

De Anza College
Change Report
07/02/2024



Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Description
General Information	Course Type (CB27)
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	Discipline 2
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
Curriculum Office	Banner Start Term (202122)
Curriculum Office	Banner Division
Curriculum Office	Catalog Term (21-22)
Curriculum Office	5 Year Revision Year (2021)
Curriculum Office	Effective Quarter
Curriculum Office	Effective Year (2021)
Curriculum Office	Course Status Code
Curriculum Office	Banner Department

Section	Changed field
Curriculum Office	Course Level
Curriculum Office	College Code
Curriculum Office	CTE Status
Curriculum Office	Hybrid Approval Date (MM/DD/YYYY)
Curriculum Office	Emergency Approval
Curriculum Office	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)
Curriculum Office	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)
Curriculum Office	Noncredit Enhanced Funding Indicator
Curriculum Office	In Service Indicator
Curriculum Office	Sports/Physical Education Course Indicator
Curriculum Office	COA Code
Curriculum Office	Fund Code
Curriculum Office	Organization Code
Curriculum Office	Account Code
Curriculum Office	Program Code
Curriculum Office	Percent
Curriculum Office	Print/No Print to Catalog
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.

Section	Changed field
A-Matrix Form	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.
Comments	Stage 3: Division Curriculum Representative
Comments	Stage 9: Articulation Officer
CTE Course	Is this a CTE (Career Technical Education) course?
Honors/Non-honors Course	Is this an honors/non-honors course?
Mirrored Credit/Noncredit Course	Is this a mirrored credit/noncredit course?
Cross-listed Course	Is this a cross-listed course?

General Information

Changed	Field	Current Version	Proposed Version
	Faculty Initiator	• Huafu Liu	• William Roeder
	Course ID (CB01A and CB01B)	E SD006.	E SD006.
	Course Control Number	CCC000501319	CCC000501319
	Course Title (CB02)	Introduction to Environmental Law	Introduction to Environmental Law
	Short Course Title	INTRO ENVIRON LAW	INTRO ENVIRON LAW
	TOP Code (CB03)	0303.00	0303.00 Environmental Technology
	CIP Code	Hazardous Materials Management and Waste Technology/Technician	15.0508 Hazardous Materials Management and Waste Technology/Technician
	Department	E S - Environmental Studies	E S - Environmental Studies
	Effective Term	Fall 2023	Fall 2023 <u>2025</u>
	SAM Priority Code (CB09)	Clearly Occupational	Clearly Occupational

Changed	Field	Current Version	Proposed Version
!	Course Description	An introduction to environmental law and associated regulation in the U.S. and California, addressing the areas of air quality, water quality, waste management, hazardous materials management, natural resources management and preservation, global warming/climate change, and land use, along with environmental equity/justice concerns.	An introduction to <u>This course is an introductory class in</u> environmental law and associated regulation <u>regulations</u> in the U.S. California and <u>California</u> , addressing the areas of <u>United States</u> . The course addresses air quality, water quality, waste management, hazardous materials management, natural resources <u>resource</u> management and preservation , <u>preservation</u> . <u>This course also covers</u> global warming/climate change, and land use, along with <u>and</u> environmental equity/justice concerns.
!	Course Type (CB27)	No value	<ul style="list-style-type: none"> Lower Division
!	Mode of Delivery	<ul style="list-style-type: none"> Hybrid 	<ul style="list-style-type: none"> Online

Faculty Requirements			
Changed	Field	Current Version	Proposed Version
!	Discipline 1	No value	<ul style="list-style-type: none"> Biological Sciences
!	Discipline 2	No value	<ul style="list-style-type: none"> Ecology
	Discipline 3	No value	No value
!	FSA	No value	<ul style="list-style-type: none"> FHDA FSA - BIOLOGICAL SCIENCES

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

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This course is both CSU and UC transferable and is a requirement for the CTE Certificate and Degree in Environmental Resource Management and Pollution Prevention. The course meets a student identified need to learn about the development and use of environmental laws and associated regulations to protect human health and the environment.	This course is both CSU and UC transferable and is a requirement for the CTE Certificate and Degree in Environmental Resource Management and Pollution Prevention. The course meets a student identified need to learn about the development and use of environmental laws and associated regulations to protect human health and the environment.

Stand-Alone Statement

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

Course Philosophy


Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

Foothill Equivalency


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

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


CTE Course

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

Honors/Non-honors Course

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

Mirrored Credit/Noncredit Course

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

Cross-listed Course

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

No value

No

More Options

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

Course is not a basic skills course.

Course is not a basic skills course.

Course Prior To College Level

Not applicable.

Not applicable.

Course Special Class Status (CB13)

Course is not a special class.

Course is not a special class.

Course Support Status (CB26)

Course is not a support course

Course is not a support course

Repeat Limit

0

0

Grade Options

- Letter Grade
- Pass/No Pass

- Letter Grade
- Pass/No Pass

Allow Students to Gain Credit by Exam/Challenge

Repeatability Statement

No value

Associated Programs

Changed Field**Current Version****Proposed Version****Course is part of a program****Associated Program** Paralegal Studies**Award Type** Certificate of Achievement-Advanced (COA-A)**Associated Program** Paralegal Studies**Award Type** Certificate of Achievement-Advanced (COA-A)**Associated Program** Paralegal Studies**Award Type** Associate in Arts (A.A.) Degree**Associated Program** Paralegal Studies**Award Type** Associate in Arts (A.A.) Degree**Associated Program** Paralegal Studies**Award Type** Certificate of Achievement-Advanced (COA-A)**Associated Program** Paralegal Studies**Award Type** Certificate of Achievement-Advanced (COA-A)**Associated Program** Paralegal Studies**Award Type** Associate in Arts (A.A.) Degree**Associated Program** Paralegal Studies**Award Type** Associate in Arts (A.A.) Degree**Associated Program** Environmental Resource Management and Pollution Prevention**Award Type** Associate in Arts (A.A.) Degree**Associated Program** Environmental Resource Management and Pollution Prevention**Award Type** Associate in Arts (A.A.) Degree**Associated Program** Liberal Arts (Social and Behavioral Sciences Emphasis)**Award Type** Associate in Arts (A.A.) Degree**Associated Program** Liberal Arts (Social and Behavioral Sciences Emphasis)**Award Type** Associate in Arts (A.A.) Degree

Changed	Field	Current Version	Proposed Version
		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 Global Studies	Associated Program Global Studies
		Award Type Associate in Arts (A.A.) Degree	Award Type Associate in Arts (A.A.) Degree
		Associated Program Global Studies	Associated Program Global Studies
		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
	Course General Education Status (CB25)	Y	Y
	Transfer Status	Approved	Approved
	GE Information	No value	No value

Weekly Student Hours - Profile Name: Default Profile

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

Course Student Hours - Profile Name: Default Profile

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

Changed	Field	Current Version	Proposed Version
	Laboratory Hours - Course In-Class (Contact) per Term	0	0
	Laboratory Hours - Course Out-of-Class per Term	0	0
	NA Hours - Course In-Class (Contact) per Term	0	0
	NA Hours - Course Out-of-Class per Term	0	0
	Total - Course In-Class (Contact) Hours	48	48
	Total - Course Out-of-Class Hours	96	96
	Total Credit Units - Minimum Credit Units	4	4
	Total Credit Units - Maximum Credit Units	4	4

Speciality Hours

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

Credit / Non-Credit Options

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

Credit Units


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

Changed	Field	Current Version	Proposed Version
	Total Credit Units	4	4
	Minimum Credit Units	4	4
	Maximum Credit Units	4	4

SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

Changed	Field	Current Version	Proposed Version
	Methods of Instruction	<p>Methods of Instruction</p> <p>Methods of Instruction Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class In-class exploration of Internet sites Quiz and examination review performed in class Homework and extended projects Field observation and field trips Guest speakers Collaborative learning and small group exercises</p>	<p>Methods of Instruction Methods of Instruction</p> <p>Methods of Instruction Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class In-class exploration of Internet sites Quiz and examination review performed in class Homework and extended projects Field observation and field trips Guest speakers Collaborative learning and small group exercises</p>

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

1. Reading assignments from the text and other assigned sources.
2. Writing assignments involving summary, synthesis and critical analysis of environmental laws and associated regulations.

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2. Writing assignments involving summary, synthesis and critical analysis of environmental laws and associated regulations.



Methods of Evaluation

Methods of Evaluation	
Methods of Evaluation	<ol style="list-style-type: none"> 1. Quizzes to evaluate student comprehension of course concepts and principles and their application. 2. Written homework assignments that require students to demonstrate the ability to summarize, integrate and critically analyze course concepts and principles and their application. 3. Two exams (Midterm and Final) to evaluate student comprehension of course concepts and principles and their application.

Methods of Evaluation	Methods of Evaluation
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Changed	Field	Current Version	Proposed Version
!	Essential Student Materials/Essential College Facilities	Essential Student Materials: <ul style="list-style-type: none"> • None. Essential College Facilities: <ul style="list-style-type: none"> • Kirsch Center for Environmental Studies • (Special Purpose Facilities: 1) LEED Platinum-rated green building designed to showcase and teach about effective energy management, efficient environmental resource use, and pollution prevention, 2) Equipment Demonstration/Computer Lab (KC 239), 3) Natural Science Lab (KC 120) 4) Open Teaching Classroom/Lab (ESA Building), 5) Rooftop Air Pollution Monitoring Station) 	Essential Student Materials: <ul style="list-style-type: none"> • None Essential College Facilities: <ul style="list-style-type: none"> • Kirsch Center for Environmental Studies • (Special Purpose Facilities: 1) LEED Platinum-rated green building designed to showcase and teach about effective energy management, efficient environmental resource use, and pollution prevention, 2) Equipment Demonstration/Computer Lab (KC 239), 3) Natural Science Lab (KC 120) 4) Open Teaching Classroom/Lab (ESA Building), 5) Rooftop Air Pollution Monitoring Station)



Examples of Primary Texts and References

Title	No value
Author	*Herson, Albert and Gary Lucks, "California Environmental Law and Policy," 2nd Edition. Solano Press. 2017.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Various online sources of environmental laws, regulations and policies (Federal Register, etc.).
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Various environmental regulatory agency websites (USEPA, Cal/EPA, etc.).
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	California Environmental Law and Policy: A Practical Guide
Author	*Herson, Albert and Gary Lukas
Publisher	Solano Press
Date/Edition	June 1993, 1st Edition
ISBN	0923956603

Title	Environmental Law-Cases and Materials
Author	Weinberg, Philip
Publisher	Austin and Winfield, Publishers
Date/Edition	May 2021 ; 3rd Edition
ISBN	9781572921627



Suggested Reading List

No value

Reading List Kubasek, Nancy K. & Gary S. Silverman, "Environmental Law," 8th Edition, Prentice Hall, 2013.

