4.5 |

**SKIP**

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | **SKIP** | No Value | No Value |

**Specifications**

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| ❗ | **Methods of Instruction** | | |

| Methods of Instruction | |
|---|---|
| **Methods of Instruction** | Lecture and visual aids<br>Discussion of assigned reading<br>In-class exploration of Internet sites<br>Quiz and examination review performed in class<br>Homework and extended projects |

| Methods of Instruction | Methods of Instruction |
|---|---|
| **Methods of Instruction** | Lecture and visual aids<br>Discussion of assigned reading<br>In-class exploration of Internet sites<br>Quiz and examination review performed in class<br>Homework and extended projects |

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | **Assignments** | 1. Reading from text and handouts<br>2. Complete chapter review quizzes<br>3. Outside assignments | 1. Reading from text and handouts<br>2. Complete chapter review quizzes<br>3. Outside assignments |
| ❗ | **Methods of Evaluation** | | |

| Methods of Evaluation | |
|---|---|
| **Methods of Evaluation** | 1. Weekly objective multiple choice and/or essay quizzes covering the weeks lecture units. Tests will be graded and scored with points awarded for each correct answer.<br>2. A multiple choice mid term exam given after 3 weeks covering all of the material covered in class to date. Test will be graded and scored with points awarded for each correct answer.<br>3. A comprehensive final examination consisting of multiple choice and/or essay questions. Test will be graded and scored with points awarded for each correct answer. |

| Methods of Evaluation | Methods of Evaluation |
|---|---|
| **Methods of Evaluation** | 1. Weekly objective multiple choice and/or essay quizzes covering the weeks lecture units. Tests will be graded and scored with points awarded for each correct answer.<br>2. A multiple choice mid term exam given after 3 weeks covering all of the material covered in class to date. Test will be graded and scored with points awarded for each correct answer.<br>3. A comprehensive final examination consisting of multiple choice and/or essay questions. Test will be graded and scored with points awarded for each correct answer. |

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | Essential Student Materials/Essential College Facilities | **Essential Student Materials:**<br>• Safety glasses for shop demonstrations<br><br>**Essential College Facilities:**<br>• Classroom and automotive lab area<br>• Internet access | **Essential Student Materials:**<br>• Safety glasses for shop demonstrations<br><br>**Essential College Facilities:**<br>• Classroom and automotive lab area<br>• Internet access |

❗ **Examples of Primary Texts and References**

| | Current Version |
|---|---|
| **Title** | No value |
| **Author** | Halderman, James D. "Automotive Chassis Systems 5th Edition". Prentice Hall, 2010. |
| **Publisher** | No value |
| **Date/Edition** | No value |
| **ISBN** | No value |

| | Proposed Version |
|---|---|
| **Title** | Automotive Chassis Systems |
| **Author** | Halderman, James D. |
| **Publisher** | Prentice Hall |
| **Date/Edition** | 2020/ 8th edition |
| **ISBN** | No value |

❗ **Suggested Reading List**

Proposed Version: No value

| | Current Version |
|---|---|
| **Reading List** | All DATA electronic information system (WEB based), http://library.alldatapro.com |
| **May include, but are not limited to** | No value |

| | |
|---|---|
| **Reading List** | Mitchell on demand electronic information system (WEB based), http://Shopkey5.com |
| **May include, but are not limited to** | No value |

## Learning Outcomes and Objectives

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | Course Objectives | • Define automotive brake systems<br>• Categorize information related to brake system performance<br>• Develop a repair plan | • Define automotive brake systems<br>• Categorize information related to brake system performance<br>• Develop a repair plan |

❗ **CSLOs**

| | Current Version |
|---|---|
| **CSLOs** | Students will understand proper brake inspection procedures. |
| **Expected SLO Performance** | 0.0 |

| | Proposed Version |
|---|---|
| **CSLOs** | Students will understand proper brake inspection procedures. |
| **Expected SLO Performance** | 0.0 |

| | |
|---|---|
| **CSLOs** | Demonstrate proper brake inspection procedures |
| **Expected SLO Performance** | 0.0 |

## Course Outline

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | Course Content | 1. Define automotive brake systems<br>  1. Basic operating principles<br>  2. Identifying brake components<br>  3. Brake systems<br>2. Categorize information related to brake system performance<br>  1. Drum brake systems<br>  2. Disc brake systems<br>  3. Hydraulic systems<br>3. Develop a repair plan<br>  1. Preparing a repair cost estimate and a repair plan<br>  2. Verification of component failure<br>  3. Repair techniques<br>  4. Write a complete repair order including a description of customer concern, vehicle examination, repair process, parts used, and total cost including applicable tax. | 1. Define automotive brake systems<br>  1. Basic operating principles<br>  2. Identifying brake components<br>  3. Brake systems<br>2. Categorize information related to brake system performance<br>  1. Drum brake systems<br>  2. Disc brake systems<br>  3. Hydraulic systems<br>3. Develop a repair plan<br>  1. Preparing a repair cost estimate and a repair plan<br>  2. Verification of component failure<br>  3. Repair techniques<br>  4. Write a complete repair order including a description of customer concern, vehicle examination, repair process, parts used, and total cost including applicable tax. |
| | 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: | (Open only to apprentices in the Automotive Technologies Apprenticeship Program (an approved program by the Division of Apprenticeship Standards).) | (Open only to apprentices in the Automotive Technologies Apprenticeship Program (an approved program by the Division of Apprenticeship Standards).) |
| | Limitation(s) on Enrollment - Other: | No Value | No Value |
| | Entrance Skills(s): | No Value | No Value |
| | Entrance Skill(s) - Other: | No Value | No Value |
| | General Course Statement(s): | No Value | No Value |
| | General Course Statement(s) - Other: | No Value | No Value |

## Curriculum Office

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| ❗ | Banner Start Term (202122) | 202122 | No Value |
| ❗ | Banner Division | 2AT | No Value |
| ❗ | Catalog Term (21-22) | 21-22 | No Value |

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| ❗ | 5 Year Revision Year (2021) | 2018 | No Value |
| ❗ | Effective Quarter | Fall | No Value |
| ❗ | Effective Year (2021) | 2013 | No Value |
| | Sort ID (00 < 10; 0 < 100) | APRN 061A | APRN 061A |
| | Course Status | Non-substantial | Non-substantial |
| ❗ | Course Status Code | A | No Value |
| ❗ | Banner Department | AUTO | No Value |
| ❗ | Course Level | DU | No Value |
| ❗ | College Code | DA | No Value |
| | Course Characteristics | CTE | CTE |
| | Cross-Listed/Related Course Information | NA | NA |
| | Cross-Listed/Related Course ID's | No Value | No Value |
| ❗ | CTE Status | Yes | No Value |
| | DL Approval Date (MM/DD/YYYY) | No Value | No Value |
| | Hybrid Approval Date (MM/DD/YYYY) | No Value | No Value |
| ❗ | Emergency Approval | No | No Value |
| ❗ | Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction) | N | No Value |
| ❗ | 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).) | Four and one-half hours lecture (54 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 |

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| ❗ | Fund Code | 114000 | No Value |
| ❗ | Organization Code | 236503 | No Value |
| ❗ | Account Code | 1320 | No Value |
| ❗ | Program Code | 094800 | No Value |
| ❗ | Percent | 100 | No Value |
| | Curriculum Office Notes | 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 | Description update |
| | Units and Hours | No Value | No Value |
| ❗ | Specifications | No Value | Updated textbooks and references to reflect current publications |
| | Outline | No Value | No Value |
| | Other | No Value | No Value |

## Blue Form

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

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

## A-Matrix Form

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| | **EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.** | No Value | No Value |
| | **Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.** | No Value | No Value |
| | **Objective 2: Compose essays drawn from personal experience and assigned texts.** | No Value | No Value |
| | **Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.** | No Value | No Value |
| | **Objective 4: Create syntactically varied sentences that are free of mechanical errors.** | No Value | No Value |
| | **Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.** | No Value | No Value |

**B-Matrix Form**

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| | **ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.** | No Value | No Value |
| | **Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.** | No Value | No Value |
| | **Objective 2: Develop analytical ideas and topics for essays.** | No Value | No Value |
| | **Objective 3: Compose and support thesis statements for analytical essays.** | No Value | No Value |
| | **Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.** | No Value | No Value |
| | **Objective 5: Identify and practice writing for different audiences and purposes.** | No Value | No Value |
| | **Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.** | No Value | No Value |
| | **Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.** | No Value | No Value |
| | **Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.** | No Value | No Value |
| | **Objective 9: Demonstrate appropriate grammar usage and mechanics.** | No Value | No Value |

**C-Matrix Form**

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

**D-Matrix Form**

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

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| | **Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.** | No Value | No Value |
| | **Objective 2: Investigate the use of mathematics in real world.** | No Value | No Value |
| | **Objective 3: Explore functions.** | No Value | No Value |
| | **Objective 4: Develop linear function models.** | No Value | No Value |
| | **Objective 5: Use systems of two linear equations to solve real world problems.** | No Value | No Value |
| | **Objective 6: Use linear inequalities in one variable to solve real world problems.** | No Value | No Value |
| | **Objective 7: Examine exponential expressions and develop exponential function models.** | No Value | No Value |
| | **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 |
| | **Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.** | No Value | No Value |
| | **Objective 7: Develop quadratic function models to solve problems.** | No Value | No Value |
| | **Objective 8: Use inequalities to solve real world problems.** | No Value | No Value |
| | **Objective 9: Explore arithmetic sequences and series.** | No Value | No Value |
| | **Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.** | No Value | No Value |

**F-Matrix Form**

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| | **Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.** | No Value | No Value |
| | **Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.** | No Value | No Value |
| | **Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.** | No Value | No Value |
| | **Objective 3: Apply the order of operations to evaluate signed numerical expressions.** | No Value | No Value |
| | **Objective 4: Solve problems involving operations with signed numbers.** | No Value | No Value |
| | **Objective 5: Explore the characteristics and properties of real numbers.** | No Value | No Value |
| | **Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.** | No Value | No Value |
| | **Objective 7: Explore rates and ratios and use proportions to solve problems.** | No Value | No Value |
| | **Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.** | No Value | No Value |
| | **Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.** | No Value | No Value |

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

## G-Matrix Form

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

## H-Matrix Form

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| ❗ | **Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc… list the prerequisite(s) to participate in the program.** | No Value | Open only to apprentices in the Automotive Technology Apprenticeship Program, and approved program by the Division of Apprenticeship Standards employed by the Local 1101 Union or the City of San Jose. |
| | **Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc… list the prerequisite(s) to participate in the cohort.** | No Value | No Value |
| | **Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.** | No Value | No Value |

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| | **Objective 4: For Prerequisites based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills, i.e. such as a course.** | No Value | No Value |

## De Anza GE Form

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| | **Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)** | No Value | No Value |
| | **Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)** | No Value | No Value |
| | **Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)** | No Value | No Value |
| | **Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)** | No Value | No Value |

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| | **Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)** | No Value | No Value |
| | **Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)** | No Value | No Value |

**De Anza GE - ESGC Form**

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

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

## Comments

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| | **Stage 2: Department Chair** | No Value | No Value |
| | **Stage 3: Division Curriculum Representative** | No Value | No Value |
| | **Stage 4: Division Dean** | No Value | No Value |
| ❗ | **Stage 5: SLO Coordinator** | No Value | (see table below) |
| | **Stage 7: Content Review Matrix Liaison** | No Value | No Value |
| | **Stage 8: AVP - Instruction** | No Value | No Value |
| | **Stage 9: Articulation Officer** | No Value | No Value |
| | **Stage 11: ESGC Faculty Coordinator** | No Value | No Value |
| | **Stage 14: Curriculum Committee** | No Value | No Value |

Stage 5: SLO Coordinator — Proposed Version table:

| | Name - Role OR Tab | Part - Field | Type of Edit | Edit |
|---|---|---|---|---|
| **12/4/2024** | Mary Pape – SLO Coordinator | Learning Outcomes – CSLO #2 | Required | Start the outcome with a Bloom's Taxonomy (https://www.google.com/sea q=bloom%27s+taxonomy&rlz=1C1CHBF_enUS894US894&oq=bloom%2 8) word. Suggestion: "Understand proper brake inspection procedures." " |
| **5/2/2024** | Mary Pape – SLO Coordinator | Learning Outcomes – CSLO | Required | (My apologies for not catching this at the same time) Understanding is no q=bloom%27s+taxonomy&rlz=1C1CHBF_enUS894US894&oq=bloom%2 8) word but a category heading. Change CSLO to begin with a Bloom's Ta |

## Course Administration Codes

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

| Changed | Field | Current Version |
|---|---|---|
| | **Curriculum ID** | APRND061A |

| Changed | Field | Current Version |
|---------|-------|-----------------|
| | **Distance Education Approved** | No |
| | **Board of Trustees Approval Date** | |
| | **Curriculum Committee Approval Date** | |
| | **Time to Next Review** | Aug 31, 2023 12:00:00 AM |
| | **External Review Approval Date** | Sep 1, 2018 12:00:00 AM |
| | **Course Control Number** | CCC000306549 |

## Articulation

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

# Change Report

**06/04/2024**

## Summary of Changes

| Section | Changed field |
|---|---|
| General Information | Faculty Initiator |
| General Information | Effective Term |
| General Information | Course Description |
| General Information | Course Type (CB27) |
| General Information | Mode of Delivery |
| Faculty Requirements | Discipline 1 |
| Faculty Requirements | FSA |
| Specifications | Methods of Instruction |
| Specifications | Methods of Evaluation |
| Specifications | Examples of Primary Texts and References |
| Specifications | Suggested Reading List |
| Curriculum Office | Banner Start Term (202122) |
| Curriculum Office | Banner Division |
| Curriculum Office | Catalog Term (21-22) |
| Curriculum Office | 5 Year Revision Year (2021) |
| Curriculum Office | Effective Quarter |
| Curriculum Office | Effective Year (2021) |
| Curriculum Office | Course Status Code |
| Curriculum Office | Banner Department |
| Curriculum Office | Course Level |
| Curriculum Office | College Code |

| Section | Changed field |
| --- | --- |
| Curriculum Office | CTE Status |
| Curriculum Office | Emergency Approval |
| Curriculum Office | Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction) |
| Curriculum Office | Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training) |
| Curriculum Office | Noncredit Enhanced Funding Indicator |
| Curriculum Office | In Service Indicator |
| Curriculum Office | Sports/Physical Education Course Indicator |
| Curriculum Office | COA Code |
| Curriculum Office | Fund Code |
| Curriculum Office | Organization Code |
| Curriculum Office | Account Code |
| Curriculum Office | Program Code |
| Curriculum Office | Percent |
| Curriculum Office | Print/No Print to Catalog |
| Summary of Revisions | Basic Course Information |
| Summary of Revisions | Specifications |
| B-Matrix Form | Objective 9: Demonstrate appropriate grammar usage and mechanics. |
| E-Matrix Form | Objective 2: Explore the function concept algebraically, numerically, verbally and graphically. |
| 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** | • Huafu Liu | • Bill Wishart |
| | **Course ID (CB01A and CB01B)** | AUTOD061B | AUTOD061B |
| | **Course Control Number** | CCC000298020 | CCC000298020 |
| | **Course Title (CB02)** | Electronically Controlled Brake Systems | Electronically Controlled Brake Systems |
| | **Short Course Title** | ELECTRON CONTROLLED BRAKE SYST | ELECTRON CONTROLLED BRAKE SYST |
| | **TOP Code (CB03)** | 0948.00 | 0948.00 Automotive Technology |
| | **CIP Code** | Automobile/Automotive Mechanics Technology/Technician | 47.0604 Automobile/Automotive Mechanics Technology/Technician |
| | **Department** | AUTO - Automotive Technology | AUTO - Automotive Technology |
| ❗ | **Effective Term** | Fall 2023 | Fall ~~2023~~ <u>2025</u> |
| | **SAM Priority Code (CB09)** | Clearly Occupational | Clearly Occupational |
| ❗ | **Course Description** | Computer controlled automotive brake systems, including service, maintenance, troubleshooting and repair procedures. | ~~Computer~~ <u>Students will study computer</u> controlled automotive brake systems, including service, maintenance, troubleshooting and repair procedures. |
| ❗ | **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 | • Automotive Technology |
| | Discipline 2 | No value | No value |
| | Discipline 3 | No value | No value |
| ❗ | FSA | No value | • FHDA FSA - AUTO TECH |

## Formerly Statement

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

## Course Justification

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | Course Justification | This CTE, CSU transferable course belongs on the Certificate of Achievement and AS degree in Automotive Chassis Technology. It is also a recommendation from industry advisory committees to help better prepare students to diagnose and repair electronically controlled brake systems. | This CTE, CSU transferable course belongs on the Certificate of Achievement and AS degree in Automotive Chassis Technology. It is also a recommendation from industry advisory committees to help better prepare students to diagnose and repair electronically controlled brake systems. |

## 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>Yes - don't forget to duplicate the revisions in the mirrored credit/noncredit course</u> |

## Cross-listed Course

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

## More Options

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

## Associated Programs

| Changed | Field | Current Version | Proposed Version |
|---------|-------|-----------------|------------------|
| | Course is part of a program | **Associated Program** Automotive Chassis Technology<br>**Award Type** Certificate of Achievement-Advanced (COA-A) | **Associated Program** Automotive Chassis Technology<br>**Award Type** Certificate of Achievement-Advanced (COA-A) |
| | | **Associated Program** Automotive Chassis Technology<br>**Award Type** Certificate of Achievement (COA) | **Associated Program** Automotive Chassis Technology<br>**Award Type** Certificate of Achievement (COA) |
| | | **Associated Program** Automotive Chassis Technology<br>**Award Type** Associate in Science (A.S.) Degree | **Associated Program** Automotive Chassis Technology<br>**Award Type** Associate in Science (A.S.) Degree |
| | | **Associated Program** 215_Autonomous and Electric Vehicle Technician (Level 1) (In Development)<br>**Award Type** Certificate of Achievement-Advanced (COA-A) | **Associated Program** 215_Autonomous and Electric Vehicle Technician (Level 1) (In Development)<br>**Award Type** Certificate of Achievement-Advanced (COA-A) |

## Transferability & Gen. Ed. Options

| Changed | Field | Current Version | Proposed Version |
|---------|-------|-----------------|------------------|
| | **Transfer Status (CB05)** | Transferable to CSU only | Transferable to CSU only |

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

## Weekly Student Hours - Profile Name: Default Profile

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | **Lecture Hours - In Class** | 4.5 | 4.5 |
| | **Lecture Hours - Out of Class** | 9 | 9 |
| | **Laboratory Hours - In Class** | 0 | 0 |
| | **Laboratory Hours - Out of Class** | 0 | 0 |
| | **NA Hours - In Class** | 0 | 0 |
| | **NA Hours - Out of Class** | 0 | 0 |

## Course Student Hours - Profile Name: Default Profile

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

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | **Total Student Learning Hours** | 162 | 162 |
| | **Lecture Hours - Course In-Class (Contact) per Term** | 54 | 54 |
| | **Lecture Hours - Course Out-of-Class per Term** | 108 | 108 |
| | **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** | 54 | 54 |
| | **Total - Course Out-of-Class Hours** | 108 | 108 |
| | **Total Credit Units - Minimum Credit Units** | 4.5 | 4.5 |

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

## Speciality Hours

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | **Speciality Hours** | No value | No value |

## Credit / Non-Credit Options

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

## Credit Units

| Changed | Field | Current Version | Proposed Version |
| --- | --- | --- | --- |
| | **Course Duration (Weeks)** | 12 | 12 |
| | **Total Lecture Hours per Term** | 162 | 162 |
| | **Total Laboratory Hours per Term** | - | 0 |
| | **Total Contact Hours per Term** | - | 0 |
| | **Total Credit Units** | 4.5 | 4.5 |
| | **Minimum Credit Units** | 4.5 | 4.5 |
| | **Maximum Credit Units** | 4.5 | 4.5 |

## SKIP

| Changed | Field | Current Version | Proposed Version |
| --- | --- | --- | --- |
| | **SKIP** | No Value | No Value |

## Specifications

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| ❗ | **Methods of Instruction** | **Methods of Instruction** | **Methods of Instruction** Methods of Instruction |
| | | **Methods of Instruction** Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class Quiz and examination review performed in class Homework and extended projects | **Methods of Instruction** Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class Quiz and examination review performed in class Homework and extended projects |
| | **Assignments** | 1. Reading from the text and handouts 2. Worksheets from the text and handouts | 1. Reading from the text and handouts 2. Worksheets from the text and handouts |

| 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. Weekly multiple choice quizzes covering the chapters studied during that week. Tests will be graded and scored with points awarded for each correct answer. Questions will be based on material covered in class and home reading assignments. <br> 2. A multiple choice/essay mid term exam of all of the material covered during the first 3 weeks of class. Test will be graded and scored with points awarded for each correct answer. Questions will be based on material covered in class and home reading assignments. <br> 3. A multiple choice/essay based comprehensive final exam. Test will be graded and scored with points awarded for each correct answer. Questions will be based on material covered in class and home reading assignments. | **Methods of Evaluation** | 1. Weekly multiple choice quizzes covering the chapters studied during that week. Tests will be graded and scored with points awarded for each correct answer. Questions will be based on material covered in class and home reading assignments. <br> 2. A multiple choice/essay mid term exam of all of the material covered during the first 3 weeks of class. Test will be graded and scored with points awarded for each correct answer. Questions will be based on material covered in class and home reading assignments. <br> 3. A multiple choice/essay based comprehensive final exam. Test will be graded and scored with |

| Changed | Field | Current Version | Proposed Version |
|---------|-------|-----------------|------------------|
| | | 4. Worksheets will be graded for completion, content and accuracy with points counting toward the final grade. | points awarded for each correct answer. Questions will be based on material covered in class and home reading assignments.<br>4. Worksheets will be graded for completion, content and accuracy with points counting toward the final grade. |
| | **Essential Student Materials/Essential College Facilities** | **Essential Student Materials:**<br>• Safety glasses for laboratory demonstrations<br><br>**Essential College Facilities:**<br>• Classroom with access to automotive shop<br>• Internet based repair and service information web sites<br>• All DATA electronic information system (WEB based), http://library.alldatapro.com<br>• Mitchell on demand electronic information system (WEB based), http://Shopkey5.com | **Essential Student Materials:**<br>• Safety glasses for laboratory demonstrations<br><br>**Essential College Facilities:**<br>• Classroom with access to automotive shop<br>• Internet based repair and service information web sites<br>• All DATA electronic information system (WEB based), http://library.alldatapro.com<br>• Mitchell on demand electronic information system (WEB based), http://Shopkey5.com |

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| ❗ | **Examples of Primary Texts and References** | **Title** No value<br>**Author** Halderman James D. "Automotive Chassis Systems 7th Edition". Prentice Hall 2017.<br>**Publisher** No value<br>**Date/Edition** No value<br>**ISBN** No value | **Title** Automotive Chassis Systems<br>**Author** Halderman, James D.<br>**Publisher** Pearson<br>**Date/Edition** 2020/8th<br>**ISBN** No value |
| ❗ | **Suggested Reading List** | **Reading List** All DATA electronic information system (WEB based), http://library.alldatapro.com<br>**May include, but are not limited to** No value<br><br>**Reading List** Mitchell on demand electronic information system (WEB based), http://Shopkey5.com<br>**May include, but are not limited to** No value | No value |

## Learning Outcomes and Objectives

| Changed | Field | Current Version | Proposed Version |
|---------|-------|-----------------|------------------|
| | **Course Objectives** | • Define Antilock Brake Systems (ABS)<br>• Categorize information related to ABS brake system performance<br>• Develop a repair plan | • Define Antilock Brake Systems (ABS)<br>• Categorize information related to ABS brake system performance<br>• Develop a repair plan |
| | **CSLOs** | | |

| | | | | |
|---|---|---|---|
| **CSLOs** | Describe the differences in the two major types of wheel speed sensors used on cars and light trucks as well as how they function, and how to diagnose a failure of the component. | **CSLOs** | Describe the differences in the two major types of wheel speed sensors used on cars and light trucks as well as how they function, and how to diagnose a failure of the component. |
| **Expected SLO Performance** | 0.0 | **Expected SLO Performance** | 0.0 |

## Course Outline

| Changed | Field | Current Version | Proposed Version |
|---------|-------|-----------------|------------------|
| | **Course Content** | 1. Define Antilock Brake Systems (ABS)<br>   1. Basic operating principles<br>   2. Principles of electronic control<br>   3. ABS components<br>2. Categorize information related to ABS brake system performance<br>   1. Interpreting scanner data<br>   2. Wiring diagrams<br>   3. Electronic circuit testing<br>3. Develop a repair plan<br>   1. Preparing a repair cost estimate and repair plan<br>   2. Verification of component failure<br>   3. Repair techniques | 1. Define Antilock Brake Systems (ABS)<br>   1. Basic operating principles<br>   2. Principles of electronic control<br>   3. ABS components<br>2. Categorize information related to ABS brake system performance<br>   1. Interpreting scanner data<br>   2. Wiring diagrams<br>   3. Electronic circuit testing<br>3. Develop a repair plan<br>   1. Preparing a repair cost estimate and repair plan<br>   2. Verification of component failure<br>   3. Repair techniques |

| 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):** | ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005.<br>Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra | ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005.<br>Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra |
| | **Advisory(ies) - Other:** | AUTO D061A | AUTO D061A |
| | **Limitation(s) on Enrollment:** | No Value | No Value |
| | **Limitation(s) on Enrollment - Other:** | No Value | No Value |
| | **Entrance Skills(s):** | No Value | No Value |
| | **Entrance Skill(s) - Other:** | No Value | No Value |
| | **General Course Statement(s):** | No Value | No Value |
| | **General Course Statement(s) - Other:** | No Value | No Value |

## Curriculum Office

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| ❗ | **Banner Start Term (202122)** | 202122 | No Value |
| ❗ | **Banner Division** | 2AT | No Value |
| ❗ | **Catalog Term (21-22)** | 23-24 | No Value |
| ❗ | **5 Year Revision Year (2021)** | 2018 | No Value |
| ❗ | **Effective Quarter** | Fall | No Value |
| ❗ | **Effective Year (2021)** | 2023 | No Value |
|  | **Sort ID (00 < 10; 0 < 100)** | AUTO 061B | AUTO 061B |
|  | **Course Status** | Non-substantial | Non-substantial |
| ❗ | **Course Status Code** | A | No Value |
| ❗ | **Banner Department** | AUTO | No Value |
| ❗ | **Course Level** | DU | No Value |
| ❗ | **College Code** | DA | No Value |
|  | **Course Characteristics** | CTE | CTE |
|  | **Cross-Listed/Related Course Information** | NA | NA |
|  | **Cross-Listed/Related Course ID's** | No Value | No Value |
| ❗ | **CTE Status** | Yes | No Value |

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

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| ❗ | Sports/Physical Education Course Indicator | N | No Value |
| ❗ | COA Code | C | No Value |
| ❗ | Fund Code | 114000 | No Value |
| ❗ | Organization Code | 236503 | No Value |
| ❗ | Account Code | 1320 | No Value |
| ❗ | Program Code | 094800 | No Value |
| ❗ | Percent | 100 | No Value |
|  | Curriculum Office Notes | • Requisite change appr. 1/17/23 (effect. F23).-cc | • Requisite change appr. 1/17/23 (effect. F23).-cc |
| ❗ | Print/No Print to Catalog | Yes | No Value |
|  | Checklist | No Value | No Value |

## Summary of Revisions

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

## Blue Form

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

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

**A-Matrix Form**

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

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

## B-Matrix Form

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| | **ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.** | No Value | No Value |

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

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| | **Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.** | No Value | No Value |
| ❗ | **Objective 9: Demonstrate appropriate grammar usage and mechanics.** | No Value | C. Develop a repair plan 1. Preparing a repair cost estimate and repair plan |

## C-Matrix Form

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

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

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

## D-Matrix Form

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

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

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

**E-Matrix Form**

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

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

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

## F-Matrix Form

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

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

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

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

## G-Matrix Form

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

## H-Matrix Form

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| | **Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc… list the prerequisite(s) to participate in the program.** | No Value | No Value |
| | **Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc… list the prerequisite(s) to participate in the cohort.** | No Value | No Value |
| | **Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.** | No Value | No Value |
| | **Objective 4: For Prerequisites based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills, i.e. such as a course.** | No Value | No Value |

### De Anza GE Form

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| | **Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)** | No Value | No Value |
| | **Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)** | No Value | No Value |

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| | **Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)** | No Value | No Value |
| | **Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)** | No Value | No Value |
| | **Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)** | No Value | No Value |

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

## 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 |
| | | No Value | No Value |

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

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

## Comments

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| | **Stage 2: Department Chair** | No Value | No Value |
| | **Stage 3: Division Curriculum Representative** | No Value | No Value |
| | **Stage 4: Division Dean** | No Value | No Value |
| | **Stage 5: SLO Coordinator** | No Value | No Value |
| | **Stage 7: Content Review Matrix Liaison** | No Value | No Value |
| | **Stage 8: AVP - Instruction** | No Value | No Value |
| | **Stage 9: Articulation Officer** | No Value | No Value |

| Changed | Questions | Current Version | Proposed Version |
|---------|-----------|-----------------|------------------|
| | **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** | AUTOD061B |
| | **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** | CCC000298020 |

## Articulation

| Changed | Field | Current Version |
|---------|-------|-----------------|
| | | |

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

**Summary of Changes**

| Section | Changed field |
| --- | --- |
| General Information | Faculty Initiator |
| General Information | Effective Term |
| General Information | Course Description |
| General Information | Course Type (CB27) |
| General Information | Mode of Delivery |
| Faculty Requirements | Discipline 1 |
| Faculty Requirements | FSA |
| Specifications | Methods of Instruction |
| Specifications | Methods of Evaluation |
| Specifications | Examples of Primary Texts and References |
| Specifications | Suggested Reading List |
| Learning Outcomes and Objectives | CSLOs |
| Curriculum Office | Banner Start Term (202122) |
| Curriculum Office | Banner Division |
| Curriculum Office | Catalog Term (21-22) |
| Curriculum Office | 5 Year Revision Year (2021) |
| Curriculum Office | Effective Quarter |
| Curriculum Office | Effective Year (2021) |
| Curriculum Office | Course Status Code |
| Curriculum Office | Banner Department |
| Curriculum Office | Course Level |
| Curriculum Office | College Code |
| Curriculum Office | CTE Status |
| Curriculum Office | Emergency Approval |
| Curriculum Office | Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction) |
| Curriculum Office | Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training) |
| Curriculum Office | 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 |

| Section | Changed field |
|---|---|
| Curriculum Office | Fund Code |
| Curriculum Office | Organization Code |
| Curriculum Office | Account Code |
| Curriculum Office | Program Code |
| Curriculum Office | Percent |
| Curriculum Office | Print/No Print to Catalog |
| Summary of Revisions | Basic Course Information |
| Summary of Revisions | Specifications |
| H-Matrix Form | Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc… list the prerequisite(s) to participate in the program. |
| Comments | Stage 5: SLO Coordinator |
| Comments | Stage 7: Content Review Matrix Liaison |
| Stand-Alone Statement | Stand-Alone Statement |
| CTE Course | Is this a CTE (Career Technical Education) course? |
| Honors/Non-honors Course | Is this an honors/non-honors course? |
| Mirrored Credit/Noncredit Course | Is this a mirrored credit/noncredit course? |
| Cross-listed Course | Is this a cross-listed course? |
| Stand-Alone Statement | Stand-Alone Statement |

## General Information

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| ❗ | Faculty Initiator | • eLumenData, eLumenData | • Bill Wishart |
| | Course ID (CB01A and CB01B) | APRND061B | APRND061B |
| | Course Control Number | CCC000185196 | CCC000185196 |
| | Course Title (CB02) | Electronically Controlled Brake Systems | Electronically Controlled Brake Systems |
| | Short Course Title | ELECTRON CONTROLLED BRAKE SYST | ELECTRON CONTROLLED BRAKE SYST |
| | TOP Code (CB03) | 0948.00 | 0948.00 Automotive Technology |
| | CIP Code | Automobile/Automotive Mechanics Technology/Technician | 47.0604 Automobile/Automotive Mechanics Technology/Technician |
| | Department | APRN - Auto. Apprenticeship | APRN - Auto. Apprenticeship |
| ❗ | Effective Term | Fall 2021 | Fall ~~2021~~ 2025 |
| | SAM Priority Code (CB09) | Apprenticeship | Apprenticeship |
| ❗ | Course Description | Computer controlled automotive brake systems, including service, maintenance, troubleshooting and repair procedures. | ~~Computer~~ Students will study computer controlled automotive brake systems, including service, maintenance, troubleshooting and repair procedures. |
| ❗ | 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 | • Automotive Technology |
| | Discipline 2 | No value | No value |
| | Discipline 3 | No value | No value |
| ❗ | FSA | No value | • FHDA FSA - AUTO TECH |

