# De Anza College Change Report <sup>03/29/2024</sup>

### 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
0	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
0	Effective Term	Fall 2021	Fall <del>2021</del> 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.
0	Course Type (CB27)	No value	Lower Division
0	Mode of Delivery	• NA	In person ONLY

Faculty Requirements			
Changed	Field	Current Version	Proposed Version
0	Discipline 1	No value	• Art
	Discipline 2	No value	No value

Changed	Field	Current Version	Proposed Version
	Discipline 3	No value	No value
0	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-Alor	ne Statement			

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

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

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

# Mirrored Credit/Noncredit Course

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

Changed	Field	Current Versio	on	Proposed Ver	sion
	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	Ceramics	Associated Program	Ceramics
		Award Type	Associate in Arts (A.A.) Degree	Award Type	Associate in Arts (A.A.) Degree

Transferability & Gen. Ed. Options				
Changed	Field	Current Version	Proposed Version	
	Transfer Status (CB05)	Transferable to both UC and CSU	Transferable to both UC and CSU	

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

Weekly 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	

<b>Specifications</b>
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Methods of					
Instruction	Methods of Instruction		Methods Methods of Instruction 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. Reading reading 2. Hands of of test ti Raku of	gs: Assigned class s and present oral report. on projects: Construction iles and fishing/glazing <sup>f</sup> all works.	1. Reading reading 2. Hands o of test ti Raku of	gs: Assigned class s and present oral report. on projects: Construction les and fishing/glazing f all works.	

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

Changed	Field	Current Version		Proposed Ver	sion
	Essential Student Materials/Essential College Facilities	Essential Student Materials: <ul> <li>Potters ribs and cut off needle</li> <li>Clay</li> <li>Fettling knife</li> <li>Toggle clay cutter</li> <li>Plastic wrap material</li> <li>Ware storage boards</li> <li>Various brushes</li> <li>Surface decoration tools</li> <li>Water bucket</li> </ul>		Essential Stu Potters Clay Fettling Toggle o Plastic v Ware st Various Surface Water b	dent Materials: ribs and cut off needle knife clay cutter wrap material orage boards brushes decoration tools ucket
		Essential Colle Studio spatables Potters will Wedging f Ware stor Clay mixe Pugmill Glaze spr Glaze stor and wet) Clay and f Electric ki Gas fired Raku kiln Sink with Glaze disp	ge Facilities: ace with appropriate heels tables age racks er ay booth rage containers (dry glaze scales Ins kilns clay trap posal container	Essential Col Studio s tables Potters Wedgin Ware st Clay mit Pugmill Glaze s Glaze s and wet Clay an Electric Gas fire Raku kil Sink wit Glaze d	lege Facilities: space with appropriate wheels g tables orage racks xer pray booth torage containers (dry ) d glaze scales kilns d kilns in h clay trap isposal container
0	Examples of Primary Texts and References	Title Author Publisher	No value None. No value	Title       Author	Alternative Kilns and Firing Techniques Watkins, James and Wandless, Paul.
		Date/Edition	No value	Publisher Date/Edition	Lark Books

ISBN

1579909523

0	Suggested Reading List	Reading List	Watkins, James and Wandless, Paul. "Alternative Kilns and Firing Techniques," New York: Lark Books., 2006	No value
		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	n	Proposed Vers	ion
C	Course Objectives	<ul> <li>Develop a Raku clay</li> <li>Appraise</li> <li>Examine significant</li> <li>Demonstr</li> </ul>	an understanding of work. raku as a process. the nature and ce of raku. rate the Raku process.	<ul> <li>Develop a Raku clay</li> <li>Appraise</li> <li>Examine significan</li> <li>Demonstr</li> </ul>	an understanding of work. raku as a process. the nature and ce of raku. rate the Raku process.
	CSLOs	CSLOs	Demonstrate competency in contemporary raku firing technique; post firing smoking, patina development and development of surface refinement.	CSLOs	Demonstrate competency in contemporary raku firing technique; post firing smoking, patina development and development of surface refinement.
		Expected SLO Performance	0.0	Expected SLO Performance	0.0

Course Outline			

Changed	Field	Current Version	Proposed Version
0	Course Content	<ol> <li>Develop an understanding of Raku clay work.</li> <li>Clay bodies</li> <li>Clazes</li> </ol>	<ol> <li>Develop an understanding of Raku clay work.</li> <li>Clay bodies</li> <li>Clazes</li> </ol>
		2. Gldzes	2. Gld2es
		1. Post lining reduction	1. Post lining reduction
		2 Post firing noting	2 Doct firing nation
		2. Fost ming paina	2. FOSt hing patina
		3 Eiring tochniques	application
		3. Fining techniques	1. Wood fueled kilps
		2 Gas fueled kins	2. Gas fueled kins
		2. Gas ideled killis 2 Appraise raku as a process	2. Gas ideled killis 2. Annraise raku as a process
		1 Planning	1 Planning
		2 Project construction	2 Project construction
		3 Firing	3 Firing
		4 Evaluation	4 Evaluation
		3 Examine the nature and	3 Examine the nature and
		significance of raku	significance of raku
		1 Cultural	1 Cultural
		1 Farly history with	1 Early history with
		Riku and Chohiro	Riku and Chohiro
		it's development in	it's development in
		China and Korea	China and Korea
		2. Middle history, the	2. Middle history, the
		refinement of Raku	refinement of Raku
		as the number one	as the number one
		ceramic expression	ceramic expression
		of work for the	of work for the
		Japanese Tea	Japanese Tea
		Ceremony, Chado	Ceremony, Chado
		or Sado, "the way	or Sado, "the way
		of tea"	of tea"
		2. Examine ceramic work	2. Examine ceramic work
		and compare world Raku	and compare world Raku
		pieces.	pieces.
		1. 1960-1980	1. 1960-1980
		2. 1980-2000	2. 1980-2000
		3. 2000- present	3. 2000- present
		4. Demonstrate the Raku process.	4. Demonstrate the Raku process.
		1. Paper pad smoke Raku.	1. Obvara Raku
		2. One-step naked Raku.	2. One-step naked Raku.
		3. Two-step naked Raku.	3. Two-step naked Raku.
		4. Clear crackle Raku over	4. Clear crackle Raku with
		colored terra sigillata.	line blend mason stain.
		5. Ferric sprav over clear	5. Formulate, mix. and apply
		crackle Raku glaze.	a unique Raku glaze.
		6. Formulate, mix, and apply	
		a unique Raku glaze.	

Changed	Field	Current Version	Proposed Version
	Lab Component in this Course	Yes	Yes
	Lab Outline	<ol> <li>Build a series of test pieces for Raku glaze finishes.</li> <li>Operate the Raku Kiln.</li> <li>Safety demonstrations.</li> <li>Practice a variety of Raku finishing techniques.</li> <li>Use the glaze lab to mix a unique Raku glaze.</li> </ol>	<ol> <li>Build a series of test pieces for Raku glaze finishes.</li> <li>Operate the Raku Kiln.</li> <li>Safety demonstrations.</li> <li>Practice a variety of Raku finishing techniques.</li> <li>Use the glaze lab to mix a unique Raku glaze.</li> </ol>

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

Curriculun	Curriculum Office				
Changed	Questions	Current Version	Proposed Version		
θ	Banner Start Term (202122)	202122	No Value		
θ	Banner Division	2CA	No Value		
θ	Catalog Term (21-22)	21-22	No Value		
θ	5 Year Revision Year (2021)	2018	No Value		
θ	Effective Quarter	Fall	No Value		
θ	Effective Year (2021)	2018	No Value		
	Sort ID (00 < 10; 0 < 100)	ARTS 019H	ARTS 019H		
	Course Status	Non-substantial	Non-substantial		
θ	Course Status Code	A	No Value		
θ	Banner Department	ARTS	No Value		
0	Course Level	DU	No Value		
θ	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
0	CTE Status	No	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
0	Emergency Approval	No	No Value
9	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)	Ν	No Value

Changed	Questions	Current Version	Proposed Version
9	Repeat Type (N = Non- repeatable Credit; A = Activity/Other Repeatable; F = Family Non- repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)	F	No Value
•	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
9	Noncredit Enhanced Funding Indicator	Ν	No Value
0	In Service Indicator	Ν	No Value
θ	Sports/Physical Education Course Indicator	Ν	No Value
θ	COA Code	С	No Value
θ	Fund Code	114000	No Value
9	Organization Code	231025	No Value
9	Account Code	1320	No Value
9	Program Code	100230	No Value

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

## Summary of Revisions

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

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

uestions	Current Version	Proposed Version
. Is the unit(s) hange required for rticulation?	No Value	No Value
If the course is UC or CSU transferable, dentify one UC or CSU campus with the ame unit value equested and copy nd paste the catalog description of the course.	No Value	No Value
. Identify the areas n the outline that eflect the unit(s) nd/or hour(s) hange.	No Value	No Value
Office Use ONLY: For REVISION, state the xisting unit(s); lec your(s) and load; lab your(s) and load; and eat count.	No Value	No Value
Office Use ONLY: For REVISION, state the new unit(s); lec nour(s) and load; lab nour(s) and load; and eat count.	No Value	No Value
Office Use ONLY: For IEW, state the Init(s); lec hour(s) Ind load; lab hour(s) Ind load; and seat Fount.	No Value	No Value
	Auestions Is the unit(s) hange required for rticulation? If the course is UC r CSU transferable, lentify one UC or SU campus with the ame unit value equested and copy nd paste the catalog escription of the ourse. Identify the areas the outline that effect the unit(s) nd/or hour(s) hange. Iffice Use ONLY: For REVISION, state the xisting unit(s); lec our(s) and load; lab our(s) and load; lab our(s); and load; lab our(s) and load; and eat count. Iffice Use ONLY: For REVISION, state the ew unit(s); lec our(s) and load; and eat count.	nuestionsCurrent VersionIs the unit(s) hange required for rticulation?No ValueIf the course is UC r CSU transferable, tentify one UC or SU campus with the ame unit value equested and copy nd paste the catalog escription of the ourse.No ValueIdentify the areas o the outline that office Use ONLY: For REVISION, state the xisting unit(s); lec our(s) and load; lab our(s) and load; lab our(s)No ValueMile Her Her Her Her Her Her Her Her Her He

**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
9	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 F	orm
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anged	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
)o Anzo C	E Earm		

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

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

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

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

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

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

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

#### Comments

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

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

Course Ad	Course Administration Codes		
Articulation	ion 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

enangea i	Field	Current version
(	Course	
(	Crosswalk	
(	CRS-DEPT-	
I	NAME	
(	Course	
(	Crosswalk	
(	CRS-NUMBER	

## De Anza College Change Report <sup>03/29/2024</sup>

## 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
0	Faculty Initiator	<ul> <li>eLumenData, eLumenData</li> </ul>	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
0	Effective Term	Fall 2021	Fall <del>2021</del> 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.
9	Course Type (CB27)	No value	Lower Division
0	Mode of Delivery	• NA	In person ONLY

Faculty Requirements				
Changed	Field	Current Version	Proposed Version	
0	Discipline 1	No value	• Art	

Changed	Field	Current Version	Proposed Version
	Discipline 2	No value	No value
	Discipline 3	No value	No value
0	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-Alor	ne Statement			

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

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

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

Mirrored Credit/Noncredit Course

Changed	Field	Current Version	Proposed Version
0	Is this a mirrored credit/noncredit course?	No value	<u>No</u>
Croco lista	d Couroo		
01055-11516			
Changed	Field	Current Version	Proposed Version
0	Is this a cross-listed course?	No value	No
More Optic	ons		
Changed	Field	Current Version	Proposed Version
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.
	Course Prior To College Level	Not applicable.	Not applicable.
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.
	Course Support Status (CB26)	Course is not a support course	Course is not a support course
	Repeat Limit	0	0
	Grade Options	<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		

Changed Field		Current Version	Proposed Version
	Repeatability	(This course is included in the	(This course is included in the
	Statement	Ceramic Surface Family of activity courses. Please see the rules on "Repeating Courses" in the College Policies section of the catalog.)	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	on	Proposed Ver	sion
	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	Spatial Art	Associated Program	Spatial Art
		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	Ceramics	Associated Program	Ceramics
		Award Type	Associate in Arts (A.A.) Degree	Award Type	Associate in Arts (A.A.) Degree

## Transferability & Gen. Ed. Options

Transfer Status (CB05)Transferable to both UC and CSUTransferable to both UC and CSUCourse General Education Status (CB25)YYTransferApprovedApproved	Changed	Field	Current Version	Proposed Version
Course Y Y General Education Status (CB25) Transfer Approved Approved		Transfer Status (CB05)	Transferable to both UC and CSU	Transferable to both UC and CSU
Transfer Approved Approved		Course General Education Status (CB25)	Y	Y
Status		Transfer Status	Approved	Approved

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

Weekly St	Weekly Student Hours - Profile Name: Default Profile				
Changed	Field	Current Version	Proposed Version		
	Lecture Hours - In Class	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 / No	Credit / Non-Credit Options						
Changed	Field	Current Version	Proposed Version				
	COURSE CLASSIFICATION STATUS	Credit Course. N	Credit Course.				
	Course Credit Status (CB04)	Credit - Degree Applicable	Credit - Degree Applicable				
	Course Non Credit Category (CB22)	Credit Course.	Credit Course.				
	Funding Agency Category (CB23)	Not Applicable.	Not Applicable.				
	Cooperative Work Experience						

Credit Units

**Education Status** 

Variable Credit

(CB10)

Course

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
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Changed	Field	Current Version		Proposed Version	
8	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	<ol> <li>Readings: Assigned class readings and present oral report.</li> <li>Hands on projects: Construction and fishing/glazing techniques of all works.</li> </ol>		<ol> <li>Reading reading report.</li> <li>Hands of and fish of all wo</li> </ol>	gs: Assigned class s and present oral on projects: Construction ing/glazing techniques orks.

Evaluation	Methods of Evaluation		Methods of Evaluation	Methods of Evaluation
	Methods of Evaluation	<ol> <li>Assess oral reports and classroom discussion. Evaluate student comprehension of assigned readings.</li> <li>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.</li> </ol>	Methods of Evaluation	<ol> <li>Assess oral reports and classroom discussion. Evaluate student comprehensio of assigned readings.</li> <li>Evaluation of the student's idea development and process with projects based on class lab demonstration 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.</li> </ol>

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

0	Suggested			No value
	Reading List	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 No value include, but are not limited to	

Learning (	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 Versior	1	Proposed Versi	on
	CSLOs				
		CSLOs	Demonstrate competency in a variety of ceramic surface techniques.	CSLOs	Demonstrate competency in a variety of ceramic surface techniques.
		Expected SLO Performance	0.0	Expected SLO Performance	0.0
		CSLOs	Demonstrate competency in combining ceramic construction and surface techniques within the same ceramic form.	CSLOs	Demonstrate competency in combining ceramic construction and surface techniques within the same ceramic form.
		Expected SLO Performance	0.0	Expected SLO Performance	0.0

#### **Course Outline**

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

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

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

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

Changed	Questions	Current Version	Proposed Version
9	Repeat Type (N = Non- repeatable Credit; A = Activity/Other Repeatable; F = Family Non- repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)	F	No Value
9	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
0	Noncredit Enhanced Funding Indicator	Ν	No Value
0	In Service Indicator	Ν	No Value
0	Sports/Physical Education Course Indicator	Ν	No Value
θ	COA Code	С	No Value
0	Fund Code	114000	No Value
θ	Organization Code	231025	No Value
9	Account Code	1320	No Value
0	Program Code	100230	No Value

Changed	Questions	Current Version	Proposed Version
0	Percent	100	No Value
	Curriculum Office Notes	No Value	No Value
9	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, pogetiated values	No Value	No Value

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
	Questions 1. Is the unit(s) change required for articulation? 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. 3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change. Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count. Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; and seat count. Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	QuestionsCurrent Version1. Is the unit(s) change required for articulation?No Value2. 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 Value3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.No ValueOffice Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.No ValueOffice Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; and seat count.No ValueOffice Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.No ValueOffice Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; lab hour(s) and load; lab hour(s) and load; lab hour(s)

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

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

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

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

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

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

#### **G-Matrix Form**

nanged	Questions	Current Version	Proposed Version	
	If the requisite	No Value	No Value	
	does not fall			
	under an A-F			
	Matrix,			
	download the			
	Content			
	<b>Review Matrix</b>			
	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			

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	<b>Proposed Version</b>
	Objective 3: For Prerequisites based on	No Value	No Value
	Government/Licensing/Certification		
	Regulations, or legal requirements,		
	cite the regulation that mandates a prerequisite or attach a copy of it		
	to this form.		
	Objective 4: For Prerequisites	No Value	No Value
	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		

#### De Anza GE Form

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

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

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

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

#### De Anza GE - ESGC Form

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

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

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

#### Comments

Changed	Questions	Current Version	Proposed Version
	Stage 2: Department Chair	No Value	No Value
	Stage 3: Division Curriculum Representative	No Value	No Value
	Stage 4: Division Dean	No Value	No Value
	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 No Education Approved Board of Trustees **Approval Date** Curriculum Committee **Approval Date** Time to Next Aug 31, 2023 12:00:00 AM Review External Sep 1, 2018 12:00:00 AM Review **Approval Date** Course CCC000573783 Control Number

#### Articulation

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

# De Anza College Change Report <sup>03/29/2024</sup>

## 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
0	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
0	Effective Term	Fall 2021	Fall <del>2021</del> 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.
0	Course Type (CB27)	No value	Lower Division
0	Mode of Delivery	• NA	In person ONLY

Faculty Requirements				
Changed	Field	Current Version	Proposed Version	
0	Discipline 1	No value	• Art	
	Discipline 2	No value	No value	

Changed	Field	Current Version	Proposed Version
	Discipline 3	No value	No value
0	FSA	No value	• FHDA FSA - ART

Course Ju	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 Ed	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		

Field	Current Version	Proposed Version	
Formerly Statement	No value		
ne Statement			
Field	Current Version	Proposed Version	
Stand-Alone Statement	No value		
50			
Field	Current Version	Proposed Version	
		•	
	Field Formerly Statement ne Statement Field Stand-Alone Statement	FieldCurrent VersionFormerly StatementNo valuene StatementImage: StatementFieldCurrent VersionStand-Alone StatementNo valueStatementImage: StatementStatementImage: Statement	Field     Current Version     Proposed Version       Formerly Statement     No value     Image: Statement       Field     Current Version     Proposed Version       Stand-Alone Statement     No value     Image: Statement

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

Mirrored Credit/Noncredit Course				

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

Changed	Field	Current Version	on	Proposed Ver	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	Spatial Art	Associated Program	Spatial Art	
		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	Ceramics	Associated Program	Ceramics	
		Award Type	Associate in Arts (A.A.) Degree	Award Type	Associate in Arts (A.A.) Degree	

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

Weekly 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

Course Duration (Weeks)1212Hours per unit divisor3636	
Hours per unit 36 36 divisor	
Total Student 144 144 Learning Hours	
Lecture Hours 36 36 - Course In- Class (Contact) per Term	
Lecture Hours 72 72 - Course Out- of-Class per Term	
Laboratory 36 36 Hours - Course In- Class (Contact) per Term	
Laboratory 0 0 Hours - Course Out-of- Class per Term	
NA Hours - 0 0 Course In- Class (Contact) per Term	
NA Hours -00Course Out-of- Class per Term0	
Total - Course72In-Class(Contact)Hours	

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 / No	on-Credit Options		
Changed	Field	Current Version	Proposed Version
		Credit Course.	Credit Course.

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			

Instruction	Methods of Instruction	MethodsMethodsMethodsofofofInstructionInstruction		
	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 of test ti decorat	on projects: Construction iles and completion of all ion techniques.	1. Hands of test ti decorati	on projects: Constructior les and completion of al ion techniques.

Methods of Evaluation1. 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 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.1. Evaluation of the student's surface decoration projects based on class lab demonstrations, lectures, and readings. Evaluation of craftsmanship as covered during the course.1. Evaluation of the student's surface decoration project.	Ð	Methods of Evaluation	Methods of Evaluation	Methods of Evaluation		Methods of Evaluation
			Methods of Evaluation	<ol> <li>Evaluation of the student's surface decoration projects based on class lab demonstrations, lectures, and readings.</li> <li>Evaluation of craftsmanship as demonstrated by the finishing techniques covered during the course.</li> <li>Evaluation of a completed ceramic portfolio as final project.</li> </ol>	Methods of Evaluation	<ol> <li>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.</li> </ol>

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

# Changed Field Current Version

0

Examples of			
Primary Texts and References	Title	No value	Title
	Author	None.	A 4 h a .
	Publisher	No value	Author
	Date/Edition	No value	Publis
	ISBN	No value	Date/E
			Title
			Author
			Publis
			Date/E
			ISBN

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

1782218521

ISBN

0	Suggested			No value
	Reading List	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 Ve	rsion	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	<ul> <li>Demonstrate knowledge of tools and techniques of decoration associated with the ceramic process</li> <li>Identify decoration techniques used by different cultures.</li> <li>Adapt and use contemporary techniques of decoration.</li> <li>Compare ceramic objects from various cultures.</li> <li>Develop a series of clay forms to test surfaces on.</li> </ul>	<ul> <li>Demonstrate knowledge of tools and techniques of decoration associated with the ceramic process</li> <li>Identify decoration techniques used by different cultures.</li> <li>Adapt and use contemporary techniques of decoration.</li> <li>Compare ceramic objects from various cultures.</li> <li>Develop a series of clay forms to test surfaces on.</li> </ul>	

Changed	Field	Current Versior	1	Proposed Versi	on
	CSLOs	CSLOs	Demonstrate competency in a variety of ceramic surface decoration techniques techniques; oxide, slip, luster, china paint, carving.	CSLOs	Demonstrate competency in a variety of ceramic surface decoration techniques techniques; oxide, slip, luster, china paint, carving.
		Expected SLO Performance	0.0	Expected SLO Performance	0.0
		CSLOs	Demonstrate competency in a variety of ceramic surface decoration techniques developed in the firing; pit, raku, soda, wood.	CSLOs	Demonstrate competency in a variety of ceramic surface decoration techniques developed in the firing; pit, raku, soda, wood.
		Expected SLO Performance	0.0	Expected SLO Performance	0.0

#### **Course Outline**

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

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

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

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
9	Banner Start Term (202122)	202122	No Value
9	Banner Division	2CA	No Value
0	Catalog Term (21-22)	21-22	No Value
0	5 Year Revision Year (2021)	2018	No Value
0	Effective Quarter	Fall	No Value
0	Effective Year (2021)	2018	No Value
	Sort ID (00 < 10; 0 < 100)	ARTS 019K	ARTS 019K
	Course Status	Non-substantial	Non-substantial
0	Course Status Code	A	No Value
0	Banner Department	ARTS	No Value
0	Course Level	DU	No Value
0 0	Course Level College Code	DU DA	No Value
0	Course Level College Code Course Characteristics	DU DA NA	No Value No Value NA
8	Course Level College Code Course Characteristics Cross- Listed/Related Course Information	DU DA NA NA	No Value No Value NA NA
8	Course Level College Code Course Characteristics Cross- Listed/Related Course Information Cross- Listed/Related Course ID's	DU DA NA NA No Value	No Value No Value NA NA 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
θ	Emergency Approval	No	No Value
9	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)	Ν	No Value
9	Repeat Type (N = Non- repeatable Credit; A = Activity/Other Repeatable; F = Family Non- repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)	F	No Value

Changed	Questions	Current Version	Proposed Version
9	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
0	Noncredit Enhanced Funding Indicator	Ν	No Value
0	In Service Indicator	Ν	No Value
0	Sports/Physical Education Course Indicator	Ν	No Value
0	COA Code	С	No Value
0	Fund Code	114000	No Value
9	Organization Code	231025	No Value
0	Account Code	1320	No Value
0	Program Code	100230	No Value
9	Percent	100	No Value
	Curriculum Office Notes	No Value	No Value
0	Print/No Print to Catalog	Yes	No Value

Summary of Revisions					
Changed	Questions	Current Version	Proposed Version		
	Basic Course Information	No Value	No Value		

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	No Value	No Value	
	removed, provide an			
	explanation as			
	to why.			

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

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

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

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

## **G-Matrix Form**

Changed	Questions	Current Version		Proposed Version
	If the requisite does not fall under an A-F Matrix, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. If a requisite falling under Matrix G is being removed, provide an explanation as to why.	No Value		No Value
H-Matrix F	orm			
Changed	Questions		Current Version	Proposed Version
	Objective 1: For CTE program su AUTO, APRN, etc prerequisite(s) to program.	entrance into a ch as Nursing, c… list the o participate in the	No Value	No Value

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

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

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

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

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

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

#### Comments

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

Changed	Questions	Current Version	Proposed Version		
9	Stage 9: Articulation Officer	No Value	Name       -       Part       Type of       Initiator -         Date       Role       -       Edit       Edit       Edit         Date       Field       Field       Edit       Edit       Edit       Edit         Jate       Please       Please       correct typo       and remove       extra       rtechniques		
	Stage 11: ESGC Faculty Coordinator	No Value	No Value		
	Stage 14: Curriculum Committee	No Value	No Value		

Course Administration Codes				
Articulation	Articulation occurs after course approval. The following fields will not show a Proposed Version.			
Changed	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
Articulatio	n	
Changed	Field	Current Version
Changed	Field Course	Current Version
Changed	Field Course Crosswalk	Current Version
Changed	Field Course Crosswalk CRS-DEPT-	Current Version
Changed	Field Course Crosswalk CRS-DEPT- NAME	Current Version
Changed	Field Course Crosswalk CRS-DEPT- NAME Course	Current Version
Changed	Field Course Crosswalk CRS-DEPT- NAME Course Crosswalk	Current Version

# 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 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?		

Changed	Field	Current Version	Proposed Version
0	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
0	Effective Term	Fall 2021	Fall <del>2021</del> <u>2025</u>
	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.
0	Course Type (CB27)	No value	Lower Division
0	Mode of Delivery	• NA	In person ONLY

Faculty	Poqui	romonte
Faculty	neuui	ements

Facu	lty F	Requi	remen
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Changed	Field	Current Version	Proposed Version
0	Discipline 1	No value	• Art
	Discipline 2	No value	No value
	Discipline 3	No value	No value

Changed	Field	Current Version	Proposed Version
0	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-Alor	ne Statement		
Changed	Field	Current Version	Proposed Version
	Stand-Alone Statement	No value	
CTE Cours	Se		
Changed	Field	Current Version	Proposed Version
9	Is this a CTE (Career Technical Education) course?	No value	No
Honors/No	on-honors Course	)	
Changed	Field	Current Version	Proposed Version
0	Is this an honors/non- honors course?	No value	<u>No</u>
Mirrored C	redit/Noncredit C	Course	
Changed	Field	Current Version	Proposed Version
9	Is this a mirrored credit/noncredit course?	No value	No

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

 Changed
 Field
 Current Version
 Proposed Version

 Stand-Alone
 No value
 Volue
 Volue

# **Associated Programs**

Changed	Field	Current Version	on	Proposed Ver	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	Spatial Art	Associated Program	Spatial Art			
		Award Type	Associate in Arts (A.A.) Degree	Award Type	Associate in Arts (A.A Degree			
		Associated Program	Liberal Arts (Arts and Letters Emphasis)	Associated Program	Liberal Arts (Arts and Letters Emphasis)			
		Award Type	Associate in Arts (A.A.) Degree	Award Type	Associate in Arts (A.A Degree			
		Associated Program	Liberal Arts (Arts and Letters Emphasis) (In Development)	Associated Program	Liberal Arts (Arts and Letters Emphasis) (In Development)			
		Award Type	Associate in Arts (A.A.) Degree	Award Type	Associate in Arts (A.A Degree			
		Associated Program	Ceramics	Associated Program	Ceramics			
		Award Type	Associate in Arts (A.A.) Degree	Award Type	Associate in Arts (A.A Degree			

Transferability & Gen. Ed. Options						
Changed	Field	Current Version	Proposed Version			
	Transfer Status (CB05)	Transferable to both UC and CSU	Transferable to both UC and CSU			

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

# Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	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 / No	on-Credit Options				
Changed	Field	Current Version	Proposed Version		
	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.		
	Course Credit Status (CB04)	Credit - Degree Applicable	Credit - Degree Applicable		
	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	nged 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 Current Version Proposed Version SKIP No Value No Value

# Specifications

0	Methods of Instruction	Methods		Methods	Methods of Instruction
		of Instruction		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	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
	Assignments	1. Reading reading 2. Hands o of test ti	gs: Assigned class s and present oral report. on projects: Construction iles and finishing low-fire	1. Reading reading 2. Hands o of test ti	gs: Assigned class s and present oral report. on projects: Construction les and finishing low-fire
		of all wo	orks.	of all wo	orks.

	lethods of			_		
E	Evaluation	Methods of Evaluation		N C E	Methods of Evaluation	Methods of Evaluation
		Methods of Evaluation	<ol> <li>Assess oral reports and classroom discussion. Evaluate student comprehension of assigned readings.</li> <li>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.</li> </ol>		Methods of Evaluation	<ol> <li>Assess oral reports and classroom discussion. Evaluate student comprehension of assigned readings.</li> <li>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.</li> </ol>

Changed	Field	Current Version	Proposed Version	
	Essential StudentEssential Student Materials:Materials/Essential College FacilitiesPotters ribs and cut off needleEarthenwareEarthenwareFettling knifeToggle clay cutterPlastic wrap materialWare storage boardsVarious brushesSurface decoration toolsWater bucketWater bucket		Essential Student Materials: <ul> <li>Potters ribs and cut off needle</li> <li>Earthenware</li> <li>Fettling knife</li> <li>Toggle clay cutter</li> <li>Plastic wrap material</li> <li>Ware storage boards</li> <li>Various brushes</li> <li>Surface decoration tools</li> <li>Water bucket</li> </ul>	
		<ul> <li>Essential College Facilities: <ul> <li>Studio space with appropriate tables</li> <li>Potters wheels</li> <li>Wedging tables</li> <li>Ware storage racks</li> <li>Clay mixer</li> <li>Pugmill</li> <li>Glaze spray booth</li> <li>Glaze storage containers (dry and wet)</li> <li>Clay and glaze scales</li> <li>Electric kilns</li> <li>Gas kilns</li> <li>Sink with clay trap</li> <li>Glaze disposal container</li> </ul> </li> </ul>	<ul> <li>Essential College Facilities: <ul> <li>Studio space with appropriate tables</li> <li>Potters wheels</li> <li>Wedging tables</li> <li>Ware storage racks</li> <li>Clay mixer</li> <li>Pugmill</li> <li>Glaze spray booth</li> <li>Glaze storage containers (dry and wet)</li> <li>Clay and glaze scales</li> <li>Electric kilns</li> <li>Gas kilns</li> <li>Sink with clay trap</li> <li>Glaze disposal container</li> </ul> </li> </ul>	

# Changed Field

0

**Current Version** 

Examples of Primary Texts and References

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

Title	Alternative Kilns and Firing Techniques
Author	Watkins, James and Wandless, Paul
Publisher	Lark Books
Date/Edition	2006
ISBN	1579909523
Title	Saggar Firing in an Electric Kiln: A Practical Handbook
Title Author	Saggar Firing in an Electric Kiln: A Practical Handbook Jolanda van de Grint
Title Author Publisher	Saggar Firing in an Electric Kiln: A Practical Handbook Jolanda van de Grint Schiffer Publishing
Title Author Publisher Date/Edition	Saggar Firing in an Electric Kiln: A Practical Handbook Jolanda van de Grint Schiffer Publishing November 2021/1st

9	Suggested Reading List	Reading List	Watkins, James and Wandless, Paul. "Alternative Kilns and Firing Techniques," New York: Lark Books., 2006	No value
		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	1	Proposed Versi	ion
	Course Objectives	<ul> <li>Demonstr and techn the low te process.</li> <li>Identify ar used by a</li> <li>Adapt and fire mater</li> <li>Evaluate to importance</li> <li>Develop at test surface</li> </ul>	ate knowledge of tools iques associated with mperature ceramic and describe earthenware variety of cultures. d use contemporary low ials and techniques. the nature and se of earthenware today. a series of clay forms to ces on.	<ul> <li>Demonstr and techn the low te process.</li> <li>Identify ar used by a</li> <li>Adapt and fire materi</li> <li>Evaluate to importance</li> <li>Develop a test surface</li> </ul>	ate knowledge of tools iques associated with mperature ceramic nd describe earthenware variety of cultures. d use contemporary low ials and techniques. the nature and se of earthenware today. a series of clay forms to ces on.
	CSLOs	CSLOs	Demonstrate competency in selecting low fire materials and incorporating them into ceramic work.	CSLOs	Demonstrate competency in selecting low fire materials and incorporating them into ceramic work.
		Expected SLO Performance	0.0	Expected SLO Performance	0.0
		CSLOs	Identify low fired ceramic work from a variety of cultures.	CSLOs	Identify low fired ceramic work from a variety of cultures.
		Expected SLO Performance	0.0	Expected SLO Performance	0.0

#### **Course Outline**

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

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

#### 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
0	Banner Start Term (202122)	202122	No Value
0	Banner Division	2CA	No Value
0	Catalog Term (21-22)	21-22	No Value
0	5 Year Revision Year (2021)	2018	No Value
0	Effective Quarter	Fall	No Value
0	Effective Year (2021)	2018	No Value
	Sort ID (00 < 10; 0 < 100)	ARTS 019M	ARTS 019M
	Course Status	Non-substantial	Non-substantial
0	Course Status Code	Α	No Value
0	Banner Department	ARTS	No Value
0	Course Level	DU	No Value
0	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
0	CTE Status	No	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
θ	Emergency Approval	No	No Value
9	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)	Ν	No Value

Changed	Questions	Current Version	Proposed Version
9	Repeat Type (N = Non- repeatable Credit; A = Activity/Other Repeatable; F = Family Non- repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)	F	No Value
9	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
8	Noncredit Enhanced Funding Indicator	Ν	No Value
θ	In Service Indicator	Ν	No Value
9	Sports/Physical Education Course Indicator	Ν	No Value
0	COA Code	С	No Value
θ	Fund Code	114000	No Value
0	Organization Code	231025	No Value
θ	Account Code	1320	No Value
θ	Program Code	100230	No Value
θ	Percent	100	No Value

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

#### Summary 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;	No Value	No Value
	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.		

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
	the unit(s) and/or hour(s) change. Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count. Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; lab hour(s) and load; and seat count. Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; lab hour(s) and load; and seat count.	No Value No Value No Value	No Value 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

Questions	Current Version	Proposed Version
Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.	No Value	No Value
orm		
Questions	Current Version	Proposed Version
ESL D272. and ES D273., or ESL D47 and ESL D473., or eligibility for EWR D001A or EWRT D01AH or ESL D0 If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide explanation as to why.	SL No Value 72. r RT 05.	No Value
Objective 1: Analy a variety of colleg level texts with a focus predominan on expository and argumentative writing.	yze No Value je- ntly d	No Value
Objective 2: Deve analytical ideas a topics for essays	lop No Value nd	No Value
Objective 3: Compose and support thesis statements for analytical essays	No Value	No Value
	Questions Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives. Orm Questions ESL D272. and ESD D273., or ESL D47 and ESL D473., or eligibility for EWR D01A or EWRT D01A or EWRT D01AH or ESL D00 If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide explanation as to why. Objective 1: Analy a variety of college level texts with a focus predomination on expository and argumentative writing. Objective 2: Developed analytical ideas a topics for essays Objective 3: Compose and support thesis statements for analytical essays	QuestionsCurrent VersionObjective 5:No ValueDistinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.No ValueOrmCurrent VersionQuestionsCurrent VersionESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D01A or EWRT D01A or EWRT D01A or EWRT D01A or EWRT D01A or EWRT D01A or EWRT D01A if this requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.No ValueObjective 1: Analyze a variety of college- level texts with a focus predominantly on expository and argumentative writing.No ValueObjective 2: Develop analytical ideas and topics for essays.No ValueObjective 3: Compose and support thesis statements for analytical essays.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 F	orm				
Changed	Questions		Current Version	Proposed	Version
	Objective 1: For CTE program suc AUTO, APRN, etc prerequisite(s) to program.	entrance into a ch as Nursing, c list the o participate in the	No Value	No Value	
	Objective 2: For such as Honors, performance gro intercollegiate te	Student Cohorts, Puente, ups, ams. Special	No Value	No Value	

Projects course, etc... list the

cohort.

prerequisite(s) to participate in the

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

## De Anza GE Form

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

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

Changed	Questions	Current Version	Proposed Version	
Changed	Questions 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	Current Version No Value	Proposed Version No Value	
	areas, cite,			
	copy and paste the area			
	reierencea.)			