May include, but are not limited to No value

Reading List Findley, R. and Farber, D., "Environmental Law in a Nutshell," 9th Ed., West Group, 2014.

May include, but are not limited to No value

Reading List Moya, O. and Fono, A, "Federal Environmental Law," 3rd Ed., West Group, 2010.

May include, but are not limited to No value

Reading List Percival, Schroeder, Miller, Leape, "Environmental Regulation: Law, Science, and Policy," 7th Ed., Aspen Publishers, 2013.

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

May No value
include,
but are
not
limited
to

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

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| <ul style="list-style-type: none"> • Examine the U.S. and California legal (legislative and regulatory) systems. • Identify and explore sources of environmental law. • Review and assess the history of environmental law and regulation in the U.S. and California • Investigate major U.S. and California environmental laws and associated regulations. • Identify and explore information sources to monitor current and proposed environmental laws, regulations, and policies. • Examine the skills necessary to understand and critically evaluate actual or proposed environmental laws, regulations, and policies. • Explore career opportunities involving environmental law and regulation. | <ul style="list-style-type: none"> • Examine the U.S. and California legal (legislative and regulatory) systems. • Identify and explore sources of environmental law. • Review and assess the history of environmental law and regulation in the U.S. and California • Investigate major U.S. and California environmental laws and associated regulations. • Identify and explore information sources to monitor current and proposed environmental laws, regulations, and policies. • Examine the skills necessary to understand and critically evaluate actual or proposed environmental laws, regulations, and policies. • Explore career opportunities involving environmental law and regulation. |
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Changed Field

Current Version

Proposed Version

CSLOs

CSLOs Demonstrate the ability to communicate the elements, principles and practices involved with Environmental Law and associated Regulation in the U.S. and California.

Expected SLO Performance 0.0

CSLOs Demonstrate the ability to communicate the elements, principles and practices involved with Environmental Law and associated Regulation in the U.S. and California.

Expected SLO Performance 0.0

Course Outline

Changed	Field	Current Version	Proposed Version
Course Content		<p>1. Examine the U.S. and California legal (legislative and regulatory) systems.</p> <ol style="list-style-type: none"> 1. U.S. Legislative System review: Congress, The President, and the U.S. Court System 2. California Legislative System review: The State Legislature, The Governor, and the California Court System. 3. U.S. Regulatory System review: Environmental Regulatory & Resource Management Agencies (USEPA, etc.) 4. California Regulatory System review: Environmental Regulatory & Resource Management Agencies (Cal/EPA, etc.) 5. Creating environmental laws and associated regulations. 6. Enforcing environmental laws and associated regulations. 7. Federal preemption of State Laws (i.e., The Supremacy Clause of the U.S. Constitution) <p>2. Identify and explore sources of environmental law.</p> <ol style="list-style-type: none"> 1. Explore sources of federal environmental law (U.S. Constitution, Federal Statutes, Federal Regulations, Federal Executive Orders, Federal Judicial Decisions). 2. Explore sources of state environmental law (State Constitution, State Statutes, State Regulations, State Executive Orders, State Judicial Decisions, State 	<p>1. Examine the U.S. and California legal (legislative and regulatory) systems.</p> <ol style="list-style-type: none"> 1. U.S. Legislative System review: Congress, The President, and the U.S. Court System 2. California Legislative System review: The State Legislature, The Governor, and the California Court System. 3. U.S. Regulatory System review: Environmental Regulatory & Resource Management Agencies (USEPA, etc.) 4. California Regulatory System review: Environmental Regulatory & Resource Management Agencies (Cal/EPA, etc.) 5. Creating environmental laws and associated regulations. 6. Enforcing environmental laws and associated regulations. 7. Federal preemption of State Laws (i.e., The Supremacy Clause of the U.S. Constitution) <p>2. Identify and explore sources of environmental law.</p> <ol style="list-style-type: none"> 1. Explore sources of federal environmental law (U.S. Constitution, Federal Statutes, Federal Regulations, Federal Executive Orders, Federal Judicial Decisions). 2. Explore sources of state environmental law (State Constitution, State Statutes, State Regulations, State Executive Orders, State Judicial Decisions, State

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

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| Initiatives & Referendums
[“Ballot Propositions”]).
3. Explore sources of local
environmental law
(municipal ordinances,
local ballot measures).
4. Explore Common Law
doctrines applicable to
environmental claims (i.e.,
Nuisance, Trespass,
Negligence, Strict
Liability).
3. Review and assess the history of
environmental law and regulation
in the U.S. and California
1. Pre-1970 era laws and
regulations.
2. 1970-1980: Most modern
environmental laws and
regulations enacted.
3. Post-1980 environmental
laws and regulations
enacted.
4. Investigate major U.S. and
California environmental laws
and associated regulations.
1. Air Quality Laws and
Regulations.
2. Water Quality Laws and
Regulations.
3. Hazardous Waste Laws
and Regulations.
4. Hazardous Materials Laws
and Regulations.
5. Natural Resource Laws
and Regulations.
6. Climate Change/Global
Warming Laws and
Regulations.
7. Land Use Laws and
Regulations.
8. Environmental
Equity/Justice Rules and
Policies
5. Identify and explore information
sources to monitor current and
proposed environmental laws,
regulations, and policies. | Initiatives & Referendums
[“Ballot Propositions”]).
3. Explore sources of local
environmental law
(municipal ordinances,
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1. Air Quality Laws and
Regulations.
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3. Hazardous Waste Laws
and Regulations.
4. Hazardous Materials Laws
and Regulations.
5. Natural Resource Laws
and Regulations.
6. Climate Change/Global
Warming Laws and
Regulations.
7. Land Use Laws and
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Equity/Justice Rules and
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5. Identify and explore information
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regulations, and policies. |
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Changed Field**Current Version****Proposed Version**

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| | <ol style="list-style-type: none">1. Federal Sources:
Congressional Websites,
Regulatory Agency
websites, the Federal
Register (FR), the U.S.
Code (USC), the Code of
Federal Regulations
(CFR).2. State Sources: Legislative
Websites, Regulatory
Agency websites, the
California Codes (CCs),
the California Code of
Regulations (CCR).3. Other sources of
information (industry trade
groups, public interest
groups, etc.). <p>6. Examine the skills necessary to
understand and critically
evaluate actual or proposed
environmental laws, regulations,
and policies.</p> <ol style="list-style-type: none">1. Critical evaluation of
actual or proposed
environmental laws.2. Critical evaluation of
actual or proposed
environmental regulations.3. Critical evaluation of
actual or proposed
environmental policies. <p>7. Explore career opportunities
involving environmental law and
regulation.</p> <ol style="list-style-type: none">1. Explore career
opportunities as an
Environmental Lawyer.2. Explore career
opportunities as an
Environmental
Compliance Specialist
(helping businesses and
organizations comply with
applicable environmental
laws and regulations).3. Explore career
opportunities as an
Environmental Advocate | <ol style="list-style-type: none">1. Federal Sources:
Congressional Websites,
Regulatory Agency
websites, the Federal
Register (FR), the U.S.
Code (USC), the Code of
Federal Regulations
(CFR).2. State Sources: Legislative
Websites, Regulatory
Agency websites, the
California Codes (CCs),
the California Code of
Regulations (CCR).3. Other sources of
information (industry trade
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groups, etc.). <p>6. Examine the skills necessary to
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Environmental Advocate |
|--|--|--|

Changed	Field	Current Version	Proposed Version
		<p>seeking to influence environmental legislation and regulation.</p> <p>4. Explore career opportunities as an Environmental Scientist/Researcher providing scientific information and data supporting development and compliance with environmental laws and regulations.</p> <p>5. Explore career opportunities as a Government Regulator or Natural Resource Manager.</p>	<p>seeking to influence environmental legislation and regulation.</p> <p>4. Explore career opportunities as an Environmental Scientist/Researcher providing scientific information and data supporting development and compliance with environmental laws and regulations.</p> <p>5. Explore career opportunities as a Government Regulator or Natural Resource Manager.</p>
	Lab Component in this Course	No	No
	Lab Outline	No value	No value

Req/Adv			
Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	No Value	No Value
	Corequisite(s):	No Value	No Value
	Advisory(ies):	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

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

Curriculum Office

Changed	Questions	Current Version	Proposed Version
!	Banner Start Term (202122)	202122	No Value
!	Banner Division	2BH	No Value
!	Catalog Term (21-22)	23-24	No Value
!	5 Year Revision Year (2021)	2018	No Value
!	Effective Quarter	Fall	No Value
!	Effective Year (2021)	2023	No Value
	Sort ID (00 < 10; 0 < 100)	E S 006	E S 006
	Course Status	Non-substantial	Non-substantial
!	Course Status Code	A	No Value
!	Banner Department	E S	No Value
!	Course Level	DU	No Value

Changed	Questions	Current Version	Proposed Version
!	College Code	DA	No Value
	Course Characteristics	CTE	CTE
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
!	CTE Status	Yes	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
!	Hybrid Approval Date (MM/DD/YYYY)	05/30/2017	No Value
!	Emergency Approval	No	No Value
!	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)	N	No Value

Changed	Questions	Current Version	Proposed Version
!	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)	N	No Value
!	Noncredit Enhanced Funding Indicator	N	No Value
!	In Service Indicator	N	No Value
!	Sports/Physical Education Course Indicator	N	No Value
!	COA Code	C	No Value
!	Fund Code	114000	No Value
!	Organization Code	237005	No Value
!	Account Code	1320	No Value
!	Program Code	030200	No Value
!	Percent	100	No Value
	Curriculum Office Notes	<ul style="list-style-type: none"> Requisite change appr. 1/17/23 (effect. F23).-cc 	<ul style="list-style-type: none"> Requisite change appr. 1/17/23 (effect. F23).-cc
!	Print/No Print to Catalog	Yes	No Value
	Checklist	No Value	No Value

Summary of Revisions

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

Blue Form

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

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

A-Matrix Form

Changed	Questions	Current Version	Proposed Version
	<p>EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.</p>	No Value	No Value
	<p>! Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.</p>	No Value	<p>Assignments: A Reading assignments from the text and other assigned sources; Methods of Evaluation: B. Written homework assignments that require students to demonstrate the ability to summarize, integrate and critically analyze course concepts and principles and their application.</p>
	<p>! Objective 2: Compose essays drawn from personal experience and assigned texts.</p>	No Value	<p>Assignments: A. Reading assignments from the text and other assigned sources.; Methods of Evaluation: B. Written homework assignments that require students to demonstrate the ability to summarize, integrate and critically analyze course concepts and principles and their application.</p>
	<p>! Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.</p>	No Value	<p>Assignments: A. Reading assignments from the text and other assigned sources; Methods of Evaluation::B. Written homework assignments that require students to demonstrate the ability to summarize, integrate and critically analyze course concepts and principles and their application.</p>

Changed	Questions	Current Version	Proposed Version
!	Objective 4: Create syntactically varied sentences that are free of mechanical errors.	No Value	Assignments: A. Reading assignments from the text and other assigned sources; Methods of Evaluation: B. Written homework assignments that require students to demonstrate the ability to summarize, integrate and critically analyze course concepts and principles and their application.
!	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.	No Value	Assignments: A. Reading assignments from the text and other assigned sources; Methods of Evaluation::B. Written homework assignments that require students to demonstrate the ability to summarize, integrate and critically analyze course concepts and principles and their application.