## Course Justification

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | Course Justification | This is an apprenticeship course that is only offered to a target population of students who have been approved for the Automotive Technologies Apprenticeship Program. It is also a recommendation from industry advisory committees to help better prepare students to diagnose and repair electronically controlled brake systems. | This is an apprenticeship course that is only offered to a target population of students who have been approved for the Automotive Technologies Apprenticeship Program. It is also a recommendation from industry advisory committees to help better prepare students to diagnose and repair electronically controlled brake systems. |

## 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 | This course is intended to educate automotive technicians who work at a union shop so these students can complete their apprenticeship program and become journeyman technicians. |

## CTE Course

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| ❗ | Is this a CTE (Career Technical Education) course? | No value | Yes |

## Honors/Non-honors Course

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

## Mirrored Credit/Noncredit Course

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| ❗ | Is this a mirrored credit/noncredit course? | No value | Yes - don't forget to duplicate the revisions in the mirrored credit/noncredit course |

## Cross-listed Course

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

## More Options

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

## Stand-Alone Statement

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | **Stand-Alone Statement** | This course has been identified as a stand-alone course, which means that it is not listed on any GE pattern and/or a certificate and degree program. Please address the following to complete this area: 1. An explanation as to why this course does not fit into a certificate/degree or GE; 2. The purpose of this course; 3. Who your audience will be. | ~~This course has been identified as a stand-alone course, which means that it is not listed on any GE pattern and/or a certificate and degree program. Please address the following to complete this area: 1. An explanation as to why this course does not fit into a certificate/degree or GE; 2. The purpose of this course; 3. Who your audience will be.~~ |

## Associated Programs

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

## Transferability & Gen. Ed. Options

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

## Weekly Student Hours - Profile Name: Default Profile

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | **Lecture Hours - In Class** | 4.5 | 4.5 |
| | **Lecture Hours - Out of Class** | 9 | 9 |
| | **Laboratory Hours - In Class** | 0 | 0 |
| | **Laboratory Hours - Out of Class** | 0 | 0 |
| | **NA Hours - In Class** | 0 | 0 |
| | **NA Hours - Out of Class** | 0 | 0 |

## Course Student Hours - Profile Name: Default Profile

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | **Course Duration (Weeks)** | 12 | 12 |
| | **Hours per unit divisor** | 36 | 36 |
| | **Total Student Learning Hours** | 162 | 162 |

| Changed | Field | Current Version | Proposed Version |
|---------|-------|-----------------|------------------|
| | **Lecture Hours - Course In-Class (Contact) per Term** | 54 | 54 |
| | **Lecture Hours - Course Out-of-Class per Term** | 108 | 108 |
| | **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** | 54 | 54 |
| | **Total - Course Out-of-Class Hours** | 108 | 108 |
| | **Total Credit Units - Minimum Credit Units** | 4.5 | 4.5 |
| | **Total Credit Units - Maximum Credit Units** | 4.5 | 4.5 |

## Speciality Hours

| Changed | Field | Current Version | Proposed Version |
|---------|-------|-----------------|------------------|
| | **Speciality Hours** | No value | No value |

## Credit / Non-Credit Options

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

## Credit Units

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | **Course Duration (Weeks)** | 12 | 12 |
| | **Total Lecture Hours per Term** | 162 | 162 |
| | **Total Laboratory Hours per Term** | - | 0 |
| | **Total Contact Hours per Term** | - | 0 |
| | **Total Credit Units** | 4.5 | 4.5 |
| | **Minimum Credit Units** | 4.5 | 4.5 |
| | **Maximum Credit Units** | 4.5 | 4.5 |

## SKIP

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | **SKIP** | No Value | No Value |

## Specifications

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| ❗ | **Methods of Instruction** | | Methods of Instruction |

| | Methods of Instruction | Methods of Instruction |
|---|---|---|
| **Methods of Instruction** | Lecture and visual aids<br>Discussion of assigned reading<br>Discussion and problem solving performed in class<br>Quiz and examination review performed in class<br>Homework and extended projects | Lecture and visual aids<br>Discussion of assigned reading<br>Discussion and problem solving performed in class<br>Quiz and examination review performed in class<br>Homework and extended projects |

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | **Assignments** | 1. Reading from the text and handouts<br>2. Worksheets from the text and handouts | 1. Reading from the text and handouts<br>2. Worksheets from the text and handouts |
| ❗ | **Methods of Evaluation** | | Methods of Evaluation |

| | Methods of Evaluation | Methods of Evaluation |
|---|---|---|
| **Methods of Evaluation** | 1. Weekly multiple choice quizzes covering the chapters studied during that week. Tests will be graded and scored with points awarded for each correct answer.<br>2. A multiple choice/essay mid term exam of all of the material covered during the first 3 weeks of class. Test will be graded and scored with points awarded for each correct answer.<br>3. A multiple choice/essay based comprehensive final exam. Test will be graded and scored with points awarded for each correct answer. | 1. Weekly multiple choice quizzes covering the chapters studied during that week. Tests will be graded and scored with points awarded for each correct answer.<br>2. A multiple choice/essay mid term exam of all of the material covered during the first 3 weeks of class. Test will be graded and scored with points awarded for each correct answer.<br>3. A multiple choice/essay based comprehensive final exam. Test will be graded and scored with points awarded for each correct answer. |

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | **Essential Student Materials/Essential College Facilities** | **Essential Student Materials:**<br>• Safety glasses for laboratory demonstrations<br><br>**Essential College Facilities:**<br>• Automotive brake and chassis area<br>• Internet access | **Essential Student Materials:**<br>• Safety glasses for laboratory demonstrations<br><br>**Essential College Facilities:**<br>• Automotive brake and chassis area<br>• Internet access |
| ❗ | **Examples of Primary Texts and References** | **Title** — No value<br>**Author** — Halderman James D. "Automotive Chassis Systems 5th Edition". Prentice Hall 2010.<br>**Publisher** — No value<br>**Date/Edition** — No value<br>**ISBN** — No value | **Title** — Automotive Chassis Systems<br>**Author** — Halderman, James D.<br>**Publisher** — Pearson<br>**Date/Edition** — 2020/8th<br>**ISBN** — No value |
| ❗ | **Suggested Reading List** | **Reading List** — All DATA electronic information system (WEB based), http://library.alldatapro.com<br>**May include, but are not limited to** — No value<br><br>**Reading List** — Mitchell on demand electronic information system (WEB based), http://Shopkey5.com<br>**May include, but are not limited to** — No value | No value |

## Learning Outcomes and Objectives

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | **Course Objectives** | • Define Antilock Brake Systems (ABS)<br>• Categorize information related to ABS brake system performance<br>• Develop a repair plan | • Define Antilock Brake Systems (ABS)<br>• Categorize information related to ABS brake system performance<br>• Develop a repair plan |

| Changed | Field | Current Version | Proposed Version |
|---------|-------|-----------------|------------------|
| ❗ | CSLOs | | |

| | CSLOs | The student will be able to describe the differences in the two major types of wheel speed sensors used on cars and light trucks as well as how they function, and how to diagnose a failure of the component. |
|---|---|---|
| | Expected SLO Performance | 0.0 |

| | CSLOs | Describe the differences in the two major types of wheel speed sensors used on cars and light trucks as well as how they function, and how to diagnose a failure of the component. |
|---|---|---|
| | Expected SLO Performance | 0.0 |

## Course Outline

| Changed | Field | Current Version | Proposed Version |
|---------|-------|-----------------|------------------|
| | Course Content | 1. Define Antilock Brake Systems (ABS)<br>　　1. Basic operating principles<br>　　2. Principles of electronic control<br>　　3. ABS components<br>2. Categorize information related to ABS brake system performance<br>　　1. Interpreting scanner data<br>　　2. Wiring diagrams<br>　　3. Electronic circuit testing<br>3. Develop a repair plan<br>　　1. Preparing a repair cost estimate and repair plan<br>　　2. Verification of component failure<br>　　3. Repair techniques | 1. Define Antilock Brake Systems (ABS)<br>　　1. Basic operating principles<br>　　2. Principles of electronic control<br>　　3. ABS components<br>2. Categorize information related to ABS brake system performance<br>　　1. Interpreting scanner data<br>　　2. Wiring diagrams<br>　　3. Electronic circuit testing<br>3. Develop a repair plan<br>　　1. Preparing a repair cost estimate and repair plan<br>　　2. Verification of component failure<br>　　3. Repair techniques |
| | 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: | (Open only to apprentices in the Automotive Technologies Apprenticeship Program (an approved program by the Division of Apprenticeship Standards).) | (Open only to apprentices in the Automotive Technologies Apprenticeship Program (an approved program by the Division of Apprenticeship Standards).) |
| | Limitation(s) on Enrollment - Other: | No Value | No Value |
| | Entrance Skills(s): | No Value | No Value |

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

## Curriculum Office

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| ❗ | Banner Start Term (202122) | 202122 | No Value |
| ❗ | Banner Division | 2AT | No Value |
| ❗ | Catalog Term (21-22) | 21-22 | No Value |
| ❗ | 5 Year Revision Year (2021) | 2018 | No Value |
| ❗ | Effective Quarter | Fall | No Value |
| ❗ | Effective Year (2021) | 2013 | No Value |
| | Sort ID (00 < 10; 0 < 100) | APRN 061B | APRN 061B |
| | Course Status | Non-substantial | Non-substantial |
| ❗ | Course Status Code | A | No Value |
| ❗ | Banner Department | AUTO | No Value |
| ❗ | Course Level | DU | No Value |
| ❗ | College Code | DA | No Value |
| | Course Characteristics | CTE | CTE |
| | Cross-Listed/Related Course Information | NA | NA |
| | Cross-Listed/Related Course ID's | No Value | No Value |
| ❗ | CTE Status | Yes | No Value |
| | DL Approval Date (MM/DD/YYYY) | No Value | No Value |
| | Hybrid Approval Date (MM/DD/YYYY) | No Value | No Value |
| ❗ | Emergency Approval | No | No Value |
| ❗ | Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction) | N | No Value |

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| ❗ | Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training) | N | No Value |
| ❗ | Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).) | Four and one-half hours lecture (54 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 | 236503 | No Value |
| ❗ | Account Code | 1320 | No Value |
| ❗ | Program Code | 094800 | No Value |
| ❗ | Percent | 100 | No Value |
|  | Curriculum Office Notes | No Value | No Value |
| ❗ | Print/No Print to Catalog | Yes | No Value |

## Summary of Revisions

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

## Blue Form

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

## A-Matrix Form

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| | **EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.** | No Value | No Value |

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| | **Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.** | No Value | No Value |
| | **Objective 2: Compose essays drawn from personal experience and assigned texts.** | No Value | No Value |
| | **Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.** | No Value | No Value |
| | **Objective 4: Create syntactically varied sentences that are free of mechanical errors.** | No Value | No Value |
| | **Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.** | No Value | No Value |

**B-Matrix Form**

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

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

## C-Matrix Form

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

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| | **Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.** | No Value | No Value |
| | **Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.** | No Value | No Value |

**D-Matrix Form**

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| | **Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.** | No Value | No Value |
| | **Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.** | No Value | No Value |
| | **Objective 2: Investigate the use of mathematics in real world.** | No Value | No Value |
| | **Objective 3: Explore functions.** | No Value | No Value |
| | **Objective 4: Develop linear function models.** | No Value | No Value |
| | **Objective 5: Use systems of two linear equations to solve real world problems.** | No Value | No Value |
| | **Objective 6: Use linear inequalities in one variable to solve real world problems.** | No Value | No Value |
| | **Objective 7: Examine exponential expressions and develop exponential function models.** | No Value | No Value |

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

## E-Matrix Form

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| | **Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.** | No Value | No Value |
| | **Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.** | No Value | No Value |
| | **Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.** | No Value | No Value |
| | **Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.** | No Value | No Value |
| | **Objective 4: Develop linear function models to solve problems.** | No Value | No Value |
| | **Objective 5: Use systems of two linear equations to solve real-world problems.** | No Value | No Value |

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

## F-Matrix Form

| Changed | Questions | Current Version | Proposed Version |
|---------|-----------|-----------------|------------------|
| | **Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.** | No Value | No Value |
| | **Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.** | No Value | No Value |
| | **Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.** | No Value | No Value |
| | **Objective 3: Apply the order of operations to evaluate signed numerical expressions.** | No Value | No Value |
| | **Objective 4: Solve problems involving operations with signed numbers.** | No Value | No Value |

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| | **Objective 5: Explore the characteristics and properties of real numbers.** | No Value | No Value |
| | **Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.** | No Value | No Value |
| | **Objective 7: Explore rates and ratios and use proportions to solve problems.** | No Value | No Value |
| | **Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.** | No Value | No Value |
| | **Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.** | No Value | No Value |
| | **Objective 10: Solve linear equations in one variable numerically and algebraically.** | No Value | No Value |
| | **Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.** | No Value | No Value |
| | **Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.** | No Value | No Value |

**G-Matrix Form**

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

## H-Matrix Form

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| ❗ | **Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc… list the prerequisite(s) to participate in the program.** | No Value | Open only to apprentices in the Automotive Technology Apprenticeship Program, and approved program by the Division of Apprenticeship Standards employed by the Local 1101 Union or the City of San Jose. |
| | **Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc… list the prerequisite(s) to participate in the cohort.** | No Value | No Value |
| | **Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.** | No Value | No Value |
| | **Objective 4: For Prerequisites based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills, i.e. such as a course.** | No Value | No Value |

## De Anza GE Form

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

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| | **Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)** | No Value | No Value |
| | **Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)** | No Value | No Value |
| | **Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)** | No Value | No Value |
| | **Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)** | No Value | No Value |
| | **Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)** | No Value | No Value |

**De Anza GE - ESGC Form**

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

## Comments

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

| Changed | Questions | Current Version | Proposed Version | | | | |
|---|---|---|---|---|---|---|---|

| Changed | Questions | Current Version | | Name - Role OR Tab | Part - Field | Type of Edit | Edit |
|---|---|---|---|---|---|---|---|
| ❗ | Stage 5: SLO Coordinator | No Value | 2/11/2024 | Mary Pape – SLO Coordinator | Learning Outcomes – CSLO | Required | Start the outcome with a Bloom's Taxonomy (https://www.google.com/sea q=bloom%27s+taxonomy&rlz=1C1CHBF_enUS894US894&oq=bloom%2 8) word. The words "Student will be able to" are understood. Suggestion: |

| Changed | Questions | Current Version | Proposed Version | | | | |
|---|---|---|---|---|---|---|---|
| ❗ | Stage 7: Content Review Matrix Liaison | No Value | **Date** | **Name - Role OR Tab** | **Part - Field** | **Type of Edit** | **Edit** Initia |
| | | | 5/7/24 | Zack Judson | Matrix H | Required | Please list requirements for entrance into apprenticeship |
| | Stage 8: AVP - Instruction | No Value | No Value | | | | |
| | Stage 9: Articulation Officer | No Value | No Value | | | | |
| | Stage 11: ESGC Faculty Coordinator | No Value | No Value | | | | |
| | Stage 14: Curriculum Committee | No Value | No Value | | | | |

## Course Administration Codes

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

| Changed | Field | Current Version |
|---|---|---|
| | Curriculum ID | APRND061B |
| | Distance Education Approved | No |
| | Board of Trustees Approval Date | |
| | Curriculum Committee Approval Date | |
| | Time to Next Review | Aug 31, 2023 12:00:00 AM |
| | External Review Approval Date | Sep 1, 2018 12:00:00 AM |
| | Course Control Number | CCC000185196 |

## Articulation

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

## Summary of Changes

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

| Section | Changed field |
| --- | --- |
| **Curriculum Office** | College Code |
| **Curriculum Office** | CTE Status |
| **Curriculum Office** | 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. |
| **B-Matrix Form** | Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays. |

| Section | Changed field |
|---------|---------------|
| **B-Matrix Form** | Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision. |
| **B-Matrix Form** | Objective 8: Practice composing organized, developed, analytical essays that increase in complexity. |
| **B-Matrix Form** | Objective 9: Demonstrate appropriate grammar usage and mechanics. |
| **Comments** | Stage 3: Division Curriculum Representative |
| **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** | • Renee Augenstein | • Nellie Vargas |
| | **Course ID (CB01A and CB01B)** | C DD054. | C DD054. |
| | **Course Control Number** | CCC000536409 | CCC000536409 |
| | **Course Title (CB02)** | Curriculum for Early Childhood Programs | Curriculum for Early Childhood Programs |
| | **Short Course Title** | CURRIC/EARLY CHLDHD PROGRMS | CURRIC/EARLY CHLDHD PROGRMS |
| | **TOP Code (CB03)** | 1305.00 | 1305.00 Child Development/Early Care and Education |
| | **CIP Code** | Child Care Provider/Assistant | 19.0709 Child Care Provider/Assistant |
| | **Department** | C D - Child Development | C D - Child Development |
| ❗ | **Effective Term** | Fall 2023 | Fall ~~2023~~ 2025 |

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | SAM Priority Code (CB09) | Advanced Occupational | Advanced Occupational |
| ❗ | Course Description | Curriculum development with emphasis on planning curriculum that is emergent, developmentally and individually appropriate and inclusive for all young children through age six. Students will examine the teacher's role in supporting development by using observation and assessment strategies and emphasizing the essential role of play. Curricular areas included to be explored are: language and literacy, social and emotional learning, sensory learning, art and creativity, and math and science.<br /> <br /> (This course meets NAEYC Standards 1 and 4; and NBPTS Standards 4, 5 and 6.) | ~~Curriculum~~ This is a curriculum development <u>course</u> with emphasis on planning curriculum that is emergent, developmentally and individually appropriate and inclusive for all young children through age six. Students will examine the teacher's role in supporting development by using observation and assessment strategies and emphasizing the essential role of play. Curricular areas included to be explored are: language and literacy, social and emotional learning, sensory learning, art and creativity, and math and science.<br /> <br /> (This course meets NAEYC Standards 1 and 4; and NBPTS Standards 4, 5 and 6.) |
| ❗ | Course Type (CB27) | No value | • Lower Division |
| ❗ | Mode of Delivery | • NA | • Online<br>• Hybrid |

## Faculty Requirements

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| ❗ | Discipline 1 | No value | • Child Development/Early Childhood Education |
| | Discipline 2 | No value | No value |
| | Discipline 3 | No value | No value |
| ❗ | FSA | No value | • FHDA FSA - CHILD DEVELOPMENT |

## Formerly Statement

| Changed | Field | Current Version | Proposed Version |
|---------|-------|-----------------|------------------|
| | **Formerly Statement** | No value | |

## Course Justification

| Changed | Field | Current Version | Proposed Version |
|---------|-------|-----------------|------------------|
| | **Course Justification** | This course is required for the Child Development Permit, is one of eight foundation courses required by the California Alignment Project and is required by the Transfer Model Curriculum. It is CSU transferable. This course builds a foundation for students to know the role of the teacher in the classroom. | This course is required for the Child Development Permit, is one of eight foundation courses required by the California Alignment Project and is required by the Transfer Model Curriculum. It is CSU transferable. This course builds a foundation for students to know the role of the teacher in the classroom. |

## 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?** | Yes | Yes |
| | **Foothill Faculty Consultation Name** | No value | |
| | **Foothill Course ID** | CHLD F089. | CHLD F089. |

## 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 | 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 |
| | **Grade Options** | • Letter Grade<br>• Pass/No Pass | • Letter Grade<br>• Pass/No Pass |
| | **Allow Students to Gain Credit by Exam/Challenge** | ☐ | ☐ |
| | **Repeatability Statement** | No value | |

## Associated Programs

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

<table>
<tr><td>**Associated Program**</td><td>Child Development</td></tr>
<tr><td>**Award Type**</td><td>Certificate of Achievement-Advanced (COA-A)</td></tr>
</table>

<table>
<tr><td>**Associated Program**</td><td>Child Development</td></tr>
<tr><td>**Award Type**</td><td>Certificate of Achievement-Advanced (COA-A)</td></tr>
</table>

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<tr><td>**Associated Program**</td><td>Child Development</td></tr>
<tr><td>**Award Type**</td><td>Associate in Arts (A.A.) Degree</td></tr>
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</table>

<table>
<tr><td>**Associated Program**</td><td>Early Childhood Education for Transfer</td></tr>
<tr><td>**Award Type**</td><td>Associate in Science for Transfer (A.S.-T.) Degree</td></tr>
</table>

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</table>

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<tr><td>**Associated Program**</td><td>Child Development</td></tr>
<tr><td>**Award Type**</td><td>Certificate of Achievement (COA)</td></tr>
</table>

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</table>

<table>
<tr><td>**Associated Program**</td><td>Associate in Science in Early Childhood Education for Transfer</td></tr>
<tr><td>**Award Type**</td><td>Associate in Science for Transfer (A.S.-T.) Degree</td></tr>
</table>

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | | **Associated Program** Early Intervention/Special Education Assistant | **Associated Program** Early Intervention/Special Education Assistant |
| | | **Award Type** Certificate of Achievement-Advanced (COA-A) | **Award Type** Certificate of Achievement-Advanced (COA-A) |

## Transferability & Gen. Ed. Options

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

| System/Institution | C-ID |
|---|---|
| **Area(s)** | • ECE - Approved. |
| - | C-ID ECE 130 |

| System/Institution | C-ID |
|---|---|
| **Area(s)** | • ECE - Approved. |
| - | C-ID ECE 130 |

## Weekly Student Hours - Profile Name: Default Profile

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

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

## Course Student Hours - Profile Name: Default Profile

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

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

## Speciality Hours

| Changed | Field | Current Version | Proposed Version |
| --- | --- | --- | --- |
| | **Speciality Hours** | No value | No value |

## Credit / Non-Credit Options

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

## Credit Units

| Changed | Field | Current Version | Proposed Version |
|---------|-------|-----------------|------------------|
| | **Course Duration (Weeks)** | 12 | 12 |
| | **Total Lecture Hours per Term** | 144 | 144 |
| | **Total Laboratory Hours per Term** | - | 0 |
| | **Total Contact Hours per Term** | - | 0 |

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | **Total Credit Units** | 4 | 4 |
| | **Minimum Credit Units** | 4 | 4 |
| | **Maximum Credit Units** | 4 | 4 |

## SKIP

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | **SKIP** | No Value | No Value |

## Specifications

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| ❗ | **Methods of Instruction** | | |

| Methods of Instruction | |
|---|---|
| **Methods of Instruction** | Lecture and visual aids<br>Discussion of assigned reading<br>Whole group and small group discussion<br>Guest speakers<br>Collaborative learning and small group exercises<br>Homework and extended projects<br>Quiz and examination review performed in class<br>In-class exploration of Internet sites<br>Portfolio |

| Methods of Instruction | Methods of Instruction |
|---|---|
| **Methods of Instruction** | Lecture and visual aids<br>Discussion of assigned reading<br>Whole group and small group discussion<br>Guest speakers<br>Collaborative learning and small group exercises<br>Homework and extended projects<br>Quiz and examination review performed in class<br>In-class exploration of Internet sites |

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| ❗ | **Assignments** | 1. Complete all assigned reading from the textbook, articles and handouts.<br>2. Discussion Groups. The instructor will provide the curriculum topics and the discussion schedule.<br>3. Panel Discussion. Small groups of students will design a presentation to compare and contrast the differences between various curriculum models' philosophy, practices, and materials.<br>4. Assessment and Planning Curriculum Essay. Students will write an essay to describe the purposes of the DRDP and the ECERS instruments then describe how a teacher uses results from each instrument to support curriculum planning.<br>5. Child Observation and Emergent Curriculum Project. The student will observe a group of children for 1-2 hours and take observational notes, then use the Observation rubric to capture the observed developmental levels. The students will then design an emergent activity that responds to the children's' developmental needs and interests, and that is developmentally appropriate, culturally sensitive, and inclusive.<br>6. Evaluate and improve one learning center at the student's place of employment or at the De Anza CDC. Students will use the ECERS to evaluate a learning area, and use results to suggest changes to the environment and suggest emergent curriculum activities.<br>7. Classroom Observation Report. The student will visit an early | 1. Complete all assigned reading from the textbook, articles and handouts.<br>2. Discussion Groups. The instructor will provide the curriculum topics and the discussion schedule.<br>3. Panel Discussion. Small groups of students will design a presentation to compare and contrast the differences between various curriculum models' philosophy, practices, and materials.<br>4. Assessment and Planning Curriculum Essay. Students will write an essay to describe the purposes of the DRDP and the ECERS instruments then describe how a teacher uses results from each instrument to support curriculum planning.<br>5. Child Observation and Emergent Curriculum Project. The student will observe a group of children for 1-2 hours and take observational notes, then use the Observation rubric to capture the observed developmental levels. The students will then design an emergent activity that responds to the children's' developmental needs and interests, and that is developmentally appropriate, culturally sensitive, and inclusive.<br>6. Evaluate and improve one learning center at the student's place of employment or at a preschool  program. Students will use the ECERS to evaluate a learning area, and use results to suggest changes to the environment and suggest emergent curriculum activities.<br>7. Classroom Observation Report. The student will visit an early |

| Changed | Field | Current Version | Proposed Version |
| --- | --- | --- | --- |
| | | childhood/preschool education program for 1-2 hours. The student will find out the program's educational goals, then complete an observation to see how well the activities and available toys and materials met the educational goals and the children's developmental needs. A 2-3 page written report will (a) describe the environment and available learning materials and toys, (b) describe the educational goals, (c) evaluate how well all aspects of the learning environment meet the educational goals. | childhood/preschool education program for 1-2 hours. The student will find out the program's educational goals, then complete an observation to see how well the activities and available toys and materials met the educational goals and the children's developmental needs. A 2-3 page written report will (a) describe the environment and available learning materials and toys, (b) describe the educational goals, (c) evaluate how well all aspects of the learning environment meet the educational goals. |
| | | 8. Portfolio development including activity samples, literacy review, class handouts and resources | 8. Research on Preschool Curriculum Model |

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| ❗ | Methods of Evaluation | **Methods of Evaluation** | **Methods of Evaluation**     Methods of Evaluation |

| Changed | Field | Current Version | | Proposed Version | |
|---|---|---|---|---|---|
| | | **Methods of Evaluation** | 1. Midterm and Portfolio/final exam on assigned reading from the text. Portfolio evaluate the presentation of curriculum activities that are emergent and developmentally age appropriate. 2. Written reflection to describe the teaching model presented and how it relates to student's teaching philosophy and values. Portfolio is the accumulation of all written assignments and curriculum activity plans supporting all developmental domains. 3. Presentation rubric to evaluate the presentation of a curriculum model 4. Essay rubric to evaluate the clarity and accuracy of the written content 5. Curriculum project rubric to | **Methods of Evaluation** | 1. Midterm,and final exam on assigned reading from the text. 2. Written reflection to describe the teaching model presented and how it relates to student's teaching philosophy and values. These written assignments and curriculum activity plans will support all developmental domains. 3. Presentation rubric to evaluate the presentation of a curriculum model 4. Essay rubric to evaluate the clarity and accuracy of the written content 5. Curriculum project rubric to evaluate the level of proficiency of skills related to naturalistic observations and developmentally appropriate emergent activity design 6. Checklist of (a) tasks for using |

| Changed | Field | Current Version | Proposed Version |
| --- | --- | --- | --- |
| | | evaluate the level of proficiency of skills related to naturalistic observations and developmentally appropriate emergent activity design<br>6. Checklist of (a) tasks for using the ECERS to evaluate a learning area, (b) changes that facilitate an inclusive, developmentally appropriate, and emergent environment, (c) written rationale based on the observation, and (d) written suggested curriculum activities that are emergent and developmentally appropriate.<br>7. Report rubric to evaluate the clarity and accuracy of written descriptions of (a) the learning environment, (b) the educational goals, and (c) fit of the learning environment to the learning goals | the ECERS to evaluate a learning area, (b) changes that facilitate an inclusive, developmentally appropriate, and emergent environment, (c) written rationale based on the observation, and (d) written suggested curriculum activities that are emergent and developmentally appropriate.<br>7. Report rubric to evaluate the clarity and accuracy of written descriptions of (a) the learning environment, (b) the educational goals, and (c) fit of the learning environment to the learning goals<br>8. Research on a Preschool Curriculum Model |

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

| | **Essential Student Materials/Essential College Facilities** | **Essential Student Materials:**<br>• None.<br><br>**Essential College Facilities:**<br>• None. | **Essential Student Materials:**<br>• None<br><br>**Essential College Facilities:**<br>• None |

**Examples of Primary Texts and References**

| Title | No value |
|---|---|
| Author | Jackman, Hilda. "Early Childhood Curriculum, A Child's Connection to the World", Current Edition. Delmar Publishing, 7th edition, 2018. |
| Publisher | No value |
| Date/Edition | No value |
| ISBN | No value |

| Title | No value |
|---|---|
| Author | Kostelink, Soderman and Whiren. "Developmentally Appropriate Curriculum," Current Edition. Columbus, OH. Pearson Merrill/Prentice Hall, 6th edition, 2015. |
| Publisher | No value |
| Date/Edition | No value |
| ISBN | No value |

| Title | Early Childhood Curriculum, A Child's Connection to the World |
|---|---|
| Author | Beaver, Nancy |
| Publisher | Cengage Learning |
| Date/Edition | 2023 8th Edition |
| ISBN | No value |

| Title | Developmentally Appropriate Curriculum |
|---|---|
| Author | Kostelink, Soderman and Whiren |
| Publisher | Columbus, OH Pearson Merrill/Prentice Hall |
| Date/Edition | 2019 7th Edition |
| ISBN | No value |

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| ❗ | **Suggested Reading List** | | No value |

| **Reading List** | Marotz, Lynn and Allen, K. Eileen. "Developmental Profiles: Pre-Birth Through Adolescence" 7th Edition. Albany, New York: Cengage Publishers, 2012. |
|---|---|
| **May include, but are not limited to** | No value |

| **Reading List** | Fraser and Gestwicki. "Authentic Childhood - Exploring Reggio Emilia in the Classroom". Delmar, Albany, NY. 2002. |
|---|---|
| **May include, but are not limited to** | No value |

| **Reading List** | Gould and Sullivan. "The Inclusive Early Childhood Classroom". Pearson Merrill Prentice Hall. Columbus, OH. 2005. |
|---|---|
| **May include, but are not limited to** | No value |

No value

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

| **Reading List** | Copple, Carol and Bredekamp,Sue. "Developmentally Appropriate Practice" current edition.Teacher College Press 2009. |
|---|---|
| **May include, but are not limited to** | No value |

| **Reading List** | Curtis, Deb and Carter, Margie. "Learning Together with Young Children:A Curriculum Framework for Reflective Teachers" Redleaf Press 2007. |
|---|---|
| **May include, but are not limited to** | No value |

| **Reading List** | Helm, Judy and Katz, Lilian. "Young Investigators; The Project Approach in the Early Years"Teacher College Press 2016. |
|---|---|
| **May include, but are not limited to** | No value |

## Learning Outcomes and Objectives

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | **Course Objectives** | <ul><li>Review developmental norms and basic theory for integrated program and curriculum development for typical and atypical development.</li><li>Review and describe the importance of continuous observation for understanding the whole child, including typical and atypical child behavior and curriculum planning to support all developmental domains.</li><li>Recognize and assess the importance of a learning environment for infants, toddlers, and preschoolers that is well organized, safe, inclusive, developmentally and age appropriate.</li><li>Identify and evaluate goals and objectives of child development programs, and suggest improvements to increase quality and effectiveness.</li><li>Plan curriculum for all developmental domains that is culturally salient, developmentally appropriate, inclusive and emergent.</li><li>Examine and assess the importance of planning tools, routines and schedules in child care programs and curriculum planning, including lesson planning, implementation, and evaluation.</li><li>Evaluate and assess curriculum models and related materials, including strategies for building home-school connections, to support child growth and development as part of the teacher's role.</li><li>Examine the legislation and standards for early learning and indicators of quality as part of the teacher's role.</li></ul> | <ul><li>Review developmental norms and basic theory for integrated program and curriculum development for typical and atypical development.</li><li>Review and describe the importance of continuous observation for understanding the whole child, including typical and atypical child behavior and curriculum planning to support all developmental domains.</li><li>Recognize and assess the importance of a learning environment for infants, toddlers, and preschoolers that is well organized, safe, inclusive, developmentally and age appropriate.</li><li>Identify and evaluate goals and objectives of child development programs, and suggest improvements to increase quality and effectiveness.</li><li>Plan curriculum for all developmental domains that is culturally salient, developmentally appropriate, inclusive and emergent.</li><li>Examine and assess the importance of planning tools, routines and schedules in child care programs and curriculum planning, including lesson planning, implementation, and evaluation.</li><li>Evaluate and assess curriculum models and related materials, including strategies for building home-school connections, to support child growth and development as part of the teacher's role.</li><li>Examine the legislation and standards for early learning and indicators of quality as part of the teacher's role.</li></ul> |