#### 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	Propos	ed Versior	ı					
9	Stage 7: Content Review Matrix Liaison	No Value	Date	Name - Role OR Tab	, Part - Field	Type of Edit	Edit	lete	Initia India Whe Com	ator - cate "Y" en npleted
			3/27/24	<b>4</b> Zack Judson	Matrix C	Require	ed matrix your f advise Remo	C for English ory ove the	Y - 4	1/23
			4/23/24	Zack Judson	Req/Adv	Require	ed Englis advise your r	sh ory as pei request	r	
	Stage 8: AVP - Instruction	No Value	No Valu	е						
0	Stage 9: Articulation Officer	No Value	Date	Nam - Rol OR Tab	e <sup>e</sup> Part - F	Field E	Type of Edit	Edit		Initiator - Indicate "Y" When
			05/17/2	2024 <sup>Chris</sup> Stein	taSpecific erPrimary	cations- <sub>F</sub> / Texts	Required	Must hav least one primary t from with years of Fall 2028 start date dmeet statewide recency requirem please c for updat versions the texts	ve at ext nin 7 the 5 e to e heck ted of	y ;
	Stage 11: ESGC Faculty Coordinator	No Value	No Valu	e						
	Stage 14: Curriculum Committee	No Value	No Valu	е						
Course Ad	ministration Cod	des								
Articulation	occurs after course	e approval.	The follow	wing fields v	will not sho	w a Propo	osed Ver	sion.		
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
Articulatio	n	
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	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	
0	Faculty Initiator	Bob Kalpin	<ul><li>Xavier Silva</li><li>Johnson, Brett</li></ul>	
	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	
0	Effective Term	Fall 2023	Fall <del>2023</del> <u>2025</u>	
	SAM Priority Code (CB09)	Clearly Occupational	Clearly Occupational	
0	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.	
0	Course Type (CB27)	No value	Lower Division	
0	Mode of Delivery	• NA	In person ONLY	

Faculty Requirements					
Changed	Field	Current Version	Proposed Version		
9	Discipline 1	No value	Automotive Technology		
	Discipline 2	No value	No value		
0	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 Ph	ilosophy		
Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	
Foothill Ec	quivalency		
Changed	Field	Current Version	Proposed Version
	Does the course have a Foothill equivalent?	No	No
	Foothill Faculty Consultation Name	No value	
	Foothill Course ID	No value	
CTE Cours	6e		

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

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

Mirrored Credit/Noncredit Course					
Changed	Field	Current Version	Proposed Version		
0	Is this a mirrored credit/noncredit course?	No value	Yes - don't forget to duplicate the revisions in the mirrored credit/noncredit course		

Cross-listed Course					
Changed	Field	Current Version	Proposed Version		
0	ls this a cross-listed course?	No value			
More Optic	ons				
Changed	Field	Current Version	Proposed Version		
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.		
	Course Prior To College Level	Not applicable.	Not applicable.		
Course Spec Class Status (CB13)		Course is not a special class.	Course is not a special class.		

Changed	Field	Current Version	Proposed Version
	Course Support Status (CB26)	Course is not a support course	Course is not a support course
	Repeat Limit	0	0
	Grade Options	<ul><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	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	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)

Changed Field	Current Versi	on	Proposed Version	
	Associated Program	Advanced Engine Performance Technology	Associated Program	Advanced Engine Performance Technology
	Award	Associate in Science	Award	Associate in Science
	Type	(A.S.) Degree	Type	(A.S.) Degree
	Associated Program	Basic Engine Performance Technology	Associated Program	Basic Engine Performance Technology
	Award	Certificate of	Award	Certificate of
	Type	Achievement (COA)	Type	Achievement (COA)
	Associated Program	Automotive Machining and Engine Repair (In Development)	Associated Program	Automotive Machining and Engine Repair (In Development)
	Award	Associate in Science	Award	Associate in Science
	Type	(A.S.) Degree	Type	(A.S.) Degree
	Associated	Automotive Chassis	Associated	Automotive Chassis
	Program	and Powertrain	Program	and Powertrain
	Award Type	Certificate of Achievement- Advanced (COA-A)	Award Type	Certificate of Achievement- Advanced (COA-A)
	Associated	Automotive Chassis	Associated	Automotive Chassis
	Program	and Powertrain	Program	and Powertrain
	Award	Associate in Science	Award	Associate in Science
	Type	(A.S.) Degree	Type	(A.S.) Degree
	Associated	Automotive Chassis	Associated	Automotive Chassis
	Program	and Powertrain	Program	and Powertrain
	Award	Associate in Science	Award	Associate in Science
	Type	(A.S.) Degree	Type	(A.S.) Degree

Changed Field	Current Versio	on	Proposed Ver	/ersion		
	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	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 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 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		

Changed Field	Current Versi	on	Proposed Ver	osed 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	Υ	
	Transfer Status	Approved	Approved	
	GE Information	No value	No value	

# Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	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			
Change	d Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications			

•	Methods of				
	Instruction	Methods of Instruction		Methods of Instruction	Methods of Instruction
		Methods of Instruction	Lecture and 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	<ol> <li>Reading</li> <li>Workshi</li> <li>Problem</li> <li>Workbo</li> <li>Objective</li> <li>Correlate</li> <li>A completion</li> <li>A completion</li> <li>Class particular</li> </ol>	g from Workbooks. eets n-solving quizzes oks ve examinations that e to workbooks rehensive and objective amination articipation per nent policy.	<ol> <li>Reading</li> <li>Workshi</li> <li>Problem</li> <li>Workbo</li> <li>Objective</li> <li>Correlate</li> <li>A completion</li> <li>A completion</li> <li>Class particular</li> </ol>	g from Workbooks. eets n-solving quizzes oks ve examinations that e to workbooks rehensive and objective amination articipation per nent policy.

Changed	Field	Current Version		Proposed Ver	sion
8	Methods of Evaluation	Methods of Evaluation		Methods of Evaluation	Methods of Evaluation
		Methods of Evaluation	<ol> <li>Number of correctly answered questions on the quizzes and examinations</li> <li>Completeness of assignments on workbooks and worksheets</li> <li>Number of correctly answered questions and the final examinations</li> </ol>	Methods of Evaluation	<ol> <li>Number of correctly answered questions on the quizzes and examinations</li> <li>Completeness of assignments on workbooks and worksheets</li> <li>Number of correctly answered questions and the final examinations</li> </ol>
	Essential Student Materials/Essential College Facilities	Essential Student • Scientific ca equivalent) Essential College	t Materials: Iculator (TI 30 or Facilities:	Essential Stud • Scientific equivale Essential Coll	dent Materials: c calculator (TI 30 or ent) lege Facilities:
		Appropriate     laboratory	mechanisms	Appropri laborato	iate mechanisms ry

Changed	Field	Current Versio	n	Proposed Version
9	Examples of Primary Texts and References	Title	No value	No value
	References	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	Reading List	None.	No value
	May include, but are not limited to	No value	

Learning Outcomes and Objectives

0

Changed	Field	Current Versio	n	Proposed Vers	sion
	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 n</li> <li>Classify I application</li> <li>Describe incline pl</li> <li>Explain the pulley sy</li> <li>Explain the through of Describe hydraulice systems.</li> <li>Classify the component complex</li> </ul>	notion and equilibrium. ever systems and ons. the function of an ane. he various uses of stems. he power distribution compound gear sets. the differences in and pneumatic the individual ents in compound and machines.
	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.	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	Expected SLO Performance	0.0

#### **Course Outline**

Changed	Field	Current Version	Proposed Version
	Course Content	1. Explain motion and equilibrium. 1. Inertia.	1. Explain motion and equilibrium. 1. Inertia.
		2. Friction.	2. Friction.
		2. Classify lever systems and	2. Classify lever systems and
		applications.	applications.
		1. First, second and third class levers.	1. First, second and third class levers.
		<ol><li>Calculations of gains vs. losses.</li></ol>	<ol><li>Calculations of gains vs. losses.</li></ol>
		3. Identification and uses.	3. Identification and uses.
		3. Describe the function of an	3. Describe the function of an
		incline plane.	incline plane.
		1. Calculations of gains vs. losses.	1. Calculations of gains vs. losses.
		2. Applications.	2. Applications.
		3. Use of the screw-thread.	3. Use of the screw-thread.
		4. Explain the various uses of	4. Explain the various uses of
		pulley systems.	pulley systems.
		1. Use as a first, second, or	1. Use as a first, second, or
		third class lever	third class lever
		2. Calculations of gains vs.	2. Calculations of gains vs.
		losses	losses
		3. Applications	3. Applications
		5. Explain the power distribution	5. Explain the power distribution
		through compound gear sets.	through compound gear sets.
		1. Gear trains and types.	1. Gear trains and types.
		2. Transfer of power.	2. Transfer of power.
		3. Compounding.	3. Compounding.
		<ol> <li>Calculations of gains vs. losses.</li> </ol>	<ol> <li>Calculations of gains vs. losses.</li> </ol>
		5. Applications.	5. Applications.
		6. Describe the differences in	6. Describe the differences in
		hydraulic and pneumatic	hydraulic and pneumatic
		Systems.	systems.
		1. Pascal's Law.	1. Pascal's Law.
		2. Fluid pressures.	2. Fluid pressures.
		3. Pressure measuring	3. Pressure measuring
		Systems and meters.	Systems and meters.
		4. Static fluid systems.	4. Static fluid systems.
		6. Coloulations of aging vo	5. Dynamic liulu Systems.
		105555. 7 Applications	7 Applications
		7 Classify the individual	7 Classify the individual
		components in compound and	components in compound and
		complex machines	complex machines
		1. Identification procedures	1. Identification procedures

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	<ol> <li>Experimentally examine First, Second, Third class levers. Calculating gains vs. losses and identify their uses.</li> <li>Prove the function of an incline plane and the relationship to the screw thread.</li> <li>Demonstrate the mechanical advantage of pulley systems.</li> <li>Experimentally demonstrate the power distribution through compound gear sets</li> <li>Utilize Fluid pressure to gain strength or distance.</li> <li>Prove experimentally the mechanical advantage of compound and complex machines.</li> </ol>	<ol> <li>Experimentally examine First, Second, Third class levers. Calculating gains vs. losses and identify their uses.</li> <li>Prove the function of an incline plane and the relationship to the screw thread.</li> <li>Demonstrate the mechanical advantage of pulley systems.</li> <li>Experimentally demonstrate the power distribution through compound gear sets</li> <li>Utilize Fluid pressure to gain strength or distance.</li> <li>Prove experimentally the mechanical advantage of compound and complex machines.</li> </ol>

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 fo 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

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

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

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

Changed	Questions	Current Version	Proposed Version
9	Organization Code	236503	No Value
0	Account Code	1320	No Value
0	Program Code	094800	No Value
θ	Percent	100	No Value
	Curriculum Office Notes	<ul> <li>Requisite change appr. 1/17/23 (effect. F23)cc</li> </ul>	<ul> <li>Requisite change appr. 1/17/23 (effect. F23)cc</li> </ul>
9	Print/No Print to Catalog	Yes	No Value
	Checklist	No Value	No Value

## Summary of Revisions

Changed	Questions	Current Version	Proposed Version
0	Basic Course Information	No Value	Description update
	Units and Hours	No Value	No Value
	Specifications	No Value	No Value
	Outline	No Value	No Value
0	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 Curr	ent 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
0	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	No Value	No Value	
	algebra or			
	equivalent (or			
	higher), or			
	appropriate			
	placement			
	beyond			
	elementary			
	algebra. If this			
	is the requisite			
	for the course,			
	complete the			
	objective(s)			
	below. If this			
	requisite is			
	beina			
	removed.			
	provide an			
	explanation as			
	to why.			

Changed	Questions	Current Version	Proposed Version
9	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
	Pre-algebra or equivalent (or higher), or appropriate placement beyond pre- algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.	No Value	No Value
	Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.	No Value	No Value
	Objective 3: Apply the order of operations to evaluate signed numerical expressions.	No Value	No Value

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

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

#### **G-Matrix Form**

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

H-Matrix Form
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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	<b>Proposed Version</b>
	Objective 3: For Prerequisites based on	No Value	No Value
	Government/Licensing/Certification		
	Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.		
	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	No Value	No Value
	around them. Also describe how students will meet those skills, i.e. such as a course.		

#### De Anza GE Form

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

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

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

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

### De Anza GE - ESGC Form

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

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

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

### Comments

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

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

Course Ad	Course Administration Codes		
Articulation	Articulation occurs after course approval. The following fields will not show a Proposed Version.		
Changed	Field	Current Version	
	Curriculum ID	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	
	<b>CRS-NUMBER</b>	

# 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
0	Faculty Initiator	<ul> <li>eLumenData, eLumenData</li> </ul>	<ul><li>Xavier Silva</li><li>Johnson, Brett</li></ul>
	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	
0	Effective Term	Fall 2021	Fall <del>2021</del> <u>2025</u>	
	SAM Priority Code (CB09)	Apprenticeship	Apprenticeship	
0	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.	
9	Course Type (CB27)	No value	Lower Division	
0	Mode of Delivery	• NA	In person ONLY	

Faculty Requirements				
Changed	Field	Current Version	Proposed Version	
0	Discipline 1	No value	Automotive Technology	
	Discipline 2	No value	No value	
	Discipline 3	No value	No value	
0	FSA	No value	• FHDA FSA - AUTO TECH	

#### **Course Justification**

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

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	

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

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

## Mirrored Credit/Noncredit Course

**Stand-Alone Statement** 

Changed	Field	Current Version	Proposed Version
8	Is this a mirrored credit/noncredit course?	No value	Yes - don't forget to duplicate the revisions in the mirrored credit/noncredit course
Cross-liste	ed Course		
Changed	Field	Current Version	Proposed Version
•	ls this a cross-listed course?	No value	<u>No</u>
More Optio	ons		
Changed	Field	Current Version	Proposed Version
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.
	Course Prior To College Level	Not applicable.	Not applicable.
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.
	Course Support Status (CB26)	Course is not a support course	Course is not a support course
	Repeat Limit	0	0
	Grade Options	<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	No value	

Stand-Alo	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.				
Associate	d 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)	Υ	Y	
	Transfer Status	Approved	Approved	
	GE Information	No value	No value	

# Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	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			

0	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	
8	Assignments	<ol> <li>Reading</li> <li>7 Works</li> <li>4 Proble</li> <li>2 workb</li> <li>2 Object</li> <li>examination</li> <li>A compiliation</li> <li>A compiliation</li> <li>A compiliation</li> <li>Class piliation</li> <li>Guided as design comport</li> </ol>	g from Workbooks. sheets em-solving quizzes books stive midterm ations that correlate to oks rehensive and objective amination articipation per nent policy. research project. Such gning a unique three nent machine system.	<ol> <li>Reading</li> <li>Worksh</li> <li>Problem</li> <li>Workbo</li> <li>Objective correlate</li> <li>A comp final exa</li> <li>Class pe departm</li> </ol>	g from Workbooks. eets n-solving quizzes oks ve examinations that e to workbooks rehensive and objective amination articipation per nent policy.	

Changed	Field	Current Versior	1	Proposed Ve	rsion
0	Methods of Evaluation	Methods of Evaluation		MethodsMethods ofofEvaluationEvaluation	
		Methods of Evaluation	<ol> <li>Accuracy of data</li> <li>Completeness of assignments</li> </ol>	Methods of Evaluation	<ol> <li>Number of correctly answered questions on the quizzes and examinations</li> <li>Completeness of assignments on workbooks and worksheets</li> <li>Number of correctly answered questions and the final examinations</li> </ol>
θ	Essential Student Materials/Essential College Facilities	Essential Stude • Scientific equivalential	e <b>nt Materials:</b> calculator (TI 30 or t)	Essential Stu • Scientif equivale	i <b>dent Materials:</b> ic calculator (TI 30 or ent)
		<ul> <li>Essential Colleg</li> <li>Classroon mechanis</li> <li>Internet ad</li> </ul>	<b>ge Facilities:</b> n and appropriate ms laboratory ccess	Essential Col • Approp laborato	l <b>lege Facilities:</b> riate mechanisms ory

Changed	Field	Current Versio	n	Proposed Version
0	Examples of Primary Texts and References	Title	No value	No value
		References	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	
9	Suggested			No value
	Reading List	Reading No List	ne.	
		May No include, but are not limited	value	

# Learning Outcomes and Objectives

Changed Field		Current Version		Proposed Version		
	Course Objectives	<ul> <li>Explain m</li> <li>Classify leadpplication</li> <li>Describe the incline plate</li> <li>Explain the pulley system the states</li> <li>Classify the component complex results of the states</li> </ul>	otion and equilibrium. ever systems and ns. the function of an ine. e various uses of tems. e power distribution ompound gear sets. the differences in and pneumatic ne individual nts in compound and nachines. h the differences in s of heat transfer and of matter.	<ul> <li>Explain m</li> <li>Classify leapplicatio</li> <li>Describerincline pla</li> <li>Explain the pulley systems</li> <li>Explain the through carried by draulic systems.</li> <li>Classify the component complex restricts and the system of the system of</li></ul>	notion and equilibrium. ever systems and ns. the function of an ane. the various uses of tems. the power distribution ompound gear sets. the differences in and pneumatic the individual ths in compound and machines.	
	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.	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	Expected SLO Performance	0.0	

**Course Outline** 

Changed	Field	Current Version	Proposed Version	
0	Course Content	<ol> <li>Explain motion and equilibrium.</li> <li>Inertia.</li> <li>Friction.</li> <li>Classify layer systems and</li> </ol>	<ol> <li>Explain motion and equilibrium.</li> <li>Inertia.</li> <li>Friction.</li> <li>Classify layer systems and</li> </ol>	
		<ol> <li>Classify lever systems and applications.         <ol> <li>First, second and third class levers.</li> <li>Calculations of gains vs. losses.</li> <li>Identification and uses.</li> </ol> </li> <li>Describe the function of an incline plane.         <ol> <li>Calculations of gains vs. losses.</li> <li>Calculations of gains vs. losses.</li> <li>Calculations of gains vs. losses.</li> <li>Applications.</li> </ol> </li> </ol>	<ol> <li>Classify lever systems and applications.         <ol> <li>First, second and third class levers.</li> <li>Calculations of gains vs. losses.</li> <li>Identification and uses.</li> </ol> </li> <li>Describe the function of an incline plane.         <ol> <li>Calculations of gains vs. losses.</li> <li>Calculations of gains vs. losses.</li> <li>Applications.</li> </ol> </li> </ol>	
		<ul> <li>3. Use of the screw-thread.</li> <li>4. Explain the various uses of pulley systems.</li> <li>1. Use as a first, second, or third class lever</li> <li>2. Calculations of gains vs. losses</li> <li>3. Applications</li> </ul>	<ul> <li>3. Use of the screw-thread.</li> <li>4. Explain the various uses of pulley systems.</li> <li>1. Use as a first, second, or third class lever</li> <li>2. Calculations of gains vs. losses</li> <li>3. Applications</li> </ul>	
		<ol> <li>5. Explain the power distribution through compound gear sets.</li> <li>1. Gear trains and types.</li> <li>2. Transfer of power.</li> <li>3. Compounding.</li> <li>4. Planetary gear applications.</li> <li>5. Calculations of gains vs</li> </ol>	<ol> <li>5. Explain the power distribution through compound gear sets.         <ol> <li>Gear trains and types.</li> <li>Transfer of power.</li> <li>Compounding.</li> <li>Calculations of gains vs. losses.</li> </ol> </li> <li>5. Applications</li> </ol>	
		<ul> <li>b. Calculations of gains vs. losses.</li> <li>6. Applications.</li> <li>6. Describe the differences in hydraulic and pneumatic systems.</li> <li>1. Pascal's Law.</li> <li>2. Fluid pressures.</li> <li>3. Pressure measuring systems and meters.</li> <li>4. Static fluid systems.</li> <li>5. Dynamic fluid systems.</li> </ul>	<ul> <li>6. Describe the differences in hydraulic and pneumatic systems.</li> <li>1. Pascal's Law.</li> <li>2. Fluid pressures.</li> <li>3. Pressure measuring systems and meters.</li> <li>4. Static fluid systems.</li> <li>5. Dynamic fluid systems.</li> <li>6. Calculations of gains vs. losses.</li> </ul>	
		<ul> <li>6. Calculations of gains vs. losses.</li> <li>7. Applications.</li> <li>7. Classify the individual components in compound and</li> </ul>	<ul> <li>7. Applications.</li> <li>7. Classify the individual components in compound and complex machines.</li> <li>1. Identification procedures.</li> </ul>	
Changed	Field	Current Version	Proposed Version	
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		<ul> <li>complex machines.</li> <li>1. Identification procedures.</li> <li>2. Calculations of gains vs. losses.</li> <li>8. Distinguish the differences in mechanics of heat transfer and the states of matter.</li> <li>1. Conduction, convection, radiation.</li> <li>2. Evaporation, condensation.</li> </ul>	2. Calculations of gains vs. losses.	
	Lab Component in this Course	Yes	Yes	
	Lab Outline	<ol> <li>Experimentally examine First, Second, Third class levers. Calculating gains vs. losses and identify their uses.</li> <li>Prove the function of an incline plane and the relationship to the screw thread.</li> <li>Demonstrate the mechanical advantage of pulley systems.</li> <li>Experimentally demonstrate the power distribution through compound gear sets</li> <li>Utilize Fluid pressure to gain strength or distance.</li> <li>Prove experimentally the mechanical advantage of compound and complex machines.</li> </ol>	<ol> <li>Experimentally examine First, Second, Third class levers. Calculating gains vs. losses and identify their uses.</li> <li>Prove the function of an incline plane and the relationship to the screw thread.</li> <li>Demonstrate the mechanical advantage of pulley systems.</li> <li>Experimentally demonstrate the power distribution through compound gear sets</li> <li>Utilize Fluid pressure to gain strength or distance.</li> <li>Prove experimentally the mechanical advantage of compound and complex machines.</li> </ol>	

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
9	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. 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
0	Banner Start Term (202122)	202122	No Value
0	Banner Division	2AT	No Value

Changed	Questions	Current Version	Proposed Version
0	Catalog Term (21-22)	21-22	No Value
θ	5 Year Revision Year (2021)	2018	No Value
θ	Effective Quarter	Fall	No Value
θ	Effective Year (2021)	2016	No Value
	Sort ID (00 < 10; 0 < 100)	APRN 053A	APRN 053A
	Course Status	Non-substantial	Non-substantial
θ	Course Status Code	A	No Value
θ	Banner Department	AUTO	No Value
0	Course Level	DU	No Value
θ	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
θ	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
9	Emergency Approval	No	No Value
0	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)	Ν	No Value
0	Repeat Type (N = Non- repeatable Credit; A = Activity/Other Repeatable; F = Family Non- repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)	Ν	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
0	Noncredit Enhanced Funding Indicator	Ν	No Value

Changed	Questions	Current Version	Proposed Version
0	In Service Indicator	Ν	No Value
8	Sports/Physical Education Course Indicator	Ν	No Value
0	COA Code	С	No Value
0	Fund Code	114000	No Value
0	Organization Code	236503	No Value
0	Account Code	1320	No Value
0	Program Code	094800	No Value
0	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
0	Print/No Print to Catalog	Yes	No Value

# Summary of Revisions

Changed	Questions	Current Version	Proposed Version
0	Basic Course Information	No Value	Description update
	Units and Hours	No Value	No Value
8	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
0	Outline	No Value	Updated course objective(s) Deleted content within course objective(s)

Changed	Questions	Current Version	Proposed Version
0	Other	No Value	Deleted primary text. Information is in Lab Worksheets.
Blue Form			
Changed	Questions	Current Version	Proposed Version

Changeu	Questions		Floposed 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
	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
0	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	No Value	No Value	
	algebra or			
	equivalent (or			
	higher), or			
	appropriate			
	placement			
	beyond			
	elementary			
	algebra. If this			
	is the requisite			
	for the course,			
	complete the			
	objective(s)			
	below. If this			
	requisite is			
	beina			
	removed.			
	provide an			
	explanation as			
	to why.			

Changed	Questions	Current Version	Proposed Version
9	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
	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	No Value	No Value	
	G from the Reference Materials, and follow the remaining			
	instructions on the form. If a requisite falling under			
	Matrix G is being removed,			
	provide an explanation as to why.			

#### H-Matrix Form

Changed	Questions	Current Version	Proposed Version
•	Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc list the prerequisite(s) to participate in the program.	No Value	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:	No Value	No Value	
	Present core			
	concepts and			
	scope that			
	define the			
	discipline.			
	(ONLY using			
	the Outline,			
	Assignments or			
	Methods of			
	Evaluation			
	areas, cite,			
	copy and paste			
	the area			
	referenced.)			

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

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

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

# De Anza GE - ESGC Form

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

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

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

# Comments

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

Changed	Questions	Current Version	Proposed Version
8	Stage 7: Content Review Matrix Liaison	No Value	Date       Name -Role OR Tab       Part - Type of Field Edit       Edit       Initiator - Indicate "Y" When Completed         4/4/24       Zack Matrix Zack Matrix JudsonH       Please list the prerequisite for       Please list the prerequisite for         4/4/24       Zack Matrix Please list the prerequisite for       Please list the prerequisite for
	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	No
	Education	
	Approved	
	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						
	<b>CRS-NUMBER</b>						

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

Summary of Changes	
Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Description
General Information	Course Type (CB27)
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	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		
0	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       TOP Code (CB03)     0948.00		AUTO ELECTROMECH SYSTEMS		
			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		
0	Effective Term	Fall 2023	Fall <del>2023</del> <u>2025</u>		
	SAM Priority Code (CB09)	Clearly Occupational	Clearly Occupational		
0	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.		
0	Course Type (CB27)	No value	Lower Division		
0	Mode of Delivery	• NA	In person ONLY		

Changed	Field	Current Version	Proposed Version	
θ	Discipline 1	No value	Automotive Technology	
	Discipline 2	No value	No value	
	Discipline 3	No value	No value	
0	FSA	No value	FHDA FSA - AUTO TECH	
Formerly S	itatement			
Changed	Field	Current Version	Proposed Version	
	Formerly Statement	No value		
Course Ju	stification			
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-Alor	ne Statement			
Changed	Field	Current Version	Proposed Version	
	Stand-Alone Statement	No value		
Course Ph	ilosophy			
Changed	Field	Current Version	Proposed Version	
	Course Philosophy	No value		
Foothill Eq	uivalency			
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	
θ	Is this a CTE (Career Technical Education) course?	No value	Yes	
Honors/No	n-honors Course			
Changed	Field	Current Version	Proposed Version	
θ	Is this an honors/non- honors course?	No value	No	
Mirrored C	redit/Noncredit Course			
Changed	Field	Current Version	Proposed Version	
θ	Is this a mirrored credit/noncredit course?	No value <u>No</u>		
Cross-liste	ed Course			
Changed	Field	Current Version	Proposed Version	
θ	Is this a cross-listed course?	No value	No	
More Optic	ons			
Changed	Field	Current Version	Proposed Version	
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.	
	Course Prior To College Level	Not applicable.	Not applicable.	
	One shall Olean		Course is not a special close	
	Status (CB13)	Course is not a special class.	Course is not a special class.	
	Course Special Class Status (CB13) Course Support Status (CB26)	Course is not a support course	Course is not a support course	
	Course Special Class Status (CB13) Course Support Status (CB26) Repeat Limit	Course is not a support course 0	Course is not a support course 0	
	Course Special Class Status (CB13) Course Support Status (CB26) Repeat Limit Grade Options	Course is not a special class. Course is not a support course 0 • Letter Grade • Pass/No Pass	Course is not a support course 0 • Letter Grade • Pass/No Pass	
	Course Special Class Status (CB13) Course Support Status (CB26) Repeat Limit Grade Options Allow Students to Gain Credit by Exam/Challenge	Course is not a special class. Course is not a support course 0 • Letter Grade • Pass/No Pass	Course is not a support course 0 • Letter Grade • Pass/No Pass	

**Associated Programs** 

Changed	Field	Current version	on	Р	roposed Ver	sion
	Course is part of a program	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	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** Transferable to CSU only Transferable to CSU only Transfer Status (CB05) Y Y **Course General** Education Status (CB25) 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 St	Course Student Hours - Profile Name: Default Profile			
Changed	Field	Current Version	Proposed Version	
enangea	i lola			
	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
Changed	Field Speciality Hours	Current Version No value	Proposed Version No value
Changed Credit / No	Field Speciality Hours on-Credit Options	Current Version No value	Proposed Version No value
Changed Credit / No Changed	Field Speciality Hours on-Credit Options Field	Current Version No value Current Version	Proposed Version No value Proposed Version
Changed Credit / No Changed	Field Speciality Hours on-Credit Options Field COURSE CLASSIFICATION STATUS	Current Version No value Current Version Credit Course.	Proposed Version       No value       Proposed Version       Credit Course.
Changed Credit / No Changed	Field Speciality Hours on-Credit Options Field COURSE CLASSIFICATION STATUS Course Credit Status (CB04)	Current Version No value Current Version Credit Course. Credit - Degree Applicable	Proposed Version         Proposed Version         Credit Course.         Credit - Degree Applicable
Changed Credit / No Changed	Field Speciality Hours	Current Version No value Current Version Credit Course. Credit - Degree Applicable Credit Course.	Proposed Version         Proposed Version         Credit Course.         Credit - Degree Applicable         Credit Course.
Changed Credit / No Changed	Field         Speciality Hours         on-Credit Options         Field         COURSE CLASSIFICATION STATUS         Course Credit Status (CB04)         Course Non Credit Category (CB22)         Funding Agency Category (CB23)	Current Version No value Current Version Credit Course. Credit Course. Not Applicable.	Proposed Version         Proposed Version         Credit Course.         Credit - Degree Applicable         Credit Course.         Not Applicable.
Changed	Field         Speciality Hours         Speciality Hours         on-Credit Options         Field         COURSE CLASSIFICATION STATUS         Course Credit Status (CB04)         Course Non Credit Category (CB22)         Funding Agency Category (CB23)         Cooperative Work Experience Education Status (CB10)	Current Version No value Current Version Credit Course. Credit - Degree Applicable Credit Course. Not Applicable.	Proposed Version         Proposed Version         Credit Course.         Credit - Degree Applicable         Credit Course.         Not Applicable.

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 **Current Version** Changed Field Propos 0 Methods of Instruction Methods of Instruction Methc of Methods of Instruction Lecture and visual aids Instru Discussion of assigned reading Discussion and problem solving performed in class Methc Quiz and examination review performed in class of Collaborative learning and small group exercises Instru

Assignments	1. Reading assignments from text	1. F
	2. Math review pretest	2. N
	3. Safety test	3. S
	4. Worksheets focusing on reading material and problem solving. The worksheets include multiple choice questions fill in	4. V
	the blanks and written sections	re
	5. Handouts	S
	6. 2 multiple choice quizzes concentrating on the reading material	ir
	7. Multiple choice midterm and accumulative final exam	q
		N
		5. ⊢
		6.2
		С
		n
		7. N
		а

θ	Methods of Evaluation	Methods of Evaluation		Meti of Eval
		Methods of Evaluation	<ol> <li>Completeness of assignments on worksheets</li> <li>Number of correctly answered questions on the quizzes</li> <li>Number of correctly answered questions on the midterm and final examinations</li> </ol>	Met of Eva
	Essential Student Materials/Essential College Facilities	Essential Student Mar • Scientific calcula Essential College Fac	terials: ator (TI 30 or equivalent)	Esse •
	Essential Student Materials/Essential College Facilities	Essential Student Mar • Scientific calcula Essential College Fac • Automotive elect	terials: ator (TI 30 or equivalent) :ilities: tronics laboratory	Esse • Esse •
9	Essential Student Materials/Essential College Facilities Examples of Primary Texts and References	Essential Student Mar • Scientific calcula Essential College Fac • Automotive elect	terials: ator (TI 30 or equivalent) stilities: tronics laboratory No value	Esse • Esse
9	Essential Student Materials/Essential College Facilities Examples of Primary Texts and References	Essential Student Mat • Scientific calcula Essential College Fac • Automotive elect Title Author	terials:         ator (TI 30 or equivalent)         silities:         tronics laboratory         No value         Halderman, James D. "Diagnosis and Troubleshooting of Electrical, Electronic and Computer System." Upper Saddle River, NJ: Prentice Hall,7th Edition 2016.	Esse • •
9	Essential Student Materials/Essential College Facilities Examples of Primary Texts and References	Essential Student Mat • Scientific calcula Essential College Fac • Automotive elect Title Author Publisher	terials:         ator (TI 30 or equivalent)         cilities:         tronics laboratory         No value         Halderman, James D. "Diagnosis and Troubleshooting of Electrical, Electronic and Computer System." Upper Saddle River, NJ: Prentice Hall,7th Edition 2016.         No value	Esse • •
9	Essential Student Materials/Essential College Facilities	Essential Student Mar • Scientific calcula Essential College Fac • Automotive elect Title Author Publisher Date/Edition	terials:         ator (TI 30 or equivalent)         silities:         tronics laboratory         No value         Halderman, James D. "Diagnosis and Troubleshooting of Electrical, Electronic and Computer System." Upper Saddle River, NJ: Prentice Hall,7th Edition 2016.         No value         No value	Esse • Titl
9	Essential Student Materials/Essential College Facilities	Essential Student Mat • Scientific calcula Essential College Fac • Automotive elect Title Author Publisher Date/Edition ISBN	terials:   ator (TI 30 or equivalent)   silities:   tronics laboratory     No value   Halderman, James D. "Diagnosis and Troubleshooting of Electrical, Electronic and Computer System." Upper Saddle River, NJ: Prentice Hall,7th Edition 2016.   No value	Esse • • Titl Aut
9	Essential Student Materials/Essential College Facilities	Essential Student Mat • Scientific calcula Essential College Fac • Automotive elect Title Author Publisher Date/Edition ISBN	terials:         ator (TI 30 or equivalent)         cilities:         tronics laboratory         No value         Halderman, James D. "Diagnosis and Troubleshooting of Electrical, Electronic and Computer System." Upper Saddle River, NJ: Prentice Hall,7th Edition 2016.         No value         No value	Esse • • Titl Aut Put

Changed	Field	Current Version		Propo
0	Suggested Reading List	Reading         All DATA ele           List         http://library.	ctronic information system (WEB based), alldatapro.com/alldata/LIB~C8951~R0~OD~N/0/34870081/56415648/56416313/56416327/34853741	No val
		May No value include, but are not limited to		_
		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 Versio	n
	Course Objectives	<ul> <li>Practice ele</li> <li>Comprehen</li> <li>Use analog series-paral</li> <li>Operate cirri</li> <li>Evaluate wii</li> <li>Critique bat</li> <li>Recognize al</li> <li>Appraise all</li> <li>Assess ligh circuits</li> <li>Identify on-li</li> </ul>	Actrical safety d simple electrical circuits and ohm's law. ical reasoning to solve series, parallel and lel circuits cuit testers and digital meters res, connectors and wiring schematics tery testing methods starting and charging systems components ternators and starters functionality ts, blower motor, horn and accessory pooard diagnostic and computer control	<ul> <li>Practice ele</li> <li>Compreher</li> <li>Use analog series-para</li> <li>Operate ciri</li> <li>Evaluate wi</li> <li>Critique bat</li> <li>Recognize</li> <li>Appraise al</li> <li>Assess ligh circuits</li> <li>Identify on-</li> </ul>	ectrical safety id simple electrical circuits and ohm's law. ical reasoning to solve series, parallel and llel circuits cuit testers and digital meters res, connectors and wiring schematics tery testing methods starting and charging systems components ternators and starters functionality ts, blower motor, horn and accessory board diagnostic and computer control
	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.	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	Expected SLO Performance	0.0
		CSLOs	Develop a testing sequence to diagnose open , shorted, and grounded electromechanical circuits.	CSLOs	Develop a testing sequence to diagnose open , shorted, and grounded electromechanical circuits.
		Expected SLO Performance	0.0	Expected SLO Performance	0.0