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
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	Objective 9: Demonstrate appropriate grammar usage and mechanics.	No Value	No Value
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C-Matrix Form

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

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

**Objective 3:
Explore functions.**

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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Objective 4:
Develop linear
function
models.

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

Objective 9:
Develop
quadratic
function
models to
solve
problems.

No Value

No Value

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

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

F-Matrix Form

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

G-Matrix Form

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

No Value

No Value

H-Matrix Form

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

De Anza GE Form

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

No Value

No Value

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

Questions

Current Version

Proposed Version

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

No Value

No Value

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

No Value

No Value

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

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

Questions

Current Version

Proposed Version

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

Changed	Questions	Current Version	Proposed Version
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	Stage 2: Department Chair	No Value	No Value
--	--	----------	----------

Changed	Questions	Current Version	Proposed Version
!	Stage 3: Division Curriculum Representative	No Value	3/27 Req/Adv Basic Info Course Description. Req. Basic Info Mode of Delivery Req Specifications Examples of Texts Req, Specifications Suggested reading Req,
			Please complete A matrix 6/11- Bill Roeder- Done Please use complete sentences 6/11- Bill Roeder- Done Please complete online and hybrid forms 6/11- Bill Roeder- Done Please use individual fields to enter author, title, etc. 6/11- Bill Roeder- Done Please remove all entries from this field 6/11- Bill Roeder- Done

Thank You- All requested changes completed- Bill Roeder March 28
>Course description first statement is not a complete sentence (BK)

6/11- Bill Roeder- Course description rewritten to include complete sentences- Question: How was the course description written as is approved in the past and is now a problem? Just curious.

6/11- BK - We are now using eLumen, which will not allow the processing of incomplete sentences. Your revised course description now also contains specific references to ES6, which need to be removed. The curriculum office has requested that all references to specific course titles or IDs be removed from course justifications.

6/12- Bill Roeder- Sorry, I thought I changed this in my last submission. I must not have saved a draft at some point- Now corrected

	Stage 4: Division Dean	No Value	No Value
	Stage 5: SLO Coordinator	No Value	No Value
	Stage 7: Content Review Matrix Liaison	No Value	No Value

Changed	Questions	Current Version	Proposed Version						Initiator - Indicate "Y" When Completed
	Stage 8: AVP - Instruction	No Value	No Value						
!	Stage 9: Articulation Officer	No Value	Date	Tab	Part - Field	Type of Edit	Edit		
			07/02/2024	Specifications	Primary Textbooks	Required	Must have at least one primary textbook published within 7 years of the effective date of the course (2018 for a Fall 2025 effective date)		
							7/2- Bill Roeder-Thank You! - New Primary Textbook with 2021 publish date added		
	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 SD006.
	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	CCC000501319

Articulation

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

De Anza College
Change Report
06/03/2024



Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Course Title (CB02)
General Information	Effective Term
General Information	Course Description
General Information	Course Type (CB27)
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	Discipline 2
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
Learning Outcomes and Objectives	Course Objectives
Learning Outcomes and Objectives	CSLOs
Course Outline	Lab Outline
Curriculum Office	Banner Start Term (202122)
Curriculum Office	Banner Division
Curriculum Office	Catalog Term (21-22)

Section	Changed field
Curriculum Office	5 Year Revision Year (2021)
Curriculum Office	Effective Quarter
Curriculum Office	Effective Year (2021)
Curriculum Office	Course Status Code
Curriculum Office	Banner Department
Curriculum Office	Course Level
Curriculum Office	College Code
Curriculum Office	CTE Status
Curriculum Office	Hybrid Approval Date (MM/DD/YYYY)
Curriculum Office	Emergency Approval
Curriculum Office	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)
Curriculum Office	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)
Curriculum Office	Noncredit Enhanced Funding Indicator
Curriculum Office	In Service Indicator
Curriculum Office	Sports/Physical Education Course Indicator
Curriculum Office	COA Code
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

Section	Changed field
Summary of Revisions	Specifications
Summary of Revisions	Outline
B-Matrix Form	Objective 3: Compose and support thesis statements for analytical essays.
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
Course Justification	Course Justification
CTE Course	Is this a CTE (Career Technical Education) course?
Honors/Non-honors Course	Is this an honors/non-honors course?
Mirrored Credit/Noncredit Course	Is this a mirrored credit/noncredit course?
Cross-listed Course	Is this a cross-listed course?

General Information

Changed	Field	Current Version	Proposed Version
	Faculty Initiator	• Huafu Liu	• Massimo Maniaci
	Course ID (CB01A and CB01B)	E SD051A	E SD051A
	Course Control Number	CCC000592164	CCC000592164
	Course Title (CB02)	Sustainable Energy Systems	Sustainable <u>Solar</u> Energy Systems
	Short Course Title	SUSTAINABLE ENERGY SYSTEMS	SUSTAINABLE ENERGY SYSTEMS

Changed	Field	Current Version	Proposed Version
	TOP Code (CB03)	0303.00	0303.00 Environmental Technology
	CIP Code	Hazardous Materials Management and Waste Technology/Technician	15.0508 Hazardous Materials Management and Waste Technology/Technician
	Department	E S - Environmental Studies	E S - Environmental Studies
!	Effective Term	Fall 2023	Fall 2023 <u>2025</u>
	SAM Priority Code (CB09)	Clearly Occupational	Clearly Occupational
!	Course Description	Examines Energy Management Technology and the importance and applications of building performance, controls and monitoring using the Kirsch Center for Environmental Studies and other campus-wide buildings in a lab setting. An understanding of electric power, the electric power industry and the economics of distributed energy resources is provided in the course. The essential characteristics of traditional and renewable energy systems such as wind, solar and fuel cells will also be examined.	Examines Energy Management Technology and <u>This course explores the importance and applications- use of building performance, controls solar energy to supply heat and monitoring using- electricity to buildings. Specific topics include the Kirsch Center for Environmental Studies and other campus-wide buildings in a lab setting. An understanding- basics_ of electric power, solar radiation and geometry, the electric power industry- thermal and electrical energy requirements, the economics- amount_ of distributed energy resources is provided in available solar energy, and the course. The essential characteristics sizing_ of traditional and renewable energy systems such as wind, solar domestic hot water (DHW)_ and fuel cells will also be examined- photovoltaic (PV) systems.</u>
!	Course Type (CB27)	No value	<ul style="list-style-type: none"> • Lower Division
!	Mode of Delivery	<ul style="list-style-type: none"> • Hybrid 	<ul style="list-style-type: none"> • Online • Hybrid

Faculty Requirements

Changed	Field	Current Version	Proposed Version
!	Discipline 1	No value	<ul style="list-style-type: none"> Environmental Technologies (Environmental hazardous material technology, hazardous material abatement, environmentally conscious manufacturing, waste water pretreatment, air pollution control technology, integrated waste management, water treatment, sewage treatment)
!	Discipline 2	No value	<ul style="list-style-type: none"> Ecology
	Discipline 3	No value	No value
!	FSA	No value	<ul style="list-style-type: none"> FHDA FSA - BIOLOGICAL SCIENCES

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This course is CSU transferable and is part of the Energy Management and Building Science Certificate and Degree program. This course develops the skills to assess the building concepts and related energy and conservation issues associated with energy efficient buildings, building facilities management and sustainable building practices and procedures.	This course is CSU transferable and is part <u>a requirement</u> of the <u>CTE</u> Energy Management and Building Science Certificate and Degree program. This course develops the skills to assess <u>Degree. It explains</u> the <u>building concepts and related</u> <u>basics of solar</u> energy and conservation issues associated with <u>provides an understanding of the practical application of modern solar</u> energy efficient buildings, building facilities management and sustainable building practices and procedures. <u>technologies to sustainably supply energy to buildings.</u>

Stand-Alone Statement

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

Course Philosophy


Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

Foothill Equivalency


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

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


CTE Course

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

Honors/Non-honors Course

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

Mirrored Credit/Noncredit Course

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

Cross-listed Course

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

No value

No

More Options

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

Course is not a basic skills course.

Course is not a basic skills course.

Course Prior To College Level

Not applicable.

Not applicable.

Course Special Class Status (CB13)

Course is not a special class.

Course is not a special class.