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | | • Demonstrate a commitment to cultural competence and best practices in curriculum and learning environment design and assessment, as part of the teacher's role. | • Demonstrate a commitment to cultural competence and best practices in curriculum and learning environment design and assessment, as part of the teacher's role. |
| | CSLOs | | |

| CSLOs | Design curriculum for all developmental domains that is culturally salient, developmentally appropriate, inclusive and emergent. | CSLOs | Design curriculum for all developmental domains that is culturally salient, developmentally appropriate, inclusive and emergent. |
|---|---|---|---|
| Expected SLO Performance | 0.0 | Expected SLO Performance | 0.0 |

## Course Outline

• Demonstrate a commitment to

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | **Course Content** | 1. Review developmental norms and basic theory for integrated program and curriculum development for typical and atypical development.<br>  1. Developmental characteristics of children from infancy through middle years for both typical and atypical development<br>  2. Defining curriculum<br>    1. Emergent curriculum emerges from or comes directly from observing the children and their interests<br>    2. The major types of planned curriculum models<br>    3. Relationship between emergent and planned curriculum<br>    4. Integrated curriculum planning tools: webbing, daily schedules, individual activity planning sheets, planning by room arrangement and learning centers; planning by using goals and objectives; specific skill building plans; interconnected curriculum themes and units across many learning centers.<br>  3. Examining the value of play<br>    1. Theory and definitions of play | 1. Review developmental norms and basic theory for integrated program and curriculum development for typical and atypical development.<br>  1. Developmental characteristics of children from infancy through middle years for both typical and atypical development<br>  2. Defining curriculum<br>    1. Emergent curriculum emerges from or comes directly from observing the children and their interests<br>    2. The major types of planned curriculum models<br>    3. Relationship between emergent and planned curriculum<br>    4. Integrated curriculum planning tools: webbing, daily schedules, individual activity planning sheets, planning by room arrangement and learning centers; planning by using goals and objectives; specific skill building plans; interconnected curriculum themes and units across many learning centers.<br>  3. Examining the value of play<br>    1. Theory and definitions of play |

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | | 2. Characteristics of play<br>3. Incorporates current research that investigates the value of play and how to support play in the curriculum<br><br>2. Review and describe the importance of continuous observation for understanding the whole child, including typical and atypical child behavior and curriculum planning to support all developmental domains.<br><br>  1. Observational methods described ( running records, anecdotal records, ABC narrative, time/event samples)<br>  2. Describe the power of observation for assessment, curriculum design, and learning environment design<br><br>    1. Assessing child behavior to understand the whole child in order to responsively develop and evaluate emergent curriculum<br>    2. Assessing child behavior to intentionally arrange the room, set up the environment, and select materials, timing, and schedules<br><br>3. Recognize and assess the importance of a learning environment for infants, toddlers, and preschoolers that is well organized, safe, inclusive, developmentally and age appropriate. | 2. Characteristics of play<br>3. Incorporates current research that investigates the value of play and how to support play in the curriculum<br><br>2. Review and describe the importance of continuous observation for understanding the whole child, including typical and atypical child behavior and curriculum planning to support all developmental domains.<br><br>  1. Observational methods described ( running records, anecdotal records, ABC narrative, time/event samples)<br>  2. Describe the power of observation for assessment, curriculum design, and learning environment design<br><br>    1. Assessing child behavior to understand the whole child in order to responsively develop and evaluate emergent curriculum<br>    2. Assessing child behavior to intentionally arrange the room, set up the environment, and select materials, timing, and schedules<br><br>3. Recognize and assess the importance of a learning environment for infants, toddlers, and preschoolers that is well organized, safe, inclusive, developmentally and age appropriate. |

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | | 1. Creating a safe, healthy space for infants, toddlers, and preschoolers which supports self-help, independence, child choice, cooperation, and creativity<br>2. Arrangement of indoor and outdoor space to meet the needs of all children across all developmental domains.<br>3. Selection of appropriate materials and equipment for infants, toddlers, and preschoolers<br>4. Dimensions of teaching-learning environments, i.e., hard/soft, simple/complex, open/closed, intrusion/seclusion and low mobility/high mobility<br>5. The use of learning centers<br>6. Room arrangement as the curriculum<br>7. Successful room arrangement is like having another teacher in the classroom<br>8. A learning environment that reduces stress by being culturally salient, home-like, aesthetically pleasing, and offers opportunities for discovery and exploration<br>9. Inclusive environments for children<br>4. Identify and evaluate goals and objectives of child development programs, and suggest improvements to increase quality and effectiveness.<br>  1. Identify program needs<br>  2. Identify children's needs and design curriculum and the environment to meet | 1. Creating a safe, healthy space for infants, toddlers, and preschoolers which supports self-help, independence, child choice, cooperation, and creativity<br>2. Arrangement of indoor and outdoor space to meet the needs of all children across all developmental domains.<br>3. Selection of appropriate materials and equipment for infants, toddlers, and preschoolers<br>4. Dimensions of teaching-learning environments, i.e., hard/soft, simple/complex, open/closed, intrusion/seclusion and low mobility/high mobility<br>5. The use of learning centers<br>6. Room arrangement as the curriculum<br>7. Successful room arrangement is like having another teacher in the classroom<br>8. A learning environment that reduces stress by being culturally salient, home-like, aesthetically pleasing, and offers opportunities for discovery and exploration<br>9. Inclusive environments for children<br>4. Identify and evaluate goals and objectives of child development programs, and suggest improvements to increase quality and effectiveness.<br>  1. Identify program needs<br>  2. Identify children's needs and design curriculum and the environment to meet |

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

all children's needs, including culture, age, special needs, and individual characteristics

3. Skill building in the implementation and evaluation of objectives

5. Plan curriculum for all developmental domains that is culturally salient, developmentally appropriate, inclusive and emergent.

1. Identify developmentally appropriate practices and developmental theory to plan curriculum for children of different age levels

2. Design inclusive curriculum to include all children and meet individual developmental needs for children with special needs such as blindness, hearing loss, sensory integration issues, special medical conditions etc.

3. Curriculum for physical development which is anti-biased, inclusive, culturally and developmentally appropriate

1. Plan for the development of physical competencies through activities that use both gross and fine motor development

2. Prepare outdoor activities that enhance the physical development of the child

3. Maintain a safe and healthy environment

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all children's needs, including culture, age, special needs, and individual characteristics

3. Skill building in the implementation and evaluation of objectives

5. Plan curriculum for all developmental domains that is culturally salient, developmentally appropriate, inclusive and emergent.

1. Identify developmentally appropriate practices and developmental theory to plan curriculum for children of different age levels

2. Design inclusive curriculum to include all children and meet individual developmental needs for children with special needs such as blindness, hearing loss, sensory integration issues, special medical conditions etc.

3. Curriculum for physical development which is anti-biased, inclusive, culturally and developmentally appropriate

1. Plan for the development of physical competencies through activities that use both gross and fine motor development

2. Prepare outdoor activities that enhance the physical development of the child

3. Maintain a safe and healthy environment

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | | 4. Curriculum for encouraging creativity that is inclusive, anti-biased, culturally and developmentally appropriate<br>    1. Identifying and planning activities that are appropriate for creative expression in art, music, and movement<br>    2. Plan curriculum that reflects cross cultural awareness in creative expression and the arts<br>5. Curriculum for communication and language skills which is inclusive, anti-biased, culturally and developmentally appropriate<br>    1. Identify and plan activities that encourage listening skills<br>    2. Develop activities that encourage oral language development and early literacy such as storytelling, puppetry, spontaneous conversation<br>    3. Develop skills in using divergent questioning<br>6. Design curriculum that is inclusive anti-biased, culturally and developmentally appropriate to develop social competence | 4. Curriculum for encouraging creativity that is inclusive, anti-biased, culturally and developmentally appropriate<br>    1. Identifying and planning activities that are appropriate for creative expression in art, music, and movement<br>    2. Plan curriculum that reflects cross cultural awareness in creative expression and the arts<br>5. Curriculum for communication and language skills which is inclusive, anti-biased, culturally and developmentally appropriate<br>    1. Identify and plan activities that encourage listening skills<br>    2. Develop activities that encourage oral language development and early literacy such as storytelling, puppetry, spontaneous conversation<br>    3. Develop skills in using divergent questioning<br>6. Design curriculum that is inclusive anti-biased, culturally and developmentally appropriate to develop social competence |

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

through interpersonal relationships

1. Suggest large group activities to allow the child to learn acceptable group behavior
2. Develop free choice activities which allow the child to develop responsibility and make independent decisions
3. Suggest methods of encouraging dramatic play activities

7. Curriculum to encourage inquiry in science and math which is inclusive, anti-biased, culturally and developmentally appropriate

6. Examine and assess the importance of planning tools, routines and schedules in child care programs and curriculum planning, including lesson planning, implementation, and evaluation.

1. Value of a daily schedule, such as routines, transitions, arrival/departure times, balance of teacher-directed, and child-directed activities.
2. Adaptation to weekly and monthly schedules
   1. Use themes
   2. Incorporation of concepts
3. Write lesson plans for a specific activity
   1. Format
   2. Evaluation

7. Evaluate and assess curriculum models and related materials,

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through interpersonal relationships

1. Suggest large group activities to allow the child to learn acceptable group behavior
2. Develop free choice activities which allow the child to develop responsibility and make independent decisions
3. Suggest methods of encouraging dramatic play activities

7. Curriculum to encourage inquiry in science and math which is inclusive, anti-biased, culturally and developmentally appropriate

6. Examine and assess the importance of planning tools, routines and schedules in child care programs and curriculum planning, including lesson planning, implementation, and evaluation.

1. Value of a daily schedule, such as routines, transitions, arrival/departure times, balance of teacher-directed, and child-directed activities.
2. Adaptation to weekly and monthly schedules
   1. Use themes
   2. Incorporation of concepts
3. Write lesson plans for a specific activity
   1. Format
   2. Evaluation

7. Evaluate and assess curriculum models and related materials,

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | | including strategies for building home-school connections, to support child growth and development as part of the teacher's role.<br><br>   1. Reggio Emilia philosophy, practices and materials<br>   2. Montessori philosophy, practices and materials<br>   3. High Scope philosophy, practices and materials<br>   4. Creative Curriculum philosophy, practices and materials<br>   5. Head Start philosophy, practices and materials<br><br>8. Examine the legislation and standards for early learning and indicators of quality as part of the teacher's role.<br><br>   1. NAEYC Accreditation process<br>   2. NAEYC 10 standards for quality<br><br>9. Demonstrate a commitment to cultural competence and best practices in curriculum and learning environment design and assessment, as part of the teacher's role.<br><br>   1. Preschool Learning Foundations, Vol 1 and 2<br>   2. DRDP overview<br>   3. ECERS overview | including strategies for building home-school connections, to support child growth and development as part of the teacher's role.<br><br>   1. Reggio Emilia philosophy, practices and materials<br>   2. Montessori philosophy, practices and materials<br>   3. High Scope philosophy, practices and materials<br>   4. Creative Curriculum philosophy, practices and materials<br>   5. Head Start philosophy, practices and materials<br><br>8. Examine the legislation and standards for early learning and indicators of quality as part of the teacher's role.<br><br>   1. NAEYC Accreditation process<br>   2. NAEYC 10 standards for quality<br><br>9. Demonstrate a commitment to cultural competence and best practices in curriculum and learning environment design and assessment, as part of the teacher's role.<br><br>   1. Preschool Learning Foundations, Vol 1 and 2<br>   2. DRDP overview<br>   3. ECERS overview |
| | **Lab Component in this Course** | No | No |
| | **Lab Outline** | No value | No value |

| **Req/Adv** |
|---|
| |

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| | **Prerequisite(s):** | C D D010G or PSYC D010G (may be taken concurrently) | C D D010G or PSYC D010G (may be taken concurrently) |
| | **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):** | No Value | No Value |
| | **General Course Statement(s) - Other:** | No Value | No Value |

**Curriculum Office**

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| ❗ | **Banner Start Term (202122)** | 202122 | No Value |
| ❗ | **Banner Division** | 2SS | No Value |
| ❗ | **Catalog Term (21-22)** | 23-24 | No Value |

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| ❗ | 5 Year Revision Year (2021) | 2018 | No Value |
| ❗ | Effective Quarter | Fall | No Value |
| ❗ | Effective Year (2021) | 2023 | No Value |
| | Sort ID (00 < 10; 0 < 100) | C D 054 | C D 054 |
| | Course Status | Non-substantial | Non-substantial |
| ❗ | Course Status Code | A | No Value |
| ❗ | Banner Department | C D | No Value |
| ❗ | Course Level | DU | No Value |
| ❗ | College Code | DA | No Value |
| | Course Characteristics | CTE | CTE |
| | Cross-Listed/Related Course Information | NA | NA |
| | Cross-Listed/Related Course ID's | No Value | No Value |
| ❗ | CTE Status | Yes | No Value |
| | DL Approval Date (MM/DD/YYYY) | No Value | No Value |
| | Hybrid Approval Date (MM/DD/YYYY) | No Value | No Value |
| ❗ | Emergency Approval | No | No Value |

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

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| ❗ | **Organization Code** | 239013 | No Value |
| ❗ | **Account Code** | 1320 | No Value |
| ❗ | **Program Code** | 130500 | No Value |
| ❗ | **Percent** | 100 | No Value |
| | **Curriculum Office Notes** | • Requisite change appr. 1/17/23 (effect. F23).-cc | • Requisite change appr. 1/17/23 (effect. F23).-cc |
| ❗ | **Print/No Print to Catalog** | Yes | No Value |
| | **Checklist** | No Value | No Value |

## Summary of Revisions

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| | **Basic Course Information** | No Value | No Value |
| | **Units and Hours** | No Value | No Value |
| ❗ | **Specifications** | No Value | Updated assignments to align with SLO's and/or course objectives Aligned methods of evaluation with SLO's and/or course objectives Updated textbooks and references to reflect current publications |
| | **Outline** | No Value | No Value |
| | **Other** | No Value | No Value |

## Blue Form

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

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

## A-Matrix Form

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

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

## B-Matrix Form

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| | **ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.** | No Value | No Value |

| Changed | Questions | Current Version | Proposed Version |
| --- | --- | --- | --- |
| ❗ | **Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.** | No Value | (Assignments) A. Complete all assigned reading from the textbook, articles and handouts; (Methods of Evaluation) B. Written reflection to describe the teaching model presented and how it relates to student's teaching philosophy and values |
| ❗ | **Objective 2: Develop analytical ideas and topics for essays.** | No Value | (Assignments) D. Assessment and Planning Curriculum Essay. Students will write an essay to describe the purposes of the DRDP and the ECERS instruments then describe how a teacher uses results from each instrument to support curriculum planning. |
| ❗ | **Objective 3: Compose and support thesis statements for analytical essays.** | No Value | (Assignments) G. Observation Report the student will visit an early childhood/preschool education program for 1-2 hours and write a 2-3 page written report that will describe the environment and available learning materials and toys, describe the educational goals and evaluate how well all aspects of the learning environment meet the educational goals. |
| | **Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.** | No Value | No Value |
| | **Objective 5: Identify and practice writing for different audiences and purposes.** | No Value | No Value |

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| ❗ | **Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.** | No Value | (Methods of Evaluations) F. Checklist of (a) tasks for using the ECERS to evaluate a learning area, (b)changes that facilitate an inclusive, developmentally appropriate and emergent environment,, (c) written rationale based on the observation and (d) written suggested curriculum activities that are emergent and developmentally appropriate. |
| ❗ | **Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.** | No Value | (Methods of Evaluations) G. Report rubric to evaluate the clarity and accuracy of written descriptions of (a) the learning environment, (b) the educational goals, and (c) fit of the learning environment to the learning goals. |
| ❗ | **Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.** | No Value | (Methods of Evaluations) B. Research on a Preschool Curriculum Model is the accumulation of all written assignments and curriculum activity plans supporting all developmental domains. |
| ❗ | **Objective 9: Demonstrate appropriate grammar usage and mechanics.** | No Value | (Methods of Evaluations) D. Essay rubric to evaluate the clarity and accuracy of the writen content. |

**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 |

| | | No Value | No Value |

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

**D-Matrix Form**

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

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

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

## E-Matrix Form

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

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

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

**F-Matrix Form**

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

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

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

## G-Matrix Form

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

## H-Matrix Form

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| | **Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc… list the prerequisite(s) to participate in the program.** | No Value | No Value |
| | **Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc… list the prerequisite(s) to participate in the cohort.** | No Value | No Value |

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| | **Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.** | No Value | No Value |
| | **Objective 4: For Prerequisites based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills, i.e. such as a course.** | No Value | No Value |

**De Anza GE Form**

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

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

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| | **Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)** | No Value | No Value |
| | **Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)** | No Value | No Value |

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

## De Anza GE - ESGC Form

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

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

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

## Comments

| Changed | Questions | Current Version | Proposed Version | | | | |
|---|---|---|---|---|---|---|---|
| | **Stage 2: Department Chair** | No Value | No Value | | | | |
| ❗ | **Stage 3: Division Curriculum Representative** | No Value | **Date** | **Name - Role OR Tab** | **Part - Field** | **Type of Edit** | **Edit** **Initiator - Indicate "Y" When Completed** |
| | | | **2/23/24** | RG - Div Rep | Course Description | Needs Complete Sentence | Yes |
| | **Stage 4: Division Dean** | No Value | No Value | | | | |
| | **Stage 5: SLO Coordinator** | No Value | No Value | | | | |
| | **Stage 7: Content Review Matrix Liaison** | No Value | No Value | | | | |
| | **Stage 8: AVP - Instruction** | No Value | No Value | | | | |

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| | **Stage 9: Articulation Officer** | No Value | No Value |
| | **Stage 11: ESGC Faculty Coordinator** | No Value | No Value |
| | **Stage 14: Curriculum Committee** | No Value | No Value |

## Course Administration Codes

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

| Changed | Field | Current Version |
|---|---|---|
| | **Curriculum ID** | C DD054. |
| | **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** | CCC000536409 |

## Articulation

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

# De Anza College
# Change Report
**03/29/2024**

## 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 |

| Section | Changed field |
|---|---|
| **Curriculum Office** | Course Level |
| **Curriculum Office** | College Code |
| **Curriculum Office** | CTE Status |
| **Curriculum Office** | Emergency Approval |
| **Curriculum Office** | Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction) |
| **Curriculum Office** | Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training) |
| **Curriculum Office** | Noncredit Enhanced Funding Indicator |
| **Curriculum Office** | In Service Indicator |
| **Curriculum Office** | Sports/Physical Education Course Indicator |
| **Curriculum Office** | COA Code |
| **Curriculum Office** | Fund Code |
| **Curriculum Office** | Organization Code |
| **Curriculum Office** | Account Code |
| **Curriculum Office** | Program Code |
| **Curriculum Office** | Percent |
| **Curriculum Office** | Print/No Print to Catalog |
| **Summary of Revisions** | 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. |
| **B-Matrix Form** | Objective 5: Identify and practice writing for different audiences and purposes. |

| Section | Changed field |
|---|---|
| B-Matrix Form | Objective 8: Practice composing organized, developed, analytical essays that increase in complexity. |
| B-Matrix Form | Objective 9: Demonstrate appropriate grammar usage and mechanics. |
| Comments | Stage 3: Division Curriculum Representative |
| 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** | • Renee Augenstein | • Nellie Vargas |
| | **Course ID (CB01A and CB01B)** | C DD055. | C DD055. |
| | **Course Control Number** | CCC000139151 | CCC000139151 |
| | **Course Title (CB02)** | Literacy Development and Activities for the Young Child | Literacy Development and Activities for the Young Child |
| | **Short Course Title** | LITERCY DEVEL/ACTIV YNG CHLD | LITERCY DEVEL/ACTIV YNG CHLD |
| | **TOP Code (CB03)** | 1305.00 | 1305.00 Child Development/Early Care and Education |
| | **CIP Code** | Child Care Provider/Assistant | 19.0709 Child Care Provider/Assistant |
| | **Department** | C D - Child Development | C D - Child Development |
| ❗ | **Effective Term** | Fall 2023 | Fall ~~2023~~ 2025 |

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | **SAM Priority Code (CB09)** | Clearly Occupational | Clearly Occupational |
| ❗ | **Course Description** | Theories of language acquisition and the process of language development in young children. Introduction to methods and materials that enhance emerging language and literacy for infants through school-age children in a culturally diverse society. (This course meets NAEYC Standards: 1a,1b,1c; 3a, 3b, 3c; 4b, 4c, 4d; NBPTS Standards 1-10 for ECE-Middle Years; DEC/CEC standards 1-8; and CA ECE Standards 1, 2, 5 and 8.) | ~~Theories~~ This course presents an introduction of the theories of language acquisition and the process of language development in young children. Introduction to methods and materials that enhance emerging language and literacy for infants through school-age children in a culturally diverse society. (This course meets NAEYC Standards: 1a,1b,1c; 3a, 3b, 3c; 4b, 4c, 4d; NBPTS Standards 1-10 for ECE-Middle Years; DEC/CEC standards 1-8; and CA ECE Standards 1, 2, 5 and 8.) |
| ❗ | **Course Type (CB27)** | No value | • Lower Division |
| ❗ | **Mode of Delivery** | • NA | • Online<br>• Hybrid |

## Faculty Requirements

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| ❗ | **Discipline 1** | No value | • Child Development/Early Childhood Education |
| | **Discipline 2** | No value | No value |
| | **Discipline 3** | No value | No value |
| ❗ | **FSA** | No value | • FHDA FSA - CHILD DEVELOPMENT |

## Formerly Statement

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | **Formerly Statement** | No value | |

## Course Justification

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | **Course Justification** | This is a CSU transferable course and belongs on the Child Development AA degree. It provides students the opportunity to develop knowledge regarding methods and materials that enhance emerging language and literacy for infants through school-age children in a culturally diverse society. | This is a CSU transferable course and belongs on the Child Development AA degree. It provides students the opportunity to develop knowledge regarding methods and materials that enhance emerging language and literacy for infants through school-age children in a culturally diverse society. |

## Stand-Alone Statement

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

## Course Philosophy

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | **Course Philosophy** | No value | |

## Foothill Equivalency

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

## CTE Course

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

## Honors/Non-honors Course

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

## Mirrored Credit/Noncredit Course

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

## Cross-listed Course

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

## More Options

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

## Associated Programs

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | **Course is part of a program** | **Associated Program** Child Development<br>**Award Type** Certificate of Achievement-Advanced (COA-A) | **Associated Program** Child Development<br>**Award Type** Certificate of Achievement-Advanced (COA-A) |
| | | **Associated Program** Child Development<br>**Award Type** Associate in Arts (A.A.) Degree | **Associated Program** Child Development<br>**Award Type** Associate in Arts (A.A.) Degree |
| | | **Associated Program** Child Development<br>**Award Type** Certificate of Achievement (COA) | **Associated Program** Child Development<br>**Award Type** Certificate of Achievement (COA) |
| | | **Associated Program** Liberal Arts (Social and Behavioral Sciences Emphasis)<br>**Award Type** Associate in Arts (A.A.) Degree | **Associated Program** Liberal Arts (Social and Behavioral Sciences Emphasis)<br>**Award Type** Associate in Arts (A.A.) Degree |
| | | **Associated Program** Early Intervention/Special Education Assistant<br>**Award Type** Certificate of Achievement-Advanced (COA-A) | **Associated Program** Early Intervention/Special Education Assistant<br>**Award Type** Certificate of Achievement-Advanced (COA-A) |

## Transferability & Gen. Ed. Options

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

## Weekly Student Hours - Profile Name: Default Profile

| Changed | Field | Current Version | Proposed Version |
|---------|-------|-----------------|------------------|
| | **Lecture Hours - In Class** | 3 | 3 |
| | **Lecture Hours - Out of Class** | 6 | 6 |
| | **Laboratory Hours - In Class** | 0 | 0 |
| | **Laboratory Hours - Out of Class** | 0 | 0 |
| | **NA Hours - In Class** | 0 | 0 |
| | **NA Hours - Out of Class** | 0 | 0 |

## Course Student Hours - Profile Name: Default Profile

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | **Course Duration (Weeks)** | 12 | 12 |
| | **Hours per unit divisor** | 36 | 36 |
| | **Total Student Learning Hours** | 108 | 108 |
| | **Lecture Hours - Course In-Class (Contact) per Term** | 36 | 36 |
| | **Lecture Hours - Course Out-of-Class per Term** | 72 | 72 |
| | **Laboratory Hours - Course In-Class (Contact) per Term** | 0 | 0 |
| | **Laboratory Hours - Course Out-of-Class per Term** | 0 | 0 |
| | **NA Hours - Course In-Class (Contact) per Term** | 0 | 0 |
| | **NA Hours - Course Out-of-Class per Term** | 0 | 0 |

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | Total - Course In-Class (Contact) Hours | 36 | 36 |
| | Total - Course Out-of-Class Hours | 72 | 72 |
| | Total Credit Units - Minimum Credit Units | 3 | 3 |
| | Total Credit Units - Maximum Credit Units | 3 | 3 |

## Speciality Hours

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

## Credit / Non-Credit Options

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

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

## Credit Units

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | Course Duration (Weeks) | 12 | 12 |
| | Total Lecture Hours per Term | 108 | 108 |
| | Total Laboratory Hours per Term | - | 0 |
| | Total Contact Hours per Term | - | 0 |
| | Total Credit Units | 3 | 3 |
| | Minimum Credit Units | 3 | 3 |
| | Maximum Credit Units | 3 | 3 |

## 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<br><br>**Methods of Instruction** — Lecture and visual aids / Discussion of assigned reading / Discussion and problem solving performed in class / Quiz and examination review performed in class / Homework and extended projects / Collaborative learning and small group exercises / Collaborative projects / Individual projects, peer presentations | **Methods of Instruction** — Methods of Instruction<br><br>**Methods of Instruction** — Lecture and visual aids / Discussion of assigned reading / Discussion and problem solving performed in class / Quiz and examination review performed in class / Homework and extended projects / Collaborative learning and small group exercises / Collaborative projects / Individual projects, peer presentations |
| | Assignments | 1. Complete language observation and analysis<br>  1. Naturalistic observation of infant through five-year old<br>  2. Analysis of child's language development<br>2. Develop a felt board activity<br>  1. Design and create felt pieces based on an age-appropriate picture book for young children<br>  2. Present felt board stories<br>3. Assigned readings from required texts and references<br>4. Develop a language game and present in class | 1. Complete language observation and analysis<br>  1. Naturalistic observation of infant through five-year old<br>  2. Analysis of child's language development<br>2. Develop a felt board activity<br>  1. Design and create felt pieces based on an age-appropriate picture book for young children<br>  2. Present felt board stories<br>3. Assigned readings from required texts and references<br>4. Develop a language game and present in class |

| 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. Students will be evaluated with a rubric on their ability to write a naturalistic observation focusing on child language. 2. Students will take both midterm and final exams to demonstrate their understanding of the class materials including the lectures and assigned readings. 3. Students will be evaluated with a rubric on their ability to make a felt board for retelling stories and demonstrate the stories well in class. 4. Students will be evaluated with a rubric on their ability to develop a DAP language game and demonstrate the game well in class. | **Methods of Evaluation** | 1. Students will be evaluated with a rubric on their ability to write a naturalistic observation focusing on child language. 2. Students will take both midterm and final exams to demonstrate their understanding of the class materials including the lectures and assigned readings. 3. Students will be evaluated with a rubric on their ability to make a felt board for retelling stories and demonstrate the stories well in class. 4. Students will be evaluated with a rubric on their ability to develop a DAP language game and demonstrate the game well in class. |

| Changed | Field | Current Version | Proposed Version |
|---------|-------|-----------------|------------------|
| ❗ | **Essential Student Materials/Essential College Facilities** | **Essential Student Materials:**<br>• None.<br><br>**Essential College Facilities:**<br>• None. | **Essential Student Materials:**<br>• None<br><br>**Essential College Facilities:**<br>• None |

**Examples of Primary Texts and References**

Current Version:

| | |
|---|---|
| **Title** | No value |
| **Author** | Morrow, Lesley Literacy Development in the Early Years: Helping Children Read and Write (8th Ed) Pearson Higher Education Publishing, 2015 |
| **Publisher** | No value |
| **Date/Edition** | No value |
| **ISBN** | No value |

Proposed Version:

| | |
|---|---|
| **Title** | Literacy Development in the Early Years: Helping Children Read and Write |
| **Author** | Morrow, Lesley |
| **Publisher** | Pearson Higher Education |
| **Date/Edition** | 2019 9th Edition |
| **ISBN** | No value |

| | |
|---|---|
| **Title** | Language Development in Early Childhood |
| **Author** | Otto, Beverly W. |
| **Publisher** | Pearson Higher Education |
| **Date/Edition** | 2017 5th Edition |
| **ISBN** | No value |

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| ❗ | **Suggested Reading List** | | No value |

| **Reading List** | Beaty, Janice, Janice Pratt. "Early Literacy in Preschool and Kindergarten: A Multicultural Perspective." Prentice Hall 2006 |
|---|---|
| **May include, but are not limited to** | No value |

| **Reading List** | Cox, Carol. "Engaging English Learners. Exploring Literature, Developing Literacy and Differentiating Instruction." Pearson, 2008. |
|---|---|
| **May include, but are not limited to** | No value |

| **Reading List** | Cummins, Jim. "Language, Power and Pedagogy: Bilingual Children in the Crossfire." Multilingual Matters LTD: Buffalo. 2001 |
|---|---|
| **May include, but are not limited to** | No value |

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

| **Reading List** | Herr, Judy, Yvonne Libby Larson. "Creative Resources for the Early Childhood Classroom." Thompson/Delmar. 2003. |
|---|---|
| **May include, but are not limited to** | No value |

| **Reading List** | Hillman, J. "Discovering Children's Literature". 3rd Edition. Merrill/Prentice Hall, 2003. |
|---|---|
| **May include, but are not limited to** | No value |

| **Reading List** | Kuklin, Susan. "Families." Hyperion. 2006. |
|---|---|
| **May include, but are not limited to** | No value |

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | **Reading List** | Machado, Jeanne M. "Early Childhood Experiences in Language Arts", 8th edition, New York: Delmar Publishers, 2006. | |
| | **May include, but are not limited to** | No value | |
| | **Reading List** | Otto, Beverly W. "Language Development in Early Childhood. 2nd. Ed. Prentice Hall. 2006. | |
| | **May include, but are not limited to** | No value | |
| | **Reading List** | Peterson and Fenton. "Story Programs: A Source Book of Materials. Roman and Littlefield Pub. Inc. 2000 | |
| | **May include, but are not limited to** | No value | |

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

| | |
|---|---|
| **Reading List** | Ross, Ramon. "Storyteller". 3rd Ed. Charles Merrill Publishing Co., 1996. |
| **May include, but are not limited to** | No value |

| | |
|---|---|
| **Reading List** | Toro, Juan, Judy Herr. "Recursos Creativos Para el Salon de Education Temprana." 3rd Ed. Thompson/Delmar. 2000. |
| **May include, but are not limited to** | No value |

| | |
|---|---|
| **Reading List** | Vukelch, Carol, James F. Christie, Billie F. Enz. "Helping Young Children Learn Language and Literacy." 2nd Ed. Addison Westley. 2007. |
| **May include, but are not limited to** | No value |

| Changed | Field | Current Version | Proposed Version |
|---------|-------|-----------------|------------------|
| | **Reading List** | Whitehead, Marian R. "Developing Language and Literacy with Young Children." 3rd. Ed. Sage Pub. 2007. | |
| | **May include, but are not limited to** | No value | |

## Learning Outcomes and Objectives

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | **Course Objectives** | <ul><li>Examine foundations of early literacy development including learning theories, research, philosophy and past practices that have shaped present practice</li><li>Examine language development theories of how children acquire language and reading skills, and relate to stages of language development</li><li>Analyze young children's language samples using the 5 components of language</li><li>Examine materials and skills necessary for supporting children's early literacy development</li><li>Explain the development of early literacy in young children</li><li>Explain principles used in working with young English Language Learners including promoting English Language Learner literacy</li><li>Develop early literacy activity that demonstrates an understanding of developmentally appropriate experiences</li></ul> | <ul><li>Examine foundations of early literacy development including learning theories, research, philosophy and past practices that have shaped present practice</li><li>Examine language development theories of how children acquire language and reading skills, and relate to stages of language development</li><li>Analyze young children's language samples using the 5 components of language</li><li>Examine materials and skills necessary for supporting children's early literacy development</li><li>Explain the development of early literacy in young children</li><li>Explain principles used in working with young English Language Learners including promoting English Language Learner literacy</li><li>Develop early literacy activity that demonstrates an understanding of developmentally appropriate experiences</li></ul> |
| | **CSLOs** | | |

| CSLOs | Critique language enhancement materials appropriate for infants to school-aged children. |
|---|---|
| **Expected SLO Performance** | 0.0 |

| CSLOs | Critique language enhancement materials appropriate for infants to school-aged children. |
|---|---|
| **Expected SLO Performance** | 0.0 |