Changed	Field	Current Version	Proposed Version
	Course Content	1. Practice electrical safety	1. Practice electrical safety
		1. Personal Protective Equipment	1. Personal Protective Equipment
		2. Safety in Hoisting a Vehicle	2. Safety in Hoisting a Vehicle
		3. Fire safety	3. Fire safety
		4. First Aid and eve wash stations	4. First Aid and eve wash stations
		5. Hybrid electric vehicle safety issues	5. Hybrid electric vehicle safety issues
		2. Comprehend simple electrical circuits and ohm's law.	2. Comprehend simple electrical circuits and ohm's law.
		1. Circuits	1. Circuits
		2. Circuit fault types	2. Circuit fault types
		3 Ohm's law	3 Ohm's law
		3 Use analogical reasoning to solve series parallel and	3 Use analogical reasoning to solve series parallel and
		series-parallel circuits	series-narallel circuits
		1 Series circuit rules	1 Series circuit rules
		2 Parallel circuit rules	2 Parallel circuit rules
		3 Kirchhoff's laws	3. Kirchhoff's laws
		4 Series-Parallel circuit problems	4 Series-Parallel circuit problems
		4. Operate circuit testers and digital meters	4. Operate circuit testers and digital meters
		4. Operate circuit testers and digital meters	4. Operate circuit testers and digital meters
		2. Digital maters	2. Digital maters
		2. Voltage drep testing	2. Voltage drep testing
		A Diodes as check values and rectifiers	A Diedes as check valves and rectifiers
		4. Dioues - as check valves and rectiliers	
		5. Oscilloscopes	5. Oscilloscopes
		5. Evaluate whes, connectors and wining schematics	5. Evaluate wires, connectors and wiring schematics
		1. Wile gauge	1. Write gauge
		2. Fuses and protection devices	2. Fuses and protection devices
		3. wire repairs	3. Wire repairs
		4. Schematic symbols	4. Schematic symbols
		5. Relays, solenoids, transistors and their use	5. Relays, solenoids, transistors and their use
		6. Circuit trouble-shooting	6. Circuit trouble-shooting
		6. Critique battery testing methods	6. Critique battery testing methods
		1. Open circuit voltage	1. Open circuit voltage
		2. Hydrometer testing	2. Hydrometer testing
		3. Load testing	3. Load testing
		4. Conductance testing	4. Conductance testing
		7. Recognize starting and charging systems components	7. Recognize starting and charging systems components
		1. Cranking circuit	1. Cranking circuit
		2. Starter motors	2. Starter motors
		3. Charging circuits	3. Charging circuits
		4. Alternators	4. Alternators
		8. Appraise alternators and starters functionality	8. Appraise alternators and starters functionality
		1. Starter motor operation	1. Starter motor operation
		2. Starter's control circuit testing	2. Starter's control circuit testing
		3. Starter's amperage testing	3. Starter's amperage testing
		4. Alternator operation	4. Alternator operation
		5. Alternator voltage regulation	5. Alternator voltage regulation
		6. Alternator output tests	6. Alternator output tests
		9. Assess lights, blower motor, horn and accessory	9. Assess lights, blower motor, horn and accessory
		circuits	circuits
		1. Identifving light bulbs	1. Identifying light bulbs
		2. Light operation	2. Light operation
		3. Horn operation	3. Horn operation
		4. Blower motor operation	4. Blower motor operation
		5. Color-codina circuits	5. Color-coding circuits
		6. Lighting circuit testing	6. Lighting circuit testing
		10 Identify on-board diagnostic and computer control	10 Identify on-board diagnostic and computer control
		1. Computer fundamentals	1. Computer fundamentals
		2. Input sensors	2. Input sensors
		3 Output controls	3 Output controls
		4 Monitors	4 Monitors
		5 OBD II numbering designation	5 OBD II numbering designation
		6. Scan tool	6. Scan tool
		0. 00011 (001	0. 00011 1001

Lab Component in this Yes Course

Changed	Field	Current Version	Proposed Version
Lab Outline	Lab Outline	1. Operate circuit testers and digital meters	1. Operate circuit testers and digital meters
		<ol><li>Use test equipment to test, lights, voltage drops and rectifiers</li></ol>	<ol><li>Use test equipment to test, lights, voltage drops and rectifiers</li></ol>
		<ol><li>Repair wires and connectors utilizing wiring schematics.</li></ol>	<ol> <li>Repair wires and connectors utilizing wiring schematics.</li> </ol>
		4. Execute circuit trouble-shooting	4. Execute circuit trouble-shooting
		5. Test battery using multiple testing methods.	5. Test battery using multiple testing methods.
		<ol><li>Perform starting and charging systems components tests</li></ol>	<ol><li>Perform starting and charging systems components tests</li></ol>
		<ol> <li>Diagnosis Starter's motor operation, control circuit testing and amperage draw</li> </ol>	7. Diagnosis Starter's motor operation, control circuit testing and amperage draw
		8. Complete alternator output tests	8. Complete alternator output tests
		9. Test electrical circuits on vehicles	9. Test electrical circuits on vehicles
		10. Utilize a scan tool to perform electrical repairs.	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
0	Banner Start Term (202122)	202122	No Value
0	Banner Division	2AT	No Value
θ	Catalog Term (21-22)	23-24	No Value
0	5 Year Revision Year (2021)	2018	No Value
0	Effective Quarter	Fall	No Value
0	Effective Year (2021)	2023	No Value
	Sort ID (00 < 10; 0 < 100)	AUTO 053B	AUTO 053B

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

Changed	Questions	Current Version	Proposed Version
	Checklist	No Value	No Value
Summary	of Revisions		
Changed	Questions	Current Version	Proposed Version
9	Basic Course Information	No Value	Description update
	Units and Hours	No Value	No Value
	Specifications	No Value	No Value
	Outline	No Value	No Value

### Blue Form

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

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

#### A-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
	Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self- efficacy through the practice of self- regulated learning.	No Value	No Value
	Objective 2: Investigate the use of mathematics in real world.	No Value	No Value
	Objective 3: Explore functions.	No Value	No Value
	Objective 4: Develop linear function models.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real world problems.	No Value	No Value
	Objective 6: Use linear inequalities in one variable to solve real world problems.	No Value	No Value
	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
9	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

Criteria 5: Demonstrate No Value No Value No Value 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	Changed	Questions	Current Version	Proposed Version
equitable future.		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	Propos	ed Ve	ersi	on			
	Stage 2: Department Chair	No Value	No Valu	ıe					
	Stage 3: Division Curriculum Representative	No Value	No Valu	ie					
	Stage 4: Division Dean	No Value	No Valu	le					
	Stage 5: SLO Coordinator	No Value	No Valu	ie					
9	Stage 7: Content Review Matrix Liaison	No Value	Date 3/14/24 3/14	Nan - Ro OR Tab 4 Zacl Juds	ne ble k son	<b>Part -</b> Field Matrix B Matrix E	Type o Edit	F Edit Please indicate where the listed information can be found under the Outline tab and/or the Specifications tab Please indicate where the listed information can be found under the Outline tab and/or the Specifications tab	Initiator - Indicate "Y" When Completed
	Stage 8: AVP - Instruction	No Value	No Valu	ie					
	Stage 9: Articulation Officer	No Value	No Valu	ie					
	Stage 11: ESGC Faculty Coordinator	No Value	No Valu	ie					
	Stage 14: Curriculum Committee	No Value	No Valu	ie					

#### **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	Νο
	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
Articulatio	n	
Changed	Field	Current Version
	Course Crosswalk CRS-DEPT-NAME	
	Course Crosswalk CRS-NUMBER	

# De Anza College Change Report 05/31/2024

Summary of Changes	
Section	Changed field
General Information	Faculty Initiator
General Information	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
0	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
0	Effective Term	Fall 2023	Fall <del>2023</del> <u>2025</u>
	SAM Priority Code (CB09)	Clearly Occupational	Clearly Occupational
0	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.
0	Course Type (CB27)	No value	Lower Division
0	Mode of Delivery	• NA	In person ONLY

# Faculty Requirements

Changed	Field	Current Version	Proposed Version
θ	Discipline 1	No value	Automotive Technology

Changed	Field	Current Version	Proposed Version
	Discipline 2	No value	No value
	Discipline 3	No value	No value
θ	FSA	No value	FHDA FSA - AUTO TECH
Formerly S	Statement		
Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	
Course Ju	stification		
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-Alor	ne Statement		
Changed	Field	Current Version	Proposed Version
	Stand-Alone Statement	No value	
Course Ph	ilosophy		
Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	
Foothill Ec	quivalency		
Changed	Field	Current Version	Proposed Version
	Does the course have a Foothill equivalent?	Νο	No
	Foothill Faculty Consultation Name	No value	
	Foothill Course ID	No value	
CTE Cours	se		
Changed	Field	Current Version	Proposed Version
θ	Is this a CTE (Career Technical Education) course?	No value	Yes

Honors/No	n-honors Course		
Changed	Field	Current Version	Proposed Version
9	Is this an honors/non- honors course?	No value	No
Mirrored C	redit/Noncredit Course		
Changed	Field	Current Version	Proposed Version
9	Is this a mirrored credit/noncredit course?	No value	Yes - don't forget to duplicate the revisions in the mirrored credit/noncredit course
Cross-liste	d Course		
Changed	Field	Current Version	Proposed Version
0	Is this a cross-listed course?	No value	No
More Optic	ons		
Changed	Field	Current Version	Proposed Version
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.
	Course Prior To College Level	Not applicable.	Not applicable.
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.
	Course Support Status (CB26)	Course is not a support course	Course is not a support course
	Repeat Limit	0	0
	Grade Options	Letter Grade     Pass/No Pass	<ul><li>Letter Grade</li><li>Pass/No Pass</li></ul>
	Allow Students to Gain Credit by Exam/Challenge		
	Repeatability Statement	No value	

Associated Programs

	(	
Engine Performance Technology	Associated A	Advanced Engine Performance Technology
of Achievement-Advanced (COA-	Award ( Type A	Certificate of Achievement-Advanced (COA- A)
e Machining and Engine Repair	Associated A Program	Automotive Machining and Engine Repair Technology
in Science (A.S.) Degree	Award A Type	Associate in Science (A.S.) Degree
e Chassis Technology	Associated A Program	Automotive Chassis Technology
of Achievement-Advanced (COA-	Award C Type A	Certificate of Achievement-Advanced (COA- A)
Engine Performance Technology	Associated A Program	Advanced Engine Performance Technology
in Science (A.S.) Degree	Award A Type	Associate in Science (A.S.) Degree
e Powertrain Technology	Associated A Program	Automotive Powertrain Technology
of Achievement-Advanced (COA-	Award ( Type A	Certificate of Achievement-Advanced (COA- A)
ine Performance Technology	Associated E Program	Basic Engine Performance Technology
of Achievement (COA)	Award C Type	Certificate of Achievement (COA)
e Powertrain Technology	Associated A Program	Automotive Powertrain Technology
in Science (A.S.) Degree	Award A Type	Associate in Science (A.S.) Degree
e Chassis Technology	Associated A Program	Automotive Chassis Technology
in Science (A.S.) Degree	Award A Type	Associate in Science (A.S.) Degree
e Machining and Engine Repair ly	Associated A Program	Automotive Machining and Engine Repair Fechnology
of Achievement-Advanced (COA-	Award ( Type A	Certificate of Achievement-Advanced (COA- A)
e General Service Technician	Associated A Program	Automotive General Service Technician
of Achievement (COA)	Award ( Type	Certificate of Achievement (COA)
nomous and Electric Vehicle n (Level 1) (In Development)	Associated 2 Program	215_Autonomous and Electric Vehicle Technician (Level 1) (In Development)
	Engine Performance Technology e of Achievement-Advanced (COA- re Machining and Engine Repair gy in Science (A.S.) Degree re Chassis Technology e of Achievement-Advanced (COA- Engine Performance Technology in Science (A.S.) Degree re Powertrain Technology e of Achievement-Advanced (COA- gine Performance Technology e of Achievement (COA) re Powertrain Technology in Science (A.S.) Degree re Chassis Technology in Science (A.S.) Degree re Chassis Technology in Science (A.S.) Degree re Chassis Technology in Science (A.S.) Degree re Machining and Engine Repair gy e of Achievement-Advanced (COA- re General Service Technician e of Achievement (COA) re General Service Technician	If Engine Performance Technology       Associated /         Program       Award         Program       Award         Program       Award         Award       Award         Type       Associated /         Program       Award         Program       Award

Changed Field	Current Vers	ion	Proposed Ve	ersion
	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 St	udent Hours - Profile Nar	ne: 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
Changed	Field Speciality Hours	Current Version No value	Proposed Version No value
Changed Credit / No	Field Speciality Hours on-Credit Options	Current Version No value	Proposed Version No value
Changed Credit / No Changed	Field Speciality Hours on-Credit Options Field	Current Version No value Current Version	Proposed Version No value Proposed Version
Changed Credit / No Changed	Field Speciality Hours on-Credit Options Field COURSE CLASSIFICATION STATUS	Current Version No value Current Version Credit Course.	Proposed Version No value Proposed Version Credit Course.
Changed Credit / No Changed	Field Speciality Hours on-Credit Options Field COURSE CLASSIFICATION STATUS Course Credit Status (CB04)	Current Version No value Current Version Credit Course. Credit - Degree Applicable	Proposed Version         Proposed Version         Credit Course.         Credit - Degree Applicable
Changed Credit / No Changed	Field Speciality Hours	Current Version No value Current Version Credit Course. Credit Course. Credit Course.	Proposed Version         Proposed Version         Credit Course.         Credit - Degree Applicable         Credit Course.
Changed Credit / No Changed	Field         Speciality Hours         Speciality Hours         on-Credit Options         Field         COURSE CLASSIFICATION STATUS         Course Credit Status (CB04)         Course Non Credit Category (CB22)         Funding Agency Category (CB23)	Current Version No value Current Version Credit Course. Credit Course. Not Applicable.	Proposed Version         Proposed Version         Credit Course.         Credit - Degree Applicable         Credit Course.         Not Applicable.
Changed	Field   Speciality Hours   Speciality Hours   on-Credit Options   Field   COURSE   CLASSIFICATION   STATUS   Course Credit Status   (CB04)   Course Non Credit   Category (CB22)   Funding Agency   Category (CB23)   Cooperative Work   Experience Education   Status (CB10)	Current Version No value Current Version Credit Course. Credit - Degree Applicable Credit Course. Not Applicable.	Proposed Version         Proposed Version         Credit Course.         Credit - Degree Applicable         Credit Course.         Not Applicable.

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

Current Version	Proposed Version
-	0
9	9
9	9
9	9
	Current Version - 9 9 9 9

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

### Specifications Changed Field **Current Version** Propos 0 Methods of Instruction Methods of Instruction Methc of Methods of Instruction Lecture and visual aids Instru Discussion of assigned reading Discussion and problem solving performed in class Methc Quiz and examination review performed in class of Collaborative learning and small group exercises Instru

Assianments	1. Reading from text	1. F
<b>.</b>	2. Math review pretest	2. N
	3. Safety test	3. S
	4. Worksheets focusing on reading material and problem solving. The worksheets include multiple choice questions fill in	4. V
	the blanks and written sections.	re
	5. Handouts	s
	6. Multiple choice quizzes concentrating on the reading material	ir
	7. Multiple choice midterm and accumulative final exam	q
		N
		5. ⊦
		6. N
		С
		n
		7. N
		а

0	Methods of Evaluation	Methods of Evaluation	Me
		Methods of Evaluation1. Completeness of assignments on worksheets 2. Number of correctly answered questions on the quizzes 3. Number of correctly answered questions on the midterm	and final examinations of Ev
	Essential Student Materials/Essential College Facilities	<ul> <li>Essential Student Materials:</li> <li>Scientific calculator (TI 30 or equivalent)</li> <li>Safety glasses for lab demonstrations</li> <li>Essential College Facilities:</li> <li>Access to automotive laboratory for demonstrations</li> </ul>	Ess
9	Essential Student Materials/Essential College Facilities Examples of Primary Texts and	Essential Student Materials: <ul> <li>Scientific calculator (TI 30 or equivalent)</li> <li>Safety glasses for lab demonstrations</li> </ul> <li>Essential College Facilities: <ul> <li>Access to automotive laboratory for demonstrations</li> </ul> </li> <li>Title No value</li>	Ess
θ	Essential Student Materials/Essential College Facilities Examples of Primary Texts and References	Essential Student Materials:         • Scientific calculator (TI 30 or equivalent)         • Safety glasses for lab demonstrations         Essential College Facilities:         • Access to automotive laboratory for demonstrations         Title       No value         Author       Halderman, James D. "Diagnosis and Troubleshooting of Electr System." Upper Saddle River, NJ: Prentice Hall,7th Edition 2010	Ess Ess Ess Tit ical, Electronic and Computer 3.
θ	Essential Student Materials/Essential College Facilities Examples of Primary Texts and References	Essential Student Materials:         • Scientific calculator (TI 30 or equivalent)         • Safety glasses for lab demonstrations         Essential College Facilities:         • Access to automotive laboratory for demonstrations         Title       No value         Author       Halderman, James D. "Diagnosis and Troubleshooting of Electr System." Upper Saddle River, NJ: Prentice Hall,7th Edition 2010         Publisher       No value	Ess Ess ical, Electronic and Computer 5.
9	Essential Student Materials/Essential College Facilities Examples of Primary Texts and References	Essential Student Materials:         • Scientific calculator (TI 30 or equivalent)         • Safety glasses for lab demonstrations         Essential College Facilities:         • Access to automotive laboratory for demonstrations         Title       No value         Author       Halderman, James D. "Diagnosis and Troubleshooting of Electr System." Upper Saddle River, NJ: Prentice Hall,7th Edition 2010         Publisher       No value         Date/Edition       No value	Ess Ess ical, Electronic and Computer 5.
9	Essential Student Materials/Essential College Facilities Examples of Primary Texts and References	Essential Student Materials:         • Scientific calculator (TI 30 or equivalent)         • Safety glasses for lab demonstrations         Essential College Facilities:         • Access to automotive laboratory for demonstrations         Title       No value         Author       Halderman, James D. "Diagnosis and Troubleshooting of Electr System." Upper Saddle River, NJ: Prentice Hall,7th Edition 2010         Publisher       No value         ISBN       No value	Ess ical, Electronic and Computer 5. Pu
9	Essential Student Materials/Essential College Facilities Examples of Primary Texts and References	Essential Student Materials:         • Scientific calculator (TI 30 or equivalent)         • Safety glasses for lab demonstrations         Essential College Facilities:         • Access to automotive laboratory for demonstrations         Title       No value         Author       Halderman, James D. "Diagnosis and Troubleshooting of Electr System." Upper Saddle River, NJ: Prentice Hall,7th Edition 2010         Publisher       No value         Date/Edition       No value	Ess ical, Electronic and Computer 3. Da Da

Changed	Field	Current Version		Propo
θ	Suggested Reading List	Reading         All DATA ele           List         http://library.	ctronic information system (WEB based), alldatapro.com/alldata/LIB~C8951~R0~OD~N/0/34870081/56415648/56416313/56416327/34853741	No val
		May No value include, but are not limited to		_
		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	<b>Current Version</b>		Proposed Versio	n
	Course Objectives	<ul> <li>Practice ele</li> <li>Comprehen</li> <li>Use analog series-paral</li> <li>Operate cirri</li> <li>Evaluate wii</li> <li>Describe ba</li> <li>Critique bat</li> <li>Recognize si</li> <li>Appraise all</li> <li>Assess ligh circuits</li> <li>Identify on-light</li> </ul>	ectrical safety ad simple electrical circuits and ohm's law ical reasoning to solve series, parallel and llel circuits cuit testers and digital meters res, connectors and wiring schematics attery construction and diagnosis tery testing methods starting and charging systems components ternators and starters functionality ts, blower motor, horn and accessory board diagnostic and computer control	<ul> <li>Practice ele</li> <li>Compreher</li> <li>Use analog series-para</li> <li>Operate cir</li> <li>Evaluate wi</li> <li>Describe base</li> <li>Critique bate</li> <li>Recognize</li> <li>Appraise al</li> <li>Assess ligh circuits</li> <li>Identify on-</li> </ul>	ectrical safety nd simple electrical circuits and ohm's law ical reasoning to solve series, parallel and llel circuits cuit testers and digital meters irres, connectors and wiring schematics attery construction and diagnosis tery testing methods starting and charging systems components ternators and starters functionality ts, blower motor, horn and accessory 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.	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	Expected SLO Performance	0.0
		CSLOs	Develop a testing sequence to diagnose inoperative charging, cranking, and battery circuits.	CSLOs	Develop a testing sequence to diagnose inoperative charging, cranking, and battery circuits.
		Expected SLO Performance	0.0	Expected SLO Performance	0.0

**Course Outline** 

Changed	Field	Current Version	Proposed Version
	Course Content	1 Practice electrical safety	1 Practice electrical safety
	Sourse Content	1. Fractice electrical sately	1. Fractice electrical sately
		2 Safety in Hoisting a Vehicle	2 Safety in Hoisting a Vehicle
		3 Fire safety	3 Fire safety
		4 First Aid and eve wash stations	4 First Aid and eve wash stations
		5. Hybrid electric vehicle safety issues	5. Hybrid electric vehicle safety issues
		2. Comprehend simple electrical circuits and ohm's law	2. Comprehend simple electrical circuits and ohm's law
		1. Circuits	1. Circuits
		2. Circuit fault types	2. Circuit fault types
		3. Ohm's law	3. Ohm's law
		3. Use analogical reasoning to solve series, parallel and	3. Use analogical reasoning to solve series, parallel and
		series-parallel circuits	series-parallel circuits
		1. Series circuit rules	1. Series circuit rules
		2. Parallel circuit rules	2. Parallel circuit rules
		3. Kirchhoff's laws	3. Kirchhoff's laws
		4. Series-Parallel circuit problems	4. Series-Parallel circuit problems
		<ol><li>Operate circuit testers and digital meters</li></ol>	<ol><li>Operate circuit testers and digital meters</li></ol>
		1. Test lights	1. Test lights
		2. Digital meters	2. Digital meters
		3. Voltage drop testing	3. Voltage drop testing
		4. Diodes - as check valves and rectifiers	<ol> <li>Diodes - as check valves and rectifiers</li> </ol>
		5. Oscilloscopes	5. Oscilloscopes
		5. Evaluate wires, connectors and wiring schematics	5. Evaluate wires, connectors and wiring schematics
		1. Wire gauge	1. Wire gauge
		2. Fuses and protection devices	2. Fuses and protection devices
		3. Wire repairs	3. Wire repairs
		4. Schemalic symbols	4. Schemalic symbols
		5. Relays, soleholds, transistors and their use	5. Relays, soleholds, transistors and their use
		6. Describe battery construction and diagnosis	6. Describe battery construction and diagnosis
		1 Battery construction	1 Battery construction
		2 Battery functionality	2 Battery functionality
		3 Battery ratings	3 Battery ratings
		7 Critique battery testing methods	7 Critique battery testing methods
		1 Open circuit voltage	1 Open circuit voltage
		2. Hydrometer testing	2. Hydrometer testing
		3. Load testing	3. Load testing
		4. Conductance testing	4. Conductance testing
		8. Recognize starting and charging systems components	8. Recognize starting and charging systems components
		1. Cranking circuit	1. Cranking circuit
		2. Starter motors	2. Starter motors
		3. Charging circuits	3. Charging circuits
		4. Alternators	4. Alternators
		9. Appraise alternators and starters functionality	9. Appraise alternators and starters functionality
		1. Starter motor operation	1. Starter motor operation
		2. Starter's control circuit testing	2. Starter's control circuit testing
		3. Starter's amperage testing	3. Starter's amperage testing
		4. Alternator operation	4. Alternator operation
		5. Alternator voltage regulation	5. Alternator voltage regulation
		6. Alternator output tests	6. Alternator output tests
		orouite	orouite
		Circuits	Circuits
		2 Light operation	2 Light operation
		3 Horn operation	3 Horn operation
		4 Blower motor operation	4 Blower motor operation
		5. Color-coding circuits	5. Color-coding circuits
		6. Circuit testing	6. Circuit testing
		11. Identify on-board diagnostic and computer control	11. Identify on-board diagnostic and computer control
		1. Computer fundamentals	1. Computer fundamentals
		2. Input sensors	2. Input sensors
		3. Output controls	3. Output controls
		4. Monitors	4. Monitors
		5. OBD II numbering designation	5. OBD II numbering designation
		6. Scan tools	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**

Banner Start Term (202122) Banner Division Catalog Term (21-22) 5 Year Revision Year	202122 2AT 23-24	No Value
Banner Division Catalog Term (21-22) 5 Year Revision Year	2AT 23-24	No Value
Catalog Term (21-22) 5 Year Revision Year	23-24	
5 Year Revision Year		No Value
(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	СТЕ
Cross-Listed/Related Course Information	ΝΑ	ΝΑ
Cross-Listed/Related Course ID's	No Value	No Value
	Effective Quarter Effective Year (2021) Sort ID (00 < 10; 0 < 100) Course Status Course Status Code Banner Department Course Level College Code Course Characteristics Cross-Listed/Related Course Information Cross-Listed/Related Course ID's	Effective QuarterFallEffective Year (2021)2023Sort ID (00 < 10; 0 <

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

Summary of Revisions

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

Changed Questions

Current Version

No Value

Other

Deleted suggested reading list.

**Proposed Version** 

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 D01A or EWRT D01AH or ESL D005. If this is the requisite for the 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
0	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
0	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 Matorials, and follow	No Value	No Value
	the remaining instructions on the form. If a requisite falling under Matrix G is being removed, provide an explanation as to why.		

#### H-Matrix Form

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

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

# De Anza College Change Report 05/31/2024

Summary of Changes	
Section	Changed field
General Information	Faculty Initiator
General Information	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
0	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
0	Effective Term	Fall 2021	Fall <del>2021</del> <u>2025</u>
	SAM Priority Code (CB09)	Apprenticeship	Apprenticeship
0	Course Description	Principles of electricity, electronics, cranking and charging systems. Testing, diagnosis and repair of these systems.	Principles- <u>This course focuses on principles</u> of electricity, electronics, cranking and charging <del>systems. Testing,</del> systems, along with testing, diagnosis and repair of these systems.
0	Course Type (CB27)	No value	Lower Division

Changed	Field	Current Version	Proposed Version
θ	Mode of Delivery	• NA	In person ONLY
Faculty Re	quirements		
Changed	Field	Current Version	Proposed Version
0	Discipline 1	No value	Automotive Technology
	Discipline 2	No value	No value
	Discipline 3	No value	No value
θ	FSA	No value	FHDA FSA - AUTO TECH
Course Ju	stification		
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 Eq	quivalency		

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

Course Philosophy			
Changed	Field	Current Version	Proposed Version
	Course 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 Cours	e		
Changed	Field	Current Version	Proposed Version
0	Is this a CTE (Career Technical Education) course?	No value	Yes
Honors/No	n-honors Course		
Changed	Field	Current Version	Proposed Version
0	Is this an honors/non- honors course?	No value	No
Mirrored C	redit/Noncredit Course		
Changed	Field	Current Version	Proposed Version
0	Is this a mirrored credit/noncredit course?	No value	Yes - don't forget to duplicate the revisions in the mirrored credit/noncredit course
Cross-liste	d Course		
Changed	Field	Current Version	Proposed Version
0	Is this a cross-listed course?	No value	No
More Optic	ons		
Changed	Field	Current Version	Proposed Version
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.
	Course Prior To College Level	Not applicable.	Not applicable.
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.
		Course is not a support course	Course is not a support course
	Course Support Status (CB26)		
	Course Support Status (CB26) Repeat Limit	0	0

Changed	Field	Current Version	Proposed Version
	Allow Students to Gain Credit by Exam/Challenge		
	Repeatability Statement	No value	
Stand-Alor	ne Statement		
Changed	Field Stand-Alone Statement	Current Version 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.	Proposed Version This course has been identified as a stand-alone course, which means that it is not listed on any CE 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 CE; 2. The purpose of this course; 3. Who your audience will be.
Associated	d Programs		
Changed	Field	Current Version	Proposed Version
	Course is part of a program	No value	No value
Transferab	ility & 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 Stu	udent Hours - Profile Nar	ne: 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 Studen	t Hours	- Profile	Name:	Default	Profile
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Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	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		

nangeu	Field	Current version		Propo
0	Methods of Instruction	Methods of Instruction		Meth
		Methods of Instruction	Lecture and visual aids Discussion of assigned reading	Instr
			Discussion and problem solving performed in class	Meth
			Collaborative learning and small group exercises	Instr

	Assignments	<ol> <li>Reading from text</li> <li>Math review preter</li> <li>Safety test</li> <li>17 worksheets for the blanks and wr</li> <li>Handouts</li> <li>2 multiple choice m</li> <li>Multiple choice m</li> </ol>	t est cusing on reading material and problem solving. The worksheets include multiple choice questions fill in ritten sections. quizzes concentrating on the reading material idterm and accumulative final exam	1. F 2. N 3. S 4. 1 r s ii c v 5. F 6. 2 c c 7. N
0	Methods of Evaluation	Methods of Evaluation Methods of Evaluation	<ol> <li>Accuracy of data</li> <li>Completeness of assignments</li> <li>Number of correct answers on multiple choice quizzes and tests</li> </ol>	Metho of Evalu Metho of Evalu
	Essential Student Materials/Essential College Facilities	Essential Student Mate • Scientific calculate • Safety glasses for Essential College Faci • Classroom and ac • Access to the inte	erials: .or (TI 30 or equivalent) r lab demonstrations ilities: ccess to laboratory for demonstrations ernet	Essent • 5 • 5 • 5 • 6 • 5 • 6 • 6 • 6 • 6 • 6
9	Essential Student Materials/Essential College Facilities Examples of Primary Texts and References	Essential Student Mate Scientific calculat Safety glasses for Essential College Faci Classroom and ac Access to the inter Title	erials: for (TI 30 or equivalent) r lab demonstrations lities: ccess to laboratory for demonstrations ernet	Essent • 5 • 5 • 6 • 5 • 6 • 7 • 7 • 7 • 7 • 7 • 7 • 7 • 7 • 7 • 7
9	Essential Student Materials/Essential College Facilities Examples of Primary Texts and References	Essential Student Mate Scientific calculat Safety glasses for Essential College Faci Classroom and ac Access to the inter Title Author	erials: or (TI 30 or equivalent) r lab demonstrations lities: ccess to laboratory for demonstrations ernet No value Halderman, James D. "Diagnosis and Troubleshooting of Electrical, Electronic and Computer System." Upper Saddle River, NJ: Prentice Hall,6th Edition 2012.	Essent • S • S • C • C • A • A Title
9	Essential Student Materials/Essential College Facilities Examples of Primary Texts and References	Essential Student Mate Scientific calculat Safety glasses for Essential College Faci Classroom and ac Access to the inter Title Author Publisher	erials: or (TI 30 or equivalent) r lab demonstrations lilities: cccess to laboratory for demonstrations ernet No value Halderman, James D. "Diagnosis and Troubleshooting of Electrical, Electronic and Computer System." Upper Saddle River, NJ: Prentice Hall,6th Edition 2012. No value	Essent • 5 • 5 • 5 • 5 • 6 • 5 • 6 • 5 • 6 • 5 • 7 • 7 • 7 • 7 • 7 • 7 • 7 • 7
9	Essential Student Materials/Essential College Facilities Examples of Primary Texts and References	Essential Student Mate Scientific calculat Safety glasses for Essential College Faci Classroom and ac Access to the inter Title Author Publisher Date/Edition	erials:         or (TI 30 or equivalent)         r lab demonstrations         litties:         cccess to laboratory for demonstrations         ernet         No value         Halderman, James D. "Diagnosis and Troubleshooting of Electrical, Electronic and Computer System." Upper Saddle River, NJ: Prentice Hall,6th Edition 2012.         No value         No value	Essent • 5 • 5 • 6 • 5 • 6 • 7 • 7 • 7 • 7 • 7 • 7 • 7 • 7 • 7 • 7
9	Essential Student Materials/Essential College Facilities Examples of Primary Texts and References	Essential Student Mate • Scientific calculat • Safety glasses for Essential College Faci • Classroom and ad • Access to the inter Title Author Publisher Date/Edition ISBN	erials:	Essent • S • S • S • S • S • S • C • C • A • A • A • A • A • A • A • A
9	Essential Student Materials/Essential College Facilities Examples of Primary Texts and References	Essential Student Mate Scientific calculat Safety glasses for Essential College Faci Classroom and ac Access to the inter Title Author Publisher Date/Edition ISBN	erials: or (TI 30 or equivalent) r lab demonstrations lilites: ccess to laboratory for demonstrations ernet No value Halderman, James D. "Diagnosis and Troubleshooting of Electrical, Electronic and Computer System." Upper Saddle River, NJ: Prentice Hall,6th Edition 2012. No value No value No value	Essent • S • S • C Essent • C · A · A · A · A · A · A · A · A

Changed	Field	Current Version		Propo
0	Suggested Reading List	Reading         All DATA ele           List         http://library.	ectronic information system (WEB based), .alldatapro.com/alldata/LIB~C8951~R0~OD~N/0/34870081/56415648/56416313/56416327/34853741	No val
		May No value include, but are not limited to		_
		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	<b>Current Version</b>		Proposed Versio	n
	Course Objectives	<ul> <li>Electrical sa</li> <li>Comprehen</li> <li>Use analog series-para</li> <li>Operate cirn</li> <li>Evaluate wi</li> <li>Describe ba</li> <li>Critique bat</li> <li>Recognize a</li> <li>Appraise al</li> <li>Assess ligh circuits</li> <li>Identify on-</li> </ul>	afety Ind simple electrical circuits and ohm's law ical reasoning to solve series, parallel and llel circuits cuit testers and digital meters ires, connectors and wiring schematics attery construction and diagnosis tery testing methods starting and charging systems components ternators and starters functionality ts, blower motor, horn and accessory board diagnostic and computer control	<ul> <li>Electrical sa</li> <li>Compreher</li> <li>Use analog series-para</li> <li>Operate cir</li> <li>Evaluate wi</li> <li>Describe base</li> <li>Critique bate</li> <li>Recognize</li> <li>Appraise al</li> <li>Assess ligh circuits</li> <li>Identify on-</li> </ul>	afety Ind simple electrical circuits and ohm's law ical reasoning to solve series, parallel and liel circuits cuit testers and digital meters ires, connectors and wiring schematics attery construction and diagnosis tery testing methods starting and charging systems components ternators and starters functionality ts, blower motor, horn and accessory 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.	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	Expected SLO Performance	0.0
		CSLOs	Develop a testing sequence to diagnos inoperative charging, cranking, and battery circuits.	CSLOs	Develop a testing sequence to diagnos inoperative charging, cranking, and battery circuits.
		Expected SLO Performance	0.0	Expected SLO Performance	0.0

Changed	Field	Current Version	Proposed Version
	Course Content	1 Electrical actaty	1 Electrical actaty
	Course Content	1. Dersonal Protective Equipment	1. Dersonal Protective Equipment
		2 Safety in Hoisting a Vehicle	2 Safety in Hoisting a Vehicle
		3 Fire safety	3 Fire safety
		4 First Aid and eve wash stations	4 First Aid and eve wash stations
		5. Hybrid electric vehicle safety issues	5. Hybrid electric vehicle safety issues
		2. Comprehend simple electrical circuits and ohm's law	2. Comprehend simple electrical circuits and ohm's law
		1. Circuits	1. Circuits
		2. Circuit fault types	2. Circuit fault types
		3. Ohm's law	3. Ohm's law
		3. Use analogical reasoning to solve series, parallel and	3. Use analogical reasoning to solve series, parallel and
		series-parallel circuits	series-parallel circuits
		1. Series circuit rules	1. Series circuit rules
		2. Parallel circuit rules	2. Parallel circuit rules
		3. Kirchhoff's laws	3. Kirchhoff's laws
		4. Series-Parallel circuit problems	4. Series-Parallel circuit problems
		<ol><li>Operate circuit testers and digital meters</li></ol>	<ol><li>Operate circuit testers and digital meters</li></ol>
		1. Test lights	1. Test lights
		2. Digital meters	2. Digital meters
		3. Voltage drop testing	3. Voltage drop testing
		4. Diodes - as check valves and rectifiers	4. Diodes - as check valves and rectifiers
		5. Oscilloscopes	5. Oscilloscopes
		5. Evaluate wires, connectors and wiring schematics	5. Evaluate wires, connectors and wiring schematics
		2. Europe and protection devices	2. Europe and protection devices
		2. Puses and protection devices	2. Puses and protection devices
		3. Wile lepails	<ol> <li>Wile lepails</li> <li>Schematic symbols</li> </ol>
		5 Relays solenoids transistors and their use	5 Relays solenoids transistors and their use
		6 Circuit trouble-shooting	6 Circuit trouble-shooting
		6. Describe battery construction and diagnosis	6. Describe battery construction and diagnosis
		1. Battery construction	1. Battery construction
		2. Battery functionality	2. Battery functionality
		3. Battery ratings	3. Battery ratings
		7. Critique battery testing methods	7. Critique battery testing methods
		1. Open circuit voltage	1. Open circuit voltage
		2. Hydrometer testing	2. Hydrometer testing
		3. Load testing	3. Load testing
		4. Conductance testing	4. Conductance testing
		8. Recognize starting and charging systems components	8. Recognize starting and charging systems components
		1. Cranking circuit	1. Cranking circuit
		2. Starter motors	2. Starter motors
		3. Charging circuits	3. Charging circuits
		4. Alternators	4. Alternators
		9. Applaise alternators and statters functionality	9. Applaise alternators and statters functionality
		2. Starter's control circuit testing	2 Starter's control circuit testing
		3. Starter's amperade testing	3. Starter's amperade testing
		4 Alternator operation	4 Alternator operation
		5. Alternator voltage regulation	5. Alternator voltage regulation
		6. Alternator output tests	6. Alternator output tests
		10. Assess lights, blower motor, horn and accessory	10. Assess lights, blower motor, horn and accessory
		circuits	circuits
		1. Identifying light bulbs	1. Identifying light bulbs
		2. Light operation	2. Light operation
		3. Horn operation	3. Horn operation
		4. Blower motor operation	4. Blower motor operation
		5. Color-coding circuits	5. Color-coding circuits
		6. Circuit testing	6. Circuit testing
		11. Identify on-board diagnostic and computer control	11. Identify on-board diagnostic and computer control
		1. Computer fundamentals	1. Computer fundamentals
		2. Input sensors	2. Input sensors
		3. Output controls	3. Output controls
		4. INDITIONS	4. MOULOUS
		6. Scan tools	5. UD II numbering designation 6. Scan tools
		0. 000110013	0. 00011 (0010
	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
0	Banner Start Term (202122)	202122	No Value
0	Banner Division	2AT	No Value
0	Catalog Term (21-22)	21-22	No Value
0	5 Year Revision Year (2021)	2018	No Value
0	Effective Quarter	Fall	No Value
0	Effective Year (2021)	2013	No Value
	Sort ID (00 < 10; 0 < 100)	APRN 060	APRN 060
	Course Status	Non-substantial	Non-substantial
0	Course Status Code	A	No Value
0	Banner Department	AUTO	No Value
0	Course Level	DU	No Value
0	College Code	DA	No Value
	Course Characteristics	CTE	CTE
	Cross-Listed/Related Course Information	NA	ΝΑ
	Cross-Listed/Related	No Value	No Value
	Course ID's		

Changed	Questions	Current Version	Proposed Version
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
0	Emergency Approval	No	No Value
θ	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)	Ν	No Value
θ	Repeat Type (N = Non- repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)	Ν	No Value
θ	Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)	Nine hours lecture (108 hours total per quarter).	No Value
0	Noncredit Enhanced Funding Indicator	Ν	No Value
0	In Service Indicator	Ν	No Value
0	Sports/Physical Education Course Indicator	Ν	No Value
0	COA Code	с	No Value
0	Fund Code	114000	No Value
0	Organization Code	236503	No Value
0	Account Code	1320	No Value
0	Program Code	094800	No Value
θ	Percent	100	No Value
	Curriculum Office Notes	No Value	No Value
0	Print/No Print to Catalog	Yes	No Value

Summary of Revisions

Changed	Questions	Current Version	Proposed Version
0	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
0	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 D01A or EWRT D01AH or ESL D005. If this is the requisite for the 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
9	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
0	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	No Value	No Value
	not fall under an A-F		
	Matrix, download the		
	Content Review Matrix		
	G from the Reference		
	Materials, and follow		
	the remaining		
	instructions on the		
	form. If a requisite		
	falling under Matrix G		
	is being removed,		
	provide an explanation		
	as to why.		