Course Support Status (CB26)

Course is not a support course

Course is not a support course

Repeat Limit

0

0

Grade Options

- Letter Grade
- Pass/No Pass

- Letter Grade
- Pass/No Pass

Allow Students to Gain Credit by Exam/Challenge

Repeatability Statement

No value

Associated Programs

Changed Field

Current Version

Proposed Version

Course is part of a program

Associated Program	Facility and Sustainable Building Management
Award Type	Associate in Science (A.S.) Degree

Associated Program	Facility and Sustainable Building Management
Award Type	Associate in Science (A.S.) Degree

Associated Program	Liberal Arts (Arts and Letters Emphasis)
Award Type	Associate in Arts (A.A.) Degree

Associated Program	Liberal Arts (Arts and Letters Emphasis)
Award Type	Associate in Arts (A.A.) Degree

Associated Program	Liberal Arts (Arts and Letters Emphasis)
Award Type	Associate in Arts (A.A.) Degree

Associated Program	Liberal Arts (Arts and Letters Emphasis)
Award Type	Associate in Arts (A.A.) Degree

Associated Program	Energy Management and Building Science (In Development)
Award Type	Certificate of Achievement-Advanced (COA-A)

Associated Program	Energy Management and Building Science (In Development)
Award Type	Certificate of Achievement-Advanced (COA-A)

Associated Program	Energy Management and Building Science (In Development)
Award Type	Associate in Science (A.S.) Degree

Associated Program	Energy Management and Building Science (In Development)
Award Type	Associate in Science (A.S.) Degree

Associated Program	Facility and Sustainable Building Management (In Development)
Award Type	Associate in Science (A.S.) Degree

Associated Program	Facility and Sustainable Building Management (In Development)
Award Type	Associate in Science (A.S.) Degree

Changed	Field	Current Version	Proposed Version
		Associated Program Liberal Arts (Arts and Letters Emphasis) (In Development) Award Type Associate in Arts (A.A.) Degree	Associated Program Liberal Arts (Arts and Letters Emphasis) (In Development) Award Type Associate in Arts (A.A.) Degree
		Associated Program Energy Management and Building Science Award Type Associate in Science (A.S.) Degree	Associated Program Energy Management and Building Science Award Type Associate in Science (A.S.) Degree
		Associated Program Energy Management and Building Science Award Type Certificate of Achievement-Advanced (COA-A)	Associated Program Energy Management and Building Science Award Type Certificate of Achievement-Advanced (COA-A)

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

Weekly Student Hours - Profile Name: Default Profile

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

Course Student Hours - Profile Name: Default Profile

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

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

Speciality Hours

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

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

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

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



Methods of Instruction

Methods of Instruction

Methods of Instruction Lecture and visual aids
Assigned Reading
Discussions
Problem Solving
Examples and Worksheets
Exploration of Relevant Internet Websites
Quiz and examination review
Homework and extended assignments and projects
Field observation and field trips
Guest speakers
Collaborative learning and small group exercises and projects
Laboratory exercises
Final Assessment

Methods of Instruction

Methods of Instruction

Methods of Instruction Collaborative learning and small group exercises
Collaborative projects
Discussion and problem-solving performed in-class/online
Discussion of assigned reading
Field observation and field trips
Guest speakers
Homework and extended projects
In-class/online essays
In-class/online exploration of internet sites
Laboratory discussion sessions and quizzes that evaluate the proceedings weekly laboratory exercises
Lecture and visual aids
Quizzes and a examination review performed in-class/online

Changed	Field	Current Version	Proposed Version
!	Assignments	<ol style="list-style-type: none">1. Reading Assignments From Text and Other Relevant Readings2. Writing Assignments Involving Calculations, Analysis and Synthesis of Data and Other Information3. Team Project Including Presentation on an Assigned Topic4. Final Class Assessment Covering the Theories and Principles Covered in This Course5. Lab Reports and Presentations Summarizing the Results of In Class Laboratory Exercises	<ol style="list-style-type: none">1. Reading Assignments from text and other relevant readings2. Writing Assignments involving calculations, analysis and synthesis of data and other information3. Team Project including presentation on an assigned topic4. Quizzes and Final Class Assessment of the covered theories and principles5. Lab Reports summarizing the results of in-class laboratory exercises

Changed Field

Current Version

Proposed Version



**Methods of
Evaluation**

**Methods
of
Evaluation**

**Methods
of
Evaluation**

Methods of
Evaluation

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

1. In-Class homework assignments to demonstrate student comprehension of principles and theories
2. Presentations to exhibit the ability to research, synthesize and organize information concisely on an assigned topic
3. Quizzes and a Final Assessment to demonstrate student comprehension of course content
4. Laboratory exercises and report writing to verify the proper use of technical instruments, measuring technique, and the correct extraction, measurements and collection of key data and results

**Methods
of
Evaluation**

1. Classwork and homework assignments to practice the comprehension of concepts, principles, and theories related to a module
2. Individual or team presentations to demonstrate the ability to analyze, synthesize, and organize information on an assigned topic
3. Quizzes and a final examination to evaluate the understanding of the key materials presented throughout the course
4. Laboratory exercises to verify the use of technical equipment, measuring techniques, and data acquisition of an experiment

Changed	Field	Current Version	Proposed Version
!	Essential Student Materials/Essential College Facilities	Essential Student Materials: <ul style="list-style-type: none"> • None. Essential College Facilities: <ul style="list-style-type: none"> • Kirsch Center for Environmental Studies (Special purpose facilities: sustainable building with sustainable materials, design, Energy management lab (KC239), PV (Photovoltaic/outdoor lab KC West), rooftop/building systems: solar thermal system, PV system, controls room & other equipment 	Essential Student Materials: <ul style="list-style-type: none"> • Calculator with advanced functions • An internet device with word processing and spreadsheet capabilities Essential College Facilities: <ul style="list-style-type: none"> • Kirsch Center (KC) for Environmental Studies (a special purpose facility: a sustainable building with sustainable materials, design, data (energy) management classroom lab (KC 239), solar photovoltaic (PV) outdoor lab (KC West), and rooftop/building systems: solar thermal system, solar PV system, controls room & other equipment)



Examples of Primary Texts and References

Title	No value
Author	Masters, G.M, "Renewable and Efficient Electric Power Systems",2nd Edition, Wiley-Blackwell. 2013
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Meier, A., "Electric Power Systems: A Conceptual Introduction",IEEE, 2006
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Manwell, J.F., McGowan, J.G, & Rogers, A.L, "Wind Energy Explained: Theory, Design and Application", 2nd Edition John Wiley & Sons. 2010
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	Renewable and Efficient Electrical Power Systems
Author	Masters, G. M., Hsu, K. F.
Publisher	John Wiley & Sons, Inc
Date/Edition	2024/3rd Ed.
ISBN	9781119847106

Title	100% Clean, Renewable Energy and Storage for Everything
Author	Jacobson, M. Z.
Publisher	Cambridge University Press
Date/Edition	2021
ISBN	9781108479806

Title	Principles of Sustainable Energy Systems
Author	Kutscher, C. F., Milford, J. B., & Kreith, F.
Publisher	CRC Press
Date/Edition	2019/3rd Ed.
ISBN	9781497888922

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

Title	No value
Author	Goswami, D.Y, "Principles of Solar Engineering" 3rd Edition, CRC Press. 2015
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	Energy for Sustainability: Technology, Planning, and Policy
Author	Randolph, J., & Masters, G. M.
Publisher	Island Press
Date/Edition	2018/2nd Ed.
ISBN	9781610918206



Suggested Reading List

No value

Reading List Jenkins, N, Ekanayake, J.B.. & Strbac, G., "Distributed Generation" London Institute of Engineering and Technology, 2010

May include, but are not limited to No value

Reading List Tester, J.W. , "Sustainable Energy: Choosing Among Options", 2nd Edition MIT Press. 2012

May include, but are not limited to No value

Reading List Da Rosa, A.V., "Fundamentals of Renewable Energy Processes", 3rd Edition, UK Academic Press. 2013

May include, but are not limited to No value

Changed Field

Current Version

Proposed Version

Reading List MacKay, D.J.C, "Sustainable Energy- Without the Hot Air", UIT Cambridge. 2009

May include, but are not limited to No value

Learning Outcomes and Objectives

Changed Field

Current Version

Proposed Version



Course Objectives

- | | |
|---|---|
| <ul style="list-style-type: none">• Examine the basics of electric and magnetic circuits, the fundamentals of electric power and the workings of the electric power industry• Examine Distributed Energy Generation and the Economics of Distributed Energy Resources• Examine Wind Energy and Assess the Annual Wind Energy Production of Turbines• Assess the Background of Solar Energy and Photovoltaic Materials to Size PV Systems | <ul style="list-style-type: none">• Review the basic principles of solar radiation and its terrestrial applications• Analyze the thermal characteristics of the most common solar thermal system types• Introduce the fundamentals of electricity, electrical components, and electric circuits• Present the properties of photovoltaic (PV) modules and the design method of PV systems |
|---|---|

Changed Field

Current Version

Proposed Version



CSLOs

CSLOs Assess basic electromagnetic and electric power concepts and the function of the electric utility industry.

Expected SLO Performance 0.0

CSLOs Demonstrate an understanding of the theories and principles of energy conversion.

Expected SLO Performance 0.0

CSLOs Examine and demonstrate an ability to calculate and analyze the output of sustainable energy systems.

Expected SLO Performance 0.0

CSLOs Analyze, evaluate and report on data obtained from various laboratory related activities.

Expected SLO Performance 0.0

CSLOs Estimate the solar geometry and insolation on a collector surface

Expected SLO Performance 0.0

CSLOs Compute the heat losses and thermal efficiency of a flat plate collector

Expected SLO Performance 0.0

CSLOs Demonstrate an understanding of the basics of electric circuit theory

Expected SLO Performance 0.0

CSLOs Assess the performance of a grid-connected solar PV system

Expected SLO Performance 0.0

Course Outline

Changed	Field	Current Version	Proposed Version
!	Course Content	<ol style="list-style-type: none"> 1. Examine the basics of electric and magnetic circuits, the fundamentals of electric power and the workings of the electric power industry <ol style="list-style-type: none"> 1. Basic Electric and Magnetic Circuits <ol style="list-style-type: none"> 1. Introduction to Electric Circuits 2. Definition of Key Electric Quantities 3. Idealized Voltage and Current Sources 4. Electrical Resistance 5. Capacitance 6. Magnetic Circuits 7. Inductance 8. Transformers 2. Fundamentals of Electric Power <ol style="list-style-type: none"> 1. Effective Values of Voltage and Current 2. Idealized Components Subjected to Sinusoidal Voltages 3. Power Factor 4. The Power Triangle and Power Factor Correction 5. Three-wire, Single Phase Residential Wiring 6. Three-Phase Systems 7. Power Supplies 8. Power Quality 3. The Electric Power Industry <ol style="list-style-type: none"> 1. The Early Pioneers 2. The Electric Utility Industry Today 3. Baseload, Intermediate, and 	<ol style="list-style-type: none"> 1. Review the basic principles of solar radiation and its terrestrial applications <ol style="list-style-type: none"> 1. The solar spectrum 2. Earth's orbit 3. Altitude angle of the sun 4. Solar time and civil (clock) time 5. Clear-sky insolation 6. Solar radiation measurements 7. Solar insolation under normal skies 8. Average monthly insolation 2. Analyze the thermal characteristics of the most common solar thermal system types <ol style="list-style-type: none"> 1. Solar Thermal Collectors <ol style="list-style-type: none"> 1. Stationary collectors 2. Tracking concentrating collectors 3. Thermal analysis of flat-plate collectors 4. Practical considerations for flat-plate collectors 2. Solar Domestic Hot Water Heating Systems <ol style="list-style-type: none"> 1. Passive systems 2. Active systems 3. Heat storage systems 4. Module and array design 5. Hot water demand 6. Solar hot water heater performance 7. Practical considerations 3. Introduce the fundamentals of electricity, electrical components, and electric circuits