# Course Outline

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| ❗ | **Course Content** | 1. Examine foundations of early literacy development including learning theories, research, philosophy and past practices that have shaped present practice<br>    1. Review theory and philosophy from the 1700's and 1800's (Rousseau, Pestalozzi, Froebel) that have influenced current practice<br>    2. Describe Theory, Research and Philosophy from the 1900's (Dewey, Behaviorism, Skinner, Montessori, Piaget, Vygotsky)<br>    3. Analyze past practice that has shaped current practice: Reading readiness and maturation; emergent literacy; Whole language approach; Explicit instruction and Constructivist approaches: pnonics and Whole language<br>2. Examine language development theories of how children acquire language and reading skills, and relate to stages of language development<br>    1. Describe theories of language development (Behaviorist theory, Nativist theory,Piagetian and Vygotskian theories, Constructivist theory, Halliday's theory of the functions of language)<br>    2. Define brain development and language and literacy development<br>        1. Describe stages in language development (form bith to 8 years old)<br>        2. Review bilingualism/English | 1. Examine foundations of early literacy development including learning theories, research, philosophy and past practices that have shaped present practice<br>    1. Review theory and philosophy from the 1700's and 1800's (Rousseau, Pestalozzi, Froebel) that have influenced current practice<br>    2. Describe Theory, Research and Philosophy from the 1900's (Dewey, Behaviorism, Skinner, Montessori, Piaget, Vygotsky)<br>    3. Analyze past practice that has shaped current practice: Reading readiness and maturation; emergent literacy; Whole language approach; Explicit instruction and Constructivist approaches: pnonics and Whole language<br>2. Examine language development theories of how children acquire language and reading skills, and relate to stages of language development<br>    1. Describe theories of language development (Behaviorist theory, Nativist theory,Piagetian and Vygotskian theories, Constructivist theory, Halliday's theory of the functions of language)<br>    2. Define brain development and language and literacy development<br>        1. Describe stages in language development (form bith to 8 years old)<br>        2. Review bilingualism/English |

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | | Language Learners development<br>3. Examine cultural influence and support<br>4. Identify strategies that support brain development and influence language and literacy development<br>3. Describe literacy and diversity and teaching children with special concerns<br>  1. Examine theory and research about literacy and diversity: addressing individual needs of children<br>  2. Identify appropriate strategies to help support English Language Learners<br>  3. Analyze strategies to support and help children with diverse needs such as children who are gifted, have learning disabilities, ADHD, at risk, physical impairments<br>4. define the role of the teacher in fostering language and literacy development<br>  1. analyze teaching methods and strategies to figure out words: phonemic awareness and phonics<br>  2. Describe classroom design and setting up learning centers to support language and literacy development; using environmental print; word walls | Language Learners development<br>3. Examine cultural influence and support<br>4. Identify strategies that support brain development and influence language and literacy development<br>3. Describe literacy and diversity and teaching children with special concerns<br>  1. Examine theory and research about literacy and diversity: addressing individual needs of children<br>  2. Identify appropriate strategies to help support English Language Learners<br>  3. Analyze strategies to support and help children with diverse needs such as children who are gifted, have learning disabilities, ADHD, at risk, physical impairments<br>4. Define the role of the teacher in fostering language and literacy development<br>  1. Analyze teaching methods and strategies to figure out words: phonemic awareness and phonics<br>  2. Describe classroom design and setting up learning centers to support language and literacy development; using environmental print; word walls |

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | | 3. Examine classroom routines and using strategies to support literacy(suc as posting the daily schedule/routine with words and picture cues<br>4. Define developmentally appropriate instruction<br>5. Develop comprehension of text and concepts about books<br>   1. analyze concepts about books and activities that develop concepts about books<br>   2. Identify specific materials appropriate for children<br>      1. describe individual activities<br>      2. Describe group activities<br>6. Understand and identify stereotyping in literacy materials such as racial, ethnic, gender, age stereotypes<br>3. Analyze young children's language samples using the 5 components of language<br>   1. Understand phonology: Smallest unit of sound<br>      1. Distinguish types of listening<br>         1. Discriminate listening<br>         2. Identify critical listening<br>      2. Examine children's picture books<br>         1. Distinguish developmentally appropriate books | 3. Examine classroom routines and using strategies to support literacy(suc as posting the daily schedule/routine with words and picture cues<br>4. Define developmentally appropriate instruction<br>5. Develop comprehension of text and concepts about books<br>   1. Analyze concepts about books and activities that develop concepts about books<br>   2. Identify specific materials appropriate for children<br>      1. Describe individual activities<br>      2. Describe group activities<br>6. Understand and identify stereotyping in literacy materials such as racial, ethnic, gender, age stereotypes<br>3. Analyze young children's language samples using the 5 components of language<br>   1. Understand phonology: Smallest unit of sound<br>      1. Distinguish types of listening<br>         1. Discriminate listening<br>         2. Identify critical listening<br>      2. Examine children's picture books<br>         1. Distinguish developmentally appropriate books |

| Changed | Field | Current Version | Proposed Version |
| --- | --- | --- | --- |
| | | 2. Identify reading techniques and strategies<br>2. Describe Morphology: Smallest unit of meaning.<br>3. Understand Syntax: word order, rules, grammar<br>4. Understand Semantics: meaning of words<br>5. Understand Pragmatics: social situation;appropriate language<br>4. Examine materials and skills necessary for supporting children's early literacy development<br>  1. Research storytelling including the use of felt board activities for storytelling<br>  2. Understand drama in the classroom<br>  3. Examine puppetry<br>5. Explain the development of early literacy in young children<br>  1. The development of reading and writing<br>  2. Comparison of whole language, phonics and specific skill learning<br>6. Explain principles used in working with young English Language Learners including promoting English Language Learner literacy<br>  1. Describe the characteristics of language learners<br>  2. Analyze quality of instruction<br>7. Develop early literacy activity that demonstrates an understanding of developmentally appropriate experiences<br>  1. Identify developmentally appropriate literacy experiences<br>  2. Distinguish appropriate activities<br>  3. Research on promoting English Language Learner | 2. Identify reading techniques and strategies<br>2. Describe Morphology: Smallest unit of meaning.<br>3. Understand Syntax: word order, rules, grammar<br>4. Understand Semantics: meaning of words<br>5. Understand Pragmatics: social situation;appropriate language<br>4. Examine materials and skills necessary for supporting children's early literacy development<br>  1. Research storytelling including the use of felt board activities for storytelling<br>  2. Understand drama in the classroom<br>  3. Examine puppetry<br>5. Explain the development of early literacy in young children<br>  1. The development of reading and writing<br>  2. Comparison of whole language, phonics and specific skill learning<br>6. Explain principles used in working with young English Language Learners including promoting English Language Learner literacy<br>  1. Describe the characteristics of language learners<br>  2. Analyze quality of instruction<br>7. Develop early literacy activity that demonstrates an understanding of developmentally appropriate experiences<br>  1. Identify developmentally appropriate literacy experiences<br>  2. Distinguish appropriate activities<br>  3. Research on promoting English Language Learner |

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | | literacy | literacy |
| | **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):** | No Value | No Value |
| | **General Course Statement(s) - Other:** | No Value | No Value |

## Curriculum Office

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| ❗ | **Banner Start Term (202122)** | 202122 | No Value |
| ❗ | **Banner Division** | 2SS | 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)** | C D 055 | C D 055 |
| | **Course Status** | Non-substantial | Non-substantial |
| ❗ | **Course Status Code** | A | No Value |
| ❗ | **Banner Department** | C D | 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 |

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| ❗ | **CTE Status** | Yes | No Value |
| | **DL Approval Date (MM/DD/YYYY)** | No Value | No Value |
| | **Hybrid Approval Date (MM/DD/YYYY)** | No Value | No Value |
| ❗ | **Emergency Approval** | No | No Value |
| ❗ | **Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)** | N | No Value |
| ❗ | **Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)** | N | No Value |

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| ❗ | 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 | 239013 | No Value |
| ❗ | Account Code | 1320 | No Value |
| ❗ | Program Code | 130500 | No Value |
| ❗ | Percent | 100 | No Value |
| | Curriculum Office Notes | • Requisite change appr. 1/17/23 (effect. F23).-cc | • Requisite change appr. 1/17/23 (effect. F23).-cc |
| ❗ | Print/No Print to Catalog | Yes | No Value |
| | Checklist | No Value | No Value |

## Summary of Revisions

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| | Basic Course Information | No Value | No Value |
| | Units and Hours | No Value | No Value |
| ❗ | Specifications | No Value | Updated textbooks and references to reflect current publications |

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| | **Outline** | No Value | No Value |
| | **Other** | No Value | No Value |

## Blue Form

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

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

## A-Matrix Form

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| | **EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.** | No Value | No Value |

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| | **Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.** | No Value | No Value |
| | **Objective 2: Compose essays drawn from personal experience and assigned texts.** | No Value | No Value |
| | **Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.** | No Value | No Value |
| | **Objective 4: Create syntactically varied sentences that are free of mechanical errors.** | No Value | No Value |
| | **Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.** | No Value | No Value |

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|

**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 | (Methods of Evaluations) A. Students will be evaluated with a rubric on their ability to write a naturalistic observation focusing on child language. |
| ❗ | **Objective 3: Compose and support thesis statements for analytical essays.** | No Value | (Assignments) A. Complete language observation and analysis 1. Naturalistic observation of infant through five-year old; 2. Analysis of child's language development. |
| | **Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.** | No Value | No Value |

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| ❗ | **Objective 5: Identify and practice writing for different audiences and purposes.** | No Value | (Assignments) D. Develop a language game and present in class. |
| | **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 | (Methods of Evaluations) D. Students will be evaluated with a rubric on their ability to develop a DAP language game and demonstrate the game well in class. |
| ❗ | **Objective 9: Demonstrate appropriate grammar usage and mechanics.** | No Value | (Assignments) B. Develop a felt board activity 1. Design and create felt pieces based on an age-appropriate picture book for young children; 2. Present felt board stories (Outline) Analyze young children's language samples using the 5 components of language; a. Understand Syntax: word order, rules, grammar. |

## C-Matrix Form

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

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

## D-Matrix Form

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

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

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

## E-Matrix Form

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

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

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

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|

**F-Matrix Form**

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

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

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

## G-Matrix Form

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

## H-Matrix Form

| Changed | Questions | Current Version | Proposed Version |
|---------|-----------|-----------------|------------------|
| | **Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc… list the prerequisite(s) to participate in the program.** | No Value | No Value |
| | **Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc… list the prerequisite(s) to participate in the cohort.** | No Value | No Value |

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| | **Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.** | No Value | No Value |
| | **Objective 4: For Prerequisites based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills, i.e. such as a course.** | No Value | No Value |

## De Anza GE Form

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

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

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| | **Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)** | No Value | No Value |
| | **Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)** | No Value | No Value |

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

## De Anza GE - ESGC Form

| Changed | Questions | Current Version | Proposed Version |
|---------|-----------|-----------------|------------------|
| | **Criteria 1: Explain the interconnectivity of economic prosperity, social equity and environmental quality.** | No Value | No Value |
| | **Criteria 6: Use** | No Value | No Value |

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

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

## Comments

| Changed | Questions | Current Version | Proposed Version | | | | | |
|---|---|---|---|---|---|---|---|---|
| | **Stage 2: Department Chair** | No Value | No Value | | | | | |
| ❗ | **Stage 3: Division Curriculum Representative** | No Value | **Date** | **Name - Role OR Tab** | **Part - Field** | **Type of Edit** | **Edit** | **Initiator - Indicate "Y" When Completed** |
| | | | **2/23/24** | RG - Div Rep | Course description | Needs complete sentence | Yes | |
| | | | **2/23/24** | RG - Div Rep | Learning Outcome | Needs Citations | **Yes** | Matrix |
| | **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 |
| | **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** | C DD055. |
| | **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 |

| Changed | Field | Current Version |
|---|---|---|
| | **Course Control Number** | CCC000139151 |

## Articulation

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

# Change Report

**05/31/2024**

## 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 |

| Section | Changed field |
|---|---|
| Curriculum Office | Course Level |
| Curriculum Office | College Code |
| Curriculum Office | CTE Status |
| Curriculum Office | Emergency Approval |
| Curriculum Office | Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction) |
| Curriculum Office | Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training) |
| Curriculum Office | Noncredit Enhanced Funding Indicator |
| Curriculum Office | In Service Indicator |
| Curriculum Office | Sports/Physical Education Course Indicator |
| Curriculum Office | COA Code |
| Curriculum Office | Fund Code |
| Curriculum Office | Organization Code |
| Curriculum Office | Account Code |
| Curriculum Office | Program Code |
| Curriculum Office | Percent |
| Curriculum Office | Print/No Print to Catalog |
| Summary of Revisions | 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. |
| **Comments** | Stage 3: Division Curriculum Representative |
| **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** | • Renee Augenstein | • Li Sun |
| | **Course ID (CB01A and CB01B)** | C DD060. | C DD060. |
| | **Course Control Number** | CCC000003092 | CCC000003092 |
| | **Course Title (CB02)** | Introduction to Children with Special Needs | Introduction to Children with Special Needs |
| | **Short Course Title** | INTRO TO CHILDREN W/SPEC NEEDS | INTRO TO CHILDREN W/SPEC NEEDS |
| | **TOP Code (CB03)** | 1305.20 | 1305.20 Children with Special Needs |
| | **CIP Code** | Education/Teaching of Individuals in Early Childhood Special | 13.1015 Education/Teaching of Individuals in Early Childhood Special |
| | **Department** | C D - Child Development | C D - Child Development |
| ❗ | **Effective Term** | Fall 2023 | Fall ~~2023~~ 2025 |

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | **SAM Priority Code (CB09)** | Clearly Occupational | Clearly Occupational |
| ❗ | **Course Description** | Introduces the variations in development of children with special needs ages birth through eight and the resulting impact on families. Includes an overview of historical and societal influences, laws relating to children with special needs, and the identification and referral process. | ~~Introduces~~ The course introduces the variations in development of children with special needs ages birth through eight and the resulting impact on families. It also Includes an overview of historical and societal influences, laws relating to children with special needs, and the identification and referral process. |
| ❗ | **Course Type (CB27)** | No value | • Lower Division |
| ❗ | **Mode of Delivery** | • NA | • Online<br>• Hybrid |

**Faculty Requirements**

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| ❗ | **Discipline 1** | No value | • Child Development/Early Childhood Education |
| | **Discipline 2** | No value | No value |
| | **Discipline 3** | No value | No value |
| ❗ | **FSA** | No value | • FHDA FSA - CHILD DEVELOPMENT |

**Formerly Statement**

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | **Formerly Statement** | No value | |

## Course Justification

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | **Course Justification** | This course is required for the Child Development Permit and is one of eight foundation courses required by the California Alignment Project. It belongs on the Child Development AA degree. This course builds a foundation for students to know the developmental characteristics of various disabilities, the laws governing working with children with special needs, and the resources available for supporting families who have children with special needs. | This course is required for the Child Development Permit and is one of eight foundation courses required by the California Alignment Project. It belongs on the Child Development AA degree. This course builds a foundation for students to know the developmental characteristics of various disabilities, the laws governing working with children with special needs, and the resources available for supporting families who have children with special needs. |

## 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 |

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

## More Options

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

## Associated Programs

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

| | |
|---|---|
| **Associated Program** | Child Development |
| **Award Type** | Certificate of Achievement-Advanced (COA-A) |

| | |
|---|---|
| **Associated Program** | Child Development |
| **Award Type** | Certificate of Achievement-Advanced (COA-A) |

| | |
|---|---|
| **Associated Program** | Child Development |
| **Award Type** | Associate in Arts (A.A.) Degree |

| | |
|---|---|
| **Associated Program** | Child Development |
| **Award Type** | Associate in Arts (A.A.) Degree |

| | |
|---|---|
| **Associated Program** | Liberal Arts (Social and Behavioral Sciences Emphasis) |
| **Award Type** | Associate in Arts (A.A.) Degree |

| | |
|---|---|
| **Associated Program** | Liberal Arts (Social and Behavioral Sciences Emphasis) |
| **Award Type** | Associate in Arts (A.A.) Degree |

| | |
|---|---|
| **Associated Program** | Liberal Arts (Social and Behavioral Sciences Emphasis) (In Development) |
| **Award Type** | Associate in Arts (A.A.) Degree |

| | |
|---|---|
| **Associated Program** | Liberal Arts (Social and Behavioral Sciences Emphasis) (In Development) |
| **Award Type** | Associate in Arts (A.A.) Degree |

| | |
|---|---|
| **Associated Program** | Early Intervention/Special Education Assistant |
| **Award Type** | Certificate of Achievement-Advanced (COA-A) |

| | |
|---|---|
| **Associated Program** | Early Intervention/Special Education Assistant |
| **Award Type** | Certificate of Achievement-Advanced (COA-A) |

## Transferability & Gen. Ed. Options

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

## Weekly Student Hours - Profile Name: Default Profile

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | **Lecture Hours - In Class** | 3 | 3 |
| | **Lecture Hours - Out of Class** | 6 | 6 |
| | **Laboratory Hours - In Class** | 0 | 0 |
| | **Laboratory Hours - Out of Class** | 0 | 0 |
| | **NA Hours - In Class** | 0 | 0 |
| | **NA Hours - Out of Class** | 0 | 0 |

## Course Student Hours - Profile Name: Default Profile

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | **Course Duration (Weeks)** | 12 | 12 |
| | **Hours per unit divisor** | 36 | 36 |
| | **Total Student Learning Hours** | 108 | 108 |
| | **Lecture Hours - Course In-Class (Contact) per Term** | 36 | 36 |
| | **Lecture Hours - Course Out-of-Class per Term** | 72 | 72 |
| | **Laboratory Hours - Course In-Class (Contact) per Term** | 0 | 0 |
| | **Laboratory Hours - Course Out-of-Class per Term** | 0 | 0 |
| | **NA Hours - Course In-Class (Contact) per Term** | 0 | 0 |
| | **NA Hours - Course Out-of-Class per Term** | 0 | 0 |

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | **Total - Course In-Class (Contact) Hours** | 36 | 36 |
| | **Total - Course Out-of-Class Hours** | 72 | 72 |
| | **Total Credit Units - Minimum Credit Units** | 3 | 3 |
| | **Total Credit Units - Maximum Credit Units** | 3 | 3 |

## Speciality Hours

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | **Speciality Hours** | No value | No value |

## Credit / Non-Credit Options

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

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

## Credit Units

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | Course Duration (Weeks) | 12 | 12 |
| | Total Lecture Hours per Term | 108 | 108 |
| | Total Laboratory Hours per Term | - | 0 |
| | Total Contact Hours per Term | - | 0 |
| | Total Credit Units | 3 | 3 |
| | Minimum Credit Units | 3 | 3 |
| | Maximum Credit Units | 3 | 3 |

## SKIP

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

## Specifications

| Changed | Field | Current Version | Proposed Version |
|---------|-------|-----------------|------------------|
| ❗ | Methods of Instruction | **Methods of Instruction** | **Methods of Instruction** |
| | | Methods of Instruction | Methods of Instruction |
| | | **Methods of Instruction** — Lecture and visual aids / Discussion of assigned reading / In-class exploration of Internet sites / Quiz and examination review performed in class / Homework and extended projects / Guest speakers / Collaborative projects / Student reflections | **Methods of Instruction** — Lecture and visual aids / Discussion of assigned reading / In-class exploration of Internet sites / Quiz and examination review performed in class / Homework and extended projects / Guest speakers / Collaborative projects / Student reflections |
| | Assignments | 1. Weekly reading assignments in textbook<br>2. Research report and oral presentation of a disability<br>3. Critical Issue Term paper<br>4. Observation of a child with exceptional needs<br>5. Interview with a parent of a child with exceptional need<br>6. Community agencies report | 1. Weekly reading assignments in textbook<br>2. Research report and oral presentation of a disability<br>3. Critical Issue Term paper<br>4. Observation of a child with exceptional needs<br>5. Interview with a parent of a child with exceptional need<br>6. Community agencies report |

| 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. Essay or combination essay and objective midterm or quizzes and final exam to evaluate comprehension and mastery of key terms and concepts as well as application of course content. 2. Critical issue term paper to evaluate ability to analyze critically and synthesize. 3. Research report and oral presentation of a disability to demonstrate the ability to gather information and synthesize data to be shared with an audience. 4. Observation of a child with special needs to demonstrate the ability to record and interpret information. 5. Interview a parent of a child with special needs to evaluate ability to critically | **Methods of Evaluation** | 1. Essay or combination essay and objective midterm or quizzes and final exam to evaluate comprehension and mastery of key terms and concepts as well as application of course content. 2. Critical issue term paper to evaluate ability to analyze critically and synthesize. 3. Research report and oral presentation of a disability to demonstrate the ability to gather information and synthesize data to be shared with an audience. 4. Observation of a child with special needs to demonstrate the ability to record and interpret information. 5. Interview a parent of a child with special needs to evaluate ability to critically |

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | | analyze the grief process stages, challenges, needs, and assets of parents or primary caregivers.<br><br>6. Community agencies report to demonstrate the ability to identify, use or share community resources, and gather community services information for practitioners and families. | analyze the grief process stages, challenges, needs, and assets of parents or primary caregivers.<br><br>6. Community agencies report to demonstrate the ability to identify, use or share community resources, and gather community services information for practitioners and families. |
| ❗ | **Essential Student Materials/Essential College Facilities** | **Essential Student Materials:**<br>• None.<br><br>**Essential College Facilities:**<br>• None. | **Essential Student Materials:**<br>• None<br><br>**Essential College Facilities:**<br>• None |

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

| | **Examples of Primary Texts and References** | | |

**Current Version**

| | |
|---|---|
| **Title** | No value |
| **Author** | Allen, K. Eileen., and Glynnis E. Cowdrey. "The exceptional Child: inclusion in early childhood education". 8th ed. Stamford, CT: Cengage Learning, 2015. |
| **Publisher** | No value |
| **Date/Edition** | No value |
| **ISBN** | No value |

**Proposed Version**

| | |
|---|---|
| **Title** | The Exceptional Child: inclusion in early childhood education |
| **Author** | Allen, K. Eileen., and Glynnis E. Cowdrey |
| **Publisher** | CT: Cengage Learning |
| **Date/Edition** | 9th ed., 2021 |
| **ISBN** | 9780357630693 |

| | |
|---|---|
| **Title** | Adapting Early Childhood Curriculum for Children in Inclusion Settings |
| **Author** | Cook, Ruth E., Tessier, Annette, & Klein, M. Diane |
| **Publisher** | Merrill-Prentice Hall |
| **Date/Edition** | 6th ed., 2023 |
| **ISBN** | 9780130832016 |

| | |
|---|---|
| **Title** | An Introduction to Young Children with Special Needs |
| **Author** | Gargiulo, Richard M. & Kilgo, Jennifer |
| **Publisher** | Delmar/Thompson Learning |
| **Date/Edition** | 5th Ed., 2019 |
| **ISBN** | 9781544322063 |

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| ❗ | **Suggested Reading List** | | No value |

**Reading List**: Cook, Ruth E., Tessier, Annette, & Klein, M. Diane. "Adapting Early Childhood Curricula for Children in Inclusive Settings". 5th Edition. Merrill-Prentice Hall, 2000.

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

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**Reading List**: Gargiulo, Richard M. & Kilgo, Jennifer. "Young Children with Special Needs". Delmar/Thompson Learning, 2004.

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

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**Reading List**: Gibb, Gordon S. & Taylor-Dyches, Tina. "Guide to Write Quality Individualized Education Programs: What's Best for Students with Disabilities?", Allyn and Bacon, 2000.

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

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

| **Reading List** | Hanson, Marci & Lynch, Eleanor W. "Early Intervention: Implementing Child and Family Services for Infants and Toddlers Who Are At Risk or Disabled". PRO-ED, Inc., 1995. | |
| **May include, but are not limited to** | No value | |

| **Reading List** | Hunt, Nancy & Marshall, Kathleen. "Exceptional Children and Youth". 4th Edition. Houghton Mifflin Company, 2006. | |
| **May include, but are not limited to** | No value | |

| **Reading List** | Kirk, Samuel A., Gallengher, James J. & Anastasio W. "Educating Exceptional Children". 11th Edition. Houghton Mifflin Company: Boston-NewYork, 2005. | |

| Changed | Field | Current Version | Proposed Version |
|---------|-------|-----------------|------------------|
| | **May include, but are not limited to** | No value | |
| | **Reading List** | Lynch, Eleanor W. & Hanson, Marci J. "Developing Cross-Cultuiral Competence: A Guide for Working with Young Children and Their Families". Paul H. Brookes Publishing Co., Inc. 1992. | |
| | **May include, but are not limited to** | No value | |
| | **Reading List** | "Project Exceptional". California Institute on Human Services. California Department of Education, 1995. | |
| | **May include, but are not limited to** | No value | |
| | **Reading List** | Richey, David D. & Wheeler, John J. "Inclusive Early Childhood Education". Delmar/Thomson Learning, 2000. | |
| | **May** | | |

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | **May include, but are not limited to** | No value | |
| | **Reading List** | "Special Education Rights and Responsibilities". Community Alliance for Special Education and Protection and Advocacy, Inc. 7th Edition. CASE/PAI, 1998. | |
| | **May include, but are not limited to** | No value | |
| | **Reading List** | Ysseldyke, James E.,Algozzine, Bob & Thurlow, Martha L. "Critical Issues in Special education". 3rd Edition. Houghton Mifflin Company: Boston-New York, 2000. | |
| | **May include, but are not limited to** | No value | |

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | **Reading List** | California Early Start Program. "Central Directory of Early Intervention Resources: A Guide to State and Regional Publicly Funded Agencies and Resources in California". California Early Start Program: 2006. | |
| | **May include, but are not limited to** | No value | |

## Learning Outcomes and Objectives

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | **Course Objectives** | <ul><li>Examine the key contributions of developmental theorists, advocates and legal decisions in influencingbest practices in early childhood special education.</li><li>Explain various strategies that support collaborative practices in promoting the optimal development of children within the context of their family and community.</li><li>Identify and describe characteristics of specific disabilities.</li><li>Describe the sequence of development and the interrelationships among developmental areas.</li><li>Examine the skills needed by early childhood special education workers and teachers.</li><li>Summarize the steps in the referral process including observation, documentation, screening, and assessment.</li><li>Identify family, service and cultural issues in early intervention and special education; and benefits of using a strength based approach in working with children with special needs and their families.</li><li>Identify issues related to reviewing IFSPs and IEPs.</li><li>Describe brain development research and the implications for working with young children.</li><li>Identify community resources that meet the needs of children with special needs and their families.</li></ul> | <ul><li>Examine the key contributions of developmental theorists, advocates and legal decisions in influencingbest practices in early childhood special education.</li><li>Explain various strategies that support collaborative practices in promoting the optimal development of children within the context of their family and community.</li><li>Identify and describe characteristics of specific disabilities.</li><li>Describe the sequence of development and the interrelationships among developmental areas.</li><li>Examine the skills needed by early childhood special education workers and teachers.</li><li>Summarize the steps in the referral process including observation, documentation, screening, and assessment.</li><li>Identify family, service and cultural issues in early intervention and special education; and benefits of using a strength based approach in working with children with special needs and their families.</li><li>Identify issues related to reviewing IFSPs and IEPs.</li><li>Describe brain development research and the implications for working with young children.</li><li>Identify community resources that meet the needs of children with special needs and their families.</li></ul> |

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

**CSLOs**

| CSLOs | Recognize various exceptionalities and conditions of children and identify interventions based on the developmental continuum. |
|---|---|
| **Expected SLO Performance** | 0.0 |

| CSLOs | Recognize various exceptionalities and conditions of children and identify interventions based on the developmental continuum. |
|---|---|
| **Expected SLO Performance** | 0.0 |

| CSLOs | Evaluate the role of history and society in shaping current policies related to best practices of inclusion and serving children with special needs. |
|---|---|
| **Expected SLO Performance** | 0.0 |

| CSLOs | Evaluate the role of history and society in shaping current policies related to best practices of inclusion and serving children with special needs. |
|---|---|
| **Expected SLO Performance** | 0.0 |

| CSLOs | Communicate with families and community members in supporting inclusion of children with special needs. |
|---|---|
| **Expected SLO Performance** | 0.0 |

| CSLOs | Communicate with families and community members in supporting inclusion of children with special needs. |
|---|---|
| **Expected SLO Performance** | 0.0 |

**Course Outline**

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | **Course Content** | 1. Examine the key contributions of developmental theorists, advocates and legal decisions in influencing best practices in early childhood special education.<br>   1. Section 504 of the rehabilitation act of 1973<br>   2. Legal issues and Landmark Legislation<br>   3. National Educational Goals Reflected in Special Education Practices<br>   4. Americans with Disabilities Act and related California Statutes<br>2. Explain various strategies that support collaborative practices in promoting the optimal development of children within the context of their family and community.<br>   1. The System of Personnel<br>     1. Allied health<br>     2. Special education<br>     3. Community services<br>   2. Summarize the steps in the referral process including observation, documentation, screening, and assessment.<br>3. Identify and describe characteristics of specific disabilities.<br>   1. Autism<br>   2. Children who are deaf, deaf/blind, severe and moderate, hard of hearing and/or have severe speech and language problems<br>   3. Visual Impairments (blind and partially sighted)<br>   4. Severe orthopedic disabilities<br>     1. Congenital Disabilities<br>     2. Acquired disabilities | 1. Examine the key contributions of developmental theorists, advocates and legal decisions in influencing best practices in early childhood special education.<br>   1. Section 504 of the rehabilitation act of 1973<br>   2. Legal issues and Landmark Legislation<br>   3. National Educational Goals Reflected in Special Education Practices<br>   4. Americans with Disabilities Act and related California Statutes<br>2. Explain various strategies that support collaborative practices in promoting the optimal development of children within the context of their family and community.<br>   1. The System of Personnel<br>     1. Allied health<br>     2. Special education<br>     3. Community services<br>   2. Summarize the steps in the referral process including observation, documentation, screening, and assessment.<br>3. Identify and describe characteristics of specific disabilities.<br>   1. Autism<br>   2. Children who are deaf, deaf/blind, severe and moderate, hard of hearing and/or have severe speech and language problems<br>   3. Visual Impairments (blind and partially sighted)<br>   4. Severe orthopedic disabilities<br>     1. Congenital Disabilities<br>     2. Acquired disabilities |

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

5. Serious emotional disturbances
   1. Influencing factors (biological, social and emotional)
   2. Types of emotional disorders
6. Severe developmental disability
7. Health Impairments
8. Learning Disabilities
   1. Learning disorders
   2. ADD-ADHD
9. Developmental Disabilities (delays and differences)
10. Other disabilities not served
11. Other special needs eligible for services
    1. Gifted and talented
    2. Second language learners
4. Describe the sequence of development and the interrelationships among developmental areas.
   1. Prenatal development and risk factors.
   2. Genetically inherited conditions.
   3. Environmental factors.
   4. Cognitive.
   5. Communication and language
   6. Social and emotional
   7. Mental health.
   8. Physical
5. Examine the skills needed by early childhood special education workers and teachers.
   1. Cultural awareness: reflecting on your values
   2. Certification and training option for early intervention
   3. Characteristics of the "effective interventionist"

| | Proposed Version |
|---|---|

5. Serious emotional disturbances
   1. Influencing factors (biological, social and emotional)
   2. Types of emotional disorders
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   1. Learning disorders
   2. ADD-ADHD
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   3. Environmental factors.
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   5. Communication and language
   6. Social and emotional
   7. Mental health.
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   1. Cultural awareness: reflecting on your values
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| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|

6. Summarize the steps in the referral process including observation, documentation, screening, and assessment.
   1. Observation as the basis for understanding and assessing children
      1. Observational techniques defined and practice (running record, anecdotal records, ABC narratives, time and event samples, rating scales and checklists, interviews, and case studies)
      2. Determining the most appropriate observational technique
   2. Developmental screenings and assessments.
   3. Facilitating learning
      1. Adaptive devices
      2. Accommodations
      3. Classroom management
      4. Teaching tools
      5. Community agencies and other support
      6. Environment for success
      7. Individualized Family Service Plan (IFSP) and the Individualized Education Plan (IEP)
         1. Definitions
         2. Requirements
         3. Components
7. Identify family, service and cultural issues in early intervention and special

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      1. Adaptive devices
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      3. Classroom management
      4. Teaching tools
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7. Identify family, service and cultural issues in early intervention and special