### H-Matrix Form

Changed	Questions	Current Version	Proposed Version
9	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

		Current version	Propose	ed Vers	sion			
0	Stage 7: Content Review Matrix Liaison	No Value	Date	Nam - Role	e Part - Field	Type of Edit	Edit Y	Initiator - Indicate "Y" Wher
			2/27/24	OR Tab Matri H	xObjectiv 1	<sup>ve</sup> Required	List Prerequisites to be an apprentice	Sent back sto initiator 3/25
	Stage 8: AVP - Instruction	No Value	No Value	e				
	Stage 9: Articulation Officer	No Value	No Value	Э				
	Stage 11: ESGC Faculty Coordinator	No Value	No Value	e				
	Stage 14: Curriculum Committee	No Value	No Value	e				
ourse Ad	ministration Codes	I. The following fields will not show a Drongood Version						
Changed	Field	Current Version						
	Curriculum ID	APRND060.						
	Curriculum ID Distance Education Approved	APRND060. No						
	Curriculum ID Distance Education Approved Board of Trustees Approval Date	APRND060. No						
	Curriculum ID Distance Education Approved Board of Trustees Approval Date Curriculum Committee Approval Date	APRND060. No						
	Curriculum ID Distance Education Approved Board of Trustees Approval Date Curriculum Committee Approval Date Time to Next Review	APRND060. No Aug 31, 2023 12:00:00 AM						
	Curriculum ID Distance Education Approved Board of Trustees Approval Date Curriculum Committee Approval Date Time to Next Review External Review Approval Date	APRND060. No Aug 31, 2023 12:00:00 AM Sep 1, 2018 12:00:00 AM						
	Curriculum ID Distance Education Approved Board of Trustees Approval Date Curriculum Committee Approval Date Time to Next Review External Review Approval Date Course Control Number	APRND060. No Aug 31, 2023 12:00:00 AM Sep 1, 2018 12:00:00 AM CCCC000231550						
rticulatio	Curriculum ID Distance Education Approved Board of Trustees Approval Date Curriculum Committee Approval Date Time to Next Review External Review Approval Date Course Control Number	APRND060. No Aug 31, 2023 12:00:00 AM Sep 1, 2018 12:00:00 AM CCC000231550						
rticulatio	Curriculum ID Distance Education Approved Board of Trustees Approval Date Curriculum Committee Approval Date Time to Next Review External Review Approval Date Course Control Number	APRND060. No Aug 31, 2023 12:00:00 AM Sep 1, 2018 12:00:00 AM CCC000231550 Current Version						
rticulatio	Curriculum ID Distance Education Approved Board of Trustees Approval Date Curriculum Committee Approval Date Time to Next Review Approval Date Course Control Number Field Course Crosswalk CRS-DEPT-NAME	APRND060. No Aug 31, 2023 12:00:00 AM Sep 1, 2018 12:00:00 AM CCC000231550 Current Version						

# 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	
0	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	
0	Effective Term	Fall 2023	Fall <del>2023</del>	
	SAM Priority Code (CB09)	Clearly Occupational	Clearly Occupational	
0	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.	
0	Course Type (CB27)	No value	Lower Division	
0	Mode of Delivery	• NA	In person ONLY	

Faculty Requirements	
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Changed	Field	Current Version	Proposed Version
0	Discipline 1	No value	Automotive Technology
	Discipline 2	No value	No value
	Discipline 3	No value	No value
9	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.		

S	Stand-Alone Statement					
	Changed	Field	Current Version	Proposed Version		
		Stand-Alone Statement	No value			
С	ourse Ph	ilosophy				

Cha	anged	Field	Current Version	Proposed Version
		Course Philosophy	No value	

# Foothill Equivalency

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

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

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

Mirrored Credit/Noncredit Course				
Changed	Field	Current Version	Proposed Version	
9	Is this a mirrored credit/noncredit course?	No value	Yes - don't forget to duplicate the revisions in the mirrored credit/noncredit course	
Cross-liste	d Course			
Changed	Field	Current Version	Proposed Version	
0	Is this a cross- listed course?	No value	<u>No</u>	
More Optic	ons			
Changed	Field	Current Version	Proposed Version	
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.	
	Course Prior To College Level	Not applicable.	Not applicable.	
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.	
	Course Support Status (CB26)	Course is not a support course	Course is not a support course	
	Repeat Limit	0	0	
	Grade Options	<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	No value		

Changed	Field	Current Versi	on	Proposed Ver	sion
	Course is part of a program	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	Automotive Chassis Technology	Associated Program	Automotive Chassis Technology
		Award Type	Certificate of Achievement (COA)	Award Type	Certificate of Achievement (COA)
		Associated Program	Automotive Chassis Technology	Associated Program	Automotive Chassis Technology
		Award Type	Associate in Science	Award Type	Associate in Science

# Transferability & Gen. Ed. Options

Changed	Field Current Version		Proposed Version		
	Transfer Status (CB05)	Transferable to CSU only	Transferable to CSU only		
	Course General Education Status (CB25)	Υ	Υ		
	Transfer Status	Approved	Approved		
	GE Information	No value	No value		
Weekly Stu	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 Stu	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 / No	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	I	No Value	
Specificati	ons				
Changed	Field	Current Versi	ion	Proposed Ve	rsion
0	Methods of Instruction	Methods of Instruction Methods of Instruction	Lecture and visual aids Discussion of assigned reading In-class exploration of Internet sites	Methods of Instruction Methods of Instruction	Methods of Instruction Lecture and visual aids Discussion of assigned reading In-class exploration
			Quiz and examination review performed in class Homework and extended projects		of Internet sites Quiz and examination review performed in class Homework and extended projects

Changed	Field	Current Version	Proposed Version	
	Assignments	<ol> <li>Reading from text and handouts</li> <li>Complete chapter review quizzes</li> <li>Outside assignment to include a shop interview.</li> </ol>	<ol> <li>Reading from text and handouts</li> <li>Complete chapter review quizzes</li> <li>Outside assignment to include a shop interview.</li> </ol>	

Evoluation				
Evaluation	Methods		Methods	Methods of
	OT Evaluation		OT Evaluation	Evaluation
	Lvaluation			
	Methods	1. Weekly objective		
	of	multiple choice		
	Evaluation	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.		

Methods	1. Weekly
of	objective
Evaluation	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. lest
	will be graded
	and scored
	with points
	awarded for
	each correct
	answer.
	4. A written report
	or the shop
	Interview to be
	graded on
	content.

Changed	Changed Field Current Version		n	Proposed Version		
	Essential Student Materials/Essential College Facilities	StudentEssential Student Materials:Essential• Safety glasses for shopacilitiesdemonstrations		<ul><li>Essential Student Materials:</li><li>Safety glasses for shop demonstrations</li></ul>		
		<ul> <li>Essential College Facilities:</li> <li>Classroom with access to automotive lab area</li> <li>Automotive repair information web sites</li> <li>All DATA electronic information system (WEB based), http://library.alldatapro.com</li> <li>Mitchell on demand electronic information system (WEB based), http://Shopkey5.com</li> </ul>		<ul> <li>Essential College Facilities:</li> <li>Classroom with access to automotive lab area</li> <li>Automotive repair information web sites</li> <li>All DATA electronic information system (WEB based), http://library.alldatapro.com</li> <li>Mitchell on demand electronic information system (WEB based), http://Shopkey5.com</li> </ul>		
0	Examples of Primary Texts and References	Title	No value	Title	Automotive Chassis	
		Author	Halderman, James D. "Automotive Chassis Systems 7th Edition". Prentice Hall 2017	Author	Halderman, James D.	
		Dahlahan		Publisher	Pearson	
		Publisher	No value	Date/Edition	2020/8th edition	
		Date/Edition	No value	ISBN	No value	
		ISBN	No value			

Changed	Field	Current Ve	rsion	Proposed Version
0	Suggested Reading List	Reading List	All DATA electronic information system (WEB based), http://library.alldatapro.com	No value
		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	n	Proposed Vers	ion
	Course Objectives	<ul> <li>Define automotive brake systems</li> <li>Categorize information related to brake system performance</li> <li>Develop a repair plan</li> </ul>		<ul> <li>Define automotive brake systems</li> <li>Categorize information related to brake system performance</li> <li>Develop a repair plan</li> </ul>	
	CSLOs	CSLOs	Understand proper brake inspection procedures.	CSLOs	Understand proper brake inspection procedures.
		Expected SLO Performance	0.0	Expected SLO Performance	0.0

Course Outline				
Changed	Field	Current Version	Proposed Version	
	Course Content	<ol> <li>Define automotive brake systems         <ol> <li>Basic operating principles</li> <li>Identifying brake components</li> <li>Brake systems</li> </ol> </li> <li>Categorize information related to brake system performance         <ol> <li>Drum brake systems</li> <li>Disc brake systems</li> <li>Disc brake systems</li> <li>Hydraulic systems</li> </ol> </li> <li>Develop a repair plan         <ol> <li>Preparing a repair cost estimate and a repair plan</li> <li>Verification of component failure</li> <li>Repair techniques</li> <li>Write a complete repair order including a description of customer concern, vehicle examination, repair process, parts used, and total cost including applicable tax.</li> </ol> </li> </ol>	<ol> <li>Define automotive brake systems         <ol> <li>Basic operating principles</li> <li>Identifying brake components</li> <li>Brake systems</li> </ol> </li> <li>Categorize information related to brake system performance         <ol> <li>Drum brake systems</li> <li>Disc brake systems</li> <li>Disc brake systems</li> <li>Hydraulic systems</li> </ol> </li> <li>Develop a repair plan         <ol> <li>Preparing a repair cost estimate and a repair plan</li> <li>Verification of component failure</li> <li>Repair techniques</li> <li>Write a complete repair order including a description of customer concern, vehicle examination, repair process, parts used, and total cost including applicable tax.</li> </ol> </li> </ol>	
	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. 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 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
0	Banner Start Term (202122)	202122	No Value
0	Banner Division	2AT	No Value
θ	Catalog Term (21-22)	23-24	No Value
θ	5 Year Revision Year (2021)	2018	No Value

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

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

Changed	Questions	Current Version	Proposed Version
9	Organization Code	236503	No Value
θ	Account Code	1320	No Value
θ	Program Code	094800	No Value
θ	Percent	100	No Value
	Curriculum Office Notes	<ul> <li>Requisite change appr. 1/17/23 (effect. F23)cc</li> </ul>	<ul> <li>Requisite change appr. 1/17/23 (effect. F23)cc</li> </ul>
0	Print/No Print to Catalog	Yes	No Value
	Checklist	No Value	No Value

Summary of Revisions				
Changed	Questions	Current Version	Proposed Version	
θ	Basic Course Information	No Value	Description update	
	Units and Hours	No Value	No Value	
0	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	No Value	No Value
	D273., or ESL D472.		
	and ESL D473., or		
	eligibility for EWRT		
	D001A or EWRT		
	D01AH or ESL D005.		
	If this is the		
	requisite for the		
	course, complete		
	the objective(s)		
	below. If this		
	requisite is being		
	removed, provide an		
	explanation as to		
	why.		

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

Changed	Questions	<b>Current Version</b>	Proposed Version
	Objective 8: Prac composing organized, developed, analytical essays that increase in complexity.	ctice No Value	No Value
9	Objective 9: Demonstrate appropriate grammar usage a mechanics.	No Value	From course outline: C. Develop a repair plan 1. Preparing a repair cost estimate and a repair plan
C-Matrix Fo	orm		
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	No Value	No Value	
	algebra or			
	equivalent (or			
	higher), or			
	appropriate			
	placement			
	beyond			
	intermediate			
	algebra. If this			
	is the requisite			
	for the course,			
	complete the			
	objective(s)			
	below. If this			
	requisite is			
	being removed,			
	provide an			
	explanation as			
	to why.			

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

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

### **E-Matrix Form**

Changed	Questions	Current Version	Proposed Version
	Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Develop, throughout the course as applicable, systematic problem- solving methods.	No Value	No Value
0	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

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 Fo	orm		
Changed	Questions	Current Version	Proposed Version
	Pre-algebra or equivalent (or higher), or appropriate	No Value	No Value

placement beyond prealgebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as

to why.

Changed	Questions	Current Version	Proposed Version
	Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.	No Value	No Value
	Objective 2: 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

Objective 12:       No Value       No Value         Investigate,       throughout the       value         course as       applicable, how       value         mathematics       has developed       value         as a human       value       value	Changed	Questions	Current Version	Proposed Version
the world.		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 G	E - ESGC Form		
Changed	Questions	Current Version	Proposed Version
	Criteria 1: Explain the interconnectivity of economic prosperity, social equity and environmental quality.	No Value	No Value

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	
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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				
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	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
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
0	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
θ	Effective Term	Fall 2021	Fall <del>2021</del> <u>2025</u>
	SAM Priority Code (CB09)	Apprenticeship	Apprenticeship
0	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.
0	Course Type (CB27)	No value	Lower Division
θ	Mode of Delivery	• NA	In person ONLY

Faculty Re	Faculty Requirements				
Changed	Field	Current Version	Proposed Version		
0	Discipline 1	No value	Automotive Technology		
	Discipline 2	No value	No value		
	Discipline 3	No value	No value		
0	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	n Proposed Vers	ion
Course	Philosophy No value		

Formerly Statement

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

Changed	Field	Current Version	Proposed Version
	Stand-Alone Statement	No value	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 Cours	Course			
Changed	Field	Current Version	Proposed Version	
9	Is this a CTE (Career Technical Education) course?	No value	Yes	
Honors/No	n-honors Course			
Changed	Field	Current Version	Proposed Version	
0	Is this an honors/non- honors course?	No value	No	
Mirrored C	redit/Noncredit Course			
Changed	Field	Current Version	Proposed Version	
θ	Is this a mirrored credit/noncredit course?	No value	Yes - don't forget to duplicate the revisions in the mirrored credit/noncredit course	
Cross-liste	d Course			
Changed	Field	Current Version	Proposed Version	
θ	Is this a cross-listed course?	No value	<u>No</u>	
More Optic	ons			
Changed	Field	Current Version	Proposed Version	
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.	
	Course Prior To College Level	Not applicable.	Not applicable.	
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.	
	Course Support Status (CB26)	Course is not a support course	Course is not a support course	
	Repeat Limit	0	0	
	Grade Options	<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	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 CE 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 CE; 2. The purpose of this course; 3. Who your audience will be:
Associated	d Programs		
Changed	Field	Current Version	Proposed Version
	Course is part of a program	No value	No value

Transferat	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 Stu	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- 0 Class (Contact) per Term		0
	NA Hours - Course Out- 0 of-Class per Term		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 / No	n-Credit Options		
Changed	Field	Current Version	Proposed Version
	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.
	Course Credit Status (CB04)	Credit - Degree Applicable	Credit - Degree Applicable
	Course Non Credit Category (CB22)	Credit Course.	Credit Course.
	Funding Agency Category (CB23)	Not Applicable.	Not Applicable.
	Cooperative Work Experience Education Status (CB10)		

**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

Changed	Field	Current Version		Proposed Version	
0	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

Assignments

θ

2. Complete chapter review quizzes

3. Outside assignments

1. Reading from text and handouts

2. Complete chapter review quizzes

3. Outside assignments

Methods of Evaluation
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Methods of Evaluation		Methods of Evaluation	Methods of Evaluation
Methods of Evaluation	<ol> <li>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.</li> <li>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.</li> <li>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.</li> </ol>	Methods of Evaluation	<ol> <li>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.</li> <li>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.</li> <li>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.</li> </ol>

Changed	Field	Current Version	Proposed Version	
Essential Student Materials/Essentia College Facilities		Essential Student Materials: • Safety glasses for shop demonstrations Essential College Facilities: • Classroom and automotive lab area • Internet access	Essential Student Materials: • Safety glasses for shop demonstrations Essential College Facilities: • Classroom and automotive lab area • Internet access	
0	Examples of Primary Texts and References	Title No value	Title Automotive Chassis Systems	
		Author Halderman, James D. "Automotive Chassis Systems 5th Edition". Prentice Hall, 2010.	Author Halderman, James D.	
		Publisher No value	Publisher Prentice Hall	
		Date/Edition No value	Date/Edition 2020/ 8th edition	
		ISBN No value	- ISBN No value	
0	Suggested Reading List	ReadingAll DATA electronic information system (WEBListbased), http://library.alldatapro.com	No value	
		May No value include, but are not limited to		
		Reading         Mitchell on demand electronic information           List         system (WEB based), http://Shopkey5.com		
		May No value include, but are not limited to		
earning C	Outcomes and Objectiv	es		
Changed	Field	Current Version	Proposed Version	
	Course Objectives	<ul> <li>Define automotive brake systems</li> <li>Categorize information related to brake system performance</li> <li>Develop a repair plan</li> </ul>	<ul> <li>Define automotive brake systems</li> <li>Categorize information related to brake system performance</li> <li>Develop a repair plan</li> </ul>	
0	CSLOs	CSLOs Students will understand proper brake inspection procedures.	CSLOs Students will understand proper brake inspection procedures.	
		Expected SLO 0.0 Performance	Expected SLO 0.0 Performance	
			CSLOs Demonstrate proper brake inspection procedures	

Expected SLO 0.0 Performance

#### **Course Outline**

hanged	Field	Current Version	Proposed Version
	Course Content	1. Define automotive brake systems	1. Define automotive brake systems
		1. Basic operating principles	1. Basic operating principles
		2. Identifying brake components	2. Identifying brake components
		3. Brake systems	3. Brake systems
		2. Categorize information related to brake system	2. Categorize information related to brake system
		performance	performance
		1. Drum brake systems	1. Drum brake systems
		2. Disc brake systems	2. Disc brake systems
		3. Hydraulic systems	3. Hydraulic systems
		3. Develop a repair plan	3. Develop a repair plan
		1. Preparing a repair cost estimate and a repair	1. Preparing a repair cost estimate and a repai
		plan	plan
		2. Verification of component failure	2. Verification of component failure
		3. Repair techniques	3. Repair techniques
		<ol> <li>Write a complete repair order including a description of customer concern, vehicle examination, repair process, parts used, and</li> </ol>	<ol> <li>Write a complete repair order including a description of customer concern, vehicle examination, repair process, parts used, and</li> </ol>
		total cost including applicable tax.	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
0	Banner Start Term (202122)	202122	No Value
0	Banner Division	2AT	No Value
0	Catalog Term (21-22)	21-22	No Value

Changed	Questions	Current Version	Proposed Version
θ	5 Year Revision Year (2021)	2018	No Value
θ	Effective Quarter	Fall	No Value
θ	Effective Year (2021)	2013	No Value
	Sort ID (00 < 10; 0 < 100)	APRN 061A	APRN 061A
	Course Status	Non-substantial	Non-substantial
θ	Course Status Code	A	No Value
θ	Banner Department	AUTO	No Value
θ	Course Level	DU	No Value
θ	College Code	DA	No Value
	Course Characteristics	CTE	CTE
	Cross-Listed/Related Course Information	ΝΑ	NA
	Cross-Listed/Related Course ID's	No Value	No Value
0	CTE Status	Yes	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
θ	Emergency Approval	No	No Value
θ	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)	Ν	No Value
θ	Repeat Type (N = Non- repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)	Ν	No Value
0	Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)	Four and one-half hours lecture (54 hours total per quarter).	No Value
θ	Noncredit Enhanced Funding Indicator	Ν	No Value
θ	In Service Indicator	Ν	No Value
θ	Sports/Physical Education Course Indicator	Ν	No Value
θ	COA Code	c	No Value

Changed	Questions	Current Version	Proposed Version
0	Fund Code	114000	No Value
0	Organization Code	236503	No Value
0	Account Code	1320	No Value
0	Program Code	094800	No Value
0	Percent	100	No Value
	Curriculum Office Notes	No Value	No Value
0	Print/No Print to Catalog	Yes	No Value

# Summary of Revisions

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

#### Blue Form

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

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

#### A-Matrix Form

Changed	Questions	Current Version	Proposed Version
	EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	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 D01A or EWRT D01AH or ESL D005. If this is the requisite for the 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

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

Changed	Questions	Current Version	Proposed Version
	Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self- efficacy through the practice of self- regulated learning.	No Value	No Value
	Objective 2: Investigate the use of mathematics in real world.	No Value	No Value
	Objective 3: Explore functions.	No Value	No Value
	Objective 4: Develop linear function models.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real world problems.	No Value	No Value
	Objective 6: Use linear inequalities in one variable to solve real world problems.	No Value	No Value
	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
9	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				
9	Stage 5: SLO Coordinator	No Value		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 r– 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 T
	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 Ad	Course Administration Codes						
Articulation	Articulation occurs after course approval. The following fields will not show a Proposed Version.						
Changed	Field	Current Version					
	Curriculum ID	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		

# De Anza College Change Report 06/04/2024

# Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Description
General Information	Course Type (CB27)
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	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?

Changed	Field	Current Version	Proposed Version
0	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
0	Effective Term	Fall 2023	Fall <del>2023</del> <u>2025</u>
	SAM Priority Code (CB09)	Clearly Occupational	Clearly Occupational
9	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.
0	Course Type (CB27)	No value	Lower Division
0	Mode of Delivery	• NA	In person ONLY

Faculty I	Requirements
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Changed	Field	Current Version	Proposed Version
0	Discipline 1	No value	Automotive Technology
	Discipline 2	No value	No value
	Discipline 3	No value	No value
9	FSA	No value	• FHDA FSA - AUTO TECH

Formerly S	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-Alo	Stand-Alone Statement			
Changed	Field	Current Version	Proposed Version	
	Stand-Alone Statement	No value		
Course Ph	nilosophy			

Cha	anged	Field	Current Version	Proposed Version
		Course Philosophy	No value	

# Foothill Equivalency

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

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

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

Mirrored Credit/Noncredit Course					
Changed	Field	Current Version	Proposed Version		
9	Is this a mirrored credit/noncredit course?	No value	Yes - don't forget to duplicate the revisions in the mirrored credit/noncredit course		
Cross-liste	d Course				
Changed	Field	Current Version	Proposed Version		
0	Is this a cross- listed course?	No value	<u>No</u>		
More Optic	ons				
Changed	Field	Current Version	Proposed Version		
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.		
	Course Prior To College Level	Not applicable.	Not applicable.		
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.		
	Course Support Status (CB26)	Course is not a support course	Course is not a support course		
	Repeat Limit	0	0		
	Grade Options	<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	No value			

Associated Programs						
Changed	Field	Current Versio	Current Version		Proposed Version	
	Course is part of a program	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	Automotive Chassis Technology	Associated Program	Automotive Chassis Technology	
		Award Type	Certificate of Achievement (COA)	Award Type	Certificate of Achievement (COA)	
		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	215_Autonomous and Electric Vehicle Technician (Level 1) (In Development)	Associated Program	215_Autonomous and Electric Vehicle Technician (Level 1) (In Development)	
		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			

Field	Current Version	Proposed Version
Course General Education Status (CB25)	Υ	Υ
Transfer Status	Approved	Approved
GE Information	No value	No value
	Field Course General Education Status (CB25) Transfer Status GE Information	FieldCurrent VersionCourse General Education Status (CB25)YTransfer StatusApprovedGE InformationNo 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 / No	n-Credit Options		
Changed	Field	Current Version	Proposed Version
	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.
	Course Credit Status (CB04)	Credit - Degree Applicable	Credit - Degree Applicable
	Course Non Credit Category (CB22)	Credit Course.	Credit Course.
	Funding Agency Category (CB23)	Not Applicable.	Not Applicable.
	Cooperative Work Experience Education Status (CB10)		
	Variable Credit Course		
Credit Unit	S		

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 Methods of Instruction	Current Version Methods of Instruction		Methods     Methods of       of     Instruction       Instruction	
0					
		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	<ol> <li>Reading from the text and handouts</li> <li>Worksheets from the text and handouts</li> </ol>		<ol> <li>Reading from the text and handouts</li> <li>Worksheets from the text and handouts</li> </ol>	

Evaluation	Methods of Evaluation	MethodsMethods ofofEvaluationEvaluation		
Changed Field	Current Version	n	Proposed Vers	ion
---------------	-----------------	---------------------	---------------	-----------------
	Methods	1. Weekly multiple	Methods	1. Weekly
	of	choice quizzes	of	multiple choice
	Evaluation	covering the	Evaluation	quizzes
		chapters studied		covering the
		during that week.		chapters
		Tests will be		studied during
		graded and		that week.
		scored with points		Tests will be
		awarded for each		graded and
		correct answer.		scored with
		Questions will be		points awarded
		based on material		for each
		covered in class		correct answer.
		and home		Questions will
		reading		be based on
		assignments.		material
		2. A multiple		covered in
		choice/essay mid		class and
		term exam of all		home reading
		of the material		assignments.
		covered during		2. A multiple
		the first 3 weeks		choice/essay
		of class. Test will		mid term exam
		be graded and		of all of the
		scored with points		material
		awarded for each		covered during
		correct answer.		the first 3
		Questions will be		weeks of class.
		based on material		Test will be
		covered in class		graded and
		and home		scored with
		reading		points awarded
		assignments.		for each
		3. A multiple		correct answer.
		choice/essay		Questions will
		based		be based on
		comprehensive		material
		final exam. lest		covered in
		will be graded		class and
		and scored with		nome reading
		points awarded		assignments.
		for each correct		3. A multiple
		answer.		cnoice/essay
		Questions Will De		Dased
		based on material		comprenensive
		covered in class		Tract will be
		reading		graded and
		assignments.		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.	<ul> <li>points awarded for each correct answer.</li> <li>Questions will be based on material covered in class and home reading assignments.</li> <li>4. Worksheets will be graded for completion, content and accuracy with points counting toward the final grade.</li> </ul>
	Essential Student Materials/Essential College Facilities	<ul> <li>Essential Student Materials: <ul> <li>Safety glasses for laboratory demonstrations</li> </ul> </li> <li>Essential College Facilities: <ul> <li>Classroom with access to automotive shop</li> <li>Internet based repair and service information web sites</li> <li>All DATA electronic information system (WEB based), http://library.alldatapro.com</li> <li>Mitchell on demand electronic information system (WEB based), http://Shopkey5.com</li> </ul> </li> </ul>	<ul> <li>Essential Student Materials:</li> <li>Safety glasses for laboratory demonstrations</li> <li>Essential College Facilities: <ul> <li>Classroom with access to automotive shop</li> <li>Internet based repair and service information web sites</li> <li>All DATA electronic information system (WEB based), http://library.alldatapro.com</li> <li>Mitchell on demand electronic information system (WEB based), http://Shopkey5.com</li> </ul> </li> </ul>

Changed	Field	Current Versi	on	Proposed Vers	ion
0	Examples of Primary Texts and References	Title	No value	Title	Automotive Chassis
		Author	Halderman James D. "Automotive Chassis Systems 7th Edition".	Author	Halderman, James D.
				Publisher	Pearson
		Publisher	No value	Date/Edition	2020/8th
		Date/Edition	No value	ISBN	Novalue
		ISBN	No value		
0	Suggested			No value	
Reading List	Reading A List in bi	II DATA electronic formation system (WEB ased), ttp://library.alldatapro.com			
		May N include, but are not limited to	o value		
		Reading M List el sy ht	litchell on demand lectronic information ystem (WEB based), ttp://Shopkey5.com		
		May N include, but are not limited to	o value		

Learning Outcomes and Objectives

Changed	Field	Current Versio	n	Proposed Ver	sion
	Course Objectives	<ul> <li>Define A (ABS)</li> <li>Categoria ABS brail</li> <li>Develop</li> </ul>	ntilock Brake Systems ze information related to ke system performance a repair plan	<ul> <li>Define A (ABS)</li> <li>Categor ABS bra</li> <li>Develop</li> </ul>	Antilock Brake Systems ize information related to ake system performance 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	<ol> <li>Define Antilock Brake Systems (ABS)         <ol> <li>Basic operating principles</li> <li>Principles of electronic control</li> <li>ABS components</li> </ol> </li> <li>Categorize information related to ABS brake system performance         <ol> <li>Interpreting scanner data</li> <li>Wiring diagrams</li> <li>Electronic circuit testing</li> </ol> </li> <li>Develop a repair plan         <ol> <li>Preparing a repair cost estimate and repair plan</li> <li>Verification of component failure</li> </ol> </li> </ol>	<ol> <li>Define Antilock Brake Systems (ABS)         <ol> <li>Basic operating principles</li> <li>Principles of electronic control</li> <li>ABS components</li> </ol> </li> <li>Categorize information related to ABS brake system performance         <ol> <li>Interpreting scanner data</li> <li>Wiring diagrams</li> <li>Electronic circuit testing</li> </ol> </li> <li>Develop a repair plan         <ol> <li>Preparing a repair cost estimate and repair plan</li> <li>Verification of component failure</li> </ol> </li> </ol>			

Changed	Field	Current Version	Proposed Version
	Lab Component in this Course	No	No
	Lab Outline	No value	No value

# Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	No Value	No Value
	Corequisite(s):	No Value	No Value
	Advisory(ies):	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 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
0	Banner Start Term (202122)	202122	No Value
0	Banner Division	2AT	No Value
0	Catalog Term (21-22)	23-24	No Value
0	5 Year Revision Year (2021)	2018	No Value
0	Effective Quarter	Fall	No Value
0	Effective Year (2021)	2023	No Value
	Sort ID (00 < 10; 0 < 100)	AUTO 061B	AUTO 061B
	Course Status	Non-substantial	Non-substantial
0	Course Status Code	А	No Value
0	Banner Department	AUTO	No Value
0	Course Level	DU	No Value
0	College Code	DA	No Value
	Course Characteristics	CTE	CTE
	Cross- Listed/Related Course Information	NA	ΝΑ
	Cross- Listed/Related Course ID's	No Value	No Value
0	CTE Status	Yes	No Value

Changed	Questions	Current Version	Proposed Version
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
0	Emergency Approval	No	No Value
9	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)	Ν	No Value
•	Repeat Type (N = Non- repeatable Credit; A = Activity/Other Repeatable; F = Family Non- repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)	Ν	No Value
0	Noncredit Enhanced Funding Indicator	Ν	No Value
θ	In Service Indicator	Ν	No Value

Changed	Questions	Current Version	Proposed Version
0	Sports/Physical Education Course Indicator	Ν	No Value
0	COA Code	С	No Value
0	Fund Code	114000	No Value
0	Organization Code	236503	No Value
0	Account Code	1320	No Value
0	Program Code	094800	No Value
0	Percent	100	No Value
	Curriculum Office Notes	<ul> <li>Requisite change appr. 1/17/23 (effect. F23)cc</li> </ul>	<ul> <li>Requisite change appr. 1/17/23 (effect. F23)cc</li> </ul>
9	Print/No Print to Catalog	Yes	No Value
	Checklist	No Value	No Value

Changed	Questions	Current Version	Proposed Version
9	Basic Course Information	No Value	Description update
	Units and Hours	No Value	No Value
0	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	No Value	No Value
	D273., or ESL D472.		
	and ESL D473., or		
	eligibility for EWRT		
	D001A or EWRT		
	D01AH or ESL D005.		
	If this is the		
	requisite for the		
	course, complete		
	the objective(s)		
	below. If this		
	requisite is being		
	removed, provide an		
	explanation as to		
	why.		

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

Changed	Questions	<b>Current Version</b>	Proposed Version
	Objective 8: Prac composing organized, developed, analytical essays that increase in complexity.	ctice No Value	No Value
0	Objective 9: Demonstrate appropriate grammar usage a mechanics.	No Value	C. Develop a repair plan 1. Preparing a repair cost estimate and repair plan
C-Matrix F	orm		
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	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	No Value	No Value	
	algebra or			
	equivalent (or			
	higher), or			
	appropriate			
	placement			
	beyond			
	intermediate			
	algebra. If this			
	is the requisite			
	for the course,			
	complete the			
	objective(s)			
	below. If this			
	requisite is			
	being removed,			
	provide an			
	explanation as			
	to why.			

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

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

## **E-Matrix Form**

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

placement beyond prealgebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as

to why.