Changed	Field	Current Version	Proposed Version
		Peaking Power Plants	1. Introduction
		4. Transmission and Distribution	2. Definitions of key electrical quantities
		5. The Regulatory Side of Electric Utilities	3. Idealized voltage and current sources
		2. Examine Distributed Energy Generation and the Economics of Distributed Energy Resources	4. Electrical resistance
		1. Distributed Generation	5. Capacitance
		1. Electricity Generation in Transition	4. Present the properties of photovoltaic (PV) modules and the design of PV systems
		2. Concentrating Solar Power (CSP) Technology	1. Photovoltaic (PV) materials and their electrical characteristics
		3. Biomass as a Source of Electricity	1. Introduction
		4. Fuel Cells	2. Basic semiconductor physics
		2. The Economics of Distributed Energy Resources	3. PV materials
		1. Distributed Resources (DR)	4. General PV cell
		2. Electric Utility Rate Structures	5. From cells to modules to arrays
		3. Energy Economics	6. The PV I-V curve under standard test conditions (STC)
		4. Energy Conservation Supply Curves	7. Impacts of temperature and insolation on I-V curves
		3. Examine Wind Energy and Assess the Annual Wind Energy Production of Turbines	8. Shading impacts on I-V curves
		1. The Historical Development of Wind Power	2. Design of photovoltaic (PV) systems
		2. Types of Wind Turbines and Their Energy Output	1. Introduction
		3. Power in Wind Resources	2. Behind-the-meter grid-connected systems
		4. Maximum Rotor Efficiency	3. Predicting PV performance
		5. Average Power in the Wind	
		6. Simple Estimates of Wind Turbine Energy	
		4. Assess the Background of Solar Energy and Photovoltaic	

Materials to Size PV Systems**1. The Solar Resource**

1. The Solar Spectrum
2. The Earth's Orbit
3. Altitude, Angle and Sun
4. Solar Position and the Path of the Sun at All Times of the Year
5. Sun Path Diagrams and Shading Analysis
6. Solar Time and Civil (Clock) Time
7. Sunrise and Sunset
8. Clear Sky and Direct-Beam Radiation
9. Total Clear Sky Insolation on a Collecting Surface
10. Monthly Clear Sky Insolation
11. Solar Radiation Measurements
12. Average Monthly Insolation

2. Photovoltaic Materials and their Electrical Characteristics

1. Basic Semiconductor Physics
2. General Photovoltaic Cell
3. From Cells to Modules to Arrays
4. The PV I-V Curve Under Standard Test Conditions (STC)
5. The Impacts of Temperature and Insolation on I-V Curves

Changed	Field	Current Version	Proposed Version
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- | | | | |
|--|--|--|--|
| | | 6. Shading Impacts on I-V Curves
3. Photovoltaic (PV) Systems
1. Major Photovoltaic (PV) Systems
2. Current-Voltage Curves for Loads
3. Grid Connected PV Systems
4. Stand Alone/ Off Grid PV Systems | |
|--|--|--|--|

	Lab Component in this Course	Yes	Yes
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	Lab Outline	1. Basic Electrical Power Measurements (Several Parts) 2. Electrical Characteristics of PV (Several Parts) 3. Wind Energy Estimation 4. Performance of Fuel Cells	1. Measuring solar insolation on the Kirsch Center 2. Thermal performance of a solar thermal collector 3. Basic electrical measurements (several parts) 4. Electrical characteristics of solar PVs (several parts)
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Req/Adv

Changed	Questions	Current Version	Proposed Version
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	Prerequisite(s):	E S D070. (may be taken concurrently) and E S D079. (may be taken concurrently)	E S D070. (may be taken concurrently) and E S D079. (may be taken concurrently)
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	Corequisite(s):	No Value	No Value
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	Advisory(ies):	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005.	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005.
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	Advisory(ies) - Other:	No Value	No Value
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Changed	Questions	Current Version	Proposed Version
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**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
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**Banner Start
Term (202122)**

202122

No Value



**Banner
Division**

2BH

No Value



**Catalog Term
(21-22)**

23-24

No Value



**5 Year Revision
Year (2021)**

2018

No Value



**Effective
Quarter**

Fall

No Value



**Effective Year
(2021)**

2023

No Value

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

E S 051A

E S 051A

Changed	Questions	Current Version	Proposed Version
	Course Status	New	New
!	Course Status Code	A	No Value
!	Banner Department	E S	No Value
!	Course Level	DU	No Value
!	College Code	DA	No Value
	Course Characteristics	CTE	CTE
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
!	CTE Status	Yes	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
!	Hybrid Approval Date (MM/DD/YYYY)	06/13/2017	No Value
!	Emergency Approval	No	No Value

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

Changed	Questions	Current Version	Proposed Version
!	Organization Code	237005	No Value
!	Account Code	1320	No Value
!	Program Code	030200	No Value
!	Percent	100	No Value
	Curriculum Office Notes	<ul style="list-style-type: none"> Requisite change appr. 1/17/23 (effect. F23).-cc 	<ul style="list-style-type: none"> Requisite change appr. 1/17/23 (effect. F23).-cc
!	Print/No Print to Catalog	Yes	No Value
	Checklist	No Value	No Value

Summary of Revisions

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

Blue Form

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

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

No Value

No Value

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

No Value

No Value

A-Matrix Form

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

No Value

No Value

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

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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**Objective 2:
Compose
essays drawn
from personal
experience
and assigned
texts.**

No Value

No Value

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

No Value

No Value

**Objective 4:
Create
syntactically
varied
sentences that
are free of
mechanical
errors.**

No Value

No Value

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

No Value

No Value

B-Matrix Form

Changed	Questions	Current Version	Proposed Version
	<p>ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.</p>	No Value	No Value
	<p>Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.</p>	No Value	No Value
	<p>Objective 2: Develop analytical ideas and topics for essays.</p>	No Value	No Value
!	<p>Objective 3: Compose and support thesis statements for analytical essays.</p>	No Value	<p>Assignments: B. Writing Assignments involving calculations, analysis, and synthesis of data and other information Assignments: E. Lab Reports summarizing the results of in-class laboratory exercises</p>
	<p>Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.</p>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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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

Assignments: B. Writing Assignments involving calculations, analysis, and synthesis of data and other information
 Assignments: E. Lab Reports summarizing the results of in-class laboratory exercises



Objective 9: Demonstrate appropriate grammar usage and mechanics.

No Value

Assignments: B. Writing Assignments involving calculations, analysis, and synthesis of data and other information
 Assignments: E. Lab Reports summarizing the results of in-class laboratory exercises

C-Matrix Form

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

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

D-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
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	Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
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Changed	Questions	Current Version	Proposed Version
	Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.	No Value	No Value
	Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.	No Value	No Value
	Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 4: Develop linear function models to solve problems.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real-world problems.	No Value	No Value

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

No Value

No Value

Objective 7:
Develop quadratic function models to solve problems.

No Value

No Value

Objective 8:
Use inequalities to solve real world problems.

No Value

No Value

Objective 9:
Explore arithmetic sequences and series.

No Value

No Value

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

No Value

No Value

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

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

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

G-Matrix Form

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

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

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

No Value

No Value

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

No Value

No Value

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

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

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


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

Changed	Questions	Current Version	Proposed Version
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	Stage 2: Department Chair	No Value	No Value
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Changed	Questions	Current Version	Proposed Version				
	Stage 3: Division Curriculum Representative	No Value	Name - DateRole OR Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed Y for both and Y for Online form (added Online modality) (MM) Do I have to complete B-Matrix if the courses are advisories and not requisites? The directions state that the B- Matrix must be completed for requisites. (MM) 4/29 (BK) Yes, please complete B matrix for advisory Y (MM)
			3/25 Basic Information	Proposal Details	Required	Please upload Matrix G for prerequisites and upload Hybrid form	
			3/25 B matrix		Required	Please complete B matrix for advisories	
	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
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	Stage 9: Articulation Officer	No Value	No Value
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	Stage 11: ESGC Faculty Coordinator	No Value	No Value
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	Stage 14: Curriculum Committee	No Value	No Value
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Course Administration Codes

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

Changed	Field	Current Version
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	Curriculum ID	E SD051A
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	Distance Education Approved	Yes
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	Board of Trustees Approval Date	
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	Curriculum Committee Approval Date	
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	Time to Next Review	Sep 1, 2023 12:00:00 AM
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	External Review Approval Date	Sep 1, 2018 12:00:00 AM
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	Course Control Number	CCC000592164
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Articulation

Changed	Field	Current Version
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	Course	
	Crosswalk	
	CRS-DEPT-	
	NAME	

	Course	
	Crosswalk	
	CRS-NUMBER	

De Anza College
Change Report
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	Discipline 2
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
Learning Outcomes and Objectives	Course Objectives
Learning Outcomes and Objectives	CSLOs
Course Outline	Lab Outline
Req/Adv	Prerequisite(s):
Curriculum Office	Banner Start Term (202122)
Curriculum Office	Banner Division
Curriculum Office	Catalog Term (21-22)
Curriculum Office	5 Year Revision Year (2021)

Section	Changed field
Curriculum Office	Effective Quarter
Curriculum Office	Effective Year (2021)
Curriculum Office	Course Status Code
Curriculum Office	Banner Department
Curriculum Office	Course Level
Curriculum Office	College Code
Curriculum Office	CTE Status
Curriculum Office	Hybrid Approval Date (MM/DD/YYYY)
Curriculum Office	Emergency Approval
Curriculum Office	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)
Curriculum Office	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)
Curriculum Office	Noncredit Enhanced Funding Indicator
Curriculum Office	In Service Indicator
Curriculum Office	Sports/Physical Education Course Indicator
Curriculum Office	COA Code
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

Section	Changed field
Summary of Revisions	Outline
B-Matrix Form	Objective 3: Compose and support thesis statements for analytical essays.
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
Comments	Stage 7: Content Review Matrix Liaison
Course Justification	Course Justification
CTE Course	Is this a CTE (Career Technical Education) course?
Honors/Non-honors Course	Is this an honors/non-honors course?
Mirrored Credit/Noncredit Course	Is this a mirrored credit/noncredit course?
Cross-listed Course	Is this a cross-listed course?