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | | education; and benefits of using a strength based approach in working with children with special needs and their families.<br>  1. Improving the service delivery and standards<br>  2. Alternative education for children with special needs<br>  3. The perspectives in classifying children: categories and labeling<br>  4. Issues regarding assessment, instruction and early intervention<br>  5. Grief, stress and coping strategies.<br>  6. Supporting families.<br>8. Identify issues related to reviewing IFSPs and IEPs.<br>  1. Diversity in early intervention<br>    1. Diverse approaches to disability and the implementation of related services<br>    2. Importance of linguistically appropriate services<br>    3. Expectations of families in different cultures<br>    4. Values and attitudes of diverse families<br>    5. Goal setting<br>    6. Using local resources, FIRST 5 System of Care<br>  2. Parents as Advocates<br>    1. Informing parents about laws and regulations<br>    2. Providing advocacy tools<br>9. Describe brain development research and the implications for working with young children.<br>  1. Plasticity of the brain and early experience | education; and benefits of using a strength based approach in working with children with special needs and their families.<br>  1. Improving the service delivery and standards<br>  2. Alternative education for children with special needs<br>  3. The perspectives in classifying children: categories and labeling<br>  4. Issues regarding assessment, instruction and early intervention<br>  5. Grief, stress and coping strategies.<br>  6. Supporting families.<br>8. Identify issues related to reviewing IFSPs and IEPs.<br>  1. Diversity in early intervention<br>    1. Diverse approaches to disability and the implementation of related services<br>    2. Importance of linguistically appropriate services<br>    3. Expectations of families in different cultures<br>    4. Values and attitudes of diverse families<br>    5. Goal setting<br>    6. Using local resources, FIRST 5 System of Care<br>  2. Parents as Advocates<br>    1. Informing parents about laws and regulations<br>    2. Providing advocacy tools<br>9. Describe brain development research and the implications for working with young children.<br>  1. Plasticity of the brain and early experience |

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | | 2. The role of experience in brain development<br>3. Environmental factors such as human stimulation and interaction, nutrition, stress<br>10. Identify community resources that meet the needs of children with special needs and their families.<br>    1. Inclusion early education programs.<br>    2. Respite care.<br>    3. Recreational programs.<br>    4. Other community agencies and support. | 2. The role of experience in brain development<br>3. Environmental factors such as human stimulation and interaction, nutrition, stress<br>10. Identify community resources that meet the needs of children with special needs and their families.<br>    1. Inclusion early education programs.<br>    2. Respite care.<br>    3. Recreational programs.<br>    4. Other community agencies and support. |
| | **Lab Component in this Course** | No | No |
| | **Lab Outline** | No value | No value |

## Req/Adv

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| | **Prerequisite(s):** | No Value | No Value |
| | **Corequisite(s):** | No Value | No Value |
| | **Advisory(ies):** | ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. | ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. |
| | **Advisory(ies) - Other:** | No Value | No Value |
| | **Limitation(s) on Enrollment:** | No Value | No Value |
| | **Limitation(s) on Enrollment - Other:** | No Value | No Value |

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| | **Entrance Skills(s):** | No Value | No Value |
| | **Entrance Skill(s) - Other:** | No Value | No Value |
| | **General Course Statement(s):** | No Value | No Value |
| | **General Course Statement(s) - Other:** | No Value | No Value |

## Curriculum Office

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| ❗ | **Banner Start Term (202122)** | 202122 | No Value |
| ❗ | **Banner Division** | 2SS | 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)** | C D 060 | C D 060 |
| | **Course Status** | Non-substantial | Non-substantial |
| ❗ | **Course Status Code** | A | No Value |

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

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| ❗ | **Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)** | N | No Value |
| ❗ | **Noncredit Enhanced Funding Indicator** | N | No Value |
| ❗ | **In Service Indicator** | N | No Value |
| ❗ | **Sports/Physical Education Course Indicator** | N | No Value |
| ❗ | **COA Code** | C | No Value |
| ❗ | **Fund Code** | 114000 | No Value |
| ❗ | **Organization Code** | 239013 | No Value |
| ❗ | **Account Code** | 1320 | No Value |
| ❗ | **Program Code** | 130500 | No Value |
| ❗ | **Percent** | 100 | No Value |
| | **Curriculum Office Notes** | • Requisite change appr. 1/17/23 (effect. F23).-cc | • Requisite change appr. 1/17/23 (effect. F23).-cc |
| ❗ | **Print/No Print to Catalog** | Yes | No Value |
| | **Checklist** | No Value | No Value |

## Summary of Revisions

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| | **Basic Course Information** | No Value | No Value |
| | **Units and Hours** | No Value | No Value |
| ❗ | **Specifications** | No Value | Updated textbooks and references to reflect current publications |
| | **Outline** | No Value | No Value |
| | **Other** | No Value | No Value |

## Blue Form

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

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

## A-Matrix Form

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

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

## B-Matrix Form

| Changed | Questions | Current Version | Proposed Version |
|---------|-----------|-----------------|------------------|
| | **ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.** | No Value | No Value |

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| ❗ | **Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.** | No Value | Assignment A: Student complete weekly reading assignments in textbook. Evaluation A: Student will complete essay or combination essay and objective midterm or quizzes and final exam to evaluate comprehension and mastery of key terms and concepts as well as application of course content. |
| ❗ | **Objective 2: Develop analytical ideas and topics for essays.** | No Value | Assignment E: Student will interview with a parent of a child with exceptional need. Evaluation E: Interview a parent of a child with special needs to evaluate ability to critically analyze the grief process stages, challenges, needs, and assets of parents or primary caregivers. |
| ❗ | **Objective 3: Compose and support thesis statements for analytical essays.** | No Value | Assignment D: Student will conduct an observation of a child with exceptional needs. Evaluation D: Observation of a child with special needs to demonstrate the ability to record and interpret information. Comprehension and application of observation and data gathering skills, as well as organization and structure of the analysis report is evaluated. |
| | **Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.** | No Value | No Value |
| | **Objective 5: Identify and practice writing for different audiences and purposes.** | No Value | No Value |

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| ❗ | **Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.** | No Value | Assignment F: Student will Research and study 5 community agencies and complete a community based learning essay. Evaluation F: Student will complete community agencies report to demonstrate the ability to identify, use or share community resources, and gather community services information for practitioners and families. |
| | **Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.** | No Value | No Value |
| | **Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.** | No Value | No Value |
| | **Objective 9: Demonstrate appropriate grammar usage and mechanics.** | No Value | No Value |

## C-Matrix Form

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

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

## D-Matrix Form

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

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

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

## E-Matrix Form

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

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

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

**F-Matrix Form**

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

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

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

**G-Matrix Form**

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

## H-Matrix Form

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| | **Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc… list the prerequisite(s) to participate in the program.** | No Value | No Value |
| | **Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc… list the prerequisite(s) to participate in the cohort.** | No Value | No Value |

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| | **Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.** | No Value | No Value |
| | **Objective 4: For Prerequisites based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills, i.e. such as a course.** | No Value | No Value |

## De Anza GE Form

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

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

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| | **Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)** | No Value | No Value |
| | **Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)** | No Value | No Value |
| Changed | Questions | Current Version | Proposed Version |

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

## De Anza GE - ESGC Form

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

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

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

**Comments**

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|

| Changed | Questions | Current Version | Proposed Version | | | | |
|---|---|---|---|---|---|---|---|
| | **Stage 2: Department Chair** | No Value | No Value | | | | |
| ❗ | **Stage 3: Division Curriculum Representative** | No Value | **Date** | **Name - Role OR Tab** | **Part - Field** | **Type of Edit** | **Edit** | **Initiator - Indicate "Y" When Completed** |
| | | | 2/27/24 | RG - Div Rep | Course Description | Needs to be a complete sentence | Yes | completed 2/29/24 |
| | **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 | **Date** | **Name - Role OR Tab** | **Part - Field** | **Type of Edit** | **Edit** | **Initiator - Indicate "Y" When Completed** |

| | | | **Date** | **Name - Role OR Tab** | **Part - Field** | **Type of Edit** | **Edit** | **Initiator - Indicate "Y" When Completed** |
|---|---|---|---------|------|------|------|------|------|
| | | | 4/4/24 | Zack Judson | Matrix B | Required | Not all activities match the COR | Y |

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

## Course Administration Codes

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

| Changed | Field | Current Version |
|---------|-------|-----------------|
| | **Curriculum ID** | C DD060. |
| | **Distance Education Approved** | No |
| | **Board of Trustees Approval Date** | |
| | **Curriculum Committee Approval Date** | |

| Changed | Field | Current Version |
|---|---|---|
| | **Time to Next Review** | Sep 1, 2023 12:00:00 AM |
| | **External Review Approval Date** | Sep 1, 2018 12:00:00 AM |
| | **Course Control Number** | CCC000003092 |

## Articulation

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

**Summary of Changes**

| Section | Changed field |
|---|---|
| General Information | Faculty Initiator |
| General Information | Effective Term |
| General Information | Course Description |
| General Information | Course Type (CB27) |
| General Information | Mode of Delivery |
| Faculty Requirements | Discipline 1 |
| Faculty Requirements | FSA |
| Transferability & Gen. Ed. Options | GE Information |
| Specifications | Methods of Instruction |
| Specifications | Methods of Evaluation |
| Specifications | Essential Student Materials/Essential College Facilities |
| Specifications | Examples of Primary Texts and References |
| Specifications | Suggested Reading List |
| Learning Outcomes and Objectives | CSLOs |
| Curriculum Office | Banner Start Term (202122) |
| Curriculum Office | Banner Division |
| Curriculum Office | Catalog Term (21-22) |
| Curriculum Office | 5 Year Revision Year (2021) |
| Curriculum Office | Effective Quarter |
| Curriculum Office | Effective Year (2021) |
| Curriculum Office | Course Status Code |
| Curriculum Office | Banner Department |
| Curriculum Office | Course Level |
| Curriculum Office | College Code |
| Curriculum Office | CTE Status |
| Curriculum Office | Emergency Approval |
| Curriculum Office | Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction) |

| Section | Changed field |
| --- | --- |
| Curriculum Office | Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training) |
| Curriculum Office | Noncredit Enhanced Funding Indicator |
| Curriculum Office | In Service Indicator |
| Curriculum Office | Sports/Physical Education Course Indicator |
| Curriculum Office | COA Code |
| Curriculum Office | Fund Code |
| Curriculum Office | Organization Code |
| Curriculum Office | Account Code |
| Curriculum Office | Program Code |
| Curriculum Office | Percent |
| Curriculum Office | Print/No Print to Catalog |
| Summary of Revisions | Basic Course Information |
| Summary of Revisions | Specifications |
| B-Matrix Form | Objective 2: Develop analytical ideas and topics for 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.) |
| 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? |

| 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 | • Brandon Gainer | • Janet Shaw |
| | Course ID (CB01A and CB01B) | DANCD022K | DANCD022K |
| | Course Control Number | CCC000041931 | CCC000041931 |
| | Course Title (CB02) | Theory and Technique of Ballet I | Theory and Technique of Ballet I |
| | Short Course Title | THEOR/TECH BALLET I | THEOR/TECH BALLET I |
| | TOP Code (CB03) | 1008.00 | 1008.00 Dance |
| | CIP Code | Dance, General | 50.0301 Dance, General |
| | Department | DANC - Dance | DANC - Dance |
| ❗ | Effective Term | Fall 2023 | Fall ~~2023~~ 2025 |
| | SAM Priority Code (CB09) | Non-Occupational | Non-Occupational |
| ❗ | Course Description | Introduction to the discipline and creative art of classical ballet, focusing on the development of elementary movement theory and techniques, including ballet barre and elementary center floor exercises. | ~~Introduction~~ This dance class is an introduction to the study and practice of the discipline and creative art of classical ballet, focusing on the development of ~~elementary~~ basic movement theory and techniques, including ballet barre and ~~elementary~~ basic center floor exercises. |
| ❗ | 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 | • Dance |
| | Discipline 2 | No value | No value |
| | Discipline 3 | No value | No value |
| ❗ | FSA | No value | • FHDA FSA - DANCE |

## 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 and is UC and CSU transferable. It belongs on the Liberal Arts A.A. (Arts and Letters Emphasis). This is the first course in basic ballet technique to introduce students to this classic dance form. | This course meets a general education requirement for De Anza and ~~CSUGE~~ CSU GE and is UC and CSU transferable. It belongs on the Liberal Arts A.A. (Arts and Letters Emphasis). This is the first course in basic ballet technique to introduce students to this classic dance form. |

## Stand-Alone Statement

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

## Course Philosophy

| Changed | Field | Current Version | Proposed Version |
|---------|-------|-----------------|------------------|
| | **Course Philosophy** | The courses in the Dance/Theatre Department are dedicated to making the connections between the physical, psychological, and mental health of our students, and their individual self expression. | The courses in the Dance/Theatre Department are dedicated to making the connections between the physical, psychological, and mental health of our students, and their individual self expression. |

## 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 | No |

## Honors/Non-honors Course

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

## Mirrored Credit/Noncredit Course

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| ❗ | **Is this a mirrored credit/noncredit course?** | No value | No |

## Cross-listed Course

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

## More Options

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | **Basic Skill Status (CB08)** | Course is not a basic skills course. | Course is not a basic skills course. |
| | **Course Prior To College Level** | Not applicable. | Not applicable. |
| | **Course Special Class Status (CB13)** | Course is not a special class. | Course is not a special class. |
| | **Course Support Status (CB26)** | Course is not a support course | Course is not a support course |
| | **Repeat Limit** | 0 | 0 |
| | **Grade Options** | • Letter Grade<br>• Pass/No Pass | • Letter Grade<br>• Pass/No Pass |
| | **Allow Students to Gain Credit by Exam/Challenge** | ☐ | ☐ |

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | **Repeatability Statement** | (This course is included in the Ballet and Conditioning 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 Ballet and Conditioning Family of activity courses. Please see the rules on "Repeating Courses" in the College Policies section of the catalog.) |

## Associated Programs

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

**Course is part of a program**

| **Associated Program** | Liberal Arts (Arts and Letters Emphasis) | **Associated Program** | Liberal Arts (Arts and Letters Emphasis) |
|---|---|---|---|
| **Award Type** | Associate in Arts (A.A.) Degree | **Award Type** | Associate in Arts (A.A.) Degree |

| **Associated Program** | Liberal Arts (Arts and Letters Emphasis) | **Associated Program** | Liberal Arts (Arts and Letters Emphasis) |
|---|---|---|---|
| **Award Type** | Associate in Arts (A.A.) Degree | **Award Type** | Associate in Arts (A.A.) Degree |

| **Associated Program** | Liberal Arts (Arts and Letters Emphasis) | **Associated Program** | Liberal Arts (Arts and Letters Emphasis) |
|---|---|---|---|
| **Award Type** | Associate in Arts (A.A.) Degree | **Award Type** | Associate in Arts (A.A.) Degree |

| **Associated Program** | Kinesiology for Transfer (In Development) | **Associated Program** | Kinesiology for Transfer (In Development) |
|---|---|---|---|
| **Award Type** | Associate in Arts for Transfer (A.A.-T.) Degree | **Award Type** | Associate in Arts for Transfer (A.A.-T.) Degree |

| **Associated Program** | CSU GE | **Associated Program** | CSU GE |
|---|---|---|---|
| **Award Type** | Certificate of Achievement-Advanced (COA-A) | **Award Type** | Certificate of Achievement-Advanced (COA-A) |

| **Associated Program** | CSU GE | **Associated Program** | CSU GE |
|---|---|---|---|
| **Award Type** | Certificate of Achievement-Advanced (COA-A) | **Award Type** | Certificate of Achievement-Advanced (COA-A) |

| **Associated Program** | CSU GE | **Associated Program** | CSU GE |
|---|---|---|---|
| **Award Type** | Certificate of Achievement-Advanced (COA-A) | **Award Type** | Certificate of Achievement-Advanced (COA-A) |

| **Associated Program** | Associate in Arts in Kinesiology for Transfer | **Associated Program** | Associate in Arts in Kinesiology for Transfer |
|---|---|---|---|
| **Award Type** | Associate in Arts for Transfer (A.A.-T.) Degree | **Award Type** | Associate in Arts for Transfer (A.A.-T.) Degree |

| **Associated Program** | Kinesiology for Transfer | **Associated Program** | Kinesiology for Transfer |
|---|---|---|---|
| **Award Type** | Associate in Arts for Transfer (A.A.-T.) Degree | **Award Type** | Associate in Arts for Transfer (A.A.-T.) Degree |

## Transferability & Gen. Ed. Options

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | Transfer Status (CB05) | Transferable to both UC and CSU | Transferable to both UC and CSU |
| | Course General Education Status (CB25) | Y | Y |
| | Transfer Status | Approved | Approved |
| ❗ | GE Information | | |

**Current Version:**

| System/Institution | De Anza GE |
|---|---|
| Area(s) | • 2GEP - Approved. |
| - | No value |

| System/Institution | CSU GE |
|---|---|
| Area(s) | • CGEP - Approved. |
| - | No value |

**Proposed Version:**

| System/Institution | De Anza GE |
|---|---|
| Area(s) | • 2GEP - Approved. |
| - | No value |

## Weekly Student Hours - Profile Name: Default Profile

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

## Course Student Hours - Profile Name: Default Profile

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

| 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

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | **COURSE CLASSIFICATION STATUS** | Credit Course. | Credit Course. |

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

## Credit Units

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | **Course Duration (Weeks)** | 12 | 12 |
| | **Total Lecture Hours per Term** | - | 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 | Lecture and visual aids<br>Discussion of assigned reading<br>Quiz and examination review performed in class<br>Extended projects<br>Field observation and field trips<br>Collaborative learning and small group exercises |

| Methods of Instruction | Methods of Instruction |
|---|---|
| Methods of Instruction | Lecture and visual aids<br>Discussion of assigned reading<br>Discussion and problem-solving performed in class<br>Quiz and examination review performed in class<br>Extended projects<br>Field observation and field trips<br>Collaborative learning and small group exercises |

**Assignments**

Current Version:
1. Reading assignments from text, reference materials and handouts
2. Written critique of live ballet performance.
3. Preparation of final skill demonstration of basic ballet techniques with oral description of specific ballet steps using correct ballet vocabulary.

Proposed Version:
1. Reading assignments from text, reference materials and handouts/posted material in Canvas
2. Written critique of live and/or video ballet performance.
3. Preparation of final skill demonstration of basic ballet techniques with oral description of specific ballet steps using correct ballet vocabulary.

**Methods of Evaluation**

| Methods of Evaluation | |
|---|---|
| Methods of Evaluation | 1. Written quiz covering ballet terminology, theory, and history evaluated on correctness and accuracy of description/explanation.<br>2. Evaluation of student's critique of live performance based on ability to logically state and support and express opinion of the dance performance.<br>3. Evaluation of student's execution of basic ballet technique via a final skill exam on selected barre and center floor work. |

| Methods of Evaluation | Methods of Evaluation |
|---|---|
| Methods of Evaluation | 1. Written quiz covering basic ballet terminology, theory, and history evaluated on correctness and accuracy of description/explanation.<br>2. Evaluation of student's critique of live or video performance based on ability to logically state and support and express opinion of the dance performance.<br>3. Evaluation of student's execution of basic ballet technique via a final skill exam on selected barre and center floor work. |

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| ❗ | **Essential Student Materials/Essential College Facilities** | **Essential Student Materials:**<br>• Leotard, tights, and ballet shoes<br><br>**Essential College Facilities:**<br>• Dance studio, media playback and projection facilities | **Essential Student Materials:**<br>• Leotard, tights, and ballet shoes<br><br>**Essential College Facilities:**<br>• Dance studio with ballet barres, media/audio playback, projection facilities, wi-fi (hard wire OK), and mirrors |

| Changed | Field | Current Version | | Proposed Version | |
|---|---|---|---|---|---|
| ❗ | **Examples of Primary Texts and References** | **Title** | No value | **Title** | Beginning Ballet |
| | | **Author** | *Fahey, Thomas; Insel, Paul' Roth, Walton. "Fit and Well". 10th Brief Ed. Boston, Ma: McGraw Hill Publishing Co, 2011. | **Author** | Gayle Kassing |
| | | | | **Publisher** | Human Kinetics Publishers |
| | | **Publisher** | No value | **Date/Edition** | 2013 |
| | | **Date/Edition** | No value | **ISBN** | • ISBN-13: MTC:22912594 |
| | | **ISBN** | No value | | |
| | | | | **Title** | Ballet Companion |
| | | **Title** | No value | **Author** | Eliza Gaynor Minden |
| | | **Author** | *Hammond, Sandra Noll. "Ballet Basics". New York, NY: McGraw-Hill, 2008. | **Publisher** | Simon & Schuster |
| | | | | **Date/Edition** | 2005 |
| | | **Publisher** | No value | **ISBN** | No value |
| | | **Date/Edition** | No value | | |
| | | **ISBN** | No value | **Title** | Diet for Dancers: A Complete Guide to Nutrition and Weight Control |
| | | **Title** | No value | **Author** | Robin D. Chmelar, Sally S. Fitt |
| | | **Author** | Green Haas, Jacqui."Dance Anatomy".1st Ed.Human Kinetics,2010 | **Publisher** | Princeton Book Company |
| | | | | **Date/Edition** | 1995. |
| | | **Publisher** | No value | **ISBN** | ISBN:9780916622893 |
| | | **Date/Edition** | No value | | |
| | | **ISBN** | No value | **Title** | Fit & Well: Core Concepts and Labs in Physical Fitness and Wellness, 16th Edition |
| | | | | **Author** | Thomas Fahey, Paul Insel and Walton Roth |
| | | | | **Publisher** | McGraw Hill Publishing Co |
| | | | | **Date/Edition** | 16th Edition 2025 |
| | | | | **ISBN** | ISBN10: 1266356606 \| ISBN13: 9781266356605 |
| | | | | **Title** | Dance Anatomy-2nd Edition |
| | | | | **Author** | Haas, Jacqui Greene |
| | | | | **Publisher** | Human Kinetics, |
| | | | | **Date/Edition** | 2018-2nd Edition |
| | | | | **ISBN** | ISBN 1492545171, 9781492545170 |

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| ❗ | **Suggested Reading List** | | No value |

| | |
|---|---|
| **Reading List** | Chmelar, Robin. "Diet for Dancers: A Complete Guide to Nutrition and Weight Control". Princton, NJ: Princton Book Co Pub, 1995. |
| **May include, but are not limited to** | No value |

| | |
|---|---|
| **Reading List** | Ellison,Nancy. "The Ballet Book(Learning and Appreciating the Secrets of Dance American Ballet Thratre"). New York, NY: Universe Publishing, 2003. |
| **May include, but are not limited to** | No value |

| | |
|---|---|
| **Reading List** | Grant, Gail. "Technical Manual and Dictionary of Classical Ballet". New York: Dover Publications, 1982. |
| **May include, but are not limited to** | No value |

| | |
|---|---|
| **Reading List** | American Ballet Theatre Dictionary: http://www.abt.org/education/dictionary/index.html |
| **May include, but are not limited to** | No value |

## Learning Outcomes and Objectives

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | **Course Objectives** | <ul><li>Analyze and employ basic elements of classical ballet technique.</li><li>Demonstrate basic body awareness and recognize how the basic concepts of exercise, physiology, and nutrition relate to the ballet dancer.</li><li>Recognize ballet as an art form through the identification of major historical global origins and international development, major works, and artists.</li></ul> | <ul><li>Analyze and employ basic elements of classical ballet technique.</li><li>Demonstrate basic body awareness and recognize how the basic concepts of exercise, physiology, and nutrition relate to the ballet dancer.</li><li>Recognize ballet as an art form through the identification of major historical global origins and international development, major works, and artists.</li></ul> |
| ❗ | **CSLOs** | | |

| **CSLOs** | Analyze and employ basic elements of classical ballet technique. |
|---|---|
| **Expected SLO Performance** | 0.0 |

| **CSLOs** | Perform elementary center floor exercises with proper body placement and coordination. |
|---|---|
| **Expected SLO Performance** | 0.0 |

| **CSLOs** | Analyze and employ basic elements of classical ballet technique. |
|---|---|
| **Expected SLO Performance** | 0.0 |

| **CSLOs** | Perform basic center floor exercises with proper body placement and coordination. |
|---|---|
| **Expected SLO Performance** | 0.0 |

**Course Outline**

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | **Course Content** | 1. Analyze and employ basic elements of classical ballet technique.<br>  1. The five positions of the feet, legs and arms<br>  2. The contact points of the leg: cou-de-pied, demi-height, retire, and passe<br>  3. Head positions used in classical ballet: erect, raised, lowered, turned, and inclined<br>  4. Principles of balance<br>  5. Alignment: weight placement (center of gravity), outward rotation of hips, parallel alignment of hips and shoulders, and care of the body<br>  6. Spatial orientation: directions of the studio and, corresponding stage directions (Italian School)<br>  7. Time orientation: the relationship of music and dance: beat, metre, and tempo<br>  8. The importance of line<br>  9. Develop cardiovascular endurance<br>2. Demonstrate basic body awareness and recognize how the basic concepts of exercise, physiology, and nutrition relate to the ballet dancer.<br>  1. Body awareness and carriage; coordination and movement<br>  2. Employ techniques for overall flexibility<br>  3. Employ aerobic training<br>  4. Improve efficiency and body mechanics<br>    1. Identify theories about stretching during warm-up<br>    2. Identify theories about stretching post exercise<br>  5. Recognize a balanced diet for wellness<br>    1. Appreciate the importance of eating before class<br>    2. Appreciate the importance post class food and fluids<br>  6. Comprehend nutritional concepts with special notes regarding specific needs for various populations: youth, adults, older adults, males and females<br>  7. Comprehend flexibility concepts with special notes regarding specific needs for various populations: youth, adults, older adults, males and females<br>  8. Learn and use techniques to avoid common injuries to the ballet dancer.<br>3. Recognize ballet as an art form through the identification of major historical global origins and international development, major works, and artists.<br>  1. Historical overview: works and artists of the past and present King Louis XIV Anna Pavlova,Vaslav Nijinsky, Serge Diaghilev, George Balanchine, Jerome Robbins<br>    Arthur Mitchell, Contemporary artist of | 1. Analyze and employ basic elements of classical ballet technique.<br>  1. The five positions of the feet, legs and arms<br>  2. The contact points of the leg: cou-de-pied, demi-height, retire, and passe<br>  3. Head positions used in classical ballet: erect, raised, lowered, turned, and inclined<br>  4. Principles of balance<br>  5. Alignment: weight placement (center of gravity), outward rotation of hips, parallel alignment of hips and shoulders, and care of the body<br>  6. Spatial orientation: directions of the studio and, corresponding stage directions (Italian School)<br>  7. Time orientation: the relationship of music and dance: beat, metre, and tempo<br>  8. The importance of line<br>  9. Develop cardiovascular endurance<br>2. Demonstrate basic body awareness and recognize how the basic concepts of exercise, physiology, and nutrition relate to the ballet dancer.<br>  1. Body awareness and carriage; coordination and movement<br>  2. Employ techniques for overall flexibility<br>  3. Employ aerobic training<br>  4. Improve efficiency and body mechanics<br>    1. Identify theories about stretching during warm-up<br>    2. Identify theories about stretching post exercise<br>  5. Recognize a balanced diet for wellness<br>    1. Appreciate the importance of eating before class<br>    2. Appreciate the importance post class food and fluids<br>  6. Comprehend nutritional concepts with special notes regarding specific needs for various populations: youth, adults, older adults, males and females<br>  7. Comprehend flexibility concepts with special notes regarding specific needs for various populations: youth, adults, older adults, males and females<br>  8. Learn and use techniques to avoid common injuries to the ballet dancer.<br>3. Recognize ballet as an art form through the identification of major historical global origins and international development, major works, and artists.<br>  1. Historical overview: works and artists of the past and present King Louis XIV Anna Pavlova,Vaslav Nijinsky, Serge Diaghilev, George Balanchine, Jerome Robbins<br>    Arthur Mitchell, Contemporary artist of |

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | | diversity (examples: Alonzo King, Choo San Goh)<br>2. The aesthetics of ballet<br>3. The relationship of ballet to other major dance forms<br>4. Identify theories of anaerobic vs. aerobic exercise | diversity (examples: Alonzo King, Choo San Goh)<br>2. The aesthetics of ballet<br>3. The relationship of ballet to other major dance forms<br>4. Identify theories of anaerobic vs. aerobic exercise |
| | **Lab Component in this Course** | No | No |
| | **Lab Outline** | No value | No value |

## Req/Adv

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| | **Prerequisite(s):** | No Value | No Value |
| | **Corequisite(s):** | No Value | No Value |
| | **Advisory(ies):** | ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. | ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. |
| | **Advisory(ies) - Other:** | No Value | No Value |
| | **Limitation(s) on Enrollment:** | No Value | No Value |
| | **Limitation(s) on Enrollment - Other:** | No Value | No Value |
| | **Entrance Skills(s):** | No Value | No Value |
| | **Entrance Skill(s) - Other:** | No Value | No Value |
| | **General Course Statement(s):** | (See general education pages for the requirements this course meets.) | (See general education pages for the requirements this course meets.) |
| | **General Course Statement(s) - Other:** | No Value | No Value |

## Curriculum Office

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| ❗ | **Banner Start Term (202122)** | 202122 | No Value |
| ❗ | **Banner Division** | 2CA | No Value |
| ❗ | **Catalog Term (21-22)** | 23-24 | No Value |

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| ❗ | **5 Year Revision Year (2021)** | 2018 | No Value |
| ❗ | **Effective Quarter** | Fall | No Value |
| ❗ | **Effective Year (2021)** | 2023 | No Value |
| | **Sort ID (00 < 10; 0 < 100)** | DANC 022K | DANC 022K |
| | **Course Status** | Non-substantial | Non-substantial |
| ❗ | **Course Status Code** | A | No Value |
| ❗ | **Banner Department** | DANC | No Value |
| ❗ | **Course Level** | DU | No Value |
| ❗ | **College Code** | DA | No Value |
| | **Course Characteristics** | NA | NA |
| | **Cross-Listed/Related Course Information** | NA | NA |
| | **Cross-Listed/Related Course ID's** | No Value | No Value |
| ❗ | **CTE Status** | No | No Value |
| | **DL Approval Date (MM/DD/YYYY)** | No Value | No Value |
| | **Hybrid Approval Date (MM/DD/YYYY)** | No Value | No Value |
| ❗ | **Emergency Approval** | No | No Value |
| ❗ | **Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)** | N | No Value |

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| ❗ | Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training) | 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 | 231010 | No Value |
| ❗ | Account Code | 1320 | No Value |
| ❗ | Program Code | 100800 | No Value |
| ❗ | Percent | 100 | No Value |
| | Curriculum Office Notes | • Requisite change appr. 1/17/23 (effect. F23).-cc | • Requisite change appr. 1/17/23 (effect. F23).-cc |
| ❗ | Print/No Print to Catalog | Yes | No Value |
| | Checklist | No Value | No Value |

## Summary of Revisions

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| ❗ | Basic Course Information | No Value | Description update |
| | Units and Hours | No Value | No Value |
| ❗ | Specifications | No Value | Updated methods of instruction to reflect how course content is taught<br>Updated assignments to align with SLO's and/or course objectives<br>Aligned methods of evaluation with SLO's and/or course objectives<br>Updated textbooks and references to reflect current publications |

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| | **Outline** | No Value | No Value |
| | **Other** | No Value | No Value |

**Blue Form**

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

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

## A-Matrix Form

| Changed | Questions | Current Version | Proposed Version |
|---------|-----------|-----------------|------------------|
| | **EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.** | No Value | No Value |
| | **Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.** | No Value | No Value |
| | **Objective 2: Compose essays drawn from personal experience and assigned texts.** | No Value | No Value |
| | **Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.** | No Value | No Value |
| | **Objective 4: Create syntactically varied sentences that are free of mechanical errors.** | No Value | No Value |
| | **Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.** | No Value | No Value |

## B-Matrix Form

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| | **ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.** | No Value | No Value |
| | **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 | Assignments: B. Written critique of live and/or video ballet performance. |
| | **Objective 3: Compose and support thesis statements for analytical essays.** | No Value | No Value |
| | **Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.** | No Value | No Value |
| | **Objective 5: Identify and practice writing for different audiences and purposes.** | No Value | No Value |
| | **Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.** | No Value | No Value |

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| | **Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.** | No Value | No Value |
| | **Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.** | No Value | No Value |
| | **Objective 9: Demonstrate appropriate grammar usage and mechanics.** | No Value | No Value |