Changed	Questions	Current Version	Proposed Version
	Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.	No Value	No Value
	Objective 2: 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

Objective 12:       No Value       No Value         Investigate,       throughout the       value         course as       applicable, how       value         mathematics       has developed       value         as a human       value       value	Changed	Questions	Current Version	Proposed Version
the world.		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 G	E - ESGC Form		
Changed	Questions	Current Version	Proposed Version
	Criteria 1: Explain the interconnectivity of economic prosperity, social equity and environmental quality.	No Value	No Value

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	
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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

Articulatio	n	
Changed	Field	Current Version

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

### De Anza College Change Report 06/04/2024

Summary of Changes	
Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Description
General Information	Course Type (CB27)
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	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
0	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
θ	Effective Term	Fall 2021	Fall <del>2021</del> <u>2025</u>
	SAM Priority Code (CB09)	Apprenticeship	Apprenticeship
0	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.
0	Course Type (CB27)	No value	Lower Division
9	Mode of Delivery	• NA	In person ONLY

Faculty Re	Faculty Requirements				
Changed	Field	Current Version	Proposed Version		
0	Discipline 1	No value	Automotive Technology		
	Discipline 2	No value	No value		
	Discipline 3	No value	No value		
9	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 Phil	osophy No value	

Formerly Statement

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

 Changed
 Field
 Current Version
 Proposed Version

 Stand-Alone Statement
 No value
 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 Cours	CTE Course			
Changed	Field	Current Version	Proposed Version	
0	Is this a CTE (Career Technical Education) course?	No value	Yes	
Honors/No	n-honors Course			
Changed	Field	Current Version	Proposed Version	
0	Is this an honors/non- honors course?	No value	No	
Mirrored C	redit/Noncredit Course			
Changed	Field	Current Version	Proposed Version	
θ	Is this a mirrored credit/noncredit course?	No value	Yes - don't forget to duplicate the revisions in the mirrored credit/noncredit course	
Cross-liste	Cross-listed Course			
Changed	Field	Current Version	Proposed Version	
θ	Is this a cross-listed course?	No value	No	
More Optic	ons			
Changed	Field	Current Version	Proposed Version	
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.	
	Course Prior To College Level	Not applicable.	Not applicable.	
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.	
	Course Support Status (CB26)	Course is not a support course	Course is not a support course	
	Repeat Limit	0	0	
	Grade Options	<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	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 CE 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 CE; 2. The purpose of this course; 3. Who your audience will be:
Associated	l Programs		
Changed	Field	Current Version	Proposed Version
	Course is part of a program	No value	No value

Transferat	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 Stu	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 - 4.5 Minimum Credit Units		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 / No	n-Credit Options		
Changed	Field	Current Version	Proposed Version
	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.
	Course Credit Status (CB04)	Credit - Degree Applicable	Credit - Degree Applicable
	Course Non Credit Category (CB22)	Credit Course.	Credit Course.
	Funding Agency Category (CB23)	Not Applicable.	Not Applicable.
	Cooperative Work Experience Education Status (CB10)		

**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		

Changed	Field	Current Version		Proposed Versi	on
0	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

Specifications

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

•	Methods of Evaluation		Methods of Evaluation	Methods of Evaluation
	Methods of Evaluation	<ol> <li>Weekly multiple choice quizzes covering the chapters studied during that week. Tests will be graded and scored with points awarded for each correct answer.</li> <li>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.</li> <li>A multiple choice/essay based comprehensive final exam. Test will be graded and scored with points awarded for each correct answer.</li> </ol>	Methods of Evaluation	<ol> <li>Weekly multiple choice quizzes covering the chapters studied during that week. Tests will be graded and scored with points awarded for each correct answer.</li> <li>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.</li> <li>A multiple choice/essay based comprehensive final exam. Test will be graded and scored with points awarded for each correct answer.</li> </ol>

Changed	Field	Current Vers	ion	Proposed Vers	sion
	Essential Student Materials/Essential College Facilities	Essential Stu • Safety Essential Co • Automo • Internet	ident Materials: glasses for laboratory demonstrations llege Facilities: tive brake and chassis area t access	Essential Student Materials: • Safety glasses for laboratory demonstrations Essential College Facilities: • Automotive brake and chassis area • Internet access	
9	Examples of Primary Texts and References	Title Author Publisher Date/Edition ISBN	No value         Halderman James D. "Automotive Chassis         Systems 5th Edition". Prentice Hall 2010.         No value         No value         No value	Title Author Publisher Date/Edition ISBN	Automotive Chassis Systems         Halderman, James D.         Pearson         2020/8th         No value
9	Suggested Reading List	Reading List May include, but are not limited to Reading List May	All DATA electronic information system (WEB based), http://library.alldatapro.com No value Mitchell on demand electronic information system (WEB based), http://Shopkey5.com	No value	
		include, but are not limited to			

Learning Outcomes and Objectives				
Changed	Field	Current Version	Proposed Version	
	Course Objectives	<ul> <li>Define Antilock Brake Systems (ABS)</li> <li>Categorize information related to ABS brake system performance</li> <li>Develop a repair plan</li> </ul>	<ul> <li>Define Antilock Brake Systems (ABS)</li> <li>Categorize information related to ABS brake system performance</li> <li>Develop a repair plan</li> </ul>	

Changed	Field	Current Version		Proposed Version	n
0	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.	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	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)	1. Define Antilock Brake Systems (ABS)
		1. Basic operating principles	1. Basic operating principles
		2. Principles of electronic control	2. Principles of electronic control
		3. ABS components	3. ABS components
		2. Categorize information related to ABS brake system	2. Categorize information related to ABS brake system
		performance	performance
		1. Interpreting scanner data	1. Interpreting scanner data
		2. Wiring diagrams	2. Wiring diagrams
		3. Electronic circuit testing	3. Electronic circuit testing
		3. Develop a repair plan	3. Develop a repair plan
		1. Preparing a repair cost estimate and repair plan	1. Preparing a repair cost estimate and repair pla
		2. Verification of component failure	2. Verification of component failure
		3. Repair techniques	3. Repair techniques
	Lab Component in this Course	No	No
	Lab Outline	No value	No value

Req/Adv

Changed	ged Questions Current Version		Proposed Version	
	Prerequisite(s): No Value		No Value	
	Corequisite(s):     No Value       Advisory(ies):     No Value		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
0	Banner Start Term (202122)	202122	No Value
0	Banner Division	2AT	No Value
0	Catalog Term (21-22)	21-22	No Value
0	5 Year Revision Year (2021)	2018	No Value
0	Effective Quarter	Fall	No Value
0	Effective Year (2021)	2013	No Value
	Sort ID (00 < 10; 0 < 100)	APRN 061B	APRN 061B
	Course Status	Non-substantial	Non-substantial
0	Course Status Code	A	No Value
0	Banner Department	AUTO	No Value
0	Course Level	DU	No Value
0	College Code	DA	No Value
	Course Characteristics	CTE	СТЕ
	Cross-Listed/Related Course Information	ΝΑ	ΝΑ
	Cross-Listed/Related Course ID's	No Value	No Value
0	CTE Status	Yes	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
0	Emergency Approval	No	No Value
θ	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	Ν	No Value

Changed	Questions	Current Version	Proposed Version
θ	Repeat Type (N = Non- repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)	Ν	No Value
0	Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)	Four and one-half hours lecture (54 hours total per quarter).	No Value
0	Noncredit Enhanced Funding Indicator	Ν	No Value
0	In Service Indicator	Ν	No Value
9	Sports/Physical Education Course Indicator	Ν	No Value
0	COA Code	с	No Value
0	Fund Code	114000	No Value
0	Organization Code	236503	No Value
0	Account Code	1320	No Value
0	Program Code	094800	No Value
0	Percent	100	No Value
	Curriculum Office Notes	No Value	No Value
0	Print/No Print to Catalog	Yes	No Value

# Summary of Revisions

Changed	Questions	Current Version	Proposed Version
0	Basic Course Information	No Value	Description update
	Units and Hours	No Value	No Value
0	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 D01A or EWRT D01AH or ESL D005. If this is the requisite for the 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	No Value	No Value
	not fall under an A-F		
	Matrix, download the		
	Content Review Matrix		
	G from the Reference		
	Materials, and follow		
	the remaining		
	instructions on the		
	form. If a requisite		
	falling under Matrix G		
	is being removed,		
	provide an explanation		
	as to why.		

# H-Matrix Form

Changed	Questions	Current Version	Proposed Version
0	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, written 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	
9	Stage 5: SLO Coordinator	No Value	Name - Role OR Tab         Part - Field         Type of Edit         Edit           Mary Pape 2/11/2024 – SLO         Learning Outcomes Required q=bloom%27s+taxonomy&rtz=1C1CHBF_enUS894US894&oq=bloom%27s+taxonomy&rtz=1C1CHBF_enUS894US894US894&oq=bloom%27s+taxonomy&rtz=1C1CHBF_enUS894US894US894&oq=bloom%27s+taxonomy&rtz=1C1CHBF_enUS894US894US894&oq=bloom%27s+taxonomy&rtz=1C1CHBF_enUS894US894US894&oq=bloom%27s+taxonomy&rtz=1C1CHBF_enUS894US894US894US894&oq=bloom%27s+taxonomy&rtz=1C1CHBF_enUS894US894US894US894US894US894US894US894	
9	Stage 7: Content Review Matrix Liaison	No Value	Coordinator- CSLO       8) word. The words "Student will be able to" are understood. Suggestion:         Date Name - Role OR TabPart - FieldType of EditEdit       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 Ad	ministration Co	des		
Articulation	occurs after course	e approval.	The following fields will not show a Proposed Version.	
Changed	Field		Current Version	
	Curriculum ID		APRND061B	
	Distance Educa Approved	tion	No	
	Board of Truste Approval Date	es		
	Curriculum Con Approval Date	nmittee		
	Time to Next Re	view	Aug 31, 2023 12:00:00 AM	
	External Review Approval Date	V	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
0	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
0	Effective Term	Fall 2023	Fall <del>2023</del> 2025

Changed	Field	Current Version	Proposed Version
	SAM Priority Code (CB09)	Advanced Occupational	Advanced Occupational
9	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.   (This course meets NAEYC 	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.  (This course meets NAEYC Standards 1 and 4; and NBPTS Standards 4, 5 and 6.)
0	Course Type (CB27)	No value	Lower Division
θ	Mode of Delivery	• NA	<ul><li>Online</li><li>Hybrid</li></ul>

Faculty Requirements			
Changed	Field	Current Version	Proposed Version
0	Discipline 1	No value	Child Development/Early     Childhood Education
	Discipline 2	No value	No value
	Discipline 3	No value	No value
0	FSA	No value	FHDA FSA - CHILD     DEVELOPMENT

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	
Course Ju	stification		
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 Current Version Proposed Version Image: Changed Field Surrent Version Proposed Version Image: Changed Field Is this a CTE (Career Technical Education) course? No value

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

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

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

**Associated Programs** 

Changed	Field	Current Version	on	Proposed Ver	sion
	Course is part of a program	Associated Program	Child Development	Associated Program	Child Development
		Award Type	Certificate of Achievement- Advanced (COA-A)	Award Type	Certificate of Achievement- Advanced (COA-A)
		Associated Program	Child Development	Associated Program	Child Development
		Award Type	Associate in Arts (A.A.) Degree	Award Type	Associate in Arts (A.A.) Degree
		Associated Program	Early Childhood Education for Transfer	Associated Program	Early Childhood Education for Transfer
		Award Type	Associate in Science for Transfer (A.ST.) Degree	Award Type	Associate in Science for Transfer (A.ST.) Degree
		Associated Program	Child Development	Associated Program	Child Development
		Award Type	Certificate of Achievement (COA)	Award Type	Certificate of Achievement (COA)
		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	Associate in Science in Early Childhood Education for Transfer	Associated Program	Associate in Science in Early Childhood Education for Transfer
		Award Type	Associate in Science for Transfer (A.ST.) Degree	Award Type	Associate in Science for Transfer (A.ST.) Degree

Changed Field	Current Version	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 Transferable to CSU only Transferable to CSU only Status (CB05) Y Y Course General Education Status (CB25) Transfer Approved Approved Status GE Information System/Institution C-ID System/Institution C-ID • ECE -• ECE -Area(s) Area(s) Approved. Approved. C-ID ECE 130 C-ID ECE 130 --

Weekly Student Hours - Profile Name: Default Profile					
Changed	Field	Current Version	Proposed Version		
	Lecture Hours - In Class	4	4		

	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 Stu	Ident Hours - Pro	ofile Name: Default Profile	
Changed	Field	Current Version	Pronosed Version
Shangeu			
Shangeu	Course Duration (Weeks)	12	12
Unangeu	Course Duration (Weeks) Hours per unit divisor	12 36	12 36
Unangeu	Course Duration (Weeks) Hours per unit divisor Total Student Learning Hours	12 36 144	12 36 144
	Course Duration (Weeks) Hours per unit divisor Total Student Learning Hours Lecture Hours - Course In- Class (Contact) per Term	12       36       144       48	12       36       144       48

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

Specification	S				
Changed F	ield	Current Versi	on	Proposed Ver	rsion
<b>B</b> M	lethods of				
Ir	nstruction	Methods		Methods	Methods of Instruction
		of		of	
		Instruction		Instruction	
		Methods	Lecture and visual	Methods	Lecture and visual
		of	aids	of	aids
		Instruction	Discussion of	Instruction	Discussion of
			assigned reading		assigned reading
			Whole group and		Whole group and
			small group		small group
			discussion		discussion
			Guest speakers		Guest speakers
			Collaborative learning		Collaborative learning
			and small group		and small group
			exercises		exercises
			Homework and		Homework and
			extended projects		extended projects
			Quiz and examination		Quiz and examination
			review performed in		review performed in
			class		class
			In-class exploration of		In-class exploration of
			Internet sites		Internet sites
			Portfolio		
			)		

Changed	Field	Current Version	Proposed Version	
	Assignments	<ol> <li>Complete all assigned reading from the textbook, articles and handouts.</li> <li>Discussion Groups. The instructor will provide the curriculum topics and the discussion schedule.</li> <li>Panel Discussion. Small groups of students will design a presentation to compare and contrast the differences between various curriculum models' philosophy, practices, and materials.</li> <li>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.</li> <li>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.</li> <li>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</li> </ol>	<ol> <li>Complete all assigned reading from the textbook, articles and handouts.</li> <li>Discussion Groups. The instructor will provide the curriculum topics and the discussion schedule.</li> <li>Panel Discussion. Small groups of students will design a presentation to compare and contrast the differences between various curriculum models' philosophy, practices, and materials.</li> <li>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.</li> <li>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.</li> <li>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</li> </ol>	
		emergent curriculum activities. 7. Classroom Observation Report. The student will visit an early	emergent curriculum activities. 7. Classroom Observation Report. The student will visit an early	

# **Current 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

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

# **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

educational goals. 8. Research on Preschool Curriculum Model

environment meet the

Evaluation	Methode	Mathada	Methods of Evoluation
	of	of	
	Evaluation	Evaluation	

Changed Field	Current Version	n	Proposed Vers	ion
	Methods	1. Midterm and Portfolio/final	Methods of	1. Midterm,and
	Evaluation	exam on	Evaluation	assigned
	Lvaldation	assigned	Evaluation	reading from
		reading from		the text
		the text		2 Written
		Portfolio		reflection to
		evaluate the		describe the
		presentation of		teaching model
		curriculum		presented and
		activities that		how it relates to
		are emergent		student's
		and		teaching
		developmentally		philosophy and
		age		values.
		appropriate.		These written
		2. Written		assignments
		reflection to		and curriculum
		describe the		activity plans
		teaching model		will support all
		presented and		developmental
		how it relates to		domains.
		student's		3. Presentation
		teaching		rubric to
		philosophy and		evaluate the
		values. Portfolio		presentation of
		is the		a curriculum
		accumulation of		model
		all written		4. Essay rubric to
		assignments		evaluate the
		and curriculum		clarity and
		activity plans		accuracy of the
		supporting all		written content
		developmental		5. Curriculum
		domains.		project rubric to
		3. Presentation		evaluate the
		rubric to		level of
		evaluate the		proficiency of
		presentation of		skills related to
		a curriculum		naturalistic
		model		observations
		4. Essay rubric to		and
		evaluate the		developmentally
		clarity and		appropriate
		accuracy of the		emergent
		written content		activity design
		5. Curriculum		6. Checklist of (a)
		project rubric to		tasks for using

evaluate the	the ECERS to
level of	evaluate a
proficiency of	learning area,
skills related to	(b) changes that
naturalistic	facilitate an
observations	inclusive,
and	developmentally
developmentally	appropriate,
appropriate	and emergent
emergent	environment. (c)
activity design	written rationale
6. Checklist of (a)	based on the
tasks for using	observation.
the ECERS to	and (d) written
evaluate a	suggested
	curriculum
(b) changes that	activities that
facilitate an	are emergent
inclusive	and
developmentally	developmentally
appropriate	appropriate
and emergent	7 Report rubric to
environment (c)	evaluate the
written rationale	clarity and
based on the	accuracy of
observation	written
and (d) written	descriptions of
suggested	(a) the learning
curriculum	environment
activities that	(b) the
are emergent	educational
and	code and (c) fit
developmentally	of the learning
appropriate	environment to
7 Report rubric to	the learning
evaluate the	noals
clarity and	8 Research on a
accuracy of	Preschool
written	Curriculum
descriptions of	Model
(a) the learning	Model
environment	
(h) the	
educational	
coals and (c) fit	
guais, and (c) lit	
environment to	
the learning	
acale	
yuais	

0	Essential Student Materials/Essential College Facilities	Essential Stud • None. Essential Colle • None.	ent Materials: ege Facilities:	Essential Stud • None Essential Colle • None	ent Materials: ege Facilities:
<b>Q</b> E F F	Examples of Primary Texts and References	Title	No value	Title	Early Childhood Curriculum, A Child's Connection to the World
		Author	Jackman, Hilda. "Early Childhood Curriculum, A Child's Connection to the World", Current Edition. Delmar Publishing, 7th edition, 2018.		
				Author	Beaver, Nancy
				Publisher	Cengage Learning
				Date/Edition	2023 8th Edition
		Publisher	No value	ISBN	No value
		Date/Edition	No value	Title	Developmentally
		ISBN	No value		Appropriate Curriculum
		Title	No value	Author	Kostelink, Soderman and Whiren
		Author	Kostelink, Soderman and Whiren. "Developmentally Appropriate	Publisher	Columbus, OH Pearson Merrill/Prentice Hall
			Curriculum," Current Edition. Columbus,	Date/Edition	2019 7th Edition
			OH. Pearson Merrill/Prentice Hall, 6th edition, 2015.	ISBN	No value
		Publisher	No value		
		Date/Edition	No value		
		ISBN	No value		
0	Suggested Reading List	Reading List	Marotz, Lynn and Allen, K. Eileen. "Developmental Profiles: Pre-Birth Through Adolescence" 7th Edition. Albany, New York: Cengage Publishers, 2012.	No value	
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		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		

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
Changed	Field	<ul> <li>Current Version</li> <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</li> </ul>	<ul> <li>Proposed Version</li> <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, 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</li> </ul>
		<ul> <li>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</li> </ul>	<ul> <li>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</li> </ul>
		teacher's role.	teacher's role.

Changed	Field	Current Versi	on	Proposed Vers	sion
		Demons cultural practice learning assessn teacher	strate a commitment to competence and best s in curriculum and environment design and nent, as part of the s role.	Demons cultural o practices learning assessm teacher's	trate a commitment to competence and best s in curriculum and environment design and nent, as part of the s role.
	CSLOs	CSLOs	Design curriculum for all developmental domains that is culturally salient, developmentally appropriate, inclusive and	CSLOs	Design curriculum for all developmental domains that is culturally salient, developmentally appropriate, inclusive and
		Expected SLO Performance	emergent. 0.0	Expected SLO Performance	emergent. 0.0

**Course Outline** 

Changed	Field	Current Version	Proposed Version
Changed	Field Course Content	Current Version  1. Review developmental norms and basic theory for integrated program and curriculum development for typical and atypical development.  1. Developmental characteristics of children from infancy through middle years for both typical and atypical development  2. Defining curriculum  1. Emergent curriculum emerges from or comes directly from observing the children and their interests  2. The major types of planned curriculum models  3. Relationship between emergent and planned curriculum  4. Integrated curriculum planning tools: webbing, daily schedules, individual activity planning sheets, planning by room arrangement and	<ul> <li>Proposed Version</li> <li>1. Review developmental norms and basic theory for integrated program and curriculum development for typical and atypical development.</li> <li>1. Developmental characteristics of children from infancy through middle years for both typical and atypical development</li> <li>2. Defining curriculum</li> <li>1. Emergent curriculum emerges from or comes directly from observing the children and their interests</li> <li>2. The major types of planned curriculum models</li> <li>3. Relationship between emergent and planned curriculum</li> <li>4. Integrated curriculum planning tools: webbing, daily schedules, individual activity planning sheets, planning by room arrangement and</li> </ul>
		planning sheets, planning by room arrangement and learning centers; planning by using goals and	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	objectives; specific skill building plans; interconnected curriculum themes and units across many learning
		centers. 3. Examining the value of play 1. Theory and definitions of play	centers. 3. Examining the value of play 1. Theory and definitions of play

- 2. Characteristics of play 3. Incorporates current research that investigates the value of play and how to support play in the curriculum 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. 1. Observational methods described (running records, anecdotal records, ABC narrative, time/event samples) 2. Describe the power of observation for assessment, curriculum design, and learning environment design 1. Assessing child behavior to understand the whole child in order to responsively develop and evaluate emergent curriculum 2. Assessing child behavior to intentionally arrange the room, set up the
  - the room, set up th environment, and select materials, timing, and schedules
- 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
- Incorporates current research that investigates the value of play and how to support play in the curriculum
- 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.
  - 1. Observational methods described (running records, anecdotal records, ABC narrative, time/event samples)
  - 2. Describe the power of observation for assessment, curriculum design, and learning environment design
    - 1. Assessing child behavior to understand the whole child in order to responsively develop and evaluate emergent curriculum
    - 2. Assessing child behavior to intentionally arrange the room, set up the environment, and select materials, timing, and schedules
- 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	1. Creating a safe, healthy space for infants, toddlers, and preschoolers which supports self-help, independence, child choice, cooperation, and creativity
		2. Arrangement of indoor and outdoor space to meet the needs of all children across all developmental domains.	2. Arrangement of indoor and outdoor space to meet the needs of all children across all developmental domains.
		<ol> <li>Selection of appropriate materials and equipment for infants, toddlers, and preschoolers</li> </ol>	<ol> <li>Selection of appropriate materials and equipment for infants, toddlers, and preschoolers</li> </ol>
		<ol> <li>Dimensions of teaching- learning environments, i.e., hard/soft, simple/complex, open/closed, intrusion/seclusion and low mobility/high mobility</li> </ol>	<ol> <li>Dimensions of teaching- learning environments, i.e., hard/soft, simple/complex, open/closed, intrusion/seclusion and low mobility/high mobility</li> </ol>
		5. The use of learning centers	5. The use of learning centers
		<ul> <li>6. Room arrangement as the curriculum</li> <li>7. Successful room arrangement is like having another teacher in the</li> </ul>	<ol> <li>Room arrangement as the curriculum</li> <li>Successful room arrangement is like having another teacher in the</li> </ol>
		classroom 8. A learning environment that reduces stress by being culturally salient, home-like, aesthetically pleasing, and offers opportunities for discovery	classroom 8. A learning environment that reduces stress by being culturally salient, home-like, aesthetically pleasing, and offers opportunities for discovery
		and exploration 9. Inclusive environments for children	and exploration 9. Inclusive environments for children
		<ol> <li>Identify and evaluate goals and objectives of child development</li> </ol>	<ol> <li>Identify and evaluate goals and objectives of child development</li> </ol>
		programs, and suggest improvements to increase quality and effectiveness.	programs, and suggest improvements to increase quality and effectiveness.
		<ol> <li>Identify program needs</li> <li>Identify children's needs</li> <li>and design curriculum and</li> </ol>	<ol> <li>Identify program needs</li> <li>Identify children's needs</li> <li>and design curriculum and</li> </ol>
		the environment to meet	the environment to meet

Changed	Field	Current Version	Proposed Version
		all children's needs,	all children's needs,
		including culture, age,	including culture, age,
		special needs, and	special needs, and
		individual characteristics	individual characteristics
		3. Skill building in the	3. Skill building in the
		implementation and	implementation and
		evaluation of objectives	evaluation of objectives
		5. Plan curriculum for all	5. Plan curriculum for all
		developmental domains that is	developmental domains that is
		culturally salient,	culturally salient,
		developmentally appropriate,	developmentally appropriate,
		inclusive and emergent.	inclusive and emergent.
		1. Identify developmentally	1. Identify developmentally
		appropriate practices and	appropriate practices and
		developmental theory to	developmental theory to
		plan curriculum for	plan curriculum for
		children of different age	children of different age
		levels	levels
		2. Design inclusive	2. Design inclusive
		curriculum to include all	curriculum to include all
		children and meet	children and meet
		individual developmental	individual developmental
		needs for children with	needs for children with
		special needs such as	special needs such as
		blindness, hearing loss,	blindness, hearing loss,
		sensory integration issues,	sensory integration issues,
		special medical conditions	special medical conditions
		etc.	etc.
		3. Curriculum for physical	3. Curriculum for physical
		development which is anti-	development which is anti-
		biased, inclusive, culturally	biased, inclusive, culturally
		and developmentally	and developmentally
		appropriate	appropriate
		1. Plan for the	1. Plan for the
		development of	development of
		physical	physical
		competencies	competencies
		through activities	through activities
		that use both gross	that use both gross
		and fine motor	and fine motor
		development	development
		2. Prepare outdoor	2. Prepare outdoor
		activities that	activities that
		enhance the	enhance the
		physical	physical
		development of the	development of the
		child	child
		3. Maintain a safe and	3. Maintain a safe and
		healthy environment	healthy environment

Changed	Field	Current Version	Proposed Version
		4. Curriculum for	4. Curriculum for
		encouraging creativity the	nat encouraging creativity that
		is inclusive, anti-biased,	is inclusive, anti-biased,
		culturally and	culturally and
		developmentally	developmentally
		appropriate	appropriate
		1. Identifying and	1. Identifying and
		planning activities	planning activities
		that are appropria	that are appropriate
		for creative	for creative
		expression in art,	expression in art,
		music, and	music, and
		movement	movement
		2. Plan curriculum t	hat 2. Plan curriculum that
		reflects cross	reflects cross
		cultural awarenes	s cultural awareness
		in creative	in creative
		expression and the	expression and the
		arts	arts
		5. Curriculum for	5. Curriculum for
		communication and	communication and
		language skills which is	language skills which is
		inclusive, anti-biased.	inclusive, anti-biased.
		culturally and	culturally and
		developmentally	developmentally
		appropriate	appropriate
		1. Identify and plan	1. Identify and plan
		activities that	activities that
		encourage listeni	ng encourage listening
		skills	skills
		2. Develop activities	2. Develop activities
		that encourage o	ral that encourage oral
		language	language
		development and	development and
		early literacy such	h early literacy such
		as storvtelling.	as storvtelling.
		puppetry.	puppetry.
		spontaneous	spontaneous
		conversation	conversation
		3. Develop skills in	3. Develop skills in
		using divergent	using divergent
		auestionina	auestionina
		6. Design curriculum that i	s 6. Design curriculum that is
		inclusive anti-biased	inclusive anti-biased
		culturally and	culturally and
		developmentally	developmentally
		appropriate to develop	appropriate to develop
		social competence	social competence

Changed	Field	Current Version	Proposed Version
		through interpersonal	through interpersonal
		relationships	relationships
		1. Suggest large group	1. Suggest large group
		activities to allow	activities to allow
		the child to learn	the child to learn
		acceptable group	acceptable group
		behavior	behavior
		2. Develop free choice	2. Develop free choice
		activities which	activities which
		allow the child to	allow the child to
		develop	develop
		responsibility and	responsibility and
		make independent	make independent
		decisions	decisions
		3. Suggest methods of	<ol><li>Suggest methods of</li></ol>
		encouraging	encouraging
		dramatic play	dramatic play
		activities	activities
		7. Curriculum to encourage	7. Curriculum to encourage
		inquiry in science and	inquiry in science and
		math which is inclusive,	math which is inclusive,
		anti-biased, culturally and	anti-biased, culturally and
		developmentally	developmentally
		appropriate	appropriate
		6. Examine and assess the	6. Examine and assess the
		importance of planning tools,	Importance of planning tools,
		routines and schedules in child	routines and schedules in child
			planning, including lesson
		evaluation.	evaluation.
		1. value of a daily schedule,	1. Value of a daily schedule,
		transitions	transitions
		arrival/departure times	arrival/departure times
		halance of teacher-	balance of teacher-
		directed and child-	directed and child-
		directed activities	directed activities
		2 Adaptation to weekly and	2 Adaptation to weekly and
		monthly schedules	monthly schedules
		1 Lise themes	1 Use themes
		2 Incorporation of	2 Incorporation of
		concepts	concepts
		3 Write lesson plans for a	3. Write lesson plans for a
		specific activity	specific activity
		1 Format	1 Format
		2 Evaluation	2 Evaluation
		7. Evaluate and assess curriculum	7. Evaluate and assess curriculum
		models and related materials,	models and related materials,

Changed	Field	Current Version	Proposed Version
		<ul> <li>including strategies for building home-school connections, to support child growth and development as part of the teacher's role.</li> <li>1. Reggio Emilia philosophy, practices and materials</li> <li>2. Montessori philosophy, practices and materials</li> <li>3. High Scope philosophy, practices and materials</li> <li>4. Creative Curriculum philosophy, practices and materials</li> <li>5. Head Start philosophy, practices and materials</li> <li>8. Examine the legislation and standards for early learning and indicators of quality as part of the teacher's role.</li> <li>1. NAEYC Accreditation process</li> <li>2. NAEYC 10 standards for quality</li> <li>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.</li> <li>1. Preschool Learning Foundations, Vol 1 and 2</li> <li>2. DRDP overview</li> <li>3. ECERS overview</li> </ul>	<ul> <li>including strategies for building home-school connections, to support child growth and development as part of the teacher's role.</li> <li>1. Reggio Emilia philosophy, practices and materials</li> <li>2. Montessori philosophy, practices and materials</li> <li>3. High Scope philosophy, practices and materials</li> <li>4. Creative Curriculum philosophy, practices and materials</li> <li>5. Head Start philosophy, practices and materials</li> <li>8. Examine the legislation and standards for early learning and indicators of quality as part of the teacher's role.</li> <li>1. NAEYC Accreditation process</li> <li>2. NAEYC 10 standards for quality</li> <li>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.</li> <li>1. Preschool Learning Foundations, Vol 1 and 2</li> <li>2. DRDP overview</li> <li>3. ECERS overview</li> </ul>
	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 **Proposed Version Current Version** 0 Banner Start 202122 No Value Term (202122) 0 Banner 2SS No Value Division 0 Catalog Term No Value 23-24 (21-22)

Changed	Questions	Current Version	Proposed Version
θ	5 Year Revision Year (2021)	2018	No Value
θ	Effective Quarter	Fall	No Value
θ	Effective Year (2021)	2023	No Value
	Sort ID (00 < 10; 0 < 100)	C D 054	C D 054
	Course Status	Non-substantial	Non-substantial
θ	Course Status Code	A	No Value
θ	Banner Department	CD	No Value
θ	Course Level	DU	No Value
θ	College Code	DA	No Value
	Course Characteristics	CTE	CTE
	Cross- Listed/Related Course Information	NA	NA
	Cross- Listed/Related Course ID's	No Value	No Value
0	CTE Status	Yes	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
0	Emergency Approval	No	No Value

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

Changed	Questions	Current Version	Proposed Version
9	Organization Code	239013	No Value
•	Account Code	1320	No Value
•	Program Code	130500	No Value
θ	Percent	100	No Value
	Curriculum Office Notes	<ul> <li>Requisite change appr. 1/17/23 (effect. F23)cc</li> </ul>	<ul> <li>Requisite change appr.</li> <li>1/17/23 (effect. F23)cc</li> </ul>
0	Print/No Print to Catalog	Yes	No Value
	Checklist	No Value	No Value

Summary of Revisions				
Changed	Questions	Current Version	Proposed Version	
	Basic Course Information	No Value	No Value	
	Units and Hours	No Value	No Value	
9	Specifications	No Value	Updated assignments to align with SLO's and/or course objectives Aligned methods of evaluation with SLO's and/or course objectives 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-N	latrix	Form

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

Changed	Questions	Current Version	Proposed Version
9	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
9	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.
9	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

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

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		Propose	d Version
	If the requisite does not fall under an A-F Matrix, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. If a requisite falling under Matrix G is being removed, provide an explanation as to why.	No Value		No Value	
H-Matrix F	orm				
Changed	Questions		Current Version		Proposed Version
	Objective 1: For CTE program su AUTO, APRN, et prerequisite(s) to program.	entrance into a ich as Nursing, c list the o participate in the	No Value		No Value
	Objective 2: For such as Honors, performance gro intercollegiate te Projects course, prerequisite(s) te cohort.	Student Cohorts, Puente, oups, eams, Special , etc list the o participate in the	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. 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
				No Value
De Anza G	E Form			
Changed	Questions	Current Version		Proposed Version
	Criteria 1:	No Value		No Value

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

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

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

Changed	Questions	Current Version	Proposed Version	
	Criteria 6: Use	No Value	No Value	
	real-world or			
	hands-on			
	applications			
	a context for			
	the concepts			
	being			
	discussed.			
	(ONLY using			
	the Outline,			
	Assignments or			
	Methods of			
	Evaluation			
	areas, cite,			
	the area			
	referenced.)			
De Anza G	E - ESGC Form			

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

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

Comments			
Changed	Questions	Current Version	Proposed Version
	Stage 2: Department Chair	No Value	No Value
0	Stage 3: Division Curriculum Representative	No Value	NameDate- Role OR TabPart - FieldType of EditInitiator - Indicate Edit2/23/24- RG - RepCourse DescriptionNeeds Complete Sentence
	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	<b>Current Version</b>	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	

## 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
0	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
9	Effective Term	Fall 2023	Fall <del>2023</del> 2025

Changed	Field	Current Version	Proposed Version		
	SAM Priority Code (CB09)	Clearly Occupational	Clearly Occupational		
9	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.)		
0	Course Type (CB27)	No value	Lower Division		
0	Mode of Delivery	• NA	<ul><li>Online</li><li>Hybrid</li></ul>		
Ecoulty Bo	quiromonto				
гасину Ке	-acuity Requirements				

Changed	Field	Current Version	Proposed Version
0	Discipline 1	No value	Child Development/Early     Childhood Education
	Discipline 2	No value	No value
	Discipline 3	No value	No value
0	FSA	No value	FHDA FSA - CHILD     DEVELOPMENT

**Formerly Statement** 

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	
Course Ju	stification		
Changed	Field	Current Version	Proposed Version

Course	This is a CSU transferable course	This is a CSU transferable course
Justification	and belongs on the Child	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.	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 Ph	ilosophy				

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	
9	Is this a CTE (Career Technical Education) course?	No value	Yes	

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

Mirrored Credit/Noncredit Course		

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

Changed	Field	Current Versi	Current Version Proposed Version			
Course is part of a program	Associated Program	Child Development	Associated Program	Child Development		
		Award Type	Certificate of Achievement- Advanced (COA-A)	Award Type	Certificate of Achievement- Advanced (COA-A)	
		Associated Program	Child Development	Associated Program	Child Development	
		Award Type	Associate in Arts (A.A.) Degree	Award Type	Associate in Arts (A.A.) Degree	
		Associated Program	Child Development	Associated Program	Child Development	
		Award Type	Certificate of Achievement (COA)	Award Type	Certificate of Achievement (COA)	
		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	Early Intervention/Special Education Assistant	Associated Program	Early Intervention/Special Education Assistant	
		Award Type	Certificate of Achievement-	Award Type	Certificate of Achievement-	

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 St	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	Changed Field Current Version Proposed 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				
Chang	jed Field	Current Version	Proposed Version	
	SKIP	No Value	No Value	