General Information

Changed	Field	Current Version	Proposed Version
	Faculty Initiator	<ul style="list-style-type: none"> Huafu Liu 	<ul style="list-style-type: none"> Massimo Maniaci
	Course ID (CB01A and CB01B)	E SD051B	E SD051B
	Course Control Number	CCC000592165	CCC000592165
	Course Title (CB02)	Energy Efficient Buildings	Energy Efficient Buildings
	Short Course Title	ENERGY EFFICIENT BUILDINGS	ENERGY EFFICIENT BUILDINGS
	TOP Code (CB03)	0303.00	0303.00 Environmental Technology

Changed	Field	Current Version	Proposed Version
	CIP Code	Hazardous Materials Management and Waste Technology/Technician	15.0508 Hazardous Materials Management and Waste Technology/Technician
	Department	E S - Environmental Studies	E S - Environmental Studies
!	Effective Term	Fall 2023	Fall 2023 <u>2025</u>
	SAM Priority Code (CB09)	Clearly Occupational	Clearly Occupational
!	Course Description	A general overview of Energy Efficient Buildings with an emphasis on residential and small commercial buildings is presented in this course. Specific topics to be covered include: energy use in buildings, bioclimatic design, indoor environmental quality, heat transfer concepts, load and energy calculations, HVAC systems and equipment, and natural and artificial lighting. A hands-on lab component will accompany the lecture presentations.	A <u>This course provides a</u> general overview of Energy Efficient Buildings <u>energy efficient buildings</u> with an <u>a</u> <u>specific</u> emphasis on residential and small commercial buildings is presented in this course. <u>buildings.</u> Specific topics to be covered include: <u>include</u> energy use in buildings, bioclimatic design, indoor environmental quality, efficiency design concepts, <u>bioclimatic design, indoor environmental quality, efficiency design concepts,</u> heat transfer concepts, <u>methods,</u> load and energy calculations, <u>and</u> HVAC systems and equipment, and natural and artificial lighting. A hands-on lab component will accompany the lecture presentations. <u>system basics.</u>
!	Course Type (CB27)	No value	<ul style="list-style-type: none"> • Lower Division
!	Mode of Delivery	<ul style="list-style-type: none"> • Hybrid 	<ul style="list-style-type: none"> • Online • Hybrid

Faculty Requirements

Changed	Field	Current Version	Proposed Version
!	Discipline 1	No value	<ul style="list-style-type: none"> Environmental Technologies (Environmental hazardous material technology, hazardous material abatement, environmentally conscious manufacturing, waste water pretreatment, air pollution control technology, integrated waste management, water treatment, sewage treatment)
!	Discipline 2	No value	<ul style="list-style-type: none"> Ecology
	Discipline 3	No value	No value
!	FSA	No value	<ul style="list-style-type: none"> FHDA FSA - BIOLOGICAL SCIENCES

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This is a Career Technical Education (CTE) course and is part of the Energy Management and Building Science Degree Program. It is CSU transferable. This course prepares students for careers in advanced energy technology and managing energy efficient buildings. Students will be able master the tools required to design and effectively manage whole building systems.	This <u>course</u> is <u>CSU transferable and a Career Technical Education (CTE) course and is part requirement</u> of the <u>CTE</u> Energy Management and Building Science Degree Program. <u>Certificate and Degree.</u> It is CSU transferable. This course prepares students for careers in advanced energy technology and managing <u>introduces the concepts of an</u> energy efficient buildings. Students will be able master the tools required to design and effectively manage whole building systems. <u>and applies them to the thermal envelope of a building.</u>

Stand-Alone Statement

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

Course Philosophy


Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

Foothill Equivalency


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

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


CTE Course

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

Honors/Non-honors Course

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

Mirrored Credit/Noncredit Course

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

Cross-listed Course

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

No value

No

More Options

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

Course is not a basic skills course.

Course is not a basic skills course.

Course Prior To College Level

Not applicable.

Not applicable.

Course Special Class Status (CB13)

Course is not a special class.

Course is not a special class.

Course Support Status (CB26)

Course is not a support course

Course is not a support course

Repeat Limit

0

0

Grade Options

- Letter Grade
- Pass/No Pass

- Letter Grade
- Pass/No Pass

Allow Students to Gain Credit by Exam/Challenge

Repeatability Statement

No value

Associated Programs

Changed Field**Current Version****Proposed Version****Course is part of a program****Associated Program** Facility and Sustainable Building Management**Award Type** Associate in Science (A.S.) Degree**Associated Program** Facility and Sustainable Building Management**Award Type** Associate in Science (A.S.) Degree**Associated Program** Liberal Arts (Arts and Letters Emphasis)**Award Type** Associate in Arts (A.A.) Degree**Associated Program** Liberal Arts (Arts and Letters Emphasis)**Award Type** Associate in Arts (A.A.) Degree**Associated Program** Liberal Arts (Arts and Letters Emphasis)**Award Type** Associate in Arts (A.A.) Degree**Associated Program** Liberal Arts (Arts and Letters Emphasis)**Award Type** Associate in Arts (A.A.) Degree**Associated Program** Energy Management and Building Science (In Development)**Award Type** Certificate of Achievement-Advanced (COA-A)**Associated Program** Energy Management and Building Science (In Development)**Award Type** Certificate of Achievement-Advanced (COA-A)**Associated Program** Energy Management and Building Science (In Development)**Award Type** Associate in Science (A.S.) Degree**Associated Program** Energy Management and Building Science (In Development)**Award Type** Associate in Science (A.S.) Degree**Associated Program** Facility and Sustainable Building Management (In Development)**Award Type** Associate in Science (A.S.) Degree**Associated Program** Facility and Sustainable Building Management (In Development)**Award Type** Associate in Science (A.S.) Degree

Changed	Field	Current Version	Proposed Version
		Associated Program Liberal Arts (Arts and Letters Emphasis) (In Development) Award Type Associate in Arts (A.A.) Degree	Associated Program Liberal Arts (Arts and Letters Emphasis) (In Development) Award Type Associate in Arts (A.A.) Degree
		Associated Program Energy Management and Building Science Award Type Associate in Science (A.S.) Degree	Associated Program Energy Management and Building Science Award Type Associate in Science (A.S.) Degree
		Associated Program Energy Management and Building Science Award Type Certificate of Achievement-Advanced (COA-A)	Associated Program Energy Management and Building Science 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	2	2
	Lecture Hours - Out of Class	4	4
	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	108	108
	Lecture Hours - Course In- Class (Contact) per Term	24	24
	Lecture Hours - Course Out- of-Class per Term	48	48

Changed	Field	Current Version	Proposed Version
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	Laboratory Hours - Course In-Class (Contact) per Term	36	36
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	Laboratory Hours - Course Out-of-Class per Term	0	0
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	NA Hours - Course In-Class (Contact) per Term	0	0
--	---	---	---

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

	Total - Course In-Class (Contact) Hours	60	60
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	Total - Course Out-of-Class Hours	48	48
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	Total Credit Units - Minimum Credit Units	3	3
--	---	---	---

	Total Credit Units - Maximum Credit Units	3	3
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Speciality Hours

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

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

Credit Units

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	72	72
	Total Laboratory Hours per Term	36	36
	Total Contact Hours per Term	-	0

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

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



Methods of Instruction

Methods of Instruction	
Methods of Instruction	Lecture and visual aids Assigned reading discussions Problem solving examples Exploration of pertinent internet websites Quiz and examination review Homework and extended projects Field observation and field trips Guest speakers Collaborative learning and small group exercises Laboratory exercises Final assessment project or test

Methods of Instruction	Methods of Instruction
Methods of Instruction	Lecture and visual aids Assigned reading discussions Problem solving examples Exploration of pertinent internet websites Quiz and examination review Homework and extended projects Field observation and field trips Guest speakers Collaborative learning and small group exercises Laboratory exercises Final assessment project or test



Assignments

1. Required reading assignments from text and other relevant readings
2. Writing assignments involving calculations, analysis, and synthesis of data and information
3. Team project (including presentation) on an assigned topic
4. Small group lab reports summarizing the results of laboratory exercises
5. Final assessment/ test that will require students to demonstrate the ability to summarize, integrate and critically analyze principles and concepts

1. Reading Assignments from text and other relevant readings
2. Writing Assignments involving calculations, analysis, and synthesis of data and other information
3. Team project including presentation on an assigned topic
4. Quizzes and Final Class Assessment of the covered theories and principles
5. Lab Reports summarizing the results of in-class laboratory exercises



Methods of Evaluation

Methods of Evaluation	
Methods of Evaluation	<ol style="list-style-type: none"> 1. In class homework assignments to demonstrate student comprehension of principles and concepts 2. Individual or small group project and presentation to demonstrate the ability to analyze, synthesize and organize information concisely on an assigned topic 3. Quizzes and a final assessment/exam to demonstrate student comprehension of key principles, theories and concepts 4. Laboratory exercises and reports to verify the proper use of energy management tools, correct measurements of key data and the presentation of results

Methods of Evaluation	Methods of Evaluation
Methods of Evaluation	<ol style="list-style-type: none"> 1. Classwork and homework assignments <u>to practice</u> the comprehension of concepts, principles, and theories related to a module 2. Individual or team presentations <u>to demonstrate</u> the ability to analyze, synthesize, and organize information on an assigned topic 3. Quizzes and a final examination <u>to evaluate</u> the understanding of the key materials presented throughout the course 4. Laboratory exercises <u>to verify</u> the use of technical equipment, measuring techniques, and data acquisition of an experiment

Changed	Field	Current Version	Proposed Version
!	Essential Student Materials/Essential College Facilities	Essential Student Materials: <ul style="list-style-type: none"> • None. Essential College Facilities: <ul style="list-style-type: none"> • Kirsch Center for Environmental Studies (Special purpose facilities: sustainable building with sustainable materials, design, Energy management lab (KC239), PV (Photovoltaic/outdoor lab KC West), rooftop/building systems: solar thermal system, PV system, controls room & other equipment 	Essential Student Materials: <ul style="list-style-type: none"> • Calculator with advanced functions • An internet device with word processing and spreadsheet capabilities Essential College Facilities: <ul style="list-style-type: none"> • Kirsch Center (KC) for Environmental Studies (a special purpose facility: a sustainable building with sustainable materials, design, data (energy) management classroom lab (KC 239), solar photovoltaic (PV) outdoor lab (KC West), and rooftop/building systems: solar thermal system, solar PV system, controls room & other equipment)