**C-Matrix Form**

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

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

## D-Matrix Form

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

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| | **Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.** | No Value | No Value |
| | **Objective 2: Investigate the use of mathematics in real world.** | No Value | No Value |
| | **Objective 3: Explore functions.** | No Value | No Value |
| | **Objective 4: Develop linear function models.** | No Value | No Value |
| | **Objective 5: Use systems of two linear equations to solve real world problems.** | No Value | No Value |
| | **Objective 6: Use linear inequalities in one variable to solve real world problems.** | No Value | No Value |
| | **Objective 7: Examine exponential expressions and develop exponential function models.** | No Value | No Value |
| | **Objective 8: Examine logarithmic expressions and develop logarithmic function models.** | No Value | No Value |
| | **Objective 9: Develop quadratic function models to solve problems.** | No Value | No Value |
| | **Objective 10: Investigate the characteristics of rational expressions.** | No Value | No Value |

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

**E-Matrix Form**

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

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

**F-Matrix Form**

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| | **Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.** | No Value | No Value |
| | **Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.** | No Value | No Value |
| | **Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.** | No Value | No Value |
| | **Objective 3: Apply the order of operations to evaluate signed numerical expressions.** | No Value | No Value |
| | **Objective 4: Solve problems involving operations with signed numbers.** | No Value | No Value |
| | **Objective 5: Explore the characteristics and properties of real numbers.** | No Value | No Value |
| | **Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.** | No Value | No Value |
| | **Objective 7: Explore rates and ratios and use proportions to solve problems.** | No Value | No Value |

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

## G-Matrix Form

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

## H-Matrix Form

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| | **Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc… list the prerequisite(s) to participate in the program.** | No Value | No Value |
| | **Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc… list the prerequisite(s) to participate in the cohort.** | No Value | No Value |
| | **Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.** | No Value | No Value |
| | **Objective 4: For Prerequisites based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills, i.e. such as a course.** | No Value | No Value |

## De Anza GE Form

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| ❗ | **Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)** | No Value | Outline: A. Analyze and employ basic elements of classical ballet technique. 1. The five positions of the feet, legs and arms 2. The contact points of the leg: cou-de-pied, demi-height, retire, and passe 3. Head positions used in classical ballet: erect, raised, lowered, turned, and inclined 4. Principles of balance 5. Alignment: weight placement (center of gravity), outward rotation of hips, parallel alignment of hips and shoulders, and care of the body 6. Spatial orientation: directions of the studio and, corresponding stage directions (Italian School) 7. Time orientation: the relationship of music and dance: beat, metre, and tempo 8. The importance of line 9. Develop cardiovascular endurance B. Demonstrate basic body awareness and recognize how the basic concepts of exercise, physiology, and nutrition relate to the ballet dancer. 1. Body awareness and carriage; coordination and movement 2. Employ techniques for overall flexibility 3. Employ aerobic training 4. Improve efficiency and body mechanics a. Identify theories about stretching during warm-up b. Identify theories about stretching post exercise 5. Recognize a balanced diet for wellness a. Appreciate the importance of eating before class b. Appreciate the importance post class food and fluids 6. Comprehend nutritional concepts with special notes regarding specific needs for various populations: youth, adults, older adults, males and females 7. Comprehend flexibility concepts with special notes regarding specific needs for various populations: youth, adults, older adults, males and females 8. Learn and use techniques to avoid common injuries to the ballet dancer. |
| ❗ | **Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)** | No Value | Assignments B. Written critique of live and/or video ballet performance. C. Preparation of final skill demonstration of basic ballet techniques with oral description of specific ballet steps using correct ballet vocabulary. Method of Evaluation: B. Evaluation of student's critique of live or video performance based on ability to logically state and support and express opinion of the dance performance. C. Evaluation of student's execution of basic ballet technique via a final skill exam on selected barre and center floor work. |

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| ❗ | **Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)** | No Value | Assignments B. Written critique of live and/or video ballet performance. Method of Evaluation: B. Evaluation of student's critique of live or video performance based on ability to logically state and support and express opinion of the dance performance. |
| ❗ | **Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)** | No Value | Outline: C. Recognize ballet as an art form through the identification of major historical global origins and international development, major works, and artists. 1. Historical overview: works and artists of the past and present King Louis XIV Anna Pavlova,Vaslav Nijinsky, Serge Diaghilev, George Balanchine, Jerome Robbins Arthur Mitchell, Contemporary artist of diversity (examples: Alonzo King, Choo San Goh) 2. The aesthetics of ballet 3. The relationship of ballet to other major dance forms 4. Identify theories of anaerobic vs. aerobic exercise |
| ❗ | **Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)** | No Value | Outline: C. Recognize ballet as an art form through the identification of major historical global origins and international development, major works, and artists. 1. Historical overview: works and artists of the past and present King Louis XIV Anna Pavlova,Vaslav Nijinsky, Serge Diaghilev, George Balanchine, Jerome Robbins Arthur Mitchell, Contemporary artist of diversity (examples: Alonzo King, Choo San Goh) 2. The aesthetics of ballet 3. The relationship of ballet to other major dance forms 4. Identify theories of anaerobic vs. aerobic exercise |
| ❗ | **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: A. Reading assignments from text, reference materials, handouts/posted material in Canvas B. Written critique of live and/or video ballet performance. C. Preparation of final skill demonstration of basic ballet techniques with oral description of specific ballet steps using correct ballet vocabulary. Method of Evaluation: A. Written quiz covering ballet terminology, theory, and history evaluated on correctness and accuracy of description/explanation. B. Evaluation of student's critique of live or video performance based on ability to logically state and support and express opinion of the dance performance. C. Evaluation of student's execution of basic ballet technique via a final skill exam on selected barre and center floor work. |

**De Anza GE - ESGC Form**

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

**Comments**

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| | **Stage 2: Department Chair** | No Value | No Value |
| | **Stage 3: Division Curriculum Representative** | No Value | No Value |
| | **Stage 4: Division Dean** | No Value | No Value |
| | **Stage 5: SLO Coordinator** | No Value | No Value |
| | **Stage 7: Content Review Matrix Liaison** | No Value | No Value |
| | **Stage 8: AVP - Instruction** | No Value | No Value |
| | **Stage 9: Articulation Officer** | No Value | No Value |
| | **Stage 11: ESGC Faculty Coordinator** | No Value | No Value |
| | **Stage 14: Curriculum Committee** | No Value | No Value |

## Course Administration Codes

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

| Changed | Field | Current Version |
|---|---|---|
| | **Curriculum ID** | DANCD022K |
| | **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** | CCC000041931 |

## Articulation

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

## Summary of Changes

| Section | Changed field |
|---|---|
| General Information | Faculty Initiator |
| General Information | Effective Term |
| General Information | Course Description |
| General Information | Course Type (CB27) |
| General Information | Mode of Delivery |
| Faculty Requirements | Discipline 1 |
| Faculty Requirements | FSA |
| Transferability & Gen. Ed. Options | GE Information |
| Specifications | Methods of Instruction |
| Specifications | Methods of Evaluation |
| Specifications | Essential Student Materials/Essential College Facilities |
| Specifications | Examples of Primary Texts and References |
| Specifications | Suggested Reading List |
| Learning Outcomes and Objectives | Course Objectives |
| Learning Outcomes and Objectives | CSLOs |
| Curriculum Office | Banner Start Term (202122) |
| Curriculum Office | Banner Division |
| Curriculum Office | Catalog Term (21-22) |
| Curriculum Office | 5 Year Revision Year (2021) |
| Curriculum Office | Effective Quarter |
| Curriculum Office | Effective Year (2021) |
| Curriculum Office | Course Status Code |
| Curriculum Office | Banner Department |
| Curriculum Office | Course Level |
| Curriculum Office | College Code |
| Curriculum Office | CTE Status |
| Curriculum Office | Emergency Approval |

| Section | Changed field |
|---|---|
| **Curriculum Office** | Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction) |
| **Curriculum Office** | Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training) |
| **Curriculum Office** | Noncredit Enhanced Funding Indicator |
| **Curriculum Office** | In Service Indicator |
| **Curriculum Office** | Sports/Physical Education Course Indicator |
| **Curriculum Office** | COA Code |
| **Curriculum Office** | Fund Code |
| **Curriculum Office** | Organization Code |
| **Curriculum Office** | Account Code |
| **Curriculum Office** | Program Code |
| **Curriculum Office** | Percent |
| **Curriculum Office** | Print/No Print to Catalog |
| **Summary of Revisions** | Basic Course Information |
| **Summary of Revisions** | Specifications |
| **Summary of Revisions** | Outline |
| **B-Matrix Form** | Objective 2: Develop analytical ideas and topics for 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.) |
| 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 | • Catherina Wong | • Janet Shaw |
| | Course ID (CB01A and CB01B) | DANCD022L | DANCD022L |
| | Course Control Number | CCC000535964 | CCC000535964 |
| | Course Title (CB02) | Theory and Technique of Ballet II | Theory and Technique of Ballet II |
| | Short Course Title | THEOR/TECH BALLET II | THEOR/TECH BALLET II |
| | TOP Code (CB03) | 1008.00 | 1008.00 Dance |
| | CIP Code | Dance, General | 50.0301 Dance, General |
| | Department | DANC - Dance | DANC - Dance |
| ❗ | Effective Term | Fall 2023 | Fall ~~2023~~ 2025 |
| | SAM Priority Code (CB09) | Non-Occupational | Non-Occupational |
| ❗ | Course Description | Study and practice of the discipline and creative art of classical ballet, focusing on barre and center floor work, along with the acquisition of a working ballet vocabulary at a beginning level. | ~~Study~~ This dance class is a continuation of the study and practice of the discipline and creative art of classical ballet, focusing on ~~barre~~ elementary movement theory and techniques, including developing elementary skills at the barre, center floor ~~work, along with~~ exercises, and an introduction to ballet combinations that travel "across the ~~acquisition of a working ballet vocabulary at a beginning level.~~ floor." |
| ❗ | 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 | • Dance |
| | Discipline 2 | No value | No value |
| | Discipline 3 | No value | No value |
| ❗ | FSA | No value | • FHDA FSA - DANCE |

## 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 and is UC and CSU transferable. It belongs on the Liberal Arts A.A. (Arts and Letters Emphasis). This is an introductory course building on basic ballet technique to further train students in vocabulary and technique of this classic dance form. | This course meets a general education requirement for De Anza and CSUGE and is UC and CSU transferable. It belongs on the Liberal Arts A.A. (Arts and Letters Emphasis). This is an introductory course building on basic ballet technique to further train students in vocabulary and technique of this classic dance form. |

## Stand-Alone Statement

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

## Course Philosophy

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | Course Philosophy | The courses in the Dance/Theatre Department are dedicated to making the connections between the physical, psychological, and mental health of our students, and their individual self expression. | The courses in the Dance/Theatre Department are dedicated to making the connections between the physical, psychological, and mental health of our students, and their individual self expression. |

## 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 | No |

## Honors/Non-honors Course

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

## Mirrored Credit/Noncredit Course

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| ❗ | **Is this a mirrored credit/noncredit course?** | No value | No |

## Cross-listed Course

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

## More Options

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

## Associated Programs

| Changed | Field | Current Version | Proposed Version |
|---------|-------|-----------------|------------------|
| | **Course is part of a program** | **Associated Program** Kinesiology for Transfer (In Development) <br> **Award Type** Associate in Arts for Transfer (A.A.-T.) Degree | **Associated Program** Kinesiology for Transfer (In Development) <br> **Award Type** Associate in Arts for Transfer (A.A.-T.) Degree |
| | | **Associated Program** CSU GE <br> **Award Type** Certificate of Achievement-Advanced (COA-A) | **Associated Program** CSU GE <br> **Award Type** Certificate of Achievement-Advanced (COA-A) |
| | | **Associated Program** CSU GE <br> **Award Type** Certificate of Achievement-Advanced (COA-A) | **Associated Program** CSU GE <br> **Award Type** Certificate of Achievement-Advanced (COA-A) |
| | | **Associated Program** CSU GE <br> **Award Type** Certificate of Achievement-Advanced (COA-A) | **Associated Program** CSU GE <br> **Award Type** Certificate of Achievement-Advanced (COA-A) |
| | | **Associated Program** Associate in Arts in Kinesiology for Transfer <br> **Award Type** Associate in Arts for Transfer (A.A.-T.) Degree | **Associated Program** Associate in Arts in Kinesiology for Transfer <br> **Award Type** Associate in Arts for Transfer (A.A.-T.) Degree |
| | | **Associated Program** Kinesiology for Transfer <br> **Award Type** Associate in Arts for Transfer (A.A.-T.) Degree | **Associated Program** Kinesiology for Transfer <br> **Award Type** Associate in Arts for Transfer (A.A.-T.) Degree |

## Transferability & Gen. Ed. Options

| Changed | Field | Current Version | Proposed Version |
|---------|-------|-----------------|------------------|
| | **Transfer Status (CB05)** | Transferable to both UC and CSU | Transferable to both UC and CSU |
| | **Course General Education Status (CB25)** | Y | Y |
| | **Transfer Status** | Approved | Approved |

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| ❗ | GE Information | | |

| System/Institution | De Anza GE |
|---|---|
| Area(s) | • 2GEP - Approved. |
| - | No value |

| System/Institution | De Anza GE |
|---|---|
| Area(s) | • 2GEP - Approved. |
| - | No value |

| System/Institution | CSU GE |
|---|---|
| Area(s) | • CGEP - Approved. |
| - | No value |

## Weekly Student Hours - Profile Name: Default Profile

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

## Course Student Hours - Profile Name: Default Profile

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

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

## Speciality Hours

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | **Speciality Hours** | No value | No value |

## Credit / Non-Credit Options

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

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

## Credit Units

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

## SKIP

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

## Specifications

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

**Methods of Instruction**

| Methods of Instruction | |
|---|---|
| Methods of Instruction | Lecture and visual aids<br>Discussion of assigned reading<br>Quiz and examination review performed in class<br>Extended projects<br>Field observation and field trips<br>Collaborative learning and small group exercises<br>Discussion and problem solving performed in class |

| Methods of Instruction | Methods of Instruction |
|---|---|
| Methods of Instruction | Lecture and visual aids<br>Discussion of assigned reading<br>Quiz and examination review performed in class<br>Extended projects<br>Field observation and field trips<br>Collaborative learning and small group exercises<br>Discussion and problem solving performed in class |

**Assignments**

Current Version:
1. Reading assignments from text, reference materials and handouts
2. Written critique of live ballet performance.
3. Preparation of a beginning-level ballet skills sequence for demonstration of basic ballet barre and floor techniques with oral description of specific ballet steps using correct ballet vocabulary.

Proposed Version:
1. Reading assignments from text, reference materials and handouts/posted material in Canvas
2. Written critique of live and/or video ballet performance.
3. Preparation of a elementary-level ballet skills sequence for demonstration of basic ballet barre and floor techniques with oral description of specific ballet steps using correct ballet vocabulary.

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| ❗ | **Methods of Evaluation** | **Methods of Evaluation**<br><br>**Methods of Evaluation**<br>1. Final examination covering ballet terminology, theory and questions from reading assignments evaluated for correctness and accuracy.<br>2. Evaluation of student's critique of live performance based on ability to logically state, support and express opinion of the dance performance using ballet terminology learned in the course.<br>3. Evaluation of student's execution of basic ballet technique on selected barre and center floor work for proper execution and movement composition. | **Methods of Evaluation**    Methods of Evaluation<br><br>**Methods of Evaluation**<br>1. Final examination covering elementary ballet terminology, theory and questions from reading assignments evaluated for correctness and accuracy.<br>2. Evaluation of student's critique of live or video performance based on ability to logically state, support and express opinion of the dance performance using ballet terminology learned in the course.<br>3. Evaluation of student's execution of elementary ballet technique on selected barre and center floor work for proper execution and movement composition. |
| ❗ | **Essential Student Materials/Essential College Facilities** | **Essential Student Materials:**<br>• Leotard and tights, ballet slippers<br><br>**Essential College Facilities:**<br>• Dance studio with media playback and projection facilities | **Essential Student Materials:**<br>• Leotard and tights, ballet slippers<br><br>**Essential College Facilities:**<br>• Dance studio with ballet barres, media/audio playback, projection facilities, wi-fi (hard wire OK), and mirrors |

| Changed | Field | Current Version | | Proposed Version | |
|---|---|---|---|---|---|
| ❗ | **Examples of Primary Texts and References** | **Title** | No value | **Title** | Dance Anatomy-2nd Edition |
| | | **Author** | Fahey, Thomas; Insel, Paul' Roth, Walton. Fit and Well. 10th Brief Ed. Boston, Ma: McGraw Hill Publishing Co, 2011. | **Author** | Haas, Jacqui Greene |
| | | | | **Publisher** | Human Kinetics |
| | | **Publisher** | No value | **Date/Edition** | 2018 |
| | | **Date/Edition** | No value | **ISBN** | ISBN 1492545171, 9781492545170 |
| | | **ISBN** | No value | | |
| | | **Title** | No value | **Title** | Beyond the Basics |
| | | **Author** | Hammond, Sandra Noll. Ballet: Beyond the Basics. New York, NY: McGraw-Hill, 2008. | **Author** | Sandra Noll Hammond |
| | | | | **Publisher** | Waveland Press, Incorporated |
| | | **Publisher** | No value | **Date/Edition** | 2010 |
| | | **Date/Edition** | No value | **ISBN** | • ISBN-13: 9781577667186. ISBN-10: 1577667182 |
| | | **ISBN** | No value | | |
| | | **Title** | No value | **Title** | Diet for Dancers: A Complete Guide to Nutrition and Weight Control |
| | | **Author** | Howse,Justin."Dance Technique & Injury Prevention".3rd Ed.Routledge,2014 | **Author** | Robin D. Chmelar, Sally S. Fitt |
| | | **Publisher** | No value | **Publisher** | Princeton Book Company |
| | | **Date/Edition** | No value | **Date/Edition** | 1995 |
| | | **ISBN** | No value | **ISBN** | ISBN:9780916622893 |
| | | | | **Title** | Title: Fit & Well: Core Concepts and Labs in Physical Fitness and Wellness, 16th Edition |
| | | | | **Author** | Thomas Fahey, Paul Insel and Walton Roth |
| | | | | **Publisher** | McGraw Hill Publishing Co |
| | | | | **Date/Edition** | 16th Edition 2025 |

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | ISBN | | ISBN10: 1266356606 \| ISBN13: 9781266356605 |
| | Title | | 1. Injury Prevention and Management for Dancers Paperback |
| | Author | | Nick Allen |
| | Publisher | | The Crowood Press |
| | Date/Edition | | November 22, 2019 |
| | ISBN | | 2. ISBN-101785006576 |

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

| | **Suggested Reading List** | | No value |

| **Reading List** | Chmelar, Robin. Diet for Dancers: A Complete Guide to Nutrition and Weight Control. Princton, NJ: Princton Book Co Pub, 1995. |
|---|---|
| **May include, but are not limited to** | No value |

| **Reading List** | Ellison, Nancy. The Ballet Book (Learning and Appreciating the Secrets of Dance American Ballet Thratre). New York, NY: Universe Publishing, 2003. |
|---|---|
| **May include, but are not limited to** | No value |

| **Reading List** | Grant, Gail. Technical Manual and Dictionary of Classical Ballet. New York: Dover Publications, 1982. |
|---|---|
| **May include, but are not limited to** | No value |

| **Reading List** | American Ballet Theatre Dictionary: http://www.abt.org/education/dictionary/index.html |
|---|---|
| **May include, but are not limited to** | No value |

## Learning Outcomes and Objectives

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| ❗ | **Course Objectives** | • Apply classical ballet theory at the barre beginning level, demonstrating body awareness with proper alignment and coordination.<br>• Perform beginning ballet dance sequences moving through space employing turns and jumps.<br>• Further apply and practice basic concepts of exercise, physiology and nutrition as they relate to the ballet dancer.<br>• Recognize ballet as an art form through the identification of major historical global origins and international development, major works and artists. | • Apply elementary classical ballet theory at the barre, demonstrating body awareness with proper alignment and coordination.<br>• Perform elementary level ballet dance sequences moving through space employing turns and jumps.<br>• Further apply and practice basic concepts of exercise, physiology and nutrition as they relate to the ballet dancer.<br>• Recognize ballet as an art form through the identification of major historical global origins and international development, major works and artists. |

❗ **CSLOs**

| CSLOs | Perform beginning-level ballet dance sequences demonstrating correct rhythms, body placement and coordination. |
|---|---|
| **Expected SLO Performance** | 0.0 |

| CSLOs | Identify ballet terminology and movement at a beginning level. |
|---|---|
| **Expected SLO Performance** | 0.0 |

| CSLOs | Identify ballet terminology and movement at an elementary level. |
|---|---|
| **Expected SLO Performance** | 0.0 |

| CSLOs | Perform elementary-level ballet dance sequences demonstrating correct rhythms, body placement and coordination. |
|---|---|
| **Expected SLO Performance** | 0.0 |

**Course Outline**

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| ❗ | **Course Content** | 1. Apply classical ballet theory at the barre beginning level, demonstrating body awareness with proper alignment and coordination.<br>    1. Demonstrate proper alignment<br>        1. Classical body placement<br>        2. The outward rotation of hips<br>    2. Identify time orientations demonstrating musicality. Relate movement to music, hearing, identifying and responding to beat.<br>2. Perform beginning ballet dance sequences moving through space employing turns and jumps.<br>    1. Identify spatial orientations feeling space, filling space, moving through space<br>        1. Identify directions of the studio (Italian School) and corresponding stage directions<br>        2. Demonstrate the eight Cecchetti body facings (epaulement)<br>        3. The use of spotting in multiple turns<br>    2. Demonstrate rhythmic and musical responsivenes: listening, hearing, recognizing and responding<br>3. Further apply and practice basic concepts of exercise, physiology and nutrition as they relate to the ballet dancer.<br>    1. Identify theories of anaerobic vs. aerobic exercise<br>    2. Develop cardiovascular endurance<br>    3. Comprehend nutritional concepts with special notes regarding specific needs for various populations: youth, adults, older adults, highly trained athletes, males and females<br>        1. Recognize a balanced diet for wellness<br>        2. Appreciate the importance of eating before class<br>        3. Appreciate the importance post class food and fluids<br>        4. Recognize a balanced diet for wellness<br>    4. Comprehend flexibility concepts with special notes regarding specific needs for various populations: youth, adults, older adults, highly trained athletes, males and females<br>        1. Employ techniques for overall flexibility<br>        2. Identify and incorporate theories about stretching during warm-up<br>        3. Identify and incorporate theories about stretching into | 1. Apply classical ballet theory at the barre at an elementary level, demonstrating body awareness with proper alignment and coordination.<br>    1. Demonstrate proper alignment<br>        1. Classical body placement<br>        2. The outward rotation of hips<br>    2. Identify time orientations demonstrating musicality. Relate movement to music, hearing, identifying and responding to beat.<br>2. Perform elementary ballet dance sequences moving through space employing turns and jumps.<br>    1. Identify spatial orientations feeling space, filling space, moving through space<br>        1. Identify directions of the studio (Italian School) and corresponding stage directions<br>        2. Demonstrate the eight Cecchetti body facings (epaulement)<br>        3. The use of spotting in multiple turns<br>    2. Demonstrate rhythmic and musical responsivenes: listening, hearing, recognizing and responding<br>3. Further apply and practice basic concepts of exercise, physiology and nutrition as they relate to the ballet dancer.<br>    1. Identify theories of anaerobic vs. aerobic exercise<br>    2. Develop cardiovascular endurance<br>    3. Comprehend nutritional concepts with special notes regarding specific needs for various populations: youth, adults, older adults, highly trained athletes, males and females<br>        1. Recognize a balanced diet for wellness<br>        2. Appreciate the importance of eating before class<br>        3. Appreciate the importance post class food and fluids<br>        4. Recognize a balanced diet for wellness<br>    4. Comprehend flexibility concepts with special notes regarding specific needs for various populations: youth, adults, older adults, highly trained athletes, males and females<br>        1. Employ techniques for overall flexibility<br>        2. Identify and incorporate theories about stretching during warm-up<br>        3. Identify and incorporate theories about stretching into |

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | | post exercise<br>    5. Further identify and use techniques to avoid common injuries to the ballet dancer.<br>4. Recognize ballet as an art form through the identification of major historical global origins and international development, major works and artists.<br>    1. Historical overview:works and artists of the past and present; King Louis XIV, Anna Pavlova,Vaslav Nijinsky, Serge Diaghilev. George Balanchine, Jerome Robins, Contemporary artists of diversity (Arthur Mitchell, Alonzo King, Chee San Goh, etc.)<br>    2. The aesthetics of ballet<br>    3. The relationship of ballet to other major dance forms | post exercise<br>    5. Further identify and use techniques to avoid common injuries to the ballet dancer.<br>4. Recognize ballet as an art form through the identification of major historical global origins and international development, major works and artists.<br>    1. Historical overview:works and artists of the past and present; King Louis XIV, Anna Pavlova,Vaslav Nijinsky, Serge Diaghilev. George Balanchine, Jerome Robins, Contemporary artists of diversity (Arthur Mitchell, Alonzo King, Chee San Goh, etc.)<br>    2. The aesthetics of ballet<br>    3. The relationship of ballet to other major dance forms |
| | **Lab Component in this Course** | No | No |
| | **Lab Outline** | No value | No value |

## Req/Adv

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| | **Prerequisite(s):** | DANC D022K | DANC D022K |
| | **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** | 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)** | DANC 022L | DANC 022L |
| | **Course Status** | Non-substantial | Non-substantial |
| ❗ | **Course Status Code** | A | No Value |
| ❗ | **Banner Department** | DANC | No Value |
| ❗ | **Course Level** | DU | No Value |
| ❗ | **College Code** | DA | No Value |
| | **Course Characteristics** | NA | NA |
| | **Cross-Listed/Related Course Information** | NA | NA |
| | **Cross-Listed/Related Course ID's** | No Value | No Value |
| ❗ | **CTE Status** | No | No Value |
| | **DL Approval Date (MM/DD/YYYY)** | No Value | No Value |
| | **Hybrid Approval Date (MM/DD/YYYY)** | No Value | No Value |
| ❗ | **Emergency Approval** | No | No Value |

| 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 | N | No Value |
| ❗ | COA Code | C | No Value |
| ❗ | Fund Code | 114000 | No Value |
| ❗ | Organization Code | 231010 | No Value |
| ❗ | Account Code | 1320 | No Value |
| ❗ | Program Code | 100800 | No Value |
| ❗ | Percent | 100 | No Value |
|  | Curriculum Office Notes | • Requisite change appr. 1/17/23 (effect. F23).-cc | • Requisite change appr. 1/17/23 (effect. F23).-cc |
| ❗ | Print/No Print to Catalog | Yes | No Value |
|  | Checklist | No Value | No Value |

## Summary of Revisions

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| ❗ | Basic Course Information | No Value | Description update |
| | Units and Hours | No Value | No Value |
| ❗ | Specifications | No Value | Updated assignments to align with SLO's and/or course objectives<br>Aligned methods of evaluation with SLO's and/or course objectives<br>Updated textbooks and references to reflect current publications |
| ❗ | Outline | No Value | Updated content within course objective(s) |
| | Other | No Value | No Value |

## Blue Form

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

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

## A-Matrix Form

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

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

**B-Matrix Form**

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| | **ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.** | No Value | No Value |
| | **Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.** | No Value | No Value |
| ❗ | **Objective 2: Develop analytical ideas and topics for essays.** | No Value | Assignments: B. Written critique of live and/or video ballet performance. Methods of Evaluation: B. Evaluation of student's critique of live or video performance based on ability to logically state, support and express opinion of the dance performance using ballet terminology learned in the course. |

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

**C-Matrix Form**

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

## D-Matrix Form

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

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

## E-Matrix Form

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

| Changed | Questions | Current Version | Proposed Version |
|---------|-----------|-----------------|------------------|
| | **Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.** | No Value | No Value |
| | **Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.** | No Value | No Value |
| | **Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.** | No Value | No Value |
| | **Objective 4: Develop linear function models to solve problems.** | No Value | No Value |
| | **Objective 5: Use systems of two linear equations to solve real-world problems.** | No Value | No Value |
| | **Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.** | No Value | No Value |
| | **Objective 7: Develop quadratic function models to solve problems.** | No Value | No Value |
| | **Objective 8: Use inequalities to solve real world problems.** | No Value | No Value |

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

## F-Matrix Form

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

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

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| | **Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.** | No Value | No Value |
| | **Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.** | No Value | No Value |

## G-Matrix Form

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

## H-Matrix Form

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

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| | **Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc… list the prerequisite(s) to participate in the cohort.** | No Value | No Value |
| | **Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.** | No Value | No Value |
| | **Objective 4: For Prerequisites based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills, i.e. such as a course.** | No Value | No Value |

**De Anza GE Form**

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| ❗ | **Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)** | No Value | Outline: A. Apply classical ballet theory at the barre at an elementary level, demonstrating body awareness with proper alignment and coordination. 1. Demonstrate proper alignment a. Classical body placement b. The outward rotation of hips 2. Identify time orientations demonstrating musicality. Relate movement to music, hearing, identifying and responding to beat. B. Perform elementary ballet dance sequences moving through space employing turns and jumps. 1. Identify spatial orientations feeling space, filling space, moving through space a. Identify directions of the studio (Italian School) and corresponding stage directions b. Demonstrate the eight Cecchetti body facings (epaulement) c. The use of spotting in multiple turns 2. Demonstrate rhythmic and musical responsiveness: listening, hearing, recognizing and responding |

| 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 | Assignments: B. Written critique of live and/or video ballet performance. C. Evaluation of student's accurate and proper execution of technique when executing intermediate ballet dance combinations. Method of Evaluation: B. Evaluation of critique of live or video performance based on a more sophisticated ability to logically state and support opinions and impressions of the dance form. |
| ❗ | **Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)** | No Value | Assignments: B. Written critique of live and/or video ballet performance. C. Evaluation of student's accurate and proper execution of technique when executing intermediate ballet dance combinations. Method of Evaluation: B. Evaluation of critique of live or video performance based on a more sophisticated ability to logically state and support opinions and impressions of the dance 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.)** | No Value | Outline: D. Recognize ballet as an art form through the identification of major historical global origins and international development, major works and artists. 1. Historical overview: works and artists of the past and present; King Louis XIV, Anna Pavlova, Vaslav Nijinsky, Serge Diaghilev. George Balanchine, Jerome Robins, Contemporary artists of diversity (Arthur Mitchell, Alonzo King, Chee San Goh, etc.) 2. The aesthetics of ballet 3. The relationship of ballet to other major dance forms |

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| ❗ | **Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)** | No Value | Outline: D. Recognize ballet as an art form through the identification of major historical global origins and international development, major works and artists. 1. Historical overview: works and artists of the past and present; King Louis XIV, Anna Pavlova, Vaslav Nijinsky, Serge Diaghilev. George Balanchine, Jerome Robins, Contemporary artists of diversity (Arthur Mitchell, Alonzo King, Chee San Goh, etc.) 2. The aesthetics of ballet 3. The relationship of ballet to other major dance forms |
| ❗ | **Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)** | No Value | Outline: C. Further apply and practice basic concepts of exercise, physiology and nutrition as they relate to the ballet dancer. 1. Identify theories of anaerobic vs. aerobic exercise 2. Develop cardiovascular endurance 3. Comprehend nutritional concepts with special notes regarding specific needs for various populations: youth, adults, older adults, highly trained athletes, males and females a. Recognize a balanced diet for wellness b. Appreciate the importance of eating before class c. Appreciate the importance post class food and fluids d. Recognize a balanced diet for wellness 4. Comprehe5.nd flexibility concepts with special notes regarding specific needs for various populations: youth, adults, older adults, highly trained athletes, males and females a. Employ techniques for overall flexibility b. Identify and incorporate theories about stretching during warm-up c. Identify and incorporate theories about stretching into post exercise 5. Further identify and use techniques to avoid common injuries to the ballet dancer. |

**De Anza GE - ESGC Form**

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

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

## Comments

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

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| | **Stage 3: Division Curriculum Representative** | No Value | No Value |
| | **Stage 4: Division Dean** | No Value | No Value |
| | **Stage 5: SLO Coordinator** | No Value | No Value |
| | **Stage 7: Content Review Matrix Liaison** | No Value | No Value |
| | **Stage 8: AVP - Instruction** | No Value | No Value |
| | **Stage 9: Articulation Officer** | No Value | No Value |
| | **Stage 11: ESGC Faculty Coordinator** | No Value | No Value |
| | **Stage 14: Curriculum Committee** | No Value | No Value |

## Course Administration Codes

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

| Changed | Field | Current Version |
|---|---|---|
| | **Curriculum ID** | DANCD022L |
| | **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** | CCC000535964 |