Specifications					
Changed	Field	Current Version	Proposed Ve	rsion	
0	Methods of Instruction	Methods of Instruction	Methods of Instruction	Methods of Instruction	
		MethodsLectureofaidsInstructionDiscussiassignedDiscussiproblemperformeQuiz andexaminaperformeHomeworeCollaborlearninggroup exCollaborprojectsIndividuapeer pre	and visualMethods of Instructionon of d reading on and solving ed in class d tion review ed in class ork and d projects ative and small cercises rative	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	<ol> <li>Complete language observation and a         <ol> <li>Naturalistic of infant three year old</li> <li>Analysis of language d</li> </ol> </li> <li>Develop a felt boar 1. Design and pieces base appropriate for young c</li> <li>Present felt stories</li> <li>Assigned reading required texts and</li> <li>Develop a langua present in class</li> </ol>	ge1. Completeinalysisobservationobservation1. Notestrough five-0rough five-0child's2. Aevelopment1. Eard activity2. DevelopI create felt1. Eed on an age-pe picture bookahildrenft board2. Fs from3. AssignedI referencesrequirege game and4. Developpresent	ete language ation and analysis Naturalistic observation of infant through five- year old Analysis of child's anguage development p a felt board activity Design and create felt bieces based on an age- appropriate picture book or young children Present felt board stories ed readings from d texts and references p a language game and t in class	

nged Field	Current Version	Proposed Version
Methods of Evaluation	Methods of Evaluation	MethodsMethods ofofEvaluationEvaluation

Changed Field Current Versio	n	Proposed Vers	ion
Changed Field Current Versio	<ul> <li>A Students will be evaluated with a rubric on their ability to write a naturalistic observation focusing on child language.</li> <li>C Students will take both midterm and final exams to demonstrate their understanding of the class materials including the lectures and assigned readings.</li> <li>S 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.</li> <li>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.</li> <li>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.</li> </ul>	Proposed Vers of Evaluation	ion  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

Changed	Field	Id Current Version		Proposed Version Essential Student Materials: • None Essential College Facilities: • None	
9	Essential StudentEssential Student Materials:Materials/Essential• None.College Facilities• Sential College Facilities:• None.• None.		ent Materials: ege Facilities:		
	Examples of Primary Texts and References	Title	No value	Title	Literacy
		Author	Morrow, Lesley Literacy Development in		the Early Years: Helping Children Read and Write
			the Early Years: Helping Children	Author	Morrow, Lesley
			Read and Write (8th Ed) Pearson Higher Education	Publisher	Pearson Higher Education
			Publishing, 2015	Date/Edition	2019 9th Edition
		Publisher	No value	ISBN	No value
		Date/Edition	No value		
		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

0	Suggested			No value	
Suggested Reading List	Suggested Reading List	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		

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

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

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	CSI Os Critique language	

CSLOs	Critique language enhancement materials appropriate for infants to school- aged children.	CSLOs	Critique language enhancement materials appropriate for infants to school- aged children.
Expected SLO Performance	0.0	Expected SLO Performance	0.0

### **Course Outline**

Changed	Field	Current Version	Proposed Version
	Course Content	<ol> <li>Examine foundations of early literacy development including learning theories, research, philosophy and past practices that have shaped present practice</li> <li>Review theory and philosophy from the 1700's and 1800's (Rousseau, Pestalozzi, Froebel) that have influenced current practice</li> <li>Describe Theory, Research and Philosophy from the 1900's (Dewey, Behaviorism, Skinner, Montessori, Piaget, Vygotsky)</li> <li>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</li> <li>Examine language development theories of how children acquire language and reading skills, and relate to stages of language development</li> <li>Describe theories of language development (Behaviorist theory, Nativist theory,Piagetian and Vygotskian theories, Constructivist theory, Halliday's theory of the functions of language)</li> <li>Define brain development and language and literacy development</li> <li>Describe stages in language development</li> <li>Describe stages in language development</li> </ol>	<ol> <li>Examine foundations of early literacy development including learning theories, research, philosophy and past practices that have shaped present practice</li> <li>Review theory and philosophy from the 1700's and 1800's (Rousseau, Pestalozzi, Froebel) that have influenced current practice</li> <li>Describe Theory, Research and Philosophy from the 1900's (Dewey, Behaviorism, Skinner, Montessori, Piaget, Vygotsky)</li> <li>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</li> <li>Examine language development theories of how children acquire language and reading skills, and relate to stages of language development</li> <li>Describe theories of language development (Behaviorist theory, Nativist theory, Piagetian and Vygotskian theories, Constructivist theory, Halliday's theory of the functions of language)</li> <li>Define brain development and language and literacy development</li> <li>Describe stages in language development</li> <li>Describe stages in language development</li> <li>Describe stages in language development</li> </ol>
		bilingualism/English	bilingualism/English

Language Learners	Language Learners
development	development
3. Examine cultural	3. Examine cultural
influence and support	influence and support
4. Identify strategies that	4. Identify strategies that
support brain	support brain
development and	development and
influence language	influence language
and literacy	and literacy
development	development
3. Describe literacy and	3. Describe literacy and
diversity and teaching	diversity and teaching
children with special	children with special
concerns	concerns
1. Examine theory and	1. Examine theory and
research about	research about
literacy and diversity:	literacy and diversity:
addressing individual	addressing individual
needs of children	needs of children
2. Identify appropriate	2. Identify appropriate
strategies to help	strategies to help
support English	support English
Language Learners	Language Learners
3. Analyze strategies to	3. Analyze strategies to
support and help	support and help
children with diverse	children with diverse
needs such as	needs such as
children who are	children who are
gifted, have learning	gifted, have learning
disabilities, ADHD, at	disabilities, ADHD, at
risk, physical	risk, physical
impairments	impairments
4. define the role of the teacher	4. Define the role of the teacher
in fostering language and	in fostering language and
literacy development	literacy development
1. analyze teaching	1. Analyze teaching
methods and	methods and
strategies to figure out	strategies to figure out
words: phonemic	words: phonemic
awareness and	awareness and
phonics	phonics
2. Describe classroom	2. Describe classroom
design and setting up	design and setting up
learning centers to	learning centers to
support language and	support language and
literacy development:	literacy development:
using environmental	using environmental
	~

print; word walls

print; word walls

Changed	Field	<b>Current Version</b>		Proposed Version	ı
		3. E	Examine classroom	3.	. Examine classroom
		r	outines and using		routines and using
		S	trategies to support		strategies to support
		li	teracy(suc as posting		literacy(suc as posting
		ti	he daily		the daily
		s	chedule/routine with		schedule/routine with
		V	vords and picture		words and picture
		C	cues		cues
		4. C	Define	4.	. Define
		d	levelopmentally		developmentally
		а	ppropriate instruction		appropriate instruction
		5. Develo	p comprehension of	5. Devel	lop comprehension of
		text and	d concepts about	text a	nd concepts about
		books		books	3
		1. a	inalyze concepts	1.	. Analyze concepts
		a	bout books and		about books and
		a	activities that develop		activities that develop
		C	concepts about books		concepts about books
		2. le	dentify specific	2.	. Identify specific
		n	naterials appropriate		materials appropriate
		fo	or children		for children
			1. describe		1. Describe
			individual		individual
			activities		activities
			2. Describe group		2. Describe group
			activities		activities
		6. Unders	tand and identify	6. Unde	rstand and identify
		stereoty	yping in literacy	stered	otyping in literacy
		materia	ils such as racial,	mater	rials such as racial,
		ethnic,	gender, age	ethnic	c, gender, age
		stereoty	ypes	stered	otypes
		3. Analyze young	g children's language	3. Analyze you	ing children's language
		samples using	j the 5 components of	samples usi	ng the 5 components of
		1 Unders	tand phonology:	1 Unde	rstand phonology.
		Smaller	st unit of sound	Small	est unit of sound
		оллано. 1 Г	Distinguish types of	1	Distinguish types of
			stening		listening
			1. Discriminate		1. Discriminate
			listenina		listenina
			2. Identify critical		2. Identify critical
			listening		listening
		2. E	Examine children's	2.	. Examine children's
		C	picture books		picture books
		ſ	1. Distinguish		1. Distinguish
			developmentally		developmentally
			appropriate		appropriate
			books		books

Changed	Field	Current Version	Proposed Version
		2. Identify reading	2. Identify reading
		techniques and	techniques and
		strategies	strategies
		2. Describe Morphology:	2. Describe Morphology:
		Smallest unit of meaning.	Smallest unit of meaning.
		3. Understand Syntax: word	3. Understand Syntax: word
		order, rules, grammar	order, rules, grammar
		4. Understand Semantics:	4. Understand Semantics:
		meaning of words	meaning of words
		5. Understand Pragmatics:	5. Understand Pragmatics:
		social situation;appropriate	social situation;appropriate
		language	language
		4. Examine materials and skills	4. Examine materials and skills
		necessary for supporting children's	necessary for supporting children's
		early literacy development	early literacy development
		1. Research storytelling	1. Research storytelling
		including the use of felt	including the use of felt
		board activities for	board activities for
		storytelling	storytelling
		2. Understand drama in the	2. Understand drama in the
		classroom	classroom
		3. Examine puppetry	3. Examine puppetry
		5. Explain the development of early	5. Explain the development of early
		literacy in young children	literacy in young children
		1. The development of reading	1. The development of reading
		and writing	and writing
		2. Comparison of whole	2. Comparison of whole
		language, phonics and	language, phonics and
		6. Explain principles used in working	6. Explain principles used in working
		with young English Language	with young English Language
		Learners including	Learners including
		Learner meracy	Learner meracy
		1. Describe the characteristics	
		of language learners	of language learners
		2. Analyze quality of instruction	2. Analyze quality of instruction
		domonstratos on undorstanding of	domonetratos on undorstanding of
		1 Identify developmentally	1 Identify developmentally
		appropriate includy	appropriate inclacy
		2 Distinguish appropriate	2 Distinguish appropriate
		2. Distinguish appropriate	2. Distinguish appropriate
		aclivilies	activities

3. Research on promoting English Language Learner 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
0	Banner Start Term (202122)	202122	No Value
0	Banner Division	2SS	No Value
0	Catalog Term (21-22)	23-24	No Value
0	5 Year Revision Year (2021)	2018	No Value
0	Effective Quarter	Fall	No Value
0	Effective Year (2021)	2023	No Value
	Sort ID (00 < 10; 0 < 100)	C D 055	C D 055
	Course Status	Non-substantial	Non-substantial
8	Course Status Course Status Code	Non-substantial	Non-substantial No Value
•	Course Status Course Status Code Banner Department	Non-substantial A C D	Non-substantial No Value No Value
9 9 9	Course Status Code Banner Department Course Level	Non-substantial A C D DU	Non-substantial No Value No Value No Value
9 9 9 9	Course StatusCourse StatusCodeBanner DepartmentCourse LevelCollege Code	Non-substantial A C D DU DA	Non-substantialNo ValueNo ValueNo ValueNo Value
9 9 9 9	Course Status Code Banner Department Course Level College Code Course	Non-substantial A C D DU DA CTE	Non-substantial No Value No Value No Value No Value CTE
9 9 9	Course Status Code Banner Department Course Level College Code Course Characteristics Cross- Listed/Related Course Information	Non-substantial A C D DU DA CTE NA	Non-substantial No Value No Value No Value No Value CTE NA

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

Changed	Questions	Current Version	Proposed Version
8	Noncredit Enhanced Funding Indicator	Ν	No Value
0	In Service Indicator	Ν	No Value
8	Sports/Physical Education Course Indicator	Ν	No Value
0	COA Code	С	No Value
0	Fund Code	114000	No Value
0	Organization Code	239013	No Value
0	Account Code	1320	No Value
0	Program Code	130500	No Value
0	Percent	100	No Value
	Curriculum Office Notes	<ul> <li>Requisite change appr. 1/17/23 (effect. F23)cc</li> </ul>	<ul> <li>Requisite change appr. 1/17/23 (effect. F23)cc</li> </ul>
0	Print/No Print to Catalog	Yes	No Value
	Checklist	No Value	No Value

Summary of Revisions				
Changed	Questions	Current Version	Proposed Version	
	Basic Course Information	No Value	No Value	
	Units and Hours	No Value	No Value	
θ	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	<b>Current Version</b>	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
	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Analyze a variety of college- level texts with a focus predominantly on expository and argumentative writing.	No Value	No Value
0	Objective 2: Develop analytical ideas and topics for essays.	No Value	(Methods of Evaluations) A. Students will be evaluated with a rubric on their ability to write a naturalistic observation focusing on child language.
9	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
9	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
9	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.
0	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	No Value	No Value	
	algebra or			
	equivalent (or			
	higher), or			
	appropriate			
	placement			
	beyond			
	elementary			
	algebra. If this			
	is the requisite			
	for the course,			
	complete the			
	objective(s)			
	below. If this			
	requisite is			
	being			
	removed,			
	provide an			
	explanation as			
	to why.			

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

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

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

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

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

### **G-Matrix Form**

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

H-Matrix	Form

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

Changed	Questions	Current Version	<b>Proposed Version</b>
	Objective 3: For Prerequisites based on	No Value	No Value
	Government/Licensing/Certification		
	Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.		
	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	No Value	No Value
	students will meet those skills, i.e.		

### De Anza GE Form

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

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

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

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

### De Anza GE - ESGC Form

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

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

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

Comments	5					
Changed	Questions	Current Version	Proposed Ve	ersion		
	Stage 2: Department Chair	No Value	No Value			
0	Stage 3: Division Curriculum Representative	No Value	Nan - Date Rol OR	ne Part - Field	Type of Edit	Initiator - Indicate Jit "Y" When Completed
			180 RG 2/23/24Div Rep	Course descriptic	Needs completeYe sentence	es
			RG <b>2/23/24</b> Div Rep	Learning Outcome	Needs Citations <b>Ye</b>	es Matrix
	Stage 4: Division Dean	No Value	No Value			
	Stage 5: SLO Coordinator	No Value	No Value			

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

# De Anza College Change Report 05/31/2024

## Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	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
0	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
0	Effective Term	Fall 2023	Fall <del>2023</del> 2025

Changed	Field	Current Version	Proposed Version
	SAM Priority Code (CB09)	Clearly Occupational	Clearly Occupational
9	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 <u>The course introduces</u> the variations in development of children with special needs ages birth through eight and the resulting impact on families. <u>It also</u> Includes an overview of historical and societal influences, laws relating to children with special needs, and the identification and referral process.
0	Course Type (CB27)	No value	Lower Division
0	Mode of Delivery	• NA	<ul><li>Online</li><li>Hybrid</li></ul>

Faculty Re	Faculty Requirements			
Changed	Field	Current Version	Proposed Version	
θ	Discipline 1	No value	Child Development/Early     Childhood Education	
	Discipline 2	No value	No value	
	Discipline 3	No value	No value	
0	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 Current Version Proposed Version Image: Changed Field Surrent Version Proposed Version Image: Changed Field No value Yes Image: Changed Field No value Yes

Honors/Non-honors Course				
Changed	Field	Current Version	Proposed Version	
9	Is this an honors/non- honors course?	No value	No	
Mirrored Credit/Noncredit Course				

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

**Cross-listed Course** 

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

Associated Programs		

Changed	Field	Current Versio	on	Proposed Ver	sion
	Course is part of a program	Associated Program	Child Development	Associated Program	Child Development
		Award Type	Certificate of Achievement- Advanced (COA-A)	Award Type	Certificate of Achievement- Advanced (COA-A)
		Associated Program	Child Development	Associated Program	Child Development
		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	Liberal Arts (Social and Behavioral Sciences Emphasis) (In Development)	Associated Program	Liberal Arts (Social and Behavioral Sciences Emphasis) (In Development)
		Award Type	Associate in Arts (A.A.) Degree	Award Type	Associate in Arts (A.A.) Degree
		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	No value	No value

Weekly St	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	KIP				
Change	d Field	Current Version	Proposed Version		
	SKIP	No Value	No Value		

Changed	Field	Current Versi	on	Proposed Ver	rsion
Changeu		Guilent versi			
Ð	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	<ol> <li>Weekly reading assignments in textbook</li> <li>Research report and oral presentation of a disability</li> <li>Critical Issue Term paper</li> <li>Observation of a child with exceptional needs</li> <li>Interview with a parent of a child with exceptional need</li> <li>Community agencies report</li> </ol>		<ol> <li>Weekly reading assignments in textbook</li> <li>Research report and oral presentation of a disability</li> <li>Critical Issue Term paper</li> <li>Observation of a child with exceptional needs</li> <li>Interview with a parent of a chi with exceptional need</li> <li>Community agencies report</li> </ol>	

hanged	Field	Current Version	Proposed Version	
0	Methods of Evaluation	Methods of Evaluation	MethodsMethods ofofEvaluationEvaluation	
Changed Field	Current Version	n	Proposed Vers	ion
---------------	-----------------	-------------------	---------------	-------------------
	Methods	1. Essay or	Methods	1. Essay or
	of	combination	of	combination
	Evaluation	essay and	Evaluation	essay and
		objective		objective
		midterm or		midterm or
		quizzes and		quizzes and
		final exam to		final exam to
		evaluate		evaluate
		comprehension		comprehensio
		and mastery of		and mastery o
		key terms and		key terms and
		concepts as		concepts as
		well as		well as
		application of		application of
		course content.		course conten
		2. Critical issue		2. Critical issue
		term paper to		term paper to
		evaluate ability		evaluate abilit
		to analyze		to analyze
		critically and		critically and
		syntnesize.		syntnesize.
		3. Research		3. Research
		report and oral		
		presentation of		
		demonstrate		demonstrate
		the ability to		the ability to
		aather		ather
		information		information
		and synthesize		and synthesiz
		data to be		data to be
		shared with an		shared with a
		audience.		audience.
		4. Observation of		4. Observation of
		a child with		a child with
		special needs		special needs
		to demonstrate		to demonstrat
		the ability to		the ability to
		record and		record and
		interpret		interpret
		information.		information.
		5. Interview a		5. Interview a
		parent of a		parent of a
		child with		child with
		special needs		special needs
		to evaluate		to evaluate
		ability to		ability to
		critically		critically

Changed	Field	Current Version	<b>Proposed Version</b>	
		analyze th	10	analyze the
		grief proc	ess	grief process
		stages,		stages,
		challenge	S,	challenges,
		needs, an	ld	needs, and
		assets of		assets of
		parents or	r 🛛	parents or
		primary		primary
		caregivers	S.	caregivers.
		6. Communi	ty 6.	Community
		agencies		agencies
		report to		report to
		demonstra	ate	demonstrate
	the ability	to	the ability to	
	identify, u	se or	identify, use or	
		share		share
		communit	y I	community
		resources	, and	resources, and
		gather		gather
		communit	y I	community
		services		services
		informatio	n for	information for
		practitione	ers	practitioners
		and famili	es.	and families.
0	Essential Student Materials/Essential	Essential Student Materials: • None.	Essential Student M <ul> <li>None</li> </ul>	aterials:
	Conege racinties	<ul><li>Essential College Facilities:</li><li>None.</li></ul>	<ul><li>Essential College Fa</li><li>None</li></ul>	cilities:

## Changed Field

# 0

Examples of Primary Texts and

References

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

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 Ve	rsion	Proposed Version
9	Suggested Reading List	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.	No value
		May include, but are not limited to	No value	
		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	
		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.	

May include,	No value
but are not limited to	

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	Kirk, Samuel A.,
List	Gallengher, James J. &
	Anastasio W.
	"Educating Exceptional
	Children". 11th Edition.
	Houghton Mifflin
	Company: Boston-
	NewYork, 2005.

Мау	No value
include,	
but are	
not	
limited	
to	

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

Richey, David D. &	
Wheeler, John J.	
nclusive Early	
Childhood Education".	
elmar/Thomson	
earning, 2000.	

Мау	No value
include,	
but are	
not	
limited	
to	

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

onangea riela ourrent version rioposed version	
Course Objectives- Examine the key contributions of developmental theorists, advocates and legal decisions in influencingbest practices in early childhood special education Examine the key co developmental theorists, advocates and legal influencingbest practices in promoting the optimal development of children within the context of their family and community Explain various strategies that support collaborative practices in promoting the optimal development of children within the context of their family and community Explain various strategies that support collaborative in promoting the optimal development and the interrelationships among developmental areas Examine the skills needed by early childhood special education workers and teachers Describe the sequence of development and the interrelationships armong developmental areas Examine the skills needed by early childhood special education, and seesament Identify family, servic utural issues in early intervention and special education; and benefits of using a strength based approach in working with young children Identify issues related to research and the implications for working with young children Identify issues related to research and the implications for working with young children Identify community resources indenty community that meet the needs of children with special needs and their families Examine the key co advocates and legal dividuod special education; addition special needs and their families.	ntributions of rists, I decisions in ctices in early ducation. tegies that e practices timal dren within family and e pecific nce of le nong is. needed by cial and teachers. os in the uding entation, essment. ce and rly ecial efits of using oproach in n with heir families. ed to d IEPs. elopment oplications for children. resources a of children and their

Changed	Field	Current Version		Proposed Version	
	CSLOs	CSLOs	Recognize various exceptionalities and conditions of children and identify interventions based on the developmental continuum.	CSLOs	Recognize various exceptionalities and conditions of children and identify interventions based on the developmental continuum.
		Expected SLO Performance	0.0	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.	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	Expected SLO Performance	0.0
		CSLOs	Communicate with families and community members in supporting inclusion of children with special needs.	CSLOs	Communicate with families and community members in supporting inclusion of children with special needs.
		Expected SLO Performance	0.0	Expected SLO Performance	0.0

**Course Outline** 

Changed	Field	Current Version	Proposed Version
Changed Field Course Content		Current Version  1. Examine the key contributions of developmental theorists, advocates and legal decisions in influencing best practices in early childhood special education.  1. Section 504 of the rehabilitation act of 1973  2. Legal issues and Landmark Legislation  3. National Educational Goals Reflected in Special Education Practices  4. Americans with Disabilities Act and related California Statutes  2. Explain various strategies that support collaborative practices in promoting the optimal development of children within the context of their family and community.  1. The System of Personnel 1. Allied health  2. Special education 3. Community services  2. Summarize the steps in the referral process including observation, documentation, screening.	<ul> <li>Proposed Version</li> <li>1. Examine the key contributions of developmental theorists, advocates and legal decisions in influencing best practices in early childhood special education. <ol> <li>Section 504 of the rehabilitation act of 1973</li> <li>Legal issues and Landmark Legislation</li> <li>National Educational Goals Reflected in Special Education Practices</li> <li>Americans with Disabilities Act and related California Statutes</li> </ol> </li> <li>2. Explain various strategies that support collaborative practices in promoting the optimal development of children within the context of their family and community. <ol> <li>The System of Personnel</li> <li>Allied health</li> <li>Special education</li> <li>Community services</li> </ol> </li> </ul>
		and assessment. 3. Identify and describe characteristics of specific disabilities. 1. Autism	and assessment. 3. Identify and describe characteristics of specific disabilities. 1. Autism
		2. Children who are deaf, deaf/blind, severe and moderate, hard of hearing and/or have severe speech and language problems	2. Children who are deaf, deaf/blind, severe and moderate, hard of hearing and/or have severe speech and language problems
		<ul> <li>3. Visual Impairments (blind and partially sighted)</li> <li>4. Severe orthopedic disabilities</li> <li>1. Congenital Disabilities</li> </ul>	<ul> <li>3. Visual Impairments (blind and partially sighted)</li> <li>4. Severe orthopedic disabilities</li> <li>1. Congenital Disabilities</li> </ul>

2. Acquired disabilities

2. Acquired disabilities

Changed Field		Current Version	Proposed Version
		5. Serious emotional	5. Serious emotional
		disturbances	disturbances
		1. Influencing factors	1. Influencing factors
		(biological, social	(biological, social
		and emotional)	and emotional)
		2. Types of emotional	2. Types of emotional
		disorders	disorders
		6. Severe developmental	6. Severe developmental
		disability	disability
		7. Health Impairments	7. Health Impairments
		8. Learning Disabilities	8. Learning Disabilities
		1. Learning disorders	1. Learning disorders
		2. ADD-ADHD	2. ADD-ADHD
		9. Developmental Disabilities	9. Developmental Disabilities
		(delays and differences)	(delays and differences)
		10. Other disabilities not	10. Other disabilities not
		served	served
		11. Other special needs	11. Other special needs
		eligible for services	eligible for services
		1. Gifted and talented	1. Gifted and talented
		2. Second language	2. Second language
		learners	learners
		4. Describe the sequence of	4. Describe the sequence of
		development and the	development and the
		interrelationships among	interrelationships among
		developmental areas.	developmental areas.
		1. Prenatal development and	1. Prenatal development and
		risk factors.	risk factors.
		2. Genetically inherited	2. Genetically inherited
		conditions.	conditions.
		3. Environmental factors.	3. Environmental factors.
		4. Cognitive.	4. Cognitive.
		5. Communication and	5. Communication and
		language	language
		6. Social and emotional	6. Social and emotional
		7. Mental health.	7. Mental health.
		8. Physical	8. Physical
		5. Examine the skills needed by	5. Examine the skills needed by
		early childhood special education	early childhood special education
		workers and teachers.	workers and teachers.
		1. Cultural awareness:	1. Cultural awareness:
		reflecting on your values	reflecting on your values
		2. Certification and training	2. Certification and training
		option for early	option for early
		intervention	intervention
		3. Characteristics of the	3. Characteristics of the
		"effective interventionist"	"effective interventionist"

Changed	Field	Current Version	Proposed Version
		6. Summarize the steps in the	6. Summarize the steps in the
		referral process including	referral process including
		observation, documentation,	observation, documentation,
		screening, and assessment.	screening, and assessment.
		1. Observation as the basis	1. Observation as the basis
		for understanding and	for understanding and
		assessing children	assessing children
		1. Observational	1. Observational
		techniques defined	techniques defined
		and practice	and practice
		(running record,	(running record,
		anecdotal records,	anecdotal records,
		ABC narratives,	ABC narratives,
		time and event	time and event
		samples, rating	samples, rating
		scales and	scales and
		checklists,	checklists,
		interviews, and case	interviews, and case
		studies)	studies)
		2. Determining the	2. Determining the
		most appropriate	most appropriate
		observational	observational
		technique	technique
		2. Developmental screenings	2. Developmental screenings
		and assessments.	and assessments.
		3. Facilitating learning	3. Facilitating learning
		1. Adaptive devices	1. Adaptive devices
		2. Accommodations	2. Accommodations
		3. Classroom	3. Classroom
		management	management
		4. Teaching tools	4. Teaching tools
		5. Community	5. Community
		agencies and other	agencies and other
		support	support
		6. Environment for	6. Environment for
		success	success
		7. Individualized	7. Individualized
		Family Service Plan	Family Service Plan
		(IFSP) and the	(IFSP) and the
		Individualized	Individualized
		Education Plan	Education Plan
		(IEP)	(IEP)
		1. Definitions	1. Definitions
		2. Requirements	2. Requirements
		3. Components	3. Components
		7. Identify family, service and	7. Identify family, service and
		cultural issues in early	cultural issues in early
		intervention and special	intervention and special

Changed	Field	Current Version	Proposed Version
		education; and benefits of using a strength based approach in	education; and benefits of using a strength based approach in
		working with children with special	working with children with special
		needs and their families.	needs and their families.
		1. Improving the service	1. Improving the service
		delivery and standards	delivery and standards
		2. Alternative education for	2. Alternative education for
		children with special needs	children with special needs
		3. The perspectives in	3. The perspectives in
		classifying children:	classifying children:
		categories and labeling	categories and labeling
		4. Issues regarding	4. Issues regarding
			assessment, instruction
		and early intervention	and early intervention
		5. Grief, stress and coping	5. Grief, stress and coping
		Strategies.	Strategies.
		6. Supporting families.	6. Supporting families.
		o. Identity issues related to	o. Identify issues related to
		1 Diversity in early	1 Diversity in early
		intervention	intervention
		1 Diverse approaches	1 Diverse approaches
		to disability and the	to disability and the
		implementation of	implementation of
		related services	related services
		2 Importance of	2 Importance of
		linguistically	linguistically
		appropriate services	appropriate services
		3. Expectations of	3. Expectations of
		families in different	families in different
		cultures	cultures
		4. Values and attitudes	4. Values and attitudes
		of diverse families	of diverse families
		5. Goal setting	5. Goal setting
		6. Using local	6. Using local
		resources, FIRST 5	resources, FIRST 5
		System of Care	System of Care
		2. Parents as Advocates	2. Parents as Advocates
		1. Informing parents	1. Informing parents
		about laws and	about laws and
		regulations	regulations
		2. Providing advocacy	2. Providing advocacy
		tools	tools
		9. Describe brain development	9. Describe brain development
		research and the implications for	research and the implications for
		working with young children.	working with young children.
		1. Plasticity of the brain and	1. Plasticity of the brain and
		early experience	early experience

2. The role of experience in 2. The role of ex	perience in
brain development brain developr	ment
3. Environmental factors 3. Environmenta	I factors
such as human stimulation such as huma	n stimulatior
and interaction, nutrition, and interaction	n, nutrition,
stress stress	
10. Identify community resources10. Identify community resources	esources
that meet the needs of children that meet the needs	of children
with special needs and their with special needs a	nd their
families. families.	
1. Inclusion early education         1. Inclusion early	education
programs. programs.	
2. Respite care.2. Respite care.	
3. Recreational programs. 3. Recreational p	programs.
4. Other community agencies 4. Other community	nity agencies
and support. and support.	
Lab No No Component in this	
Course	
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
9	Banner Start Term (202122)	202122	No Value
0	Banner Division	2SS	No Value
9	Catalog Term (21-22)	23-24	No Value
9	5 Year Revision Year (2021)	2018	No Value
9	Effective Quarter	Fall	No Value
9	Effective Year (2021)	2023	No Value
	Sort ID (00 < 10; 0 < 100)	C D 060	C D 060
	Course Status	Non-substantial	Non-substantial
9	Course Status Code	A	No Value

Changed	Questions	Current Version	Proposed Version
0	Banner Department	CD	No Value
θ	Course Level	DU	No Value
θ	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
θ	CTE Status	Yes	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
0	Emergency Approval	No	No Value
8	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)	Ν	No Value

Changed	Questions	Current Version	Proposed Version
9	Repeat Type (N = Non- repeatable Credit; A = Activity/Other Repeatable; F = Family Non- repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)	Ν	No Value
0	Noncredit Enhanced Funding Indicator	Ν	No Value
0	In Service Indicator	Ν	No Value
9	Sports/Physical Education Course Indicator	Ν	No Value
0	COA Code	С	No Value
0	Fund Code	114000	No Value
0	Organization Code	239013	No Value
9	Account Code	1320	No Value
9	Program Code	130500	No Value
9	Percent	100	No Value
	Curriculum Office Notes	<ul> <li>Requisite change appr. 1/17/23 (effect. F23)cc</li> </ul>	<ul> <li>Requisite change appr. 1/17/23 (effect. F23)cc</li> </ul>
0	Print/No Print to Catalog	Yes	No Value
	Checklist	No Value	No Value

# Summary of Revisions

Changed	Questions	Current Version	Proposed Version
	Basic Course Information	No Value	No Value
	Units and Hours	No Value	No Value
0	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

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
	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. 3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change. Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count. Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; and seat count. Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	QuestionsCurrent version2. 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 Value3. Identify the areas in the course outline of record that justify the unit(s) change.No ValueOffice Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.No ValueOffice Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.No ValueOffice Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.No ValueOffice Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.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	No Value	No Value
	D273., or ESL D472.		
	and ESL D473., or		
	eligibility for EWRT		
	D001A or EWRT		
	D01AH or ESL D005.		
	If this is the		
	requisite for the		
	course, complete		
	the objective(s)		
	below. If this		
	requisite is being		
	removed, provide an		
	explanation as to		
	why		

Changed	Questions	Current Version	Proposed Version
9	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.
9	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.
9	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

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
	Questions Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays. Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision. Objective 8: Practice composing organized, developed, analytical essays that increase in complexity. Objective 9: Demonstrate appropriate grammar usage and mechanics.	QuestionsCurrent VersionObjective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.No ValueObjective 7: Demonstrate writing as a multi-step process including attention to planning and revision.No ValueObjective 8: Practice composing organized, developed, analytical essays that increase in complexity.No ValueObjective 9: Demonstrate grammar usage and mechanics.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	<b>Proposed Version</b>	
	Elementary	No Value	No Value	
	algebra or			
	equivalent (or			
	higher), or			
	appropriate			
	placement			
	beyond			
	elementary			
	algebra. If this			
	is the requisite			
	for the course,			
	complete the			
	objective(s)			
	below. If this			
	requisite is			
	being			
	removed,			
	provide an			
	explanation as			
	to why.			