Examples of Primary Texts and References

Title	No value
Author	Randolph, J. & Masters, G.M. "Energy for Sustainability: Technology, Planning, Policy" Island Press, 2008
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	Energy Efficient Buildings: Fundamentals of Building Science and Thermal Systems
Author	Zhai, Z.
Publisher	John Wiley & Sons, Inc.
Date/Edition	2023
ISBN	9781119881933

Title	No value
Author	Kreider, J.F., Curtis, P.S., & Rabi, A. "Heating and Cooling of Buildings: Design for Efficiency", 3rd Edition, CRC Pr I Llc. 2017
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	Energy for Sustainability: Technology, Planning, and Policy
Author	B. Randolph, J, & Masters, G. M.
Publisher	Island Press
Date/Edition	2018/2nd Ed.
ISBN	9781610918206

Title	No value
Author	Grondzik, W.T. , & Kwok, A.G. "Mechanical and Electrical Equipment for Buildings", 12th Edition. John Wiley and Sons. 2014
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	Heating and Cooling of Buildings: Principles and Practice of Energy Efficient Design
Author	Reddy, T. A., Kreider, J. F., Curtiss, P. A., & Rabi, A.
Publisher	CRC Press
Date/Edition	2017/3rd Ed.

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

Title	No value
Author	American Society of Heating, Refrigerating and Air Conditioning Engineers, "ASHRAE Handbook", Atlanta Ga. 2007
Publisher	No value
Date/Edition	No value
ISBN	No value

ISBN	9781439899892
Title	Mechanical and Electrical Equipment for Buildings
Author	Grondzik, W. T., & Kwok, A. G.
Publisher	John Wiley & Sons, Inc.
Date/Edition	2019/13th Ed.
ISBN	9781119463085



Suggested Reading List

No value


Reading List	Lechner, N. "Heating, Cooling and Lighting: Sustainable Design Methods for Architects", 4th Edition, John Wiley and Sons. 2015
May include, but are not limited to	No value

Reading List	Allen, E. "How Buildings Work: The Natural Order of Architecture", 3rd Edition, Oxford University Press, 2009
May include, but are not limited to	No value

Reading List	Banham, R. "The Architecture of the Well-Tempered Environment", 2nd Edition, University of Chicago Press. 2009
May include, but are not limited to	No value

Changed	Field	Current Version	Proposed Version
		<p>Reading List McKay, M., Brown, G.Z., Sekiguchi, T., Kline, J. Mhuireach, G. In Bennett, S., & Cartwright, V. "Sun, Light and Wind: Architectural Design Strategies", 3rd Edition, Wiley, 2014.</p>	
		<p>May include, but are not limited to</p>	No value

Learning Outcomes and Objectives

Changed	Field	Current Version	Proposed Version
	Course Objectives	<ul style="list-style-type: none"> Assess building energy use, bioclimatic design and the criteria for a comfortable and healthy environment Identify and examine the basic principles of heat transfer for buildings Assess and estimate the heating and cooling loads of a building envelope Analyze the impact of daylighting and electrical lighting systems on the energy use of buildings 	<ul style="list-style-type: none"> Present fundamental design strategies for energy efficient buildings Examine basic principles of heat transfer and its application to buildings Introduce building loads and annual building energy use calculations Describe conventional and advanced heating and cooling systems for buildings

Changed Field

Current Version

Proposed Version



CSLOs

CSLOs Assess environmentally responsive building strategies and systems that control indoor environmental conditions while providing human comfort and minimal energy use.

Expected SLO Performance 0.0

CSLOs Demonstrate an understanding of the fundamental scientific principles governing the thermal and luminous behavior of buildings.

Expected SLO Performance 0.0

CSLOs Demonstrate the ability to conduct basic energy math analysis as it relates to the energy demand and load of buildings.

Expected SLO Performance 0.0

CSLOs Identify the elements of an energy efficient building

Expected SLO Performance 0.0

CSLOs Compute the heat losses through a building envelope

Expected SLO Performance 0.0

CSLOs Estimate the building loads and annual energy use

Expected SLO Performance 0.0

CSLOs Assess the various types of heating and cooling systems

Expected SLO Performance 0.0

Course Outline

Changed	Field	Current Version	Proposed Version
!	Course Content	<ol style="list-style-type: none"> 1. Assess building energy use, bioclimatic design and the criteria for a comfortable and healthy environment <ol style="list-style-type: none"> 1. Energy use of buildings 2. Bioclimatic design 3. Thermal comfort and indoor air quality 2. Identify and examine the basic principles of heat transfer for buildings <ol style="list-style-type: none"> 1. Introduction to heat transfer 2. Three methods of heat transfer 3. Heat loss through solid and opaque surfaces 4. Heat loss due to infiltration 5. Overall heat loss factor 3. Assess and estimate the heating and cooling loads of a building envelope <ol style="list-style-type: none"> 1. Temperature design conditions and weather data 2. Air properties and psychometrics 3. Heating and cooling load calculations 4. Internal loads 5. Basic HVAC systems and equipment 4. Analyze the impact of daylighting and electrical lighting systems on the energy use of buildings <ol style="list-style-type: none"> 1. Physics of light 2. Vision 3. Daylight principles 4. Shading 5. Electric lighting and controls 	<ol style="list-style-type: none"> 1. Present fundamental design strategies for energy efficient buildings <ol style="list-style-type: none"> 1. Primary elements of a building 2. Sustainable principles 3. Definition of a sustainable building 4. Three-tier design approach 5. Energy efficient building design 2. Examine basic principles of heat transfer and its application to buildings <ol style="list-style-type: none"> 1. Three modes of heat transfer 2. Combined convective-radiative R-value 3. Heat transfer of building components <ol style="list-style-type: none"> 1. Ceilings, floors, roofs, and walls 2. Glazing 3. Other elements 4. Infiltration 5. Overall heat loss factor 3. Introduce building loads and annual building energy use calculations <ol style="list-style-type: none"> 1. Sizing a furnace <ol style="list-style-type: none"> 1. Outdoor design temperature 2. Pick-up factor 3. Distribution losses 2. Annual energy use <ol style="list-style-type: none"> 1. Internal gains 2. Heating and cooling degree-days 3. Annual heating load 4. Describe conventional and advanced systems for the heating and cooling of buildings <ol style="list-style-type: none"> 1. Forced-air central heating systems 2. Hydronic systems 3. Compressive air conditioners 4. Heat pumps 5. Geothermal heat pumps

Changed	Field	Current Version	Proposed Version
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	Lab Component in this Course	Yes	Yes
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Lab Outline	<ol style="list-style-type: none"> 1. HOBOWare/Excel Data Retrieval and Analysis 2. Evaluation of Insulation Materials 3. Blower Door Test 4. Daylighting Area Study 5. UA- Value Estimation 6. Electrical Lighting Characteristics 7. Building Energy Simulation 	<ol style="list-style-type: none"> 1. Heta transfer simulations 2. Evaluation of insulation materials 3. Blower door test 4. Overall heat loss factor estimation
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Req/Adv

Changed	Questions	Current Version	Proposed Version
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Prerequisite(s):	E S D071. (may be taken concurrently)	E S D070. (may be taken concurrently) and E S D071. (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

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

Changed	Questions	Current Version	Proposed Version
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!	Banner Start Term (202122)	202122	No Value
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!	Banner Division	2BH	No Value
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!	Catalog Term (21-22)	23-24	No Value
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!	5 Year Revision Year (2021)	2018	No Value
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!	Effective Quarter	Fall	No Value
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!	Effective Year (2021)	2023	No Value
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	Sort ID (00 < 10; 0 < 100)	E S 051B	E S 051B
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	Course Status	New	New
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!	Course Status Code	A	No Value
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!	Banner Department	E S	No Value
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!	Course Level	DU	No Value
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!	College Code	DA	No Value
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	Course Characteristics	CTE	CTE
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Changed	Questions	Current Version	Proposed Version
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
!	CTE Status	Yes	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
!	Hybrid Approval Date (MM/DD/YYYY)	06/13/2017	No Value
!	Emergency Approval	No	No Value
!	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)	N	No Value

Changed	Questions	Current Version	Proposed Version
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Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)

N

No Value



Noncredit Enhanced Funding Indicator

N

No Value



In Service Indicator

N

No Value



Sports/Physical Education Course Indicator

N

No Value



COA Code

C

No Value



Fund Code

114000

No Value



Organization Code

237005

No Value



Account Code

1320

No Value



Program Code

030200

No Value



Percent

100

No Value

Curriculum Office Notes

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

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



Print/No Print to Catalog

Yes

No Value

Checklist

No Value

No Value

Summary of Revisions

Changed	Questions	Current Version	Proposed Version
!	Basic Course Information	No Value	Description update Course justification update
	Units and Hours	No Value	No Value
!	Specifications	No Value	Updated textbooks and references to reflect current publications
!	Outline	No Value	Updated course objective(s) Updated content within course objective(s) Deleted lab topic(s) Added lab topic(s) Revised lab topic(s) SLO's update
	Other	No Value	No Value

Blue Form

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

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

A-Matrix Form

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

Objective 4: Create syntactically varied sentences that are free of mechanical errors.

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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Objective 5:
Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.

No Value

No Value

B-Matrix Form

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

No Value

No Value

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

No Value

No Value

Objective 2: Develop analytical ideas and topics for essays.

No Value

No Value



Objective 3:
Compose and support thesis statements for analytical essays.

No Value

Assignments: B. Writing Assignments involving calculations, analysis, and synthesis of data and other information
Assignments: E. Lab Reports summarizing the results of in-class laboratory exercises

Changed	Questions	Current Version	Proposed Version
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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

Assignments: B. Writing Assignments involving calculations, analysis, and synthesis of data and other information
 Assignments: E. Lab Reports summarizing the results of in-class laboratory exercises



Objective 9: Demonstrate appropriate grammar usage and mechanics.