## 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 | 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 | Emergency Approval |

| Section | Changed field |
| --- | --- |
| **Curriculum Office** | Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction) |
| **Curriculum Office** | Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training) |
| **Curriculum Office** | Noncredit Enhanced Funding Indicator |
| **Curriculum Office** | In Service Indicator |
| **Curriculum Office** | Sports/Physical Education Course Indicator |
| **Curriculum Office** | COA Code |
| **Curriculum Office** | Fund Code |
| **Curriculum Office** | Organization Code |
| **Curriculum Office** | Account Code |
| **Curriculum Office** | Program Code |
| **Curriculum Office** | Percent |
| **Curriculum Office** | Print/No Print to Catalog |
| **Summary of Revisions** | Basic Course Information |
| **Summary of Revisions** | Specifications |
| **B-Matrix Form** | Objective 2: Develop analytical ideas and topics for 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 |
|---|---|
| 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 | • Catherina Wong | • Janet Shaw |
| | Course ID (CB01A and CB01B) | DANCD022M | DANCD022M |
| | Course Control Number | CCC000545319 | CCC000545319 |
| | Course Title (CB02) | Theory and Technique of Ballet III | Theory and Technique of Ballet III |
| | Short Course Title | THEORY AND TECH OF BALLET III | THEORY AND TECH OF BALLET III |
| | TOP Code (CB03) | 1008.00 | 1008.00 Dance |
| | CIP Code | Dance, General | 50.0301 Dance, General |
| | Department | DANC - Dance | DANC - Dance |
| ❗ | Effective Term | Fall 2023 | Fall ~~2023~~ 2025 |
| | SAM Priority Code (CB09) | Non-Occupational | Non-Occupational |
| ❗ | Course Description | Study and practice of the discipline and creative art of classical ballet, combining: traditional techniques center floor work emphasizing alignment/centering, motion through space, and the acquisition of an intermediate working ballet vocabulary. | ~~Study~~ This dance class is a continuation of the study and practice of the discipline and creative art of classical ballet, ~~combining: traditional~~ applying intermediate techniques ~~center floor work~~ skills learned at the barre, emphasizing alignment/centering, to center floor work, motion through space, and the ~~acquisition~~ development of an expanded intermediate ~~working~~ ballet ~~vocabulary.~~ movement vocabulary across the floor. |
| ❗ | 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 | • Dance |
| | Discipline 2 | No value | No value |
| | Discipline 3 | No value | No value |
| ❗ | FSA | No value | • FHDA FSA - DANCE |

### Formerly Statement

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | Formerly Statement | (Formerly DANC D052M.) | (Formerly DANC D052M.) |

### Course Justification

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | Course Justification | This course meets a general education requirement for De Anza and CSUGE and is UC and CSU transferable. It belongs on the Liberal Arts A.A. (Arts and Letters Emphasis). This is a third-quarter introductory course building on basic ballet technique to further train students in vocabulary and technique of this classic dance form. | This course meets a general education requirement for De Anza and ~~CSUGE~~ CSU GE and is UC and CSU transferable. It belongs on the Liberal Arts A.A. (Arts and Letters Emphasis). This is a third-quarter introductory course building on ~~basic~~ elementary ballet technique to further train students in vocabulary and technique of this classic dance form. |

### Stand-Alone Statement

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

### Course Philosophy

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | Course Philosophy | The courses in the Dance/Theatre Department are dedicated to making the connections between the physical, psychological, and mental health of our students, and their individual self expression. | The courses in the Dance/Theatre Department are dedicated to making the connections between the physical, psychological, and mental health of our students, and their individual self expression. |

### 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 | No |

## Honors/Non-honors Course

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

## Mirrored Credit/Noncredit Course

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| ❗ | **Is this a mirrored credit/noncredit course?** | No value | No |

## Cross-listed Course

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

## More Options

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

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

**Associated Programs**

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

**Course is part of a program**

| | |
|---|---|
| **Associated Program** | 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 |

| | |
|---|---|
| **Associated Program** | Kinesiology for Transfer (In Development) |
| **Award Type** | Associate in Arts for Transfer (A.A.-T.) Degree |

| | |
|---|---|
| **Associated Program** | Kinesiology for Transfer (In Development) |
| **Award Type** | Associate in Arts for Transfer (A.A.-T.) Degree |

| | |
|---|---|
| **Associated Program** | CSU GE |
| **Award Type** | Certificate of Achievement-Advanced (COA-A) |

| | |
|---|---|
| **Associated Program** | CSU GE |
| **Award Type** | Certificate of Achievement-Advanced (COA-A) |

| | |
|---|---|
| **Associated Program** | CSU GE |
| **Award Type** | Certificate of Achievement-Advanced (COA-A) |

| | |
|---|---|
| **Associated Program** | CSU GE |
| **Award Type** | Certificate of Achievement-Advanced (COA-A) |

| | |
|---|---|
| **Associated Program** | CSU GE |
| **Award Type** | Certificate of Achievement-Advanced (COA-A) |

| | |
|---|---|
| **Associated Program** | CSU GE |
| **Award Type** | Certificate of Achievement-Advanced (COA-A) |

| | |
|---|---|
| **Associated Program** | Associate in Arts in Kinesiology for Transfer |
| **Award Type** | Associate in Arts for Transfer (A.A.-T.) Degree |

| | |
|---|---|
| **Associated Program** | Associate in Arts in Kinesiology for Transfer |
| **Award Type** | Associate in Arts for Transfer (A.A.-T.) Degree |

| | |
|---|---|
| **Associated Program** | Kinesiology for Transfer |

| | |
|---|---|
| **Associated Program** | Kinesiology for Transfer |

| Changed | Field | Current Version | | Proposed Version | |
|---------|-------|-----------------|--|------------------|--|
| | | **Award Type** | Associate in Arts for Transfer (A.A.-T.) Degree | **Award Type** | Associate in Arts for Transfer (A.A.-T.) Degree |

## Transferability & Gen. Ed. Options

| Changed | Field | Current Version | Proposed Version |
|---------|-------|-----------------|------------------|
| | **Transfer Status (CB05)** | Transferable to both UC and CSU | Transferable to both UC and CSU |
| | **Course General Education Status (CB25)** | Y | Y |
| | **Transfer Status** | Approved | Approved |
| ❗ | **GE Information** | | |

| **System/Institution** | De Anza GE |
|------------------------|-----------|
| **Area(s)** | • 2GEP - Approved. |
| **-** | No value |

| **System/Institution** | De Anza GE |
|------------------------|-----------|
| **Area(s)** | • 2GEP - Approved. |
| **-** | No value |

| **System/Institution** | CSU GE |
|------------------------|--------|
| **Area(s)** | • CGEP - Approved. |
| **-** | No value |

## Weekly Student Hours - Profile Name: Default Profile

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

## Course Student Hours - Profile Name: Default Profile

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | Course Duration (Weeks) | 12 | 12 |
| | Hours per unit divisor | 36 | 36 |
| | Total Student Learning Hours | 36 | 36 |
| | Lecture Hours - Course In-Class (Contact) per Term | 0 | 0 |
| | Lecture Hours - Course Out-of-Class per Term | 0 | 0 |
| | Laboratory Hours - Course In-Class (Contact) per Term | 36 | 36 |
| | Laboratory Hours - Course Out-of-Class per Term | 0 | 0 |
| | NA Hours - Course In-Class (Contact) per Term | 0 | 0 |
| | NA Hours - Course Out-of-Class per Term | 0 | 0 |
| | Total - Course In-Class (Contact) Hours | 36 | 36 |
| | Total - Course Out-of-Class Hours | 0 | 0 |
| | Total Credit Units - Minimum Credit Units | 1 | 1 |
| | Total Credit Units - Maximum Credit Units | 1 | 1 |

## Speciality Hours

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

## Credit / Non-Credit Options

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

## Credit Units

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | **Course Duration (Weeks)** | 12 | 12 |
| | **Total Lecture Hours per Term** | - | 0 |
| | **Total Laboratory Hours per Term** | 36 | 36 |
| | **Total Contact Hours per Term** | - | 0 |
| | **Total Credit Units** | 1 | 1 |
| | **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**<br><br>**Methods of Instruction** — Visual aids / Discussion of assigned reading / Quiz and examination review performed in class / Field observation and field trips / Collaborative learning and small group exercises / Discussion and problem solving performed in class | **Methods of Instruction** — Methods of Instruction<br><br>**Methods of Instruction** — Visual aids / Discussion of assigned reading / Discussion and problem-solving performed in class / Quiz and examination review performed in class / Field observation and field trips / Collaborative learning and small group exercises / Discussion and problem solving performed in class |
| ❗ | **Assignments** | 1. Reading assignments from text, reference materials and handouts<br>2. Written critique of live ballet performance<br>3. Preparation of an intermediate-level ballet skills combination for demonstration with oral description of specific ballet steps using correct ballet vocabulary. | 1. Reading assignments from text, reference materials and handouts/posted material in Canvas<br>2. Written critique of live and/or video ballet performance<br>3. Preparation of an intermediate-level ballet skills combination for demonstration with oral description of specific ballet steps using correct ballet vocabulary. |

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

**Methods of Evaluation**

| Methods of Evaluation | | Methods of Evaluation | Methods of Evaluation |
|---|---|---|---|
| Methods of Evaluation | 1. Written final, covering ballet dance terminology based on readings and evaluated on correct usage of terms and accuracy of description.<br>2. Evaluation of student's accurate and proper execution of technique for ballet dance combinations<br>3. Evaluation of critique of live performance based on a more sophisticated ability to logically state and support opinions and impressions of the dance form. | | Methods of Evaluation | 1. Written final, covering ballet dance terminology based on readings and evaluated on correct usage of terms and accuracy of description.<br>2. Evaluation of critique of live or video performance based on a more sophisticated ability to logically state and support opinions and impressions of the dance form.<br>3. Evaluation of student's accurate and proper execution of technique when executing intermediate ballet dance combinations. |

**Essential Student Materials/Essential College Facilities**

**Essential Student Materials:**
- Leotard and tights, ballet slippers

**Essential College Facilities:**
- Dance studio with media playback and projection facilities

**Essential Student Materials:**
- Leotard and tights, ballet slippers

**Essential College Facilities:**
- Dance studio, with ballet barres, media/audio playback, projection facilities, wi-fi (hard wi OK), and mirrors

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

**Current Version:**

| Title | No value |
|---|---|
| Author | Fahey, Thomas; Insel, Paul' Roth, Walton. Fit and Well. 10th Brief Ed. Boston, Ma: McGraw Hill Publishing Co, 2011. |
| Publisher | No value |
| Date/Edition | No value |
| ISBN | No value |

| Title | No value |
|---|---|
| Author | Hammond, Sandra Noll. Ballet: Beyond the Basics. New York, NY: McGraw-Hill, 2008. |
| Publisher | No value |
| Date/Edition | No value |
| ISBN | No value |

| Title | No value |
|---|---|
| Author | Howse,Justin. "Dance Technique & Injury Prevention". 3rd Ed.Routledge, 2014 |
| Publisher | No value |
| Date/Edition | No value |
| ISBN | No value |

**Proposed Version:**

| Title | Beyond the Basics |
|---|---|
| Author | Sandra Noll Hammond |
| Publisher | Waveland Press, Incorporated |
| Date/Edition | 2010 |
| ISBN | ISBN-13: 9781577667186. ISBN-10: 1577667182 |

| Title | Dance Anatomy-2nd Edition |
|---|---|
| Author | Haas, Jacqui Greene |
| Publisher | Human Kinetics |
| Date/Edition | 2018 |
| ISBN | No value |

| Title | Diet for Dancers: A Complete Guide to Nutrition and Weight Control |
|---|---|
| Author | Robin D. Chmelar, Sally S. Fitt |
| Publisher | Princeton Book Company |
| Date/Edition | 1995 |
| ISBN | ISBN:9780916622893 |

| Title | Title: Fit & Well: Core Concepts and Labs in Physical Fitness and Wellness, 16th Edition |
|---|---|
| Author | Author: Thomas Fahey, Paul Insel and Walton Roth |
| Publisher | McGraw Hill Publishing Co |
| Date/Edition | 16th Edition 2025 |

| Changed | Field | Current Version | Proposed Version |
|---------|-------|-----------------|------------------|
| | ISBN | | ISBN10: 1266356606 \| ISBN13: 978126635660 |
| | Title | | Injury Prevention and Management for Dancers Paperback |
| | Author | | Nick Allen |
| | Publisher | | The Crowood Press |
| | Date/Edition | | November 22, 2019 |
| | ISBN | | ISBN-101785006576 |

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

**Suggested Reading List** ⓘ

| | |
|---|---|
| **Reading List** | Chmelar, Robin. Diet for Dancers: A Complete Guide to Nutrition and Weight Control. Princton, NJ: Princton Book Co Pub, 1995. |
| **May include, but are not limited to** | No value |

| | |
|---|---|
| **Reading List** | Ellison, Nancy. The Ballet Book (Learning and Appreciating the Secrets of Dance American Ballet Thratre). New York, NY: Universe Publishing, 2003. |
| **May include, but are not limited to** | No value |

| | |
|---|---|
| **Reading List** | Grant, Gail. Technical Manual and Dictionary of Classical Ballet. New York: Dover Publications, 1982. |
| **May include, but are not limited to** | No value |

| | |
|---|---|
| **Reading List** | American Ballet Theatre Dictionary: http://www.abt.org/education/dictionary/index.html |
| **May include, but are not limited to** | No value |

Proposed Version: No value

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**Learning Outcomes and Objectives**

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | **Course Objectives** | <ul><li>Design an individual pre-class warm-up sequence focusing on specific needs and any injuries</li><li>Apply classical ballet theory at an intermediate level, further demonstrating increased body awareness with proper alignment, rhythm, musical responsiveness, and heightened spatial awareness</li><li>Recognize ballet as an art form through exposure to works and artists in the field</li><li>Further apply and practice basic concepts of exercise, physiology and nutrition to ballet technique</li></ul> | <ul><li>Design an individual pre-class warm-up sequence focusing on specific needs and any injuries</li><li>Apply classical ballet theory at an intermediate level, further demonstrating increased body awareness with proper alignment, rhythm, musical responsiveness, and heightened spatial awareness</li><li>Recognize ballet as an art form through exposure to works and artists in the field</li><li>Further apply and practice basic concepts of exercise, physiology and nutrition to ballet technique</li></ul> |

**CSLOs** (❗)

| CSLOs | Peform at an intermediate level ballet dance sequences with consistent confidence demonstrating coordination. |
|---|---|
| **Expected SLO Performance** | 0.0 |

| CSLOs | Perform, at an intermediate level, ballet dance sequences with consistent confidence skill and expression. |
|---|---|
| **Expected SLO Performance** | 0.0 |

| CSLOs | Identify ballet terminology and movement at an intermediate level. |
|---|---|
| **Expected SLO Performance** | 0.0 |

| CSLOs | Identify ballet terminology and movement at an intermediate level. |
|---|---|
| **Expected SLO Performance** | 0.0 |

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**Course Outline**

| Changed | Field | Current Version | Proposed Version |
|---------|-------|-----------------|------------------|
| ❗ | **Course Content** | 1. Design an individual pre-class warm-up sequence focusing on specific needs and any injuries<br>  1. Gentle stretches and activating body parts<br>  2. Placement exercises<br>  3. Centering exercises<br>2. Apply classical ballet theory at an intermediate level, further demonstrating increased body awareness with proper alignment, rhythm, musical responsiveness, and heightened spatial awareness<br>  1. Demonstrate proper alignment<br>    1. Classical body placement<br>    2. The outward rotation of hips<br>  2. Identify time orientations demonstrating musicality. Relate, at a more advanced level of technique, movement to music, hearing, identifying and responding to beat, meter, tempo, phrasing, and accents<br>  3. Identify spatial orientations feeling space, filling space, moving through space<br>    1. Identify directions of the studio (Italian School) and corresponding stage directions<br>    2. Demonstrate, at an intermediate level and with confidence, the eight Cecchetti body facings (epaulement)<br>    3. Confidently demonstrate spotting in multiple turns<br>3. Recognize ballet as an art form through exposure to works and artists in the field<br>  1. Historical overview:works and artist of the past and present; King Louis XIV, Anna Pavlova, Vaslav Nijinsky,Serge Diaghilev, George Balanchine, Jerome Robbins, Contemporary artist of diversity (Arthur Mitchell, Alonzo King,Choo San Goh etc.)<br>  2. The aesthetics of ballet<br>  3. The relatioship of ballet to other major dance forms<br>  4. Examine and discuss selected ballet compositions and performances<br>  5. Compare and contrast traditional and contemporary ballet techniques<br>4. Further apply and practice basic concepts of exercise, physiology and nutrition to ballet technique<br>  1. Identify theories of anaerobic vs. aerobic exercise<br>  2. Develop and practice cardiovascular endurance | 1. Design an individual pre-class warm-up sequence focusing on specific needs and any injuries<br>  1. Gentle stretches and activating body parts<br>  2. Placement exercises<br>  3. Centering exercises<br>2. Apply classical ballet theory at an intermediate level, further demonstrating increased body awareness with proper alignment, rhythm, musical responsiveness, and heightened spatial awareness<br>  1. Demonstrate proper alignment<br>    1. Classical body placement<br>    2. The outward rotation of hips<br>  2. Identify time orientations demonstrating musicality. Relate, at a more advanced level of technique, movement to music, hearing, identifying and responding to beat, meter, tempo, phrasing, and accents<br>  3. Identify spatial orientations feeling space, filling space, moving through space<br>    1. Identify directions of the studio (Italian School) and corresponding stage directions<br>    2. Demonstrate, at an intermediate level and with confidence, the eight Cecchetti body facings (epaulement)<br>    3. Confidently demonstrate spotting in multiple turns<br>3. Further apply and practice basic concepts of exercise, physiology and nutrition to ballet technique<br>  1. Identify theories of anaerobic vs. aerobic exercise<br>  2. Develop and practice cardiovascular endurance<br>  3. Comprehend nutritional concepts with special notes regarding specific needs for various populations: youth, adults, older adults, highly trained athletes, males and females<br>    1. Recognize a balanced diet for wellness<br>    2. Appreciate the importance of eating before class<br>    3. Appreciate the importance post class food and fluids<br>4. Comprehend flexibility concepts with special notes regarding specific needs for various populations: youth, adults, older adults, highly trained athletes, males and females |

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | | 3. Comprehend nutritional concepts with special notes regarding specific needs for various populations: youth, adults, older adults, highly trained athletes, males and females<br>  1. Recognize a balanced diet for wellness<br>  2. Appreciate the importance of eating before class<br>  3. Appreciate the importance post class food and fluids<br>4. Comprehend flexibility concepts with special notes regarding specific needs for various populations: youth, adults, older adults, highly trained athletes, males and females<br>  1. Consistently employ techniques for overall flexibility<br>  2. Identify and incorporate theories about stretching during warm-up<br>  3. Identify and incorporate theories about stretching into post exercise practice<br>5. Consistently use techniques to avoid common injuries to the ballet dancer | 1. Consistently employ techniques for overall flexibility<br>2. Identify and incorporate theories about stretching during warm-up<br>3. Identify and incorporate theories about stretching into post exercise practice<br>5. Consistently use techniques to avoid common injuries to the ballet dancer<br>4. Further recognize ballet as an art form through the identification of major historical global origins and international development, major works and artists.<br>  1. Historical overview: works and artists of the past and present; King Louis XIV, Anna Pavlova,Vaslav Nijinsky, Serge Diaghilev. George Balanchine, Jerome Robins, Contemporary artists of diversity (Arthur Mitchell, Alonzo King, Chee San Goh, etc.)<br>  2. The aesthetics of ballet<br>  3. The relationship of ballet to other major dance forms |
| | Lab Component in this Course | No | No |
| | Lab Outline | No value | No value |

**Req/Adv**

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| | Prerequisite(s): | DANC D022L | DANC D022L |
| | 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 |

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| | 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 | 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) | DANC 022M | DANC 022M |
| | Course Status | Non-substantial | Non-substantial |
| ❗ | Course Status Code | A | No Value |
| ❗ | Banner Department | DANC | No Value |
| ❗ | Course Level | DU | No Value |
| ❗ | College Code | DA | No Value |
| | Course Characteristics | NA | NA |
| | Cross-Listed/Related Course Information | NA | NA |
| | Cross-Listed/Related Course ID's | No Value | No Value |
| ❗ | CTE Status | No | No Value |
| | DL Approval Date (MM/DD/YYYY) | No Value | No Value |

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| | **Hybrid Approval Date (MM/DD/YYYY)** | No Value | No Value |
| ❗ | **Emergency Approval** | No | No Value |
| ❗ | **Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)** | N | No Value |
| ❗ | **Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)** | F | No Value |
| ❗ | **Noncredit Enhanced Funding Indicator** | N | No Value |
| ❗ | **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** | 231010 | No Value |
| ❗ | **Account Code** | 1320 | No Value |
| ❗ | **Program Code** | 100800 | 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 |

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| | **Checklist** | No Value | No Value |

## Summary of Revisions

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| ❗ | **Basic Course Information** | No Value | Description update |
| | **Units and Hours** | No Value | No Value |
| ❗ | **Specifications** | No Value | Updated methods of instruction to reflect how course content is taught<br>Aligned methods of evaluation with SLO's and/or course objectives<br>Updated textbooks and references to reflect current publications |
| | **Outline** | No Value | No Value |
| | **Other** | No Value | No Value |

## Blue Form

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

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

## A-Matrix Form

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| | **EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.** | No Value | No Value |

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| | **Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.** | No Value | No Value |
| | **Objective 2: Compose essays drawn from personal experience and assigned texts.** | No Value | No Value |
| | **Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.** | No Value | No Value |
| | **Objective 4: Create syntactically varied sentences that are free of mechanical errors.** | No Value | No Value |
| | **Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.** | No Value | No Value |

## B-Matrix Form

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| | **ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.** | No Value | No Value |

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| | **Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.** | No Value | No Value |
| ❗ | **Objective 2: Develop analytical ideas and topics for essays.** | No Value | Assignment: B. Written critique of live and/or video ballet performance Method of Evaluation: B. Evaluation of critique of live or video performance based on a more sophisticated ability to logically state and support opinions and impressions of the dance form. |
| | **Objective 3: Compose and support thesis statements for analytical essays.** | No Value | No Value |
| | **Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.** | No Value | No Value |
| | **Objective 5: Identify and practice writing for different audiences and purposes.** | No Value | No Value |
| | **Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.** | No Value | No Value |
| | **Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.** | No Value | No Value |
| | **Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.** | No Value | No Value |

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

## C-Matrix Form

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

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| | **Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.** | No Value | No Value |
| | **Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.** | No Value | No Value |

## D-Matrix Form

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

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| | **Objective 4: Develop linear function models.** | No Value | No Value |
| | **Objective 5: Use systems of two linear equations to solve real world problems.** | No Value | No Value |
| | **Objective 6: Use linear inequalities in one variable to solve real world problems.** | No Value | No Value |
| | **Objective 7: Examine exponential expressions and develop exponential function models.** | No Value | No Value |
| | **Objective 8: Examine logarithmic expressions and develop logarithmic function models.** | No Value | No Value |
| | **Objective 9: Develop quadratic function models to solve problems.** | No Value | No Value |
| | **Objective 10: Investigate the characteristics of rational expressions.** | No Value | No Value |
| | **Objective 11: Develop skills to work with radical expressions.** | No Value | No Value |

**E-Matrix Form**

**Objective 5:**

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| | **Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.** | No Value | No Value |
| | **Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.** | No Value | No Value |
| | **Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.** | No Value | No Value |
| | **Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.** | No Value | No Value |
| | **Objective 4: Develop linear function models to solve problems.** | No Value | No Value |
| | **Objective 5: Use systems of two linear equations to solve real-world problems.** | No Value | No Value |

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

### F-Matrix Form

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

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| | **Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.** | No Value | No Value |
| | **Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.** | No Value | No Value |
| | **Objective 3: Apply the order of operations to evaluate signed numerical expressions.** | No Value | No Value |
| | **Objective 4: Solve problems involving operations with signed numbers.** | No Value | No Value |
| | **Objective 5: Explore the characteristics and properties of real numbers.** | No Value | No Value |
| | **Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.** | No Value | No Value |
| | **Objective 7: Explore rates and ratios and use proportions to solve problems.** | No Value | No Value |

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

**G-Matrix Form**

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

## H-Matrix Form

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| | **Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc… list the prerequisite(s) to participate in the program.** | No Value | No Value |
| | **Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc… list the prerequisite(s) to participate in the cohort.** | No Value | No Value |
| | **Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.** | No Value | No Value |
| | **Objective 4: For Prerequisites based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills, i.e. such as a course.** | No Value | No Value |

**De Anza GE Form**

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| ❗ | **Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)** | No Value | Outline: A. Design an individual pre-class warm-up sequence focusing on specific needs and any injuries 1. Gentle stretches and activating body parts 2. Placement exercises 3. Centering exercises B. Apply classical ballet theory at an intermediate level, further demonstrating increased body awareness with proper alignment, rhythm, musical responsiveness, and heightened spatial awareness 1. Demonstrate proper alignment a. Classical body placement b. The outward rotation of hips 2. Identify time orientations demonstrating musicality. Relate, at an intermediate level of technique, movement to music, hearing, identifying and responding to beat, meter, tempo, phrasing, and accents 3. Identify spatial orientations feeling space, filling space, moving through space a. Identify directions of the studio (Italian School) and corresponding stage directions b. Demonstrate, at an intermediate level and with confidence, the eight Cecchetti body facings (epaulement) c. Confidently demonstrate spotting in multiple turns |
| ❗ | **Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)** | No Value | Assignments: B. Written critique of live and/or video ballet performance C. Preparation of an intermediate-level ballet skills combination for demonstration with oral description of specific ballet steps using correct ballet vocabulary. Methods of Evaluation: B. Evaluation of critique of live or video performance based on a more sophisticated ability to logically state and support opinions and impressions of the dance form. |
| ❗ | **Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)** | No Value | Assignments: B. Written critique of live and/or video ballet performance C. Preparation of an intermediate-level ballet skills combination for demonstration with oral description of specific ballet steps using correct ballet vocabulary. Methods of Evaluation: B. Evaluation of critique of live or video performance based on a more sophisticated ability to logically state and support opinions and impressions of the dance form. |

| Changed | Questions | Current Version | Proposed Version |
|---------|-----------|-----------------|------------------|
| ❗ | **Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)** | No Value | Outline: D. Further recognize ballet as an art form through the identification of major historical global origins and international development, major works and artists. 1. Historical overview: works and artists of the past and present; King Louis XIV, Anna Pavlova, Vaslav Nijinsky, Serge Diaghilev. George Balanchine, Jerome Robins, Contemporary artists of diversity (Arthur Mitchell, Alonzo King, Chee San Goh, etc.) 2. The aesthetics of ballet 3. The relationship of ballet to other major dance forms |
| ❗ | **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: D. Further recognize ballet as an art form through the identification of major historical global origins and international development, major works and artists. 1. Historical overview: works and artists of the past and present; King Louis XIV, Anna Pavlova, Vaslav Nijinsky, Serge Diaghilev. George Balanchine, Jerome Robins, Contemporary artists of diversity (Arthur Mitchell, Alonzo King, Chee San Goh, etc.) 2. The aesthetics of ballet 3. The relationship of ballet to other major dance forms |
| ❗ | **Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)** | No Value | Outline: C. Further apply and practice basic concepts of exercise, physiology and nutrition to ballet technique 1. Identify theories of anaerobic vs. aerobic exercise 2. Develop and practice cardiovascular endurance 3. Comprehend nutritional concepts with special notes regarding specific needs for various populations: youth, adults, older adults, highly trained athletes, males and females a. Recognize a balanced diet for wellness b. Appreciate the importance of eating before class c. Appreciate the importance post class food and fluids 4. Comprehend flexibility concepts with special notes regarding specific needs for various populations: youth, adults, older adults, highly trained athletes, males and females a. Consistently employ techniques for overall flexibility b. Identify and incorporate theories about stretching during warm-up c. Identify and incorporate theories about stretching into post exercise practice 5. Consistently use techniques to avoid common injuries to the ballet dancer |

**De Anza GE - ESGC Form**

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

## Comments

| Changed | Questions | Current Version | Proposed Version |
|---------|-----------|-----------------|------------------|
| | **Stage 2: Department Chair** | No Value | No Value |
| | **Stage 3: Division Curriculum Representative** | No Value | No Value |
| | **Stage 4: Division Dean** | No Value | No Value |
| | **Stage 5: SLO Coordinator** | No Value | No Value |
| | **Stage 7: Content Review Matrix Liaison** | No Value | No Value |
| | **Stage 8: AVP - Instruction** | No Value | No Value |
| | **Stage 9: Articulation Officer** | No Value | No Value |
| | **Stage 11: ESGC Faculty Coordinator** | No Value | No Value |
| | **Stage 14: Curriculum Committee** | No Value | No Value |

## Course Administration Codes

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

| Changed | Field | Current Version |
|---------|-------|-----------------|
| | **Curriculum ID** | DANCD022M |
| | **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 |

| Changed | Field | Current Version |
|---|---|---|
| | **Course Control Number** | CCC000545319 |

## Articulation

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

## Summary of Changes

| Section | Changed field |
| --- | --- |
| **General Information** | Faculty Initiator |
| **General Information** | Effective Term |
| **General Information** | Course Type (CB27) |
| **General Information** | Mode of Delivery |
| **Faculty Requirements** | Discipline 1 |
| **Faculty Requirements** | Discipline 2 |
| **Faculty Requirements** | Discipline 3 |
| **Faculty Requirements** | FSA |
| **Transferability & Gen. Ed. Options** | GE Information |
| **Specifications** | Methods of Instruction |
| **Specifications** | Methods of Evaluation |
| **Specifications** | Essential Student Materials/Essential College Facilities |
| **Specifications** | Examples of Primary Texts and References |
| **Specifications** | Suggested Reading List |
| **Curriculum Office** | Banner Start Term (202122) |
| **Curriculum Office** | Banner Division |
| **Curriculum Office** | Catalog Term (21-22) |
| **Curriculum Office** | 5 Year Revision Year (2021) |
| **Curriculum Office** | Effective Quarter |
| **Curriculum Office** | Effective Year (2021) |
| **Curriculum Office** | Course Status Code |
| **Curriculum Office** | Banner Department |
| **Curriculum Office** | Course Level |
| **Curriculum Office** | College Code |

| Section | Changed field |
| --- | --- |
| **Curriculum Office** | CTE Status |
| **Curriculum Office** | Hybrid Approval Date (MM/DD/YYYY) |
| **Curriculum Office** | Emergency Approval |
| **Curriculum Office** | Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction) |
| **Curriculum Office** | Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training) |
| **Curriculum Office** | Noncredit Enhanced Funding Indicator |
| **Curriculum Office** | In Service Indicator |
| **Curriculum Office** | Sports/Physical Education Course Indicator |
| **Curriculum Office** | COA Code |
| **Curriculum Office** | Fund Code |
| **Curriculum Office** | Organization Code |
| **Curriculum Office** | Account Code |
| **Curriculum Office** | Program Code |
| **Curriculum Office** | Percent |
| **Curriculum Office** | Print/No Print to Catalog |
| **Summary of Revisions** | Specifications |
| **Summary of Revisions** | Other |
| **A-Matrix Form** | Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse. |
| **A-Matrix Form** | Objective 2: Compose essays drawn from personal experience and assigned texts. |
| **A-Matrix Form** | Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page. |
| **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. |

| 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.) |
| **De Anza GE - ESGC Form** | Criteria 1: Explain the interconnectivity of economic prosperity, social equity and environmental quality. |
| **De Anza GE - ESGC Form** | Criteria 2: Identify the most serious environmental, equity, and social justice problems globally and locally and explain their underlying causes and possible consequences. |
| **De Anza GE - ESGC Form** | 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. |
| **De Anza GE - ESGC Form** | Criteria 4: Analyze how the well being of human society is dependent on sustainable social and ecological systems. |
| **De Anza GE - ESGC Form** | 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. |
| **Comments** | Stage 3: Division Curriculum Representative |
| **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 | • Huafu Liu | • William Roeder |
| | Course ID (CB01A and CB01B) | E SD004. | E SD004. |
| | Course Control Number | CCC000592163 | CCC000592163 |
| | Course Title (CB02) | Energy, the Environment, and Society | Energy, the Environment, and Society |
| | Short Course Title | ENERGY, ENVRNMENT, AND SOCIETY | ENERGY, ENVRNMENT, AND SOCIETY |
| | TOP Code (CB03) | 0302.00 | 0302.00 Environmental Studies |
| | CIP Code | Environmental Studies | 03.0103 Environmental Studies |
| | Department | E S - Environmental Studies | E S - Environmental Studies |
| ❗ | Effective Term | Fall 2023 | Fall ~~2023~~ 2025 |
| | SAM Priority Code (CB09) | Non-Occupational | Non-Occupational |