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

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

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

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

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

## **G-Matrix Form**

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

Changed	Questions	<b>Current Version</b>	<b>Proposed Version</b>
	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	<b>Proposed Version</b>
	Objective 3: For Prerequisites based on	No Value	No Value
	Government/Licensing/Certification		
	Regulations, or legal requirements,		
	cite the regulation that mandates a prerequisite or attach a copy of it		
	to this form.		
	<b>Objective 4: For Prerequisites</b>	No Value	No Value
	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		

## De Anza GE Form

Changed	Questions	Current Version	Proposed Version
	Criteria 1:	No Value	No Value
	Present core		
	concepts and		
	scope that		
	define the		
	discipline.		
	(ONLY using		
	the Outline,		
	Assignments or		
	Methods of		
	Evaluation		
	areas, cite,		
	copy and paste		
	the area		
	referenced.)		
Changed	Questions	Current Version	Proposed Version
---------	--	-----------------	------------------
	Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value
	Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value

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

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

## De Anza GE - ESGC Form

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

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

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

Comments			
Changed	Questions	Current Version	Proposed Version
	Stage 2: Department Chair	No Value	No Value
9	Stage 3: Division Curriculum Representative	No Value	NameDate- Role OR TabPart - FieldType of EditInitiator - Indicate EditNeeds to Descriptioncomplete sentenceNeeds to 2/29/24 sentenceCompleted 2/29/24
	Stage 4: Division Dean	No Value	No Value
	Stage 5: SLO Coordinator	No Value	No Value

Changed	Questions	<b>Current Version</b>	Proposed Version
•	Stage 7: Content Review Matrix Liaison	No Value	Date       Name - Role OR Tab       Part - Type of Field Edit       Edit       Initiator - Indicate "Y" When Completed         4/4/24       Zack       Matrix Judson B       Not all activities the COR       Not all activities
	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	No
	Education	
	Approved	
	Board of	
	Trustees	
	Approval Date	
	Curriculum	
	Committee	
	Approval Date	

Changed	Field	Current Version
	Time to Next Review	Sep 1, 2023 12:00:00 AM
	External Review Approval Date	Sep 1, 2018 12:00:00 AM
	Course Control Number	CCC00003092

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

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	
0	Faculty Initiator	Brandon Gainer	Janet Shaw	
	Course ID (CB01A DANCD022K and CB01B)		DANCD022K	
	Course Control CCC000041931 Number		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	
0	Effective Term	Fall 2023	Fall <del>2023</del> <u>2025</u>	
	SAM Priority Code (CB09)	Non-Occupational	Non-Occupational	
9	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.	
0	Course Type (CB27)	No value	Lower Division	
0	Mode of Delivery	• NA	In person ONLY	

Faculty Requirements					
Changed	Field	Current Version	Proposed Version		
0	Discipline 1	No value	• Dance		
	Discipline 2	No value	No value		
	Discipline 3	No value	No value		
0	FSA	No value	FHDA FSA - DANCE		
-					

Changed I	Field
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**Current Version** 

**Proposed Version** 

Formerly Statement No value

Course Ju	stification		
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 <del>CSUGE</del> <u>CSU GE</u> 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-Alor	ne Statement		
Changed	Field	Current Version	Proposed Version
	Stand-Alone Statement	No value	
Course Ph	ilosophy		

Changed	Field	Current Version	Proposed Version
	Course Philosophy	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?	Νο	Νο

**CTE Course** 

U	Field	Current Version	Proposed Version		
0	Is this a CTE (Career Technical Education) course?	No value	No		
Honors/No	n-honors Course				
Changed	Field	Current Version	Proposed Version		
0	Is this an honors/non-honors course?	No value	No		
Mirrored C	redit/Noncredit Cour	se			
Changed	Field	Current Version	Proposed Version		
0	Is this a mirrored credit/noncredit course?	No value	No		
Cross-liste	ed Course				
Changed	Field	Current Version	Proposed Version		
θ	Is this a cross- listed course?	No value	No		
More Optic	ons				
More Optic	Field	Current Version	Proposed Version		
More Optic	Field Basic Skill Status (CB08)	Current Version Course is not a basic skills course.	Proposed Version Course is not a basic skills course.		
More Optic	Dins Field Basic Skill Status (CB08) Course Prior To College Level	Current Version         Course is not a basic skills course.         Not applicable.	Proposed Version         Course is not a basic skills course.         Not applicable.		
More Optic	Field Basic Skill Status (CB08) Course Prior To College Level Course Special Class Status (CB13)	Current Version         Course is not a basic skills course.         Not applicable.         Course is not a special class.	Proposed Version         Course is not a basic skills course.         Not applicable.         Course is not a special class.		
More Optic	ons Field Basic Skill Status (CB08) Course Prior To College Level Course Special Class Status (CB13) Course Support Status (CB26)	Current Version         Course is not a basic skills course.         Not applicable.         Course is not a special class.         Course is not a support course	Proposed Version         Course is not a basic skills course.         Not applicable.         Course is not a special class.         Course is not a support course		
More Optic	ons Field Basic Skill Status (CB08) Course Prior To College Level Course Special Class Status (CB13) Course Support Status (CB26) Repeat Limit	Current Version         Course is not a basic skills course.         Not applicable.         Course is not a special class.         Course is not a support course         0	Proposed Version         Course is not a basic skills course.         Not applicable.         Course is not a special class.         Course is not a support course         0		
More Optic	ons Field Basic Skill Status (CB08) Course Prior To College Level Course Special Class Status (CB13) Course Support Status (CB26) Repeat Limit Grade Options	Current Version         Course is not a basic skills course.         Not applicable.         Course is not a special class.         Course is not a support course         0         • Letter Grade         • Pass/No Pass	Proposed Version         Course is not a basic skills course.         Not applicable.         Course is not a special class.         Course is not a support course         0         • Letter Grade         • Pass/No Pass		

Cha	inged	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	on	Proposed Version		
	Course is part of a program	Associated	Liberal Arts (Arts and Letters	Associated	Liberal Arts (Arts and Letters	
		Program Award Type	Associate in Arts (A.A.) Degree	Program 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						
ged Field	Currer	Current Version			Proposed Version	
Transfer (CB05)	Status Transfo	Transferable to both UC and CSU			Transferable to both UC and CSU	
Course ( Educatio (CB25)	General Y on Status	Y			Υ	
Transfer	Status Approv	ed			Approved	
GE Information		De Anza GE		System/Institution	De Anza GE	
	Area	s)	• 2GEP - Approved.		Area(s)	• 2GEP - Approved.
	-		No value		-	No value
	Syste	m/Institution	CSU GE			
	Area	s)	CGEP - Approved.			
	-		No value			
	-			No value	No value	No value

Weekly Student Hours - Profile Name: Default Profile					
Changed	Field	Current Version	Proposed Version		
	Lecture Hours - In Class	0	0		
	Lecture Hours - Out of Class	0	0		
	Laboratory Hours - In Class	3	3		
	Laboratory Hours - Out of Class	0	0		
	NA Hours - In Class	0	0		
	NA Hours - Out of Class	0	0		
Course St	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 / No	on-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 Ver	sion
9	Methods of Instruction	Methods of Instruction		Methods of Instruction	Methods of Instruction
		Methods of Instruction	Lecture and visual aids Discussion of assigned reading Quiz and examination review performed in class Extended projects Field observation and field trips 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 Extended projects Field observation and field trips Collaborative learning and small group exercises
9	Assignments	<ol> <li>Reading ass handouts</li> <li>Written critiq</li> <li>Preparation techniques v using correct</li> </ol>	signments from text, reference materials and ue of live ballet performance. of final skill demonstration of basic ballet with oral description of specific ballet steps t ballet vocabulary.	<ol> <li>Reading reference handout</li> <li>Written perform</li> <li>Prepara of basic descript correct</li> </ol>	a assignments from text, the materials and ts/posted material in Canvas critique of live and/or video ball ance. tion of final skill demonstration ballet techniques with oral ion of specific ballet steps using ballet vocabulary.
θ	Methods of Evaluation	Methods of Evaluation		Methods of Evaluation	Methods of Evaluation
		Methods of Evaluation	<ol> <li>Written quiz covering ballet terminology, theory, and history evaluated on correctness and accuracy of description/explanation.</li> <li>Evaluation of student's critique of live performance based on ability to logically state and support and express opinion of the dance performance.</li> <li>Evaluation of student's execution of basic ballet technique via a final skill exam on selected barre and center floor work.</li> </ol>	Methods of Evaluation	<ol> <li>Written quiz covering basic ballet terminology, theory, and history evaluated on correctness and accuracy of description/explanation.</li> <li>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.</li> <li>Evaluation of student's execution of basic ballet technique via a final skill exam on selected barre and center floor work</li> </ol>

Changed	Field	Current Version	Proposed Version
0	Essential Student	Essential Student Materials:	Essential Student Materials:
	Materials/Essential College Facilities	Leotard, tights, and ballet shoes	<ul> <li>Leotard, tights, and ballet shoes</li> </ul>
		Essential College Facilities:	Essential College Facilities:
		<ul> <li>Dance studio, media playback and projection facilities</li> </ul>	<ul> <li>Dance studio with ballet barres, media/audio playback, projection facilities, wi-fi (hard wire OK), and mirrors</li> </ul>

## Changed Field

0

Examples of Primary Texts and References

Title	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 Basics". New York, NY: McGraw-Hill, 2008.	
Publisher	No value	
Date/Edition	No value	
ISBN	No value	
Title	No value	
Author	Green Haas, Jacqui."Dance Anatomy".1st Ed.Human Kinetics,2010	
Publisher	No value	
Date/Edition	No value	
ISBN	No value	

Title	Beginning Ballet
Author	Gayle Kassing
Publisher	Human Kinetics Publishers
Date/Edition	2013
ISBN	• ISBN-13: MTC:22912594
Title	Ballet Companion
Author	Eliza Gaynor Minden
Publisher	Simon & Schuster
Date/Edition	2005
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	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
Titlo	Dance Anatomy 2nd Edition

Title	Dance Anatomy-2nd Edition
Author	Haas, Jacqui Greene
Publisher	Human Kinetics,
Date/Edition	2018-2nd Edition
ISBN	ISBN 1492545171, 9781492545170

hanged	Field	Current Vers	sion	Proposed Version
0	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.	No value
		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 Versior	n	Proposed Versi	ion
	Course Objectives	<ul> <li>Analyze a classical b</li> <li>Demonstr recognize physiology dancer.</li> <li>Recognize identificati and interm and artists</li> </ul>	and employ basic elements of ballet technique. rate basic body awareness and how the basic concepts of exercise, y, and nutrition relate to the ballet e ballet as an art form through the ion of major historical global origins hational development, major works, s.	<ul> <li>Analyze a classical b</li> <li>Demonstr recognize physiolog dancer.</li> <li>Recognize identificat and interm and artists</li> </ul>	and employ basic elements of ballet technique. rate basic body awareness and how the basic concepts of exercise y, and nutrition relate to the ballet e ballet as an art form through the ion of major historical global origins hational development, major works, s.
0	CSLOs	CSLOs	Analyze and employ basic elements of classical ballet technique.	CSLOs	Analyze and employ basic elements of classical ballet technique.
		Expected SLO Performance	0.0	Expected SLO Performance	0.0
		CSLOs	Perform elementary center floor exercises with proper body placement and coordination.	CSLOs	Perform basic center floor exercises with proper body placement and coordination.
		Expected SLO Performance	0.0	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	1. Analyze and employ basic elements of classical ballet technique
		1. The five positions of the feet, legs and arms	1. The five positions of the feet, legs and arms
		<ol> <li>The contact points of the leg: cou-de- pied, demi-height, retire, and passe</li> </ol>	<ol> <li>The contact points of the leg: cou-de- pied, demi-height, retire, and passe</li> </ol>
		3. Head positions used in classical ballet:	3. Head positions used in classical ballet:
		erect, raised, lowered, turned, and inclined	erect, raised, lowered, turned, and inclined
		4 Principles of balance	4 Principles of balance
		5. Alignment: weight placement (center of	5. Alignment: weight placement (center of
		gravity), outward rotation of hips,	gravity), outward rotation of hips,
		parallel alignment of hips and	parallel alignment of hips and
		shoulders, and care of the body	shoulders, and care of the body
		6. Spatial orientation: directions of the	6. Spatial orientation: directions of the
		studio and, corresponding stage	studio and, corresponding stage
		directions (Italian School)	directions (Italian School)
		music and dance: beat metre and	music and dance: beat metre and
		tempo	tempo
		8. The importance of line	8. The importance of line
		9. Develop cardiovascular endurance	9. Develop cardiovascular endurance
		2. Demonstrate basic body awareness and	2. Demonstrate basic body awareness and
		recognize how the basic concepts of exercise,	recognize how the basic concepts of exercise,
		physiology, and nutrition relate to the ballet	physiology, and nutrition relate to the ballet
		dancer.	dancer.
		1. Body awareness and carriage;	1. Body awareness and carriage;
		2 Employ techniques for overall flexibility	2 Employ techniques for overall flexibility
		3. Employ aerobic training	3. Employ aerobic training
		4. Improve efficiency and body mechanics	4. Improve efficiency and body mechanics
		1. Identify theories about stretching	1. Identify theories about stretching
		auring warm-up 2. Identify theories about stretching	during warm-up
		post exercise	post exercise
		5. Recognize a balanced diet for wellness	5. Recognize a balanced diet for wellness
		1. Appreciate the importance of eating before class	1. Appreciate the importance of eating before class
		2. Appreciate the importance post	2. Appreciate the importance post
		class food and fluids	class food and fluids
		6. Comprehend nutritional concepts with	6. Comprehend nutritional concepts with
		special notes regarding specific needs	special notes regarding specific needs
		for various populations: youth, adults,	for various populations: youth, adults,
		older adults, males and females	older adults, males and females
		7. Comprehend flexibility concepts with	7. Comprehend flexibility concepts with
		for various populations: youth, adults	for various populations: youth, adults
		older adults, males and females	older adults, males and females
		8. Learn and use techniques to avoid	8. Learn and use techniques to avoid
		common injuries to the ballet dancer.	common injuries to the ballet dancer.
		3. Recognize ballet as an art form through the	3. Recognize ballet as an art form through the
		identification of major historical global origins	identification of major historical global origins
		and international development, major works,	and international development, major works,
		and artists.	and artists.
		the past and present King Louis XIV	the past and present King Louis XIV
		Anna Pavlova Vaslav Niiinsky Serce	Anna Pavlova Vaslav Niiinsky Serge
		Diaghilev, George Balanchine, Jerome	Diaghilev, George Balanchine, Jerome
		Robbins	Robbins

Arthur Mitchell, Contemporary artist of

Arthur Mitchell, Contemporary artist of

Changed	Field	Current Version	Proposed Version
		<ul> <li>diversity (examples: Alonzo King, Choo San Goh)</li> <li>2. The aesthetics of ballet</li> <li>3. The relationship of ballet to other major dance forms</li> <li>4. Identify theories of anaerobic vs. aerobic exercise</li> </ul>	<ul> <li>diversity (examples: Alonzo King, Choo San Goh)</li> <li>2. The aesthetics of ballet</li> <li>3. The relationship of ballet to other major dance forms</li> <li>4. Identify theories of anaerobic vs. aerobic exercise</li> </ul>
	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					
Chang	ed Questions	Current Version	Proposed Version		
0	Banner Start Term (202122)	202122	No Value		
0	Banner Division	2CA	No Value		
0	Catalog Term (21- 22)	23-24	No Value		

Changed	Questions	Current Version	Proposed Version
0	5 Year Revision Year (2021)	2018	No Value
0	Effective Quarter	Fall	No Value
0	Effective Year (2021)	2023	No Value
	Sort ID (00 < 10; 0 < 100)	DANC 022K	DANC 022K
	Course Status	Non-substantial	Non-substantial
0	Course Status Code	A	No Value
0	Banner Department	DANC	No Value
0	Course Level	DU	No Value
0	College Code	DA	No Value
	Course Characteristics	NA	NA
	Cross- Listed/Related Course Information	NA	NA
	Cross- Listed/Related Course ID's	No Value	No Value
0	CTE Status	No	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
0	Emergency Approval	No	No Value
•	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)	Ν	No Value

Image: Section of the section of th	Changed	Questions	Current Version	Proposed Version		
Image: Second	9	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non- repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)	F	No Value		
In Service Indicator       N       No Value         Image: Sports/Physical Education Course Indicator       N       No Value         Image: Course Indicator       N       No Value         Image: Course Indicator       N       No Value         Image: Course Indicator       Course Indicator       No Value         Image: Course Indicator       Course Indicator       No Value         Image: Course Indicator       Image: Course Indicator       Image: Course Indicator       No Value         Image: Course Indicator       Image: Course Indicator       No Value       No Value         Image: Course Indicator Code       Image: Course Indicator       No Value       No Value         Image: Course Indicator Code       Image: Course Indicator       No Value       No Value         Image: Course Indicator Code       Image: Course Indicator       No Value       No Value         Image: Course Indicator Code       Image: Course Indicator       No Value       No Value         Image: Course Indicator Code       No Value       No Value       No Value	0	Noncredit Enhanced Funding Indicator	Ν	No Value		
Image: Sports/Physical Education Course Indicator       N       No Value         Image: CoA Code       C       No Value         Image: CoA Code       C       No Value         Image: CoA Code       114000       No Value         Image: CoA Code       231010       No Value         Image: Comparization Code       231010       No Value         Image: Comparization Code       1320       No Value         Image: Comparization Code       100800       No Value         Image: Comparization Code       100800       No Value         Image: Comparization Code       100       No Value         Image: Comparization Code       1000       No Value         Image: Comparization Code       1000       No Value         Image: Comparization Code       1000       No Value         Image: Comparization Code       • Requisite change appr. 1/17/23 (effect. F23)- cc       • Requisite change appr. 1/17/23 (effect. F23)- cc         Image: Code       Print/No Print to Catalog       Yes       No Value         Image: Code       No Value       No Value         Image: Code       No Value       No Value         Image: Code       No Value       No Value	0	In Service Indicator	Ν	No Value		
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Image: Pund Code114000No ValueImage: Organization Code231010No ValueImage: Organization Code1320No ValueImage: Organization Code1320No ValueImage: Organization Code100800No ValueImage: Organization Code100800No ValueImage: Organization Code100800No ValueImage: Organization Code100No ValueImage: Organization Code100No ValueImage: Organization Code100No ValueImage: Organization CodeYesNo ValueImage: Organization CodeNo ValueNo ValueImage: Organization CodeNo ValueNo ValueImage: Organization CodeNo ValueNo Value	0	COA Code	С	No Value		
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Image: Program Code1320No ValueImage: Program Code100800No ValueImage: Percent100No ValueImage: Curriculum Office Notes· Requisite change appr. 1/17/23 (effect. F23) cc· Requisite change appr. 1/17/23 (effect. F23) ccImage: Print/No Print to CatalogYesNo ValueImage: No ValueNo ValueNo Value	0	Organization Code	231010	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         Volue       No Value       No Value	0	Account Code	1320	No Value		
Percent100No ValueCurriculum Office Notes· Requisite change appr. 1/17/23 (effect. F23) cc· Requisite change appr. 1/17/23 (effect. F23) ccPrint/No Print to CatalogYesNo ValueNo ValueNo ValueNo ValueKerklistNo ValueNo Value	0	Program Code	100800	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	0	Percent	100	No Value		
Print/No Print to Catalog       Yes       No Value         Checklist       No Value       No Value		Curriculum Office Notes	Requisite change appr. 1/17/23 (effect. F23) cc	Requisite change appr. 1/17/23 (effect. F23) cc		
Checklist     No Value     No Value       Summary of Revisions     Value     Value	0	Print/No Print to Catalog	Yes	No Value		
Summary of Revisions		Checklist	No Value	No Value		
Summary of Revisions						
	Summary	Summary of Revisions				

Changed	Questions	Current Version	Proposed Version
0	Basic Course Information	No Value	Description update
	Units and Hours	No Value	No Value
9	Specifications	No Value	Updated methods of instruction to reflect how course content is taught Updated assignments to align with SLO's and/or course objectives Aligned methods of evaluation with SLO's and/or course objectives 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
θ	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	No Value	No Value
	algebra or		
	equivalent (or		
	higher), or		
	appropriate		
	placement beyond		
	intermediate		
	algebra. If this is		
	the requisite for the		
	course, complete		
	the objective(s)		
	below. If this		
	requisite is being		
	removed, provide		
	an explanation as to		
	why.		

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

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

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

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 Ad	ministration 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	Νο
	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

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
9	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 <del>2023</del> 2025
	SAM Priority Code (CB09)	Non-Occupational	Non-Occupational
9	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."
0	Course Type (CB27)	No value	Lower Division
θ	Mode of Delivery	• NA	In person ONLY

# **Faculty Requirements**

Changed	Field	Current Version	Proposed Version	
9	Discipline 1	No value	• Dance	
	Discipline 2	No value	No value	
	Discipline 3	No value	No value	
0	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	
Cou Jus	Course Justification	This course meets a general education requirement for De Anza and CSUGE and is UC	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	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.	introductory course building on basic ballet technique to further train students in vocabulary and technique of this classic dance form.	

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

### Course Philosophy

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 Field Current Version Proposed Version Image: Ima

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

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

Cross-liste	Cross-listed Course					
Changed	Field	Current Version	Proposed Version			
θ	Is this a cross- listed course?	No value	No			
More Optic	ons					

Changed	Field	Current Version	Proposed Version
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.
	Course Prior To College Level	Not applicable.	Not applicable.
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.
	Course Support Status (CB26)	Course is not a support course	Course is not a support course
	Repeat Limit	0	0
	Grade Options	<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 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	ield Current Version		Proposed Ver	sion
	Course is part of a program	Associated Program	Kinesiology for Transfer (In Development)	Associated Program	Kinesiology for Transfer (In Development)
		Award Type	Associate in Arts for Transfer (A.AT.) Degree	Award Type	Associate in Arts for Transfer (A.AT.) Degree
		Associated Program	CSU GE	Associated Program	CSU GE
		Award Type	Certificate of Achievement- Advanced (COA-A)	Award Type	Certificate of Achievement- Advanced (COA-A)
		Associated Program	CSU GE	Associated Program	CSU GE
		Award Type	Certificate of Achievement- Advanced (COA-A)	Award Type	Certificate of Achievement- Advanced (COA-A)
		Associated Program	CSU GE	Associated Program	CSU GE
		Award Type	Certificate of Achievement- Advanced (COA-A)	Award Type	Certificate of Achievement- Advanced (COA-A)
		Associated Program	Associate in Arts in Kinesiology for Transfer	Associated Program	Associate in Arts in Kinesiolog for Transfer
		Award Type	Associate in Arts for Transfer (A.AT.) Degree	Award Type	Associate in Arts for Transfer (A.AT.) Degree
		Associated Program	Kinesiology for Transfer	Associated Program	Kinesiology for Transfer
		Award Type	Associate in Arts for Transfer (A.AT.) Degree	Award Type	Associate in Arts for Transfer (A.AT.) Degree

Transferab	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	

Information				
	System/Institution	De Anza GE	System/Institution	De Anza GE
	Area(s)	• 2GEP - Approved.	Area(s)	• 2GEP - Approved.
	-	No value	-	No value
	System/Institution	CSU GE		
	Area(s)	CGEP - Approved.		
	-	No value		
		- System/Institution Area(s) -	Area(s)     • ZGLP - Approved.       -     No value       System/Institution     CSU GE       Area(s)     • CGEP - Approved.       -     No value	Area(s)     • ZSEF - 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 - 36 Course In-Class (Contact) per Term		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 / No	n-Credit Options		
Changed	Field	Current Version	Proposed Version
	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.
	Course Credit Status (CB04)	Credit - Degree Applicable	Credit - Degree Applicable
	Course Non Credit Category (CB22)	Credit Course.	Credit Course.

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 Ve	rsion
0	Methods of Instruction	Methods of Instruction		Methods of	Methods of Instruction
		Methods of Instruction	Lecture and visual aids Discussion of assigned reading Quiz and examination review performed in class Extended projects Field observation and field trips Collaborative learning and small group exercises Discussion and problem solving performed in class	Instruction Methods of Instruction	Lecture and visual aids Discussion of assigned reading Quiz and examination review performed in class Extended projects Field observation and field trips Collaborative learning and small group exercises Discussion and problem solving performed in class
9	Assignments	<ol> <li>Reading a handouts</li> <li>Written cri</li> <li>Preparation demonstra with oral d ballet voca</li> </ol>	ssignments from text, reference materials and tique of live ballet performance. In of a beginning-level ballet skills sequence for ation of basic ballet barre and floor techniques escription of specific ballet steps using correct abulary.	<ol> <li>Reading reference handou Canvas</li> <li>Written video bo</li> <li>Prepara ballet sl demons barre au oral des steps us vocabul</li> </ol>	g assignments from text, ce materials and ts/posted material in critique of live and/or allet performance. ation of a elementary-leve kills sequence for stration of basic ballet and floor techniques with scription of specific ballet sing correct ballet lary.

0

**Current Version** 

Evaluation	Methods of Evaluation		Methods of Evaluation	Methods of Evaluation
	Methods of Evaluation	<ol> <li>Final examination covering ballet terminology, theory and questions from reading assignments evaluated for correctness and accuracy.</li> <li>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.</li> <li>Evaluation of student's execution of basic ballet technique on selected barre and center floor work for proper execution and movement composition.</li> </ol>	Methods of Evaluation	<ol> <li>Final examination covering elementary ballet terminology, theory and questions from reading assignments evaluated for correctness and accuracy.</li> <li>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.</li> <li>Evaluation of student's execution of elementary ballet technique on selected barre and center floor work for proper execution and movement composition.</li> </ol>

Essential Student Materials/Essential College Facilities

0

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 wire OK), and mirrors 0

Dance Anatomy-2nd

Author		
Author		
Author	Fahey, Thomas; Insel, Paul' Roth, Walton. Fit and Well. 10th Brief Ed. Boston, Ma: McGraw	Author
		Publisher
Publisher	No value	Dete/Edition
Date/Edition	No value	ISBN
ISBN	No value	
Title	No value	Title
Author	Hammond, Sandra Noll. Ballet: Beyond the Basics. New York, NY: McGraw-Hill, 2008.	Author
Publisher	No value	Publisher
Date/Edition	No value	
ISBN	No value	Date/Edition
		ISBN
Title	No value	
Author	Howse,Justin."Dance Technique & Injury Prevention".3rd Ed.Routledge,2014	
Publisher	No value	Title
Date/Edition	No value	
ISBN	No value	Author
	Publisher Date/Edition ISBN Title Author Date/Edition ISBN Title Author Publisher Date/Edition ISBN	PublisherNo valueDate/EditionNo valueISBNNo valueTitleNo valueAuthorHammond, Sandra Noll. Ballet: Beyond the Basics. New York, NY: McGraw-Hill, 2008.PublisherNo valueDate/EditionNo valueISBNNo valueTitleNo valueDate/EditionNo valueTitleNo valueBasicsNo valueISBNNo valueTitleNo valueAuthorHowse,Justin."Dance Technique & Injury Prevention".3rd Ed.Routledge,2014PublisherNo valueISBNNo valueIsBNNo value

	Edition
Author	Haas, Jacqui Greene
Publisher	Human Kinetics
Date/Edition	2018
ISBN	ISBN 1492545171, 9781492545170
Title	Beyond the Basics
Author	Sandra Noll Hammond
Publisher	Waveland Press, Incorporated
Date/Edition	2010
ISBN	• ISBN-13: 9781577667186. ISBN-10: 1577667182
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	Thomas Fahey, Paul Insel and Walton Roth
Publisher	McGraw Hill Publishing Co
Date/Edition	16th Edition 2025

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

nanged	Field	Current Version	Proposed Version
0	Suggested Reading List	ReadingChmelar, Robin. Diet for Dancers: A CListGuide to Nutrition and Weight ControNJ: Princton Book Co Pub, 1995.	No value Complete I. Princton,
		MayNo valueinclude,but arenotlimited to	
		ReadingEllison, Nancy. The Ballet Book (LearListAppreciating the Secrets of Dance Ar Ballet Thratre). New York, NY: Univer Publishing, 2003.	rning and nerican se
		MayNo valueinclude,but arenotlimited to	
		ReadingGrant, Gail. Technical Manual and DiListClassical Ballet. New York: Dover Pu1982.	ctionary of blications,
		MayNo valueinclude,but arenotlimited to	
		ReadingAmerican Ballet Theatre Dictionary:Listhttp://www.abt.org/education/dictionary	//index.html
		May No value include, but are not limited	

Learning Outcomes and Objectives

Changed	Field	Current Versior	1	Proposed Vers	ion
9	Course Objectives	<ul> <li>Apply class beginning awarenes coordinati</li> <li>Perform b moving th jumps.</li> <li>Further ap of exerciss relate to th</li> <li>Recognize identificatio origins an major wor</li> </ul>	ssical ballet theory at the barre level, demonstrating body s with proper alignment and on. beginning ballet dance sequences rough space employing turns and oply and practice basic concepts e, physiology and nutrition as they he ballet dancer. e ballet as an art form through the ion of major historical global d international development, rks and artists.	<ul> <li>Apply elements</li> <li>Apply elements</li> <li>the barre, with properiod</li> <li>Perform end</li> <li>sequence</li> <li>employing</li> <li>Further apploying</li> <li>Further apploying</li> <li>Further apploying</li> <li>Further apploying</li> <li>Recognize</li> <li>identificat</li> <li>origins an major work</li> </ul>	mentary classical ballet theory at demonstrating body awareness er alignment and coordination. elementary level ballet dance s moving through space g turns and jumps. oply and practice basic concepts e, physiology and nutrition as the he ballet dancer. e ballet as an art form through the ion of major historical global d international development, rks and artists.
9	CSLOs	CSLOs	Perform beginning-level ballet dance sequences demonstrating correct rhythms, body placement and	CSLOs	Identify ballet terminology and movement at an elementary level.
		Expected SLO	coordination.	Expected SLO Performance	0.0
		Performance		CSLOs	Perform elementary-level ballet dance sequences
		CSLOs	Identify ballet terminology and movement at a beginning level.		demonstrating correct rhythms, body placement and coordination.
		Expected SLO Performance	0.0	Expected SLO Performance	0.0

# **Course Outline**

Changed	Field	Current Version	Proposed Version
0	Course Content	1. Apply classical ballet theory at the barre beginning level, demonstrating body awareness with proper alignment and coordination.	<ol> <li>Apply classical ballet theory at the barre at an elementary level, demonstrating body awareness with proper alignment and coordination.</li> </ol>
		1. Demonstrate proper alignment 1. Classical body placement	1. Demonstrate proper alignment 1. Classical body placement
		2. The outward rotation of hips	2. The outward rotation of hips
		2. Identify time orientations	2. Identify time orientations
		demonstrating musicality. Relate	demonstrating musicality. Relate
		movement to music, hearing,	movement to music, hearing,
		identifying and responding to beat.	identifying and responding to beat.
		2. Perform beginning ballet dance sequences	2. Perform elementary ballet dance
		moving through space employing turns and	sequences moving through space
		jumps.	employing turns and jumps.
		1. Identify spatial orientations feeling	1. Identify spatial orientations feeling
		space, filling space, moving through	space, filling space, moving through
		space	space
		1. Identity directions of the studio	1. Identify directions of the studio
		(Italian School) and	(Italian School) and
		2 Demonstrate the eight	2 Demonstrate the eight
		Cecchetti body facings	Cecchetti body facings
		(epaulement)	(epaulement)
		3. The use of spotting in multiple	3. The use of spotting in multiple
		turns	turns
		2. Demonstrate rhythmic and musical	2. Demonstrate rhythmic and musical
		responsivenes: listening, hearing,	responsivenes: listening, hearing,
		recognizing and responding	recognizing and responding
		3. Further apply and practice basic concepts	3. Further apply and practice basic concepts
		of exercise, physiology and nutrition as	of exercise, physiology and nutrition as
		they relate to the ballet dancer.	they relate to the ballet dancer.
		<ol> <li>Identify theories of anaerobic vs.</li> </ol>	<ol> <li>Identify theories of anaerobic vs.</li> </ol>
		aerobic exercise	aerobic exercise
		2. Develop cardiovascular endurance	2. Develop cardiovascular endurance
		3. Comprehend nutritional concepts	3. Comprehend nutritional concepts
		with special notes regarding specific	with special notes regarding specific
		needs for various populations: youth,	needs for various populations: youth,
		adults, older adults, highly trained	adults, older adults, flightly trained
		1 Recognize a balanced diet for	1 Recognize a balanced diet for
		wellness	wellness
		2. Appreciate the importance of	2. Appreciate the importance of
		eating before class	eating before class
		3. Appreciate the importance	3. Appreciate the importance
		post class food and fluids	post class food and fluids
		4. Recognize a balanced diet for	4. Recognize a balanced diet for
		wellness	wellness
		4. Comprehend flexibility concepts with	4. Comprehend flexibility concepts with
		special notes regarding specific	special notes regarding specific
		needs for various populations: youth,	needs for various populations: youth,
		adults, older adults, highly trained	adults, older adults, highly trained
		athletes, males and females	athletes, males and females
		1. Employ techniques for overall	1. Employ techniques for overall
		Identify	ilexibility
		2. Identity and Incorporate	2. Identity and Incorporate
		during warm up	during warm up
		3 Identify and incorporate	3 Identify and incorporate

theories about stretching into

3. Identify and incorporate theories about stretching into

Changed	Field	Current Version	Proposed Version
		post exercise 5. Further identify and use techniques to avoid common injuries to the ballet dancer. 4. 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	post exercise 5. Further identify and use techniques to avoid common injuries to the ballet dancer. 4. 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
	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
θ	Banner Start Term (202122)	202122	No Value
θ	Banner Division	2CA	No Value
0	Catalog Term (21- 22)	23-24	No Value
0	5 Year Revision Year (2021)	2018	No Value
0	Effective Quarter	Fall	No Value
0	Effective Year (2021)	2023	No Value
	Sort ID (00 < 10; 0 < 100)	DANC 022L	DANC 022L
	Course Status	Non-substantial	Non-substantial
0	Course Status Code	A	No Value
0	Banner Department	DANC	No Value
θ	Course Level	DU	No Value
0	College Code	DA	No Value
	Course Characteristics	NA	NA
	Cross- Listed/Related Course Information	NA	NA
	Cross- Listed/Related Course ID's	No Value	No Value
0	CTE Status	No	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
0	Emergency Approval	No	No Value

Changed	Questions	Current Version	Proposed Version
9	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)	Ν	No Value
9	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non- repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)	F	No Value
•	Noncredit Enhanced Funding Indicator	Ν	No Value
0	In Service Indicator	Ν	No Value
0	Sports/Physical Education Course Indicator	Ν	No Value
θ	COA Code	С	No Value
0	Fund Code	114000	No Value
0	Organization Code	231010	No Value
0	Account Code	1320	No Value
0	Program Code	100800	No Value
0	Percent	100	No Value
	Curriculum Office Notes	Requisite change appr. 1/17/23 (effect. F23)cc	Requisite change appr. 1/17/23 (effect. F23)cc
θ	Print/No Print to Catalog	Yes	No Value
	Checklist	No Value	No Value

Summary of Revisions

Changed	Questions	Current Version	Proposed Version
θ	Basic Course Information	No Value	Description update
	Units and Hours	No Value	No Value
9	Specifications	No Value	Updated assignments to align with SLO's and/or course objectives Aligned methods of evaluation with SLO's and/or course objectives Updated textbooks and references to reflect current publications
θ	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
Ð	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 Iogarithmic expressions and develop Iogarithmic function models.	No Value	No Value
	Objective 9: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 10: Investigate the characteristics of rational expressions.	No Value	No Value
	Objective 11: Develop skills to work with radical expressions.	No Value	No Value

# E-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
	Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.	No Value	No Value
	Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.	No Value	No Value
	Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 4: Develop linear function models to solve problems.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real-world problems.	No Value	No Value
	Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 7: Develop quadratic function models to solve problems.	No Value	No Value
	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
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	Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.	No Value	No Value
	Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

#### **G-Matrix Form**

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

#### **H-Matrix Form**

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

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
9	Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	Outline: 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
9	Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	Assignments: B. 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.
9	Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	Assignments: 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.
9	Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	Outline: 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
0	Criteria 5: Provide	No Value	Outline: D. Recognize ballet as an art form
	global and		through the identification of major historical global
	historical context.		origins and international development, major
	(ONLY using the		works and artists. 1. Historical overview: works
	Outline,		and artists of the past and present; King Louis
	Assignments or		XIV, Anna Pavlova, Vaslav Nijinsky, Serge
	Methods of		Diaghilev. George Balanchine, Jerome Robins,
	Evaluation areas,		Contemporary artists of diversity (Arthur Mitchell,
	cite, copy and		Alonzo King, Chee San Goh, etc.) 2. The
	paste the area		aesthetics of ballet 3. The relationship of ballet to
	referenced.)		other major dance forms
θ	Criteria 6: Use real-	No Value	Outline: C. Further apply and practice basic
	world or hands-on		concepts of exercise, physiology and nutrition as
	applications that		they relate to the ballet dancer. 1. Identify theories
	will provide a		of anaerobic vs. aerobic exercise 2. Develop
	context for the		cardiovascular endurance 3. Comprehend
	concepts being		nutritional concepts with special notes regarding
	discussed. (ONLY		specific needs for various populations: youth,
	using the Outline,		adults, older adults, highly trained athletes, males
	Assignments or		and females a. Recognize a balanced diet for
	Methods of		wellness b. Appreciate the importance of eating
	Evaluation areas,		before class c. Appreciate the importance post
	cite, copy and		class food and fluids d. Recognize a balanced
	paste the area		diet for wellness 4. Comprehe5.nd flexibility
	referenced.)		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

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

# Summary of Changes

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
0	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
θ	Effective Term	Fall 2023	Fall <del>2023</del> <u>2025</u>
	SAM Priority Code (CB09)	Non-Occupational	Non-Occupational
0	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.
0	Course Type (CB27)	No value	Lower Division
9	Mode of Delivery	• NA	In person ONLY

**Faculty Requirements** 

Changed	Field	Current Version Proposed Version	
0	Discipline 1	No value	• Dance
	Discipline 2	No value	No value
	Discipline 3	No value	No value
0	FSA	No value	FHDA FSA - DANCE
Former why C	No.4		
Formerly	Statement		
Changed	Field	Current Version	Proposed Version
	Formerly Statement	(Formerly DANC D052M.)	(Formerly DANC D052M.)
Course Ju	stification		
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 <del>CSUCE-</del> <u>CSU GE</u> 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 <del>basic <u>elementary</u></del> ballet technique to further train students in vocabulary and technique of this classic dance form.
Stand Alo	na Statomont		
Stand-Alo			
Changed	Field	Current Version	Proposed Version
	Stand-Alone Statement	No value	
Course Ph	ilosophy		
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	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.