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | **Course Description** | Energy plays a dominant role in our modern global industrialized society. Rapid growth of human populations worldwide, combined with increases in fossil fuel related energy to support human activities have caused social, environmental, health and safety, political and economic ramifications. Damage to land, sea, and air, nuclear and oil spill disasters, global political strife, greenhouse gas emissions, species extinction and habitat degradation, and economic inflation are all associated with our need to have abundant amounts of energy in our lives. Many issues faced in the world we live in are the result of the extraction, production, transmission, distribution and consumption of energy. Energy and its negative impacts know no social, economic, cultural, racial, gender, religious, political, geographic or environmental boundaries. This course examines how our energy demands and its ramifications affect everyone on the planet. <br /> <br /> (Field trip outside of scheduled class time may be required for this course.) | Energy plays a dominant role in our modern global industrialized society. Rapid growth of human populations worldwide, combined with increases in fossil fuel related energy to support human activities have caused social, environmental, health and safety, political and economic ramifications. Damage to land, sea, and air, nuclear and oil spill disasters, global political strife, greenhouse gas emissions, species extinction and habitat degradation, and economic inflation are all associated with our need to have abundant amounts of energy in our lives. Many issues faced in the world we live in are the result of the extraction, production, transmission, distribution and consumption of energy. Energy and its negative impacts know no social, economic, cultural, racial, gender, religious, political, geographic or environmental boundaries. This course examines how our energy demands and its ramifications affect everyone on the planet. <br /> <br /> (Field trip outside of scheduled class time may be required for this course.) |
| ❗ | **Course Type (CB27)** | No value | • Lower Division |
| ❗ | **Mode of Delivery** | • Hybrid | • Online<br>• Hybrid |

**Faculty Requirements**

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| ❗ | **Discipline 1** | No value | • Biological Sciences |
| ❗ | **Discipline 2** | No value | • Ecology |

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| ❗ | Discipline 3 | No value | • Environmental Technologies (Environmental hazardous material technology, hazardous material abatement, environmentally conscious manufacturing, waste water pretreatment, air pollution control technology, integrated waste management, water treatment, sewage treatment) |
| ❗ | FSA | No value | • Biological Sciences |

## 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, CSUGE and IGETC and provides general education foundation skills in science with a focus on an interdisciplinary study of energy extraction, transmission, distribution and consumption and its impact on the environment and social equity. It is UC and CSU transferable and belongs on the Energy Management and Building Science degree. | This course meets a general education requirement for De Anza, CSUGE and IGETC and provides general education foundation skills in science with a focus on an interdisciplinary study of energy extraction, transmission, distribution and consumption and its impact on the environment and social equity. It is UC and CSU transferable and belongs on the Energy Management and Building Science degree. |

## 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>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 | No |

## Cross-listed Course

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

## More Options

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | **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<br>• Pass/No Pass | • Letter Grade<br>• Pass/No Pass |
| | **Allow Students to Gain Credit by Exam/Challenge** | ☐ | ☐ |
| | **Repeatability Statement** | No value | |

## Associated Programs

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | **Course is part of a program** | **Associated Program** Liberal Arts (Arts and Letters Emphasis) <br> **Award Type** Associate in Arts (A.A.) Degree | **Associated Program** Liberal Arts (Arts and Letters Emphasis) <br> **Award Type** Associate in Arts (A.A.) Degree |
| | | **Associated Program** Liberal Arts (Arts and Letters Emphasis) <br> **Award Type** Associate in Arts (A.A.) Degree | **Associated Program** Liberal Arts (Arts and Letters Emphasis) <br> **Award Type** Associate in Arts (A.A.) Degree |
| | | **Associated Program** Liberal Arts (Arts and Letters Emphasis) <br> **Award Type** Associate in Arts (A.A.) Degree | **Associated Program** Liberal Arts (Arts and Letters Emphasis) <br> **Award Type** Associate in Arts (A.A.) Degree |
| | | **Associated Program** Energy Management and Building Science <br> **Award Type** Certificate of Achievement (COA) | **Associated Program** Energy Management and Building Science <br> **Award Type** Certificate of Achievement (COA) |
| | | **Associated Program** Energy Management and Building Science <br> **Award Type** Certificate of Achievement (COA) | **Associated Program** Energy Management and Building Science <br> **Award Type** Certificate of Achievement (COA) |
| | | **Associated Program** CSU GE <br> **Award Type** Certificate of Achievement-Advanced (COA-A) | **Associated Program** CSU GE <br> **Award Type** Certificate of Achievement-Advanced (COA-A) |
| | | **Associated Program** CSU GE <br> **Award Type** Certificate of Achievement-Advanced (COA-A) | **Associated Program** CSU GE <br> **Award Type** Certificate of Achievement-Advanced (COA-A) |
| | | **Associated Program** CSU GE | **Associated Program** CSU GE |

| Changed | Field | Current Version | | Proposed Version | |
|---|---|---|---|---|---|
| | | **Award Type** | Certificate of Achievement-Advanced (COA-A) | **Award Type** | Certificate of Achievement-Advanced (COA-A) |
| | | **Associated Program** | IGETC | **Associated Program** | IGETC |
| | | **Award Type** | Certificate of Achievement-Advanced (COA-A) | **Award Type** | Certificate of Achievement-Advanced (COA-A) |
| | | **Associated Program** | IGETC | **Associated Program** | IGETC |
| | | **Award Type** | Certificate of Achievement-Advanced (COA-A) | **Award Type** | Certificate of Achievement-Advanced (COA-A) |
| | | **Associated Program** | IGETC | **Associated Program** | IGETC |
| | | **Award Type** | Certificate of Achievement-Advanced (COA-A) | **Award Type** | Certificate of Achievement-Advanced (COA-A) |
| | | **Associated Program** | Facility and Sustainable Building Management | **Associated Program** | Facility and Sustainable Building Management |
| | | **Award Type** | Associate in Science (A.S.) Degree | **Award Type** | Associate in Science (A.S.) Degree |
| | | **Associated Program** | Facility and Sustainable Building Management | **Associated Program** | Facility and Sustainable Building Management |
| | | **Award Type** | Associate in Science (A.S.) Degree | **Award Type** | Associate in Science (A.S.) Degree |
| | | **Associated Program** | Environmental Resource Management and Pollution Prevention | **Associated Program** | Environmental Resource Management and Pollution Prevention |
| | | **Award Type** | Associate in Arts (A.A.) Degree | **Award Type** | Associate in Arts (A.A.) Degree |
| | | **Associated Program** | Liberal Arts (Social and Behavioral Sciences Emphasis) | **Associated Program** | Liberal Arts (Social and Behavioral Sciences Emphasis) |

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

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

| **Associated Program** | Liberal Arts (Social and Behavioral Sciences Emphasis) | **Associated Program** | Liberal Arts (Social and Behavioral Sciences Emphasis) |
|---|---|---|---|
| **Award Type** | Associate in Arts (A.A.) Degree | **Award Type** | Associate in Arts (A.A.) Degree |

| **Associated Program** | Environmental Resource Management and Pollution Prevention | **Associated Program** | Environmental Resource Management and Pollution Prevention |
|---|---|---|---|
| **Award Type** | Associate in Arts (A.A.) Degree | **Award Type** | Associate in Arts (A.A.) Degree |

| **Associated Program** | Energy Management and Building Science | **Associated Program** | Energy Management and Building Science |
|---|---|---|---|
| **Award Type** | Associate in Science (A.S.) Degree | **Award Type** | Associate in Science (A.S.) Degree |

| **Associated Program** | Energy Management and Building Science | **Associated Program** | Energy Management and Building Science |
|---|---|---|---|
| **Award Type** | Associate in Science (A.S.) Degree | **Award Type** | Associate in Science (A.S.) Degree |

| **Associated Program** | Energy Management and Building Science | **Associated Program** | Energy Management and Building Science |
|---|---|---|---|
| **Award Type** | Certificate of Achievement-Advanced (COA-A) | **Award Type** | Certificate of Achievement-Advanced (COA-A) |

| **Associated Program** | Energy Management and Building Science | **Associated Program** | Energy Management and Building Science |
|---|---|---|---|
| **Award Type** | Certificate of Achievement-Advanced (COA-A) | **Award Type** | Certificate of Achievement-Advanced (COA-A) |

**Transferability & Gen. Ed. Options**

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | **Transfer Status (CB05)** | Transferable to both UC and CSU | Transferable to both UC and CSU |
| | **Course General Education Status (CB25)** | Y | Y |
| | **Transfer Status** | Approved | Approved |

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| ❗ | **GE Information** | | |

**Current Version:**

| System/Institution | De Anza GE |
|---|---|
| **Area(s)** | • 2GDX - Approved.<br>• 2GES - Approved. |
| **-** | No value |

| System/Institution | IGETC |
|---|---|
| **Area(s)** | • IG4X - Approved. |
| **-** | No value |

| System/Institution | CSU GE |
|---|---|
| **Area(s)** | • CGDY - Approved. |
| **-** | No value |

**Proposed Version:**

| System/Institution | De Anza GE |
|---|---|
| **Area(s)** | • 2GDX - Approved.<br>• 2GES - Approved. |
| **-** | No value |

| System/Institution | Cal-GETC |
|---|---|
| **Area(s)** | • CA4X - Approved. |
| **-** | No value |

## Weekly Student Hours - Profile Name: Default Profile

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

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

## Course Student Hours - Profile Name: Default Profile

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | **Course Duration (Weeks)** | 12 | 12 |
| | **Hours per unit divisor** | 36 | 36 |
| | **Total Student Learning Hours** | 144 | 144 |
| | **Lecture Hours - Course In-Class (Contact) per Term** | 48 | 48 |
| | **Lecture Hours - Course Out-of-Class per Term** | 96 | 96 |
| | **Laboratory Hours - Course In-Class (Contact) per Term** | 0 | 0 |
| | **Laboratory Hours - Course Out-of-Class per Term** | 0 | 0 |
| | **NA Hours - Course In-Class (Contact) per Term** | 0 | 0 |

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

## Speciality Hours

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | **Speciality Hours** | No value | No value |

## Credit / Non-Credit Options

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

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | **Variable Credit Course** | ☐ | ☐ |

## Credit Units

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

## SKIP

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | **SKIP** | No Value | No Value |

## Specifications

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| ❗ | Methods of Instruction | | |

| Methods of Instruction | | Methods of Instruction | Methods of Instruction |
|---|---|---|---|
| **Methods of Instruction** | Lecture and visual aids<br>Current event videos<br>Discussion of assigned reading<br>Discussion and problem solving performed in class<br>In-class exploration of Internet sites<br>Quiz and examination review performed in class<br>Guest speakers<br>Collaborative learning and small group exercises<br>Collaborative projects<br>Final Assessment | **Methods of Instruction** | Lecture and visual aids<br>Current event videos<br>Discussion of assigned reading<br>Discussion and problem solving performed in class<br>In-class exploration of Internet sites<br>Quiz and examination review performed in class<br>Guest speakers<br>Collaborative learning and small group exercises<br>Collaborative projects<br>Final Assessment |

| | Assignments | 1. Reading assignments from the text and other pertinent readings<br>2. Writing assignments involving summary, synthesis and critical analysis of data and information<br>3. Team project (including written summary and presentation) on an assigned topic<br>4. Team assessment that will require students to demonstrate the ability to summarize, integrate and critically analyze principles and concepts | 1. Reading assignments from the text and other pertinent readings<br>2. Writing assignments involving summary, synthesis and critical analysis of data and information<br>3. Team project (including written summary and presentation) on an assigned topic<br>4. Team assessment that will require students to demonstrate the ability to summarize, integrate and critically analyze principles and concepts |

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

**Methods of Evaluation**

| Methods of Evaluation | |
|---|---|
| **Methods of Evaluation** | 1. Completion of reading and writing assignments including an assessment (quiz) process to evaluate student comprehension of concepts and principles<br>2. Completion of team project including an assessment process to evaluate student comprehension of concepts and principles<br>3. An individual, written energy use reflection/assessment detailing student's current energy choices, impacts on the environment and society and ways to conserve, reduce and/or migrate to cleaner forms of energy<br>4. A final assessment (exam) that will require students to demonstrate the ability to summarize, integrate and critically analyze principles and concepts examined throughout the course |

| Methods of Evaluation | Methods of Evaluation |
|---|---|
| **Methods of Evaluation** | 1. Completion of reading and writing assignments including an assessment (quiz) process to evaluate student comprehension of concepts and principles<br>2. Completion of team project including an assessment process to evaluate student comprehension of concepts and principles<br>3. An individual, written energy use reflection/assessment detailing student's current energy choices, impacts on the environment and society and ways to conserve, reduce and/or migrate to cleaner forms of energy<br>4. A final assessment (exam) that will require students to demonstrate the ability to summarize, integrate and critically analyze principles and concepts examined throughout the course |

**Essential Student Materials/Essential College Facilities**

**Essential Student Materials:**
- None.

**Essential College Facilities:**
- None.

**Essential Student Materials:**
- None

**Essential College Facilities:**
- None

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

**Examples of Primary Texts and References**

Current Version:

| | |
|---|---|
| **Title** | No value |
| **Author** | Schobert,Howard, H. "Energy and Society: An Introduction", 2nd Edition, CRC Press. 2014 |
| **Publisher** | No value |
| **Date/Edition** | No value |
| **ISBN** | No value |

Proposed Version:

| | |
|---|---|
| **Title** | Energy and Society: An Introduction |
| **Author** | Schobert,Howard, H. |
| **Publisher** | CRC Press |
| **Date/Edition** | April 2014, 2nd Edition |
| **ISBN** | 9781439826454 |

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| ❗ | **Suggested Reading List** | | No value |

| | |
|---|---|
| **Reading List** | Worldwatch Institute. "State of the World 2009: Into a Warming World". Worldwatch Institute |
| **May include, but are not limited to** | No value |

| | |
|---|---|
| **Reading List** | Ehrlich, P. and Ehrlich, A. "The Population Explosion" (sequel to 1971's "The Population Bomb" by P. Ehrlich). Touchstone Books. 1991. |
| **May include, but are not limited to** | No value |

| | |
|---|---|
| **Reading List** | Gore, A. "Earth in the Balance." Rodale Books. Re-release Edition. 2006 |
| **May include, but are not limited to** | No value |

| | |
|---|---|
| **Reading List** | Smith, Eric R.A.N. "Energy, the Environment and Public Opinion" 2000th Edition. Rowman & Littlefield Publishers. 2001 |
| **May include, but are not limited to** | No value |

No value

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

| | **Reading List** | Vaitheeswaran, Vijay, V. "Power to the People: How the Coming Energy Revolution Will Transform an Industry, Change Our Lives, and Maybe Even Save the Planet" 1st Edition. Farrar, Straus and Giroux. 2001 |
|---|---|---|
| | **May include, but are not limited to** | No value |

## Learning Outcomes and Objectives

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | **Course Objectives** | <ul><li>Assess and examine the evolution of our energy driven society</li><li>Analyze the history and culture of energy generation and consumption</li><li>Analyze energy and pollution in the transportation sector</li><li>Examine energy, pollution and resource depletion in the built environment (buildings)</li><li>Explore power plants and the impacts of energy generation, transmission and distribution</li><li>Examine fossil fuels and their impact on the environment and society</li><li>Assess nuclear energy and its impact on the environment and society</li><li>Explore global energy consumption and its impact on pollution, waste and greenhouse gas emissions</li><li>Examine and assess the positive impact of renewable energy, conservation and reduction of energy.</li><li>Analyze energy and its overall impact on global society</li><li>Explore and examine educational and sustainable career opportunities in Energy Management, Pollution Prevention, and Environmental Science/Biodiversity</li></ul> | <ul><li>Assess and examine the evolution of our energy driven society</li><li>Analyze the history and culture of energy generation and consumption</li><li>Analyze energy and pollution in the transportation sector</li><li>Examine energy, pollution and resource depletion in the built environment (buildings)</li><li>Explore power plants and the impacts of energy generation, transmission and distribution</li><li>Examine fossil fuels and their impact on the environment and society</li><li>Assess nuclear energy and its impact on the environment and society</li><li>Explore global energy consumption and its impact on pollution, waste and greenhouse gas emissions</li><li>Examine and assess the positive impact of renewable energy, conservation and reduction of energy.</li><li>Analyze energy and its overall impact on global society</li><li>Explore and examine educational and sustainable career opportunities in Energy Management, Pollution Prevention, and Environmental Science/Biodiversity</li></ul> |

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

**CSLOs**

| **CSLOs** | Examine the evolution of energy over time and its impact on earth's resources and environmental degradation. | **CSLOs** | Examine the evolution of energy over time and its impact on earth's resources and environmental degradation. |
|-----------|---|-----------|---|
| **Expected SLO Performance** | 0.0 | **Expected SLO Performance** | 0.0 |

| **CSLOs** | Demonstrate an understanding of the actions individuals can take to reduce energy consumption, pollution and greenhouse gas emissions. | **CSLOs** | Demonstrate an understanding of the actions individuals can take to reduce energy consumption, pollution and greenhouse gas emissions. |
|-----------|---|-----------|---|
| **Expected SLO Performance** | 0.0 | **Expected SLO Performance** | 0.0 |

| **CSLOs** | Examine and analyze the wide ranging impact of energy on the triple bottom line of sustainability- People Planet and Profit. | **CSLOs** | Examine and analyze the wide ranging impact of energy on the triple bottom line of sustainability- People Planet and Profit. |
|-----------|---|-----------|---|
| **Expected SLO Performance** | 0.0 | **Expected SLO Performance** | 0.0 |

**Course Outline**

| Changed | Field | Current Version | Proposed Version |
|---------|-------|-----------------|------------------|
| | **Course Content** | 1. Assess and examine the evolution of our energy driven society<br>  1. The history of energy<br>  2. Population increase and its affect on energy use<br>  3. Industrialization and the introduction of fossil fuels<br>  4. Air and water pollution / toxic waste<br>  5. The shrinking technology cycle and the explosion of products in our lives using electricity<br>2. Analyze the history and culture of energy generation and consumption<br>  1. Fire as a source of energy and light<br>  2. The energy potential of the sun<br>  3. Windmills and passive solar energy<br>  4. The discovery of electricity to do work<br>  5. Powering villages,towns,cities and countries<br>  6. Increased energy generation to support growing worldwide demand and high tech products<br>3. Analyze energy and pollution in the transportation sector<br>  1. The invention of the steam engine<br>  2. The discovery of fossil fuels and the gasoline combustion engine<br>  3. Consumerism and the transportation of goods<br>  4. Imported and exported oil; domestic drilling<br>  5. Air travel and its impact on the delivery of goods and services<br>4. Examine energy, pollution and resource depletion in the built environment (buildings)<br>  1. The resource intensity of buildings<br>  2. The energy and pollution footprint of buildings<br>  3. Heat islands and greenhouse gas emissions<br>  4. Large cities and metroplexes<br>  5. The thermodynamics of building materials- concrete, steel and other materials | 1. Assess and examine the evolution of our energy driven society<br>  1. The history of energy<br>  2. Population increase and its affect on energy use<br>  3. Industrialization and the introduction of fossil fuels<br>  4. Air and water pollution / toxic waste<br>  5. The shrinking technology cycle and the explosion of products in our lives using electricity<br>2. Analyze the history and culture of energy generation and consumption<br>  1. Fire as a source of energy and light<br>  2. The energy potential of the sun<br>  3. Windmills and passive solar energy<br>  4. The discovery of electricity to do work<br>  5. Powering villages,towns,cities and countries<br>  6. Increased energy generation to support growing worldwide demand and high tech products<br>3. Analyze energy and pollution in the transportation sector<br>  1. The invention of the steam engine<br>  2. The discovery of fossil fuels and the gasoline combustion engine<br>  3. Consumerism and the transportation of goods<br>  4. Imported and exported oil; domestic drilling<br>  5. Air travel and its impact on the delivery of goods and services<br>4. Examine energy, pollution and resource depletion in the built environment (buildings)<br>  1. The resource intensity of buildings<br>  2. The energy and pollution footprint of buildings<br>  3. Heat islands and greenhouse gas emissions<br>  4. Large cities and metroplexes<br>  5. The thermodynamics of building materials- concrete, steel and other materials |

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

6. Waste in buildings and building operations and its environmental impact

5. Explore power plants and the impacts of energy generation, transmission and distribution
   1. Energy generation equals energy wasted
   2. The environmental and social impact of generating energy
   3. Greenhouse gases- NOX, SOX, Mercury, CO2
   4. Power Grids and energy monopolies
   5. Coal, big oil and profit
   6. Energy policy and government subsidies

6. Examine fossil fuels and their impact on the environment and society
   1. Energy policy and energy politics
   2. Lobbyists and their impact
   3. Energy disasters, environmental damage and social justice issues
   4. Global strife and military intervention over oil
   5. OPEC and the oil driven economy

7. Assess nuclear energy and its impact on the environment and society
   1. The advent of nuclear power
   2. The environmental issues and health concerns of nuclear waste
   3. Nuclear energy disasters and their impact on people and planet
   4. Disposal of nuclear waste and its associated issues

8. Explore global energy consumption and its impact on pollution, waste and greenhouse gas emissions
   1. Tragedy of the commons
   2. Species extinction and degradation of habitat
   3. Energy's affect on earth's biogeochemical cycles and earth services
   4. Global environmental initiatives and climate change resolutions and regulations

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**Proposed Version**

6. Waste in buildings and building operations and its environmental impact

5. Explore power plants and the impacts of energy generation, transmission and distribution
   1. Energy generation equals energy wasted
   2. The environmental and social impact of generating energy
   3. Greenhouse gases- NOX, SOX, Mercury, CO2
   4. Power Grids and energy monopolies
   5. Coal, big oil and profit
   6. Energy policy and government subsidies

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   1. Energy policy and energy politics
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   4. Disposal of nuclear waste and its associated issues

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   1. Tragedy of the commons
   2. Species extinction and degradation of habitat
   3. Energy's affect on earth's biogeochemical cycles and earth services
   4. Global environmental initiatives and climate change resolutions and regulations

| Changed | Field | Current Version | Proposed Version |
|---|---|---|---|
| | | 9. Examine and assess the positive impact of renewable energy, conservation and reduction of energy.<br>  1. Use less energy- reduce your energy bill<br>  2. The Energy Star program<br>  3. Breaking our addiction to fossil fuels with cleaner forms of energy<br>  4. Moving away from fossil fuels- technological advances and the infrastructure needed to support alternatives<br>  5. The growing adoption of renewable energy systems and hybrid and electric vehicles<br>10. Analyze energy and its overall impact on global society<br>  1. Climate change, rising sea levels, higher medical costs and environmental justice<br>  2. Environmental legislation- Clean Air Act, Clean Water Act, Endangered Species Act, AB 32, SB350<br>  3. Rising energy costs and its impact on discretionary income<br>  4. Consumption of energy in industrialized countries vs. third world countries<br>11. Explore and examine educational and sustainable career opportunities in Energy Management, Pollution Prevention, and Environmental Science/Biodiversity<br>  1. Energy Management and Building Science Education and Career Paths<br>  2. Facility Management Education and Career Paths<br>  3. Environmental Resource Management Education and Career Paths<br>  4. Waste Management and Pollution Prevention Education and Career Paths<br>  5. Environmental Science Education and Career Paths<br>  6. Biodiversity and Environmental Stewardship Education and Career Paths | 9. Examine and assess the positive impact of renewable energy, conservation and reduction of energy.<br>  1. Use less energy- reduce your energy bill<br>  2. The Energy Star program<br>  3. Breaking our addiction to fossil fuels with cleaner forms of energy<br>  4. Moving away from fossil fuels- technological advances and the infrastructure needed to support alternatives<br>  5. The growing adoption of renewable energy systems and hybrid and electric vehicles<br>10. Analyze energy and its overall impact on global society<br>  1. Climate change, rising sea levels, higher medical costs and environmental justice<br>  2. Environmental legislation- Clean Air Act, Clean Water Act, Endangered Species Act, AB 32, SB350<br>  3. Rising energy costs and its impact on discretionary income<br>  4. Consumption of energy in industrialized countries vs. third world countries<br>11. Explore and examine educational and sustainable career opportunities in Energy Management, Pollution Prevention, and Environmental Science/Biodiversity<br>  1. Energy Management and Building Science Education and Career Paths<br>  2. Facility Management Education and Career Paths<br>  3. Environmental Resource Management Education and Career Paths<br>  4. Waste Management and Pollution Prevention Education and Career Paths<br>  5. Environmental Science Education and Career Paths<br>  6. Biodiversity and Environmental Stewardship Education and Career Paths |

| 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):** | EWRT D001A or EWRT D01AH or ESL D005. | EWRT D001A or EWRT D01AH or ESL D005. |
| | **Advisory(ies) - Other:** | No Value | No Value |
| | **Limitation(s) on Enrollment:** | No Value | No Value |
| | **Limitation(s) on Enrollment - Other:** | No Value | No Value |
| | **Entrance Skills(s):** | No Value | No Value |
| | **Entrance Skill(s) - Other:** | No Value | No Value |
| | **General Course Statement(s):** | (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** | 2BH | 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)** | E S 004 | E S 004 |
| | **Course Status** | New | New |
| ❗ | **Course Status Code** | A | No Value |
| ❗ | **Banner Department** | E S | No Value |
| ❗ | **Course Level** | DU | No Value |
| ❗ | **College Code** | DA | No Value |
| | **Course Characteristics** | NA | NA |
| | **Cross-Listed/Related Course Information** | NA | NA |
| | **Cross-Listed/Related Course ID's** | No Value | No Value |
| ❗ | **CTE Status** | No | No Value |
| | **DL Approval Date (MM/DD/YYYY)** | No Value | No Value |
| ❗ | **Hybrid Approval Date (MM/DD/YYYY)** | 06/13/2017 | 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)** | N | No Value |
| ❗ | **Noncredit Enhanced Funding Indicator** | N | No Value |
| ❗ | **In Service Indicator** | N | No Value |
| ❗ | **Sports/Physical Education Course Indicator** | N | No Value |
| ❗ | **COA Code** | C | No Value |
| ❗ | **Fund Code** | 114000 | No Value |
| ❗ | **Organization Code** | 237005 | No Value |
| ❗ | **Account Code** | 1320 | No Value |
| ❗ | **Program Code** | 030200 | No Value |
| ❗ | **Percent** | 100 | No Value |

| Changed | Questions | Current Version | Proposed Version |
|---------|-----------|-----------------|------------------|
| | **Curriculum Office Notes** | • Requisite change appr. 1/17/23 (effect. F23).-cc | • Requisite change appr. 1/17/23 (effect. F23).-cc |
| ❗ | **Print/No Print to Catalog** | Yes | No Value |
| | **Checklist** | No Value | No Value |

## Summary of Revisions

| Changed | Questions | Current Version | Proposed Version |
|---------|-----------|-----------------|------------------|
| | **Basic Course Information** | No Value | No Value |
| | **Units and Hours** | No Value | No Value |
| ❗ | **Specifications** | No Value | Updated textbooks and references to reflect current publications |
| | **Outline** | No Value | No Value |
| ❗ | **Other** | No Value | Uploaded Online and Hybrid Forms; Completed Matrix A, Conpleted De Anza GE Form, and Completed ESGC form |

## Blue Form

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

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

**A-Matrix Form**

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| | **EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.** | No Value | No Value |
| ❗ | **Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.** | No Value | Assignments: A ; Methods of Evaluation:A ; from text readings, demonstrate an understanding verbally or in writing of cultural of diverse worldviews |
| ❗ | **Objective 2: Compose essays drawn from personal experience and assigned texts.** | No Value | Assignments: A, B, C; Methods of Evaluation: A, C, D; From text readings and discussions exhibit a examples from past experiences |
| ❗ | **Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.** | No Value | Assignments: B,C,D; Methods of Evaluation: A,B,C,D; Cite research sources in MLA format on all written work submitted |
| ❗ | **Objective 4: Create syntactically varied sentences that are free of mechanical errors.** | No Value | Assignments: B, C,D; Methods of Evaluation: A,B,C,D; Write in complete sentences with accurate spelling and grammar |

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| ❗ | **Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.** | No Value | Assignments: B,C,D; Methods of Evaluation: B,C,D; Compare,contrast, and consider various worldviews and opinions in oral and written assignments |

**B-Matrix Form**

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

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

## C-Matrix Form

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

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| | **Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.** | No Value | No Value |
| | **Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.** | No Value | No Value |

**D-Matrix Form**

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

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| | **Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.** | No Value | No Value |
| | **Objective 2: Investigate the use of mathematics in real world.** | No Value | No Value |
| | **Objective 3: Explore functions.** | No Value | No Value |
| | **Objective 4: Develop linear function models.** | No Value | No Value |
| | **Objective 5: Use systems of two linear equations to solve real world problems.** | No Value | No Value |
| | **Objective 6: Use linear inequalities in one variable to solve real world problems.** | No Value | No Value |
| | **Objective 7: Examine exponential expressions and develop exponential function models.** | No Value | No Value |

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

## E-Matrix Form

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

| Changed | Questions | Current Version | Proposed Version |
|---------|-----------|-----------------|------------------|
| | **Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.** | No Value | No Value |
| | **Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.** | No Value | No Value |
| | **Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.** | No Value | No Value |
| | **Objective 4: Develop linear function models to solve problems.** | No Value | No Value |
| | **Objective 5: Use systems of two linear equations to solve real-world problems.** | No Value | No Value |
| | **Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.** | No Value | No Value |

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

## F-Matrix Form

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

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| | **Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.** | No Value | No Value |
| | **Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.** | No Value | No Value |
| | **Objective 3: Apply the order of operations to evaluate signed numerical expressions.** | No Value | No Value |
| | **Objective 4: Solve problems involving operations with signed numbers.** | No Value | No Value |
| | **Objective 5: Explore the characteristics and properties of real numbers.** | No Value | No Value |
| | **Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.** | No Value | No Value |
| | **Objective 7: Explore rates and ratios and use proportions to solve problems.** | No Value | No Value |

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

| **G-Matrix Form** | | |
|---|---|---|
| | | |

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

## H-Matrix Form

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

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| | **Objective 4: For Prerequisites based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills, i.e. such as a course.** | No Value | No Value |

**De Anza GE Form**

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| ❗ | **Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)** | No Value | Outline: A,B, F, G, H, J; Assignments: A,B,C, D; Methods of Evaluation: A,B,C,D |
| ❗ | **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 | Outline: A,B,C, D, E,F,G,H,I,J Assignments: B,C,D; Methods of Evaluation: A,B,C,D |

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| ❗ | **Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)** | No Value | Outline: B,C,D,E, F, G,H,I,J,K; Assignments: B,C,D; Methods of Evaluation: A,B,C,D |
| ❗ | **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: I,H,J,K; Assignments: B,C,D; Methods of Evaluation: A,B,C,D |
| ❗ | **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,B,C,D,E,F,G, H,I,J,K; Assignments: B,C,D; Methods of Evaluation: A,B,C,D |

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

### 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 | Outline: A,B,C, D,E,F,G,H,I,J; Assignments: B,C,D; Methods of Evaluation: A,B,C,D |
| ❗ | **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 | Outline: B,C,D,E,F.G, H,I,J Assignments: A,B,C,D; Methods of Evaluation: A,B,C,D |

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| ❗ | **Criteria 3: Explain some significant ways students can make a difference in making a positive impact, locally, at a state level, or globally in making the world more environmentally sustainable and socially just.** | No Value | Outline: C,D,E, H,I,J,K; Assignments: B,C,D; Methods of Evaluation: A,B,C,D |
| ❗ | **Criteria 4: Analyze how the well being of human society is dependent on sustainable social and ecological systems.** | No Value | Outline: A,B,C,D,E,F,G,H,I,J, Assignments: A,B,C,D; Methods of Evaluation: A,B,C,D |
| ❗ | **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 | Outline: B,C,D,E,F,G, H,I,J,K; Assignments: B,C,D; Methods of Evaluation: A,B,C,D |

## Comments

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

| Changed | Questions | Current Version | Proposed Version |
|---|---|---|---|
| ❗ | **Stage 3: Division Curriculum Representative** | No Value | Specifications Suggested reading  Req, Please remove all entries from this field<br><br>Request competed. Thank You!  Bill Roeder  March 28, |
| | **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 | (see matrix below) |

| Date | Name - Role OR Tab | Part - Field | Type of Edit | Edit | Initiator - Indicate "Y" When Completed |
|---|---|---|---|---|---|
| **4/15/24** | Zack Judson | A Matrix | Required | Briefly summarize the skills/assignments/activities that are cited | |
| **Bill Roeder June 11- Like much of the curriculum process this year, this seems to be something new that was never required before. I'm not sure what you're looking for but I took a shot at it** | | | | | |

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

## Course Administration Codes

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

| Changed | Field | Current Version |
|---------|-------|-----------------|
| | **Curriculum ID** | E SD004. |
| | **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** | CCC000592163 |

## Articulation

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