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?	Νο	No
CTE Cours	50		
Changed	Field	Current Version	Proposed Version
9	Is this a CTE (Career Technical Education) course?	No value	No
Honors/No	on-honors Course		
Changed	Field	Current Version	Proposed Version
9	ls this an honors/non- honors course?	No value	No
Mirrored C	redit/Noncredit Cou	rse	
Changed	Field	Current Version	Proposed Version
0	Is this a mirrored credit/noncredit course?	No value	No
Cross-liste	ed Course		
Changed	Field	Current Version	Proposed Version
9	Is this a cross- listed course?	No value	No
More Optio	ons		
Changed	Field	Current Version	Proposed Version

Changed	Field	Current Version	Proposed Version Course is not a basic skills course.	
	Basic Skill Status (CB08)	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 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** 

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

Changed Field	Current Version		d Field Current Version Proposed Version		/ersion
	Award	Associate in Arts for Transfer	Award	Associate in Arts for Transfer	
	Type	(A.AT.) Degree	Type	(A.AT.) Degree	

Transferab	ility & Gen. Ed. Op	tions			
Changed	Field	Current Version		Proposed Version	
	Transfer Status (CB05)	Transferable to both UC and CSU		Transferable to both l	JC and CSU
	Course General Education Status (CB25)	Υ		Y	
	Transfer Status	Approved		Approved	
0	GE Information	System/Institution Area(s)	De Anza GE • 2GEP - Approved.	System/Institution Area(s)	De Anza GE • 2GEP - Approved.
		-	No value	-	No value
		System/Institution	CSU GE		
		Area(s)	CGEP - Approved.		
		-	No value		

Weekly Student Hours - Profile Name: Default Profile			
Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	0	0
	Lecture Hours - Out of Class	0	0
	Laboratory Hours - In Class	3	3
	Laboratory Hours - Out of Class	0	0
	NA Hours - In Class	0	0
	NA Hours - Out of Class	0	0

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

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

hanged	Field	Current Version		Proposed Ver	sion
0	Methods of Instruction	Methods of Instruction		Methods of	Methods of Instruction
		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	Instruction Methods of Instruction	Visual aids Discussion of assigner 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
9	Assignments	<ol> <li>Reading a handouts</li> <li>Written crit</li> <li>Preparatio combinatio specific ba</li> </ol>	ssignments from text, reference materials and tique of live ballet performance on of an intermediate-level ballet skills on for demonstration with oral description of allet steps using correct ballet vocabulary.	<ol> <li>Reading reference handout Canvas</li> <li>Written video ba</li> <li>Prepara level ba demons descript using co</li> </ol>	assignments from tex e materials and s/posted material in critique of live and/or allet performance tion of an intermediate let skills combination f tration with oral ion of specific ballet st prect ballet vocabulary

Ð	Methods of Evaluation	Methods of Evaluation	Methods of Evaluation	Methods of Evaluation
		Methods of       1. Written final, covering ballet dance terminology based on readings and evaluated on correct usage of terms and accuracy of description.         2. Evaluation of student's accurate and proper execution of technique for ballet dance combinations         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	<ol> <li>Written final, covering ballet dance terminology based on readings and evaluated on correct usage of terms and accuracy of description.</li> <li>Evaluation of critique of live or video performance based on a more sophisticated ability to logically state and suppor opinions and impressions of the dance form.</li> <li>Evaluation of student's accurate and proper execution of technique when executing intermediate ballet dance combinations.</li> </ol>
9	Essential Student Materials/Essential	<ul><li>Essential Student Materials:</li><li>Leotard and tights, ballet slippers</li></ul>	Essential Stu • Leotard	dent Materials: and tights, ballet slipper
	College Facilities	Essential College Facilities: <ul> <li>Dance studio with media playback and projection facilities</li> </ul>	Essential Col • Dance s media/a facilities mirrors	lege Facilities: studio, with ballet barres, udio playback, projectior s, wi-fi (hard wi OK), and

0

Examples of				
Primary Texts and	Title	No value	Title	Beyond the Basics
Nelereneee	Author	Fahey, Thomas; Insel, Paul' Roth, Walton. Fit and Well. 10th Brief Ed. Boston, Ma: McGraw	Author	Sandra Noll Hammond
	Publisher	No value	Publisher	Waveland Press, Incorporated
	Date/Edition	No value	Date/Edition	2010
	ISBN	No value	ISBN	ISBN-13:
	Title	No value		ISBN-10: 1577667182
	Author	Hammond, Sandra Noll. Ballet: Beyond the Basics. New York, NY: McGraw-Hill, 2008.	Title	Dance Anatomy-2nd
	Publisher	No value		Edition
	Date/Edition	No value	Author	Haas, Jacqui Greene
	ISBN	No value	Publisher	Human Kinetics
			Date/Edition	2018
	Title	No value	ISBN	No value
	Author	Howse,Justin. "Dance Technique & Injury Prevention". 3rd Ed.Routledge, 2014	Title	Diet for Dancers: A
	Publisher	No value		Complete Guide to Nutrition and Weight
	Date/Edition	No value		Control
	ISBN	No value	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

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

nanged	Field	Current Version	Proposed Version
0	Suggested Reading List	ReadingChmelar, Robin. Diet for Dancers: A CListGuide to Nutrition and Weight ControNJ: Princton Book Co Pub, 1995.	No value Complete I. Princton,
		MayNo valueinclude,but arenotlimited to	
		ReadingEllison, Nancy. The Ballet Book (LearListAppreciating the Secrets of Dance Ar Ballet Thratre). New York, NY: Univer Publishing, 2003.	rning and nerican rse
		MayNo valueinclude,but arenotlimited to	
		ReadingGrant, Gail. Technical Manual and DiListClassical Ballet. New York: Dover Pu1982.	ctionary of blications,
		MayNo valueinclude,but arenotlimited to	
		ReadingAmerican Ballet Theatre Dictionary:Listhttp://www.abt.org/education/dictionary	//index.html
		May No value include, but are not limited	

Learning Outcomes and Objectives

Changed	Field	Current Versior	1	Proposed Versi	ion
	Course Objectives	<ul> <li>Design an sequence any injurie</li> <li>Apply class intermedia increased alignment and heigh</li> <li>Recognize exposure</li> <li>Further ap of exercise ballet tech</li> </ul>	a individual pre-class warm-up focusing on specific needs and es ssical ballet theory at an ate level, further demonstrating body awareness with proper , rhythm, musical responsiveness, tened spatial awareness e ballet as an art form through to works and artists in the field oply and practice basic concepts e, physiology and nutrition to anique	<ul> <li>Design ar sequence any injurie</li> <li>Apply class intermedia increased alignment responsiv awarenes</li> <li>Recognize exposure</li> <li>Further ap of exerciss ballet tech</li> </ul>	a individual pre-class warm-up focusing on specific needs and es ssical ballet theory at an ate level, further demonstrating body awareness with proper , rhythm, musical eness, and heightened spatial s e ballet as an art form through to works and artists in the field oply and practice basic concepts e, physiology and nutrition to anique
9	CSLOs	CSLOs	Peform at an intermediate level ballet dance sequences with consistent confidence demonstrating coordination.	CSLOs	Perform, at an intermediate level, ballet dance sequences with consistent confidence skill and expression.
		Expected SLO Performance	0.0	Expected SLO Performance	0.0
		CSLOs	Identify ballet terminology and movement at an intermediate level.	CSLOs	Identify ballet terminology and movement at an intermediate level.
		Expected SLO Performance	0.0	Expected SLO Performance	0.0

#### **Course Outline**

<ul> <li>Course Content</li> <li>Design an individual pre-class warm-up sequence focusing on specific needs and any injuries         <ol> <li>Design an individual pre-class warm-up sequence focusing on specific needs and any injuries</li> <li>Gentle stretches and activating body parts</li> <li>Placement exercises</li> <li>Centering exercises</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>Demonstrate proper alignment</li> <li>Classical body placement</li> <li>The outward rotation of hips</li> <li>Identify time orientations demonstrating movement to music, hearing, identifying and responding to beat, meter, tempo, phrasing, and accents</li> </ol> </li> </ul>	Changed	Field	Current Version	Proposed Version
<ul> <li>3. Identify spatial orientations feeling space, filling space, moving through space</li> <li>1. Identify directions of the studio (Italian School) and corresponding stage directions</li> <li>2. Demonstrate, at an intermediate level and with confidence, the eight Cecchetti body facings (epaulement)</li> <li>3. Confidently demonstrate spotting in multiple turns</li> <li>3. Recognize ballet as an art form through exposure to works and artists in the field</li> <li>1. Hentify spatial orientations feeling</li> <li>3. Recognize ballet as an art form through exposure to works and artists in the field</li> <li>1. Hentify spatial orientations feeling space, filling space, moving throut space</li> <li>3. Identify spatial orientations feeling space, filling space, moving throut space</li> <li>2. Demonstrate, at an intermediate level and with confidence, the eight Cechetti body facings (epaulement)</li> <li>3. Recognize ballet as an art form through exposure to works and artists in the field</li> <li>1. Hentify theories of anaerobic vs. aerobic exercise</li> <li>Balanchine, Jerome Robbins, Contemporary artist of diversity (Arthur Mitchell, Alonzo King, Choo San Goh etc.)</li> <li>2. The aesthetics of ballet conter major dance forms</li> <li>4. Examine and discuss selected ballet compositions and performances</li> <li>5. Compare and contrast traditional and contemporary ablet technique</li> <li>4. Further apply and practice basic concepts of exercise, physiology and nutrition to ballet technique</li> <li>5. Compare and contrast traditional and contemporary ballet technique</li> <li>4. Further apply and practice basic concepts of exercise, physiology and nutrition to ballet technique</li> <li>5. Comprehend flexibility concepts special notes reparding specia</li> <li>6. Comprehend flexibility concepts special notes reparding specia</li> </ul>		Field Course Content	<ul> <li>Current Version</li> <li>1. Design an individual pre-class warm-up sequence focusing on specific needs and any injuries         <ul> <li>1. Gentle stretches and activating body parts</li> <li>2. Placement exercises</li> <li>3. Centering exercises</li> </ul> </li> <li>2. 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>1. Demonstrate proper alignment         <ul> <li>1. Classical body placement</li> <li>2. The outward rotation of hips</li> <li>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</li> <li>3. Identify spatial orientations feeling space, filling space, moving through space</li> <li>1. Identify directions of the studio (Italian School) and corresponding stage directions</li> <li>2. Demonstrate, at an intermediate level and with confidence, the eight Cecchetti body facings (epaulement)</li> <li>3. Recognize ballet as an art form through exposure to works and artists in the field</li> <li>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.)</li> <li>2. The aesthetics of ballet</li> <li>3. The relatioship of ballet to other major dance forms</li> <li>4. Examine and discuss selected ballet compositions and performances</li> <li>5. Compare and contrast traditional and contemporary ballet technique</li> </ul> </li> </ul>	<ul> <li>Proposed Version</li> <li>1. Design an individual pre-class warm-up sequence focusing on specific needs and any injuries         <ol> <li>Gentle stretches and activating body parts</li> <li>Placement exercises</li> <li>Centering exercises</li> </ol> </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>Demonstrate proper alignment</li> <li>Classical body placement</li> <li>The outward rotation of hips</li> <li>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</li> <li>Identify spatial orientations feeling space, filling space, moving through space</li> <li>Identify directions of the studio (Italian School) and corresponding stage directions</li> <li>Demonstrate, at an intermediate level and with confidence, the eight Cecchetti body facings (epaulement)</li> <li>Confidently demonstrate spotting in multiple turns</li> <li>Further apply and practice basic concepts of exercise. physiology and nutrition to ballet technique</li> <li>Identify theories of anaerobic vs. aerobic exercise</li> <li>Develop and practice cardiovascular endurance</li> <li>Comprehend nutritional concepts with special notes regarding specific needs for various populations: youth, adults, older adults, highly trained athletes, males and females</li> <li>Recognize a balanced diet for wellness</li> <li>Appreciate the importance of eating before class</li> <li>Appreciate the importance of eating before class</li> <li>Appreciate the importance of eating before class</li> </ul>
1. Identify theories of anaerobic vs. needs for various populations: yo			1. Identify theories of anaerobic vs.	needs for various populations: youth,
aerobic exercise adults, older adults, highly trained			aerobic exercise	adults, older adults, highly trained
2. Develop and practice cardiovascular athletes, males and females endurance			2. Develop and practice cardiovascular endurance	athletes, males and females

Changed	Field	Current Version	Proposed Version
		<ul> <li>3. Comprehend nutritional concepts with special notes regarding specific needs for various populations: youth, adults, older adults, highly trained athletes, males and females <ol> <li>Recognize a balanced diet for wellness</li> <li>Appreciate the importance of eating before class</li> <li>Appreciate the importance post class food and fluids</li> </ol> </li> <li>4. Comprehend flexibility concepts with special notes regarding specific needs for various populations: youth, adults, older adults, highly trained athletes, males and females <ol> <li>Consistently employ techniques for overall flexibility</li> <li>Identify and incorporate theories about stretching into post exercise practice</li> </ol> </li> </ul>	<ol> <li>Consistently employ techniques for overall flexibilit</li> <li>Identify and incorporate theories about stretching during warm-up</li> <li>Identify and incorporate theories about stretching into post exercise practice</li> <li>Consistently use techniques to avoid common injuries to the ballet dancer</li> <li>Further recognize ballet as an art form through the identification of major historica global origins and international development, major works and artists.</li> <li>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.)</li> <li>The aesthetics of ballet</li> <li>The relationship of ballet to other major dance forms</li> </ol>
	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
0	Banner Start Term (202122)	202122	No Value
θ	Banner Division	2CA	No Value
0	Catalog Term (21- 22)	23-24	No Value
9	5 Year Revision Year (2021)	2018	No Value
0	Effective Quarter	Fall	No Value
9	Effective Year (2021)	2023	No Value
	Sort ID (00 < 10; 0 < 100)	DANC 022M	DANC 022M
	Course Status	Non-substantial	Non-substantial
0	Course Status Code	Α	No Value
0	Banner Department	DANC	No Value
0	Course Level	DU	No Value
0	College Code	DA	No Value
	Course Characteristics	NA	NA
	Cross- Listed/Related Course Information	NA	NA
	Cross- Listed/Related Course ID's	No Value	No Value
θ	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
θ	Emergency Approval	No	No Value
•	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)	Ν	No Value
9	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non- repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)	F	No Value
θ	Noncredit Enhanced Funding Indicator	Ν	No Value
0	In Service Indicator	Ν	No Value
0	Sports/Physical Education Course Indicator	Ν	No Value
0	COA Code	С	No Value
0	Fund Code	114000	No Value
0	Organization Code	231010	No Value
0	Account Code	1320	No Value
0	Program Code	100800	No Value
0	Percent	100	No Value
	Curriculum Office Notes	<ul> <li>Requisite change appr. 1/17/23 (effect. F23)cc</li> </ul>	<ul> <li>Requisite change appr. 1/17/23 (effect. F23)cc</li> </ul>
θ	Print/No Print to Catalog	Yes	No Value

Changed	Questions	Current Version	Proposed Version
	Checklist	No Value	No Value
Summary	of Revisions		
Changed	Questions	Current Version	Proposed Version
•	Basic Course Information	No Value	Description update
	Units and Hours	No Value	No Value
9	Specifications	No Value	Updated methods of instruction to reflect how course content is taught Aligned methods of evaluation with SLO's and/or course objectives 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	No Value	No Value	
	EWRT D01AH or			
	ESL D005. If this is			
	the requisite for			
	the course,			
	complete the			
	objective(s) below.			
	If this requisite is			
	being removed,			
	provide an			
	explanation as to			
	why.			

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

#### **B-Matrix Form**

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

Changed	Questions	Current Version	Proposed Version
	Objective 1: Analyze a variety of college- level texts with a focus predominantly on expository and argumentative writing.	No Value	No Value
0	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 D01A or EWRT D01AH or ESL D005. If this is the requisite for the 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

 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 Que	estions	Current Version	Proposed Version
Pre-a equi high appr plac pre-a is th the c com obje If thi bein prov expl why.	-algebra or hivalent (or her), or propriate cement beyond -algebra. If this he requisite for course, nplete the ective(s) below. his requisite is ng removed, vide an blanation as to y.	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	No Value	No Value	
	does not fall under			
	an A-F Matrix,			
	download the			
	<b>Content Review</b>			
	Matrix G from the			
	Reference			
	Materials, and			
	follow the			
	remaining			
	instructions on the			
	form. If a requisite			
	falling under			
	Matrix G is being			
	removed, provide			
	an explanation as			
	to why.			

#### **H-Matrix Form**

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

### De Anza GE Form

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

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

# 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
0	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
0	Effective Term	Fall 2023	Fall <del>2023</del> <u>2025</u>
	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.    (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.   (Field trip outside of scheduled class time may be required for this course.)
0	Course Type (CB27)	No value	Lower Division
0	Mode of Delivery	• Hybrid	<ul><li>Online</li><li>Hybrid</li></ul>

Faculty Requirements			
Changed	Field	Current Version	Proposed Version
0	Discipline 1	No value	Biological Sciences
0	Discipline 2	No value	Ecology

Changed	Field	Current Version	Proposed Version
9	Discipline 3	No value	• Environmental Technologies (Environmental hazardous material technology, hazardous material abate- ment, environmentally conscious manufacturing, waste water pretreatment, air pollution control technology, integrated waste management, water treatment, sewage treatment)
0	FSA	No value	Biological Sciences

Forme	Formerly Statement			
Chang	ged 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?	Νο	No

### CTE Course

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

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

Mirrored Credit/Noncredit Course

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

## **Associated Programs**

Changed	Field	Current Version		Proposed Ver	sion
	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	Energy Management and Building Science	Associated Program	Energy Management and Building Science
		Award Type	Certificate of Achievement (COA)	Award Type	Certificate of Achievement (COA)
		Associated Program	Energy Management and Building Science	Associated Program	Energy Management and Building Science
		Award Type	Certificate of Achievement (COA)	Award Type	Certificate of Achievement (COA)
		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

Changed Field	Current Version	on	Proposed Ver	sion
	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)

Field	Current Versio	on	Proposed Ver	sion
	Award	Associate in Arts (A.A.)	Award	Associate in Arts (A.A.)
	Type	Degree	Type	Degree
	Associated Program	Liberal Arts (Social and Behavioral Sciences Emphasis)	Associated Program	Liberal Arts (Social and Behavioral Sciences Emphasis)
	Award	Associate in Arts (A.A.)	Award	Associate in Arts (A.A.)
	Type	Degree	Type	Degree
	Associated Program	Environmental Resource Management and Pollution Prevention	Associated Program	Environmental Resource Management and Pollution Prevention
	Award	Associate in Arts (A.A.)	Award	Associate in Arts (A.A.)
	Type	Degree	Type	Degree
	Associated	Energy Management and	Associated	Energy Management and
	Program	Building Science	Program	Building Science
	Award	Associate in Science	Award	Associate in Science
	Type	(A.S.) Degree	Type	(A.S.) Degree
	Associated	Energy Management and	Associated	Energy Management and
	Program	Building Science	Program	Building Science
	Award	Associate in Science	Award	Associate in Science
	Type	(A.S.) Degree	Type	(A.S.) Degree
	Associated	Energy Management and	Associated	Energy Management and
	Program	Building Science	Program	Building Science
	Award Type	Certificate of Achievement-Advanced (COA-A)	Award Type	Certificate of Achievement-Advanced (COA-A)
	Associated	Energy Management and	Associated	Energy Management and
	Program	Building Science	Program	Building Science
	Award Type	Certificate of Achievement-Advanced (COA-A)	Award Type	Certificate of Achievement-Advanced (COA-A)

Changed

hanged	Field	Current Version		Proposed Version	
	Transfer Status (CB05)	Transferable to both U	C and CSU	Transferable to both U	C and CSU
	Course General Education Status (CB25)	Y		Υ	
	Transfer Status	Approved		Approved	
0	GE Information	System/Institution	De Anza GE	System/Institution	De Anza GE
		Area(s)	<ul> <li>2GDX - Approved.</li> <li>2GES - Approved.</li> </ul>	Area(s)	<ul> <li>2GDX - Approved.</li> <li>2GES - Approved.</li> </ul>
		-	No value	-	No value
		System/Institution	IGETC	System/Institution	Cal-GETC
		Area(s)	<ul> <li>IG4X - Approved.</li> </ul>	Area(s)	CA4X -     Approved.
		-	No value	-	No value
		System/Institution	CSU GE		
		Area(s)	CGDY -     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 / No	on-Credit Options		

Changed	Field	Current Version	Proposed Version
	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.
	Course Credit Status (CB04)	Credit - Degree Applicable	Credit - Degree Applicable
	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
9	Methods of Instruction	Methods of Instruction	Methods Methods of Instruction of Instruction
		MethodsLecture and visual aidsofCurrent event videosInstructionDiscussion of assignedreadingDiscussion and problemsolving performed in classIn-class exploration ofInternet sitesQuiz and examinationreview performed in classGuest speakersCollaborative learning andsmall group exercisesCollaborative projectsFinal Assessment	Methods ofLecture and visual aids Current event videosInstructionDiscussion of assigned reading Discussion and problem solving performed in class In-class exploration of Internet sites Quiz and examination review performed in class Guest speakers Collaborative learning and small group exercises Collaborative projects Final Assessment
	Assignments	<ol> <li>Reading assignments from the text and other pertinent readings</li> <li>Writing assignments involving summary, synthesis and critical analysis of data and information</li> <li>Team project (including written summary and presentation) on an assigned topic</li> <li>Team assessment that will require students to demonstrate the ability to summarize, integrate and critically analyze principles and concepts</li> </ol>	<ol> <li>Reading assignments from the text and other pertinent readings</li> <li>Writing assignments involving summary, synthesis and critical analysis of data and information</li> <li>Team project (including written summary and presentation) on an assigned topic</li> <li>Team assessment that will require students to demonstrate the ability to summarize, integrate and critically analyze principles and concepts</li> </ol>

0

Methods of					
Evaluation	Methods of Evaluation		Methods of Evaluation	Methods of Evaluation	
	Methods of Evaluation	<ol> <li>Completion of reading and writing assignments including an assessment (quiz) process to evaluate student comprehension of concepts and principles</li> <li>Completion of team project including an assessment process to evaluate student comprehension of concepts and principles</li> <li>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</li> <li>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</li> </ol>	Methods of Evaluation	<ol> <li>Completion of reading and writing assignments including an assessment (quiz) process to evaluate student comprehension of concepts and principles</li> <li>Completion of team project including an assessment process to evaluate student comprehension of concepts and principles</li> <li>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</li> <li>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</li> </ol>	

Essential Student Materials/Essential College Facilities

0

**Essential Student Materials:** 

None.

#### **Essential College Facilities:**

None.

#### **Essential Student Materials:**

• None

**Essential College Facilities:** 

None

Changed	Field	Current Version		Proposed Version	
0	Examples of Primary Texts and References	Title Author	No value Schobert,Howard, H. "Energy and Society: An Introduction", 2nd Edition, CRC Press. 2014	Title	Energy and Society: An Introduction
				Author Publisher	Schobert,Howard, H. CRC Press
		Publisher	No value	Date/Edition	April 2014, 2nd Edition
		Date/Edition	No value	ISBN	9781439826454
		ISBN	No value		

Changed	Field	Current Ve	rsion	Proposed Version
9	Suggested Reading List	Reading List	Worldwatch Institute. "State of the World 2009: Into a Warming World". Worldwatch Institute	No value
		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	

Changed Field	Current Ver	rsion	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 Versi	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	<ol> <li>Assess and examine the evolution of our energy driven society         <ol> <li>The history of energy</li> <li>Population increase and its affect on energy use</li> <li>Industrialization and the introduction of fossil fuels</li> <li>Air and water pollution / toxic waste</li> <li>The shrinking technology cycle and the explosion of products in our lives using electricity</li> </ol> </li> <li>Analyze the history and culture of energy generation and consumption         <ol> <li>Fire as a source of energy and light</li> <li>The energy potential of the sun</li> <li>Windmills and passive solar energy</li> <li>The discovery of electricity to do work</li> <li>Powering villages, towns, cities and countries</li> <li>Increased energy generation to support growing worldwide demand and high tech products</li> </ol> </li> </ol>	<ol> <li>Assess and examine the evolution of our energy driven society         <ol> <li>The history of energy</li> <li>Population increase and its affect on energy use</li> <li>Industrialization and the introduction of fossil fuels</li> <li>Air and water pollution / toxic waste</li> <li>The shrinking technology cycle and the explosion of products in our lives using electricity</li> </ol> </li> <li>Analyze the history and culture of energy generation and consumption         <ol> <li>Fire as a source of energy and light</li> <li>The energy potential of the sun</li> <li>Windmills and passive solar energy</li> <li>The discovery of electricity to do work</li> <li>Powering villages, towns, cities and countries</li> <li>Increased energy generation to support growing worldwide demand and high tech products</li> </ol> </li> </ol>
		<ul> <li>3. Analyze energy and pollution in the transportation sector <ol> <li>The invention of the steam engine</li> <li>The discovery of fossil fuels and the gasoline combustion engine</li> <li>Consumerism and the transportation of goods</li> <li>Imported and exported oil; domestic drilling</li> <li>Air travel and its impact on the delivery of goods and services</li> </ol> </li> <li>4. Examine energy, pollution and resource depletion in the built environment (buildings) <ol> <li>The resource intensity of buildings</li> <li>The energy and pollution footprint of buildings</li> <li>Heat islands and greenhouse gas emissions</li> <li>Large cities and metroplexes</li> <li>The thermodynamics of building materials- concrete, steel and other materials</li> </ol> </li> </ul>	<ul> <li>3. Analyze energy and pollution in the transportation sector <ol> <li>The invention of the steam engine</li> <li>The discovery of fossil fuels and the gasoline combustion engine</li> <li>Consumerism and the transportation of goods</li> <li>Imported and exported oil; domestic drilling</li> <li>Air travel and its impact on the delivery of goods and services</li> </ol> </li> <li>4. Examine energy, pollution and resource depletion in the built environment (buildings) <ol> <li>The resource intensity of buildings</li> <li>The energy and pollution footprint of buildings</li> <li>Heat islands and greenhouse gas emissions</li> <li>Large cities and metroplexes</li> </ol> </li> </ul>

Changed	Field	Current Version	Proposed Version
		6. Waste in buildings and building	6. Waste in buildings and building
		operations and its	operations and its
		environmental impact	environmental impact
		5. Explore power plants and the impacts	5. Explore power plants and the impacts
		of energy generation, transmission	of energy generation, transmission
		and distribution	and distribution
		1. Energy generation equals	1. Energy generation equals
		energy wasted	energy wasted
		2. The environmental and social	2. The environmental and social
		impact of generating energy	impact of generating energy
		3. Greenhouse gases- NOX,	3. Greenhouse gases- NOX,
		SOX, Mercury, CO2	SOX, Mercury, CO2
		4. Power Grids and energy	4. Power Grids and energy
		monopolies	monopolies
		5. Coal, big oil and profit	5. Coal, big oil and profit
		<ol><li>Energy policy and government</li></ol>	6. Energy policy and government
		subsidies	subsidies
		6. Examine fossil fuels and their impact	6. Examine fossil fuels and their impact
		on the environment and society	on the environment and society
		1. Energy policy and energy	1. Energy policy and energy
		politics	politics
		2. Lobbyists and their impact	2. Lobbyists and their impact
		3. Energy disasters,	<ol><li>Energy disasters,</li></ol>
		environmental damage and	environmental damage and
		social justice issues	social justice issues
		4. Global strife and military	4. Global strife and military
		intervention over oil	intervention over oil
		5. OPEC and the oil driven	5. OPEC and the oil driven
		economy	economy
		<ol><li>Assess nuclear energy and its impact</li></ol>	<ol><li>Assess nuclear energy and its impact</li></ol>
		on the environment and society	on the environment and society
		1. The advent of nuclear power	1. The advent of nuclear power
		2. The environmental issues and	2. The environmental issues and
		health concerns of nuclear	health concerns of nuclear
		waste	waste
		<ol><li>Nuclear energy disasters and</li></ol>	3. Nuclear energy disasters and
		their impact on people and	their impact on people and
		planet	planet
		4. Disposal of nuclear waste and	4. Disposal of nuclear waste and
		its associated issues	its associated issues
		8. Explore global energy consumption	8. Explore global energy consumption
		and its impact on pollution, waste and	and its impact on pollution, waste and
		greenhouse gas emissions	greenhouse gas emissions
		1. Tragedy of the commons	1. Tragedy of the commons
		2. Species extinction and	2. Species extinction and
		degradation of habitat	degradation of habitat
		3. Energy's affect on earth's	3. Energy's affect on earth's
		biogeochemical cycles and	biogeochemical cycles and
		earth services	earth services
		4. Global environmental initiatives	4. Global environmental initiatives
		and climate change resolutions	and climate change resolutions
		and regulations	and regulations

Changed Field	Current Version	Proposed Version
Changed Field	<ul> <li>Current Version</li> <li>9. Examine and assess the positive impact of renewable energy, conservation and reduction of energy.</li> <li>1. Use less energy- reduce your energy bill</li> <li>2. The Energy Star program</li> <li>3. Breaking our addiction to fossil fuels with cleaner forms of energy</li> <li>4. Moving away from fossil fuels-technological advances and the infrastructure needed to support alternatives</li> <li>5. The growing adoption of renewable energy systems and hybrid and electric vehicles</li> <li>10. Analyze energy and its overall impact</li> </ul>	<ul> <li>Proposed Version</li> <li>9. Examine and assess the positive impact of renewable energy, conservation and reduction of energy.</li> <li>1. Use less energy- reduce your energy bill</li> <li>2. The Energy Star program</li> <li>3. Breaking our addiction to fossil fuels with cleaner forms of energy</li> <li>4. Moving away from fossil fuels-technological advances and the infrastructure needed to support alternatives</li> <li>5. The growing adoption of renewable energy systems and hybrid and electric vehicles</li> <li>10. Analyze energy and its overall impact and the infrastructure function of the system of</li></ul>
	on global society 1. Climate change, rising sea levels, higher medical costs and environmental justice 2. Environmental legislation- Clean Air Act, Clean Water Act, Endangered Species Act, AB 32, SB350 3. Rising energy costs and its impact on discretionary income 4. Consumption of energy in industrialized countries vs. third world countries	on global society <ol> <li>Climate change, rising sea levels, higher medical costs and environmental justice</li> <li>Environmental legislation- Clean Air Act, Clean Water Act, Endangered Species Act, AB 32, SB350</li> <li>Rising energy costs and its impact on discretionary income</li> <li>Consumption of energy in industrialized countries vs. third world countries</li> </ol>
	<ul> <li>11. Explore and examine educational and sustainable career opportunities in Energy Management, Pollution Prevention, and Environmental Science/Biodiversity</li> <li>1. Energy Management and Building Science Education and Career Paths</li> <li>2. Facility Management Education and Career Paths</li> <li>3. Environmental Resource Management Education and Career Paths</li> <li>4. Waste Management and Pollution Prevention Education and Career Paths</li> <li>5. Environmental Science Education and Career Paths</li> <li>6. Biodiversity and Environmental Stewardship Education and</li> </ul>	<ul> <li>11. Explore and examine educational and sustainable career opportunities in Energy Management, Pollution Prevention, and Environmental Science/Biodiversity</li> <li>1. Energy Management and Building Science Education and Career Paths</li> <li>2. Facility Management Education and Career Paths</li> <li>3. Environmental Resource Management Education and Career Paths</li> <li>4. Waste Management and Pollution Prevention Education and Career Paths</li> <li>5. Environmental Science Education and Career Paths</li> <li>6. Biodiversity and Environmental Stewardship Education and</li> </ul>

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
0	Banner Start Term (202122)	202122	No Value
9	Banner Division	2BH	No Value

Changed	Questions	Current Version	Proposed Version
0	Catalog Term (21-22)	23-24	No Value
0	5 Year Revision Year (2021)	2018	No Value
0	Effective Quarter	Fall	No Value
0	Effective Year (2021)	2023	No Value
	Sort ID (00 < 10; 0 < 100)	E S 004	E S 004
	Course Status	New	New
0	Course Status Code	A	No Value
0	Banner Department	ES	No Value
θ	Course Level	DU	No Value
0	College Code	DA	No Value
	Course Characteristics	NA	ΝΑ
	Cross- Listed/Related Course Information	NA	NA
	Cross- Listed/Related Course ID's	No Value	No Value
0	CTE Status	No	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
•	Hybrid Approval Date (MM/DD/YYYY)	06/13/2017	No Value
0	Emergency Approval	No	No Value

Changed	Questions	Current Version	Proposed Version
9	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)	Ν	No Value
9	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non- repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)	Ν	No Value
θ	Noncredit Enhanced Funding Indicator	Ν	No Value
θ	In Service Indicator	Ν	No Value
θ	Sports/Physical Education Course Indicator	Ν	No Value
θ	COA Code	С	No Value
θ	Fund Code	114000	No Value
0	Organization Code	237005	No Value
θ	Account Code	1320	No Value
θ	Program Code	030200	No Value
θ	Percent	100	No Value
		100	

Changed	Questions	Current Version	Proposed Version
	Curriculum Office Notes	<ul> <li>Requisite change appr.</li> <li>1/17/23 (effect. F23)cc</li> </ul>	Requisite change appr.     1/17/23 (effect. F23)cc
9	Print/No Print to Catalog	Yes	No Value
	Checklist	No Value	No Value

## Summary of Revisions

Changed	Questions	Current Version	Proposed Version
	Basic Course Information	No Value	No Value
	Units and Hours	No Value	No Value
0	Specifications	No Value	Updated textbooks and references to reflect current publications
	Outline	No Value	No Value
0	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	No Value	No Value	
	units and hours tab;			
	1) Contact the			
	Curriculum Office at			
	curriculum@fhda.edu			
	with the course			
	information changes;			
	and 2) address items			
	1-3 below. Please be			
	aware that load			
	factors and seat			
	counts are assigned			
	based on			
	established,			
	negotiated values.			
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
8	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
8	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
9	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
0	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	No Value	No Value	
	algebra or			
	equivalent (or			
	higher), or			
	appropriate			
	placement			
	beyond			
	intermediate			
	algebra. If this is			
	the requisite for			
	the course,			
	complete the			
	objective(s)			
	below. If this			
	requisite is			
	being removed,			
	provide an			
	explanation as to			
	why.			

Changed	Questions	Current Version	Proposed Version
	Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self- efficacy through the practice of self-regulated learning.	No Value	No Value
	Objective 2: Investigate the use of mathematics in real world.	No Value	No Value
	Objective 3: Explore functions.	No Value	No Value
	Objective 4: Develop linear function models.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real world problems.	No Value	No Value
	Objective 6: Use linear inequalities in one variable to solve real world problems.	No Value	No Value
	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 ValueNo ValueObjective 9: Develop quadratic function models.No ValueNo ValueObjective 9: opevelop quadratic function models.No ValueNo ValueObjective 9: opevelop quadratic function models.No ValueNo ValueObjective 9: opevelop quadratic function models.No ValueNo ValueObjective 10: Investigate the characteristics of rational expressions.No ValueNo ValueObjective 11: Develop skills to work with radical expressions.No ValueNo Value	Changed	Questions	Current Version	Proposed Version
Objective 9: Develop quadratic function models to solve problems.No ValueNo ValueObjective 10: Investigate the characteristics of rational expressions.No ValueNo ValueObjective 11: Develop skills to work with radical expressions.No ValueNo Value		Objective 8: Examine logarithmic expressions and develop logarithmic function models.	No Value	No Value
Objective 10: Investigate the characteristics of rational expressions.No ValueNo ValueObjective 11: Develop skills to work with radical expressions.No ValueNo Value		Objective 9: Develop quadratic function models to solve problems.	No Value	No Value
Objective 11:No ValueNo ValueDevelop skills toNo valuework with radicalEventsexpressions.Events		Objective 10: Investigate the characteristics of rational expressions.	No Value	No Value
		Objective 11: Develop skills to work with radical expressions.	No Value	No Value

### E-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
	Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.	No Value	No Value
	Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.	No Value	No Value
	Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 4: Develop linear function models to solve problems.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real- world problems.	No Value	No Value
	Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.	No Value	No Value

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

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

Changed	Questions	Current Version	Proposed Version
Changeo	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	No Value	No Value
	the form. If a requisite falling under Matrix G is being removed, provide an explanation as to why.		

### **H-Matrix Form**

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

# De Anza GE Form

Changed	Questions	Current Version	Proposed Version
0	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
0	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
9	Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	Outline: B,C,D,E, F, G,H,I,J,K; Assignments: B,C,D; Methods of Evaluation: A,B,C,D
9	Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	Outline: I,H,J,K; Assignments: B,C,D; Methods of Evaluation: A,B,C,D
9	Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	Outline: A,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
9	Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	Outline: 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
8	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	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
	Stage 2: Department Chair	No Value	No Value

Changed	Questions	Current Version	Proposed V	ersion				
8	Stage 3: Division Curriculum Representative	No Value	Specificati Request com	ons <mark>reac</mark> npeted. 1	igesteo ding Thank Y	j F ou! Bill R	Please remove all entri Req <sup>,</sup> field oeder March 28,	es from this
	Stage 4: Division Dean	No Value	No Value					
	Stage 5: SLO Coordinator	No Value	No Value					
9	Stage 7: Content Review Matrix Liaison	No Value	Date 4/15/24 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	Name - Role OR Tab Zack Judsor	Part - Field Matrix	Type of Edit	Edit Briefly summarize the dskills/assignments/activitie that are cited	Initiator - Indicate "Y" When Completed
	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		