No Value

Assignments: B. Writing Assignments involving calculations, analysis, and synthesis of data and other information
 Assignments: E. Lab Reports summarizing the results of in-class laboratory exercises

C-Matrix Form

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

Changed

Questions

Current Version

Proposed Version

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

D-Matrix Form

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

**Objective 3:
Explore functions.**

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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	Objective 4: Develop linear function models.	No Value	No Value
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	Objective 5: Use systems of two linear equations to solve real world problems.	No Value	No Value
--	---	----------	----------

	Objective 6: Use linear inequalities in one variable to solve real world problems.	No Value	No Value
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	Objective 7: Examine exponential expressions and develop exponential function models.	No Value	No Value
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	Objective 8: Examine logarithmic expressions and develop logarithmic function models.	No Value	No Value
--	--	----------	----------

	Objective 9: Develop quadratic function models to solve problems.	No Value	No Value
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Changed	Questions	Current Version	Proposed Version
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	Objective 10: Investigate the characteristics of rational expressions.	No Value	No Value
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	Objective 11: Develop skills to work with radical expressions.	No Value	No Value
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E-Matrix Form

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

No Value

No Value

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

No Value

No Value

Objective 4:
Develop linear function models to solve problems.

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

F-Matrix Form

Blank area for F-Matrix Form.

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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Objective 4:
Solve problems involving operations with signed numbers.

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

G-Matrix Form

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

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

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

No Value

No Value

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

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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	Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value
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	Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value
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Changed	Questions	Current Version	Proposed Version
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	Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value
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De Anza GE - ESGC Form

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

No Value

No Value

Comments

Changed	Questions	Current Version	Proposed Version
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Stage 2:
Department Chair

No Value

No Value



Stage 3:
Division Curriculum Representative

No Value

Date	Name - Role OR Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
3/27	Kalpin	Req/AdvReq		Please complete B and G matrices for requisite and advisory	Y (MM)

Stage 4:
Division Dean

No Value

No Value

Stage 5: SLO Coordinator

No Value

No Value

Changed	Questions	Current Version	Proposed Version															
!	Stage 7: Content Review Matrix Liaison	No Value	<table border="1"> <thead> <tr> <th>Date</th> <th>Name - Role OR Tab</th> <th>Part - Type of Field Edit</th> <th>Edit</th> <th>Initiator - Indicate "Y" When Completed</th> </tr> </thead> <tbody> <tr> <td>4/9/24</td> <td>Zack JudsonB</td> <td>Matrix Required</td> <td>Complete Matrix B for your English advisory Complete and Upload</td> <td>Y (MM)</td> </tr> <tr> <td>4/9/24</td> <td>zj</td> <td>Matrix G Required</td> <td>a Matrix G for each of your Prerequisites</td> <td>Y (MM)</td> </tr> </tbody> </table>	Date	Name - Role OR Tab	Part - Type of Field Edit	Edit	Initiator - Indicate "Y" When Completed	4/9/24	Zack JudsonB	Matrix Required	Complete Matrix B for your English advisory Complete and Upload	Y (MM)	4/9/24	zj	Matrix G Required	a Matrix G for each of your Prerequisites	Y (MM)
Date	Name - Role OR Tab	Part - Type of Field Edit	Edit	Initiator - Indicate "Y" When Completed														
4/9/24	Zack JudsonB	Matrix Required	Complete Matrix B for your English advisory Complete and Upload	Y (MM)														
4/9/24	zj	Matrix G Required	a Matrix G for each of your Prerequisites	Y (MM)														
	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 SD051B
	Distance Education Approved	Yes
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	

Changed	Field	Current Version
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	Time to Next Review	Sep 1, 2023 12:00:00 AM
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	External Review Approval Date	Sep 1, 2018 12:00:00 AM
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	Course Control Number	CCC000592165
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Articulation

Changed	Field	Current Version
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	Course Crosswalk CRS-DEPT-NAME	
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	Course Crosswalk CRS-NUMBER	
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Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Description
General Information	Course Type (CB27)
Faculty Requirements	Discipline 1
Faculty Requirements	Discipline 2
Faculty Requirements	FSA
Credit Units	Total Lecture Hours per Term
Credit Units	Total Laboratory Hours per Term
Credit Units	Total Credit Units
Credit Units	Minimum Credit Units
Credit Units	Maximum Credit Units
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
Course Outline	Lab Outline
Curriculum Office	Banner Start Term (202122)
Curriculum Office	Banner Division
Curriculum Office	Catalog Term (21-22)
Curriculum Office	5 Year Revision Year (2021)
Curriculum Office	Effective Quarter
Curriculum Office	Effective Year (2021)
Curriculum Office	Course Status Code
Curriculum Office	Banner Department
Curriculum Office	Course Level
Curriculum Office	College Code
Curriculum Office	CTE Status
Curriculum Office	DL Approval Date (MM/DD/YYYY)
Curriculum Office	Hybrid Approval Date (MM/DD/YYYY)
Curriculum Office	Emergency Approval
Curriculum Office	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)
Curriculum Office	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)
Curriculum Office	Noncredit Enhanced Funding Indicator
Curriculum Office	In Service Indicator
Curriculum Office	Sports/Physical Education Course Indicator
Curriculum Office	COA Code
Curriculum Office	Fund Code
Curriculum Office	Organization Code
Curriculum Office	Account Code
Curriculum Office	Program Code
Curriculum Office	Percent
Curriculum Office	Print/No Print to Catalog
Summary of Revisions	Basic Course Information

Section	Changed field
Summary of Revisions	Units and Hours
Summary of Revisions	Specifications
Summary of Revisions	Outline
Blue Form	1. Is the unit(s) change required for articulation?
Blue Form	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.
Blue Form	3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.
Blue Form	Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.
Blue Form	Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.
B-Matrix Form	Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.
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.
B-Matrix Form	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.
Comments	Stage 3: Division Curriculum Representative
Comments	Stage 14: Curriculum Committee
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?
Course Student Hours - Profile Name: Default Profile	Total Student Learning Hours
Course Student Hours - Profile Name: Default Profile	Lecture Hours - Course In-Class (Contact) per Term
Course Student Hours - Profile Name: Default Profile	Lecture Hours - Course Out-of-Class per Term
Course Student Hours - Profile Name: Default Profile	Laboratory Hours - Course In-Class (Contact) per Term
Course Student Hours - Profile Name: Default Profile	Total - Course In-Class (Contact) Hours
Course Student Hours - Profile Name: Default Profile	Total - Course Out-of-Class Hours
Course Student Hours - Profile Name: Default Profile	Total Credit Units - Minimum Credit Units
Course Student Hours - Profile Name: Default Profile	Total Credit Units - Maximum Credit Units
Weekly Student Hours - Profile Name: Default Profile	Lecture Hours - In Class
Weekly Student Hours - Profile Name: Default Profile	Lecture Hours - Out of Class
Weekly Student Hours - Profile Name: Default Profile	Laboratory Hours - In Class

General Information			
Changed	Field	Current Version	Proposed Version
!	Faculty Initiator	<ul style="list-style-type: none"> Huafu Liu 	<ul style="list-style-type: none"> William Roeder Holman, Richard
	Course ID (CB01A and CB01B)	E SD051C	E SD051C
	Course Control Number	CCC000592337	CCC000592337
	Course Title (CB02)	Building Automation Systems	Building Automation Systems
	Short Course Title	BUILDING AUTOMATION SYSTEMS	BUILDING AUTOMATION SYSTEMS
	TOP Code (CB03)	0946.10	0946.10 Energy Systems Technology
	CIP Code	Energy Management and Systems Technology/Technician	15.0503 Energy Management and Systems Technology/Technician
	Department	E S - Environmental Studies	E S - Environmental Studies
!	Effective Term	Fall 2023	Fall 2023 2025
	SAM Priority Code (CB09)	Advanced Occupational	Advanced Occupational
!	Course Description	Examines detailed strategies and principles for building operation systems and controls. Course covers building automation systems including IP based solutions and looks at the financial return on investment of implementing a building management and control system. The Kirsch Center for Environmental Studies and other campus-wide buildings as a learning laboratory will be utilized.	Examines- Students will examine detailed strategies and principles for- associated with building operation systems and controls. Course- The course covers building automation systems including IP based solutions- and associated software analytics and looks at- examines the financial return on investment of implementing a building management and control system. The Kirsch Center for Environmental Studies and other campus-wide buildings as a learning laboratory- will be utilized- utilized to allow students to gain hands on experience.
!	Course Type (CB27)	No value	<ul style="list-style-type: none"> Lower Division

Changed	Field	Current Version	Proposed Version
	Mode of Delivery	<ul style="list-style-type: none"> Online Hybrid 	<ul style="list-style-type: none"> Online Hybrid

Faculty Requirements			
Changed	Field	Current Version	Proposed Version
!	Discipline 1	No value	<ul style="list-style-type: none"> Environmental Technologies (Environmental hazardous material technology, hazardous material abatement, environmentally conscious manufacturing, waste water pretreatment, air pollution control technology, integrated waste management, water treatment, sewage treatment)
!	Discipline 2	No value	<ul style="list-style-type: none"> Ecology
	Discipline 3	No value	No value
!	FSA	No value	<ul style="list-style-type: none"> FHDA FSA - BIOLOGICAL SCIENCES

Formerly Statement			
Changed	Field	Current Version	Proposed Version
	Formerly Statement	(Formerly E S D078B.)	(Formerly E S D078B.)

Course Justification			
Changed	Field	Current Version	Proposed Version
	Course Justification	This course prepares students for careers in advanced energy technology and managing energy efficient buildings. This is a Career Technical Education (CTE) course and is part of the Energy Management and Building Science Degree program. Student develops the skills to assess computer-based simple controls, including time clocks, occupancy sensors, photocells, energy and building management systems, as well as control programmable thermostats.	This course prepares students for careers in advanced energy technology and managing energy efficient buildings. This is a Career Technical Education (CTE) course and is part of the Energy Management and Building Science Degree program. Student develops <u>Students will develop</u> the skills <u>required</u> to assess computer-based <u>simple controls</u> ; including time clocks, occupancy sensors, photocells energy and building management systems, as well as <u>building graphics, building and energy analytics, networking,</u> control programmable thermostats; system integration with battery storage, and electrical demand response systems.

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

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

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

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

Honors/Non-honors Course			

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

Mirrored Credit/Noncredit Course

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

Cross-listed Course

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

More Options

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

Associated Programs

Changed	Field	Current Version	Proposed Version								
	Course is part of a program	<table border="1"> <tr><td>Associated Program</td><td>Facility and Sustainable Building Management</td></tr> <tr><td>Award Type</td><td>Associate in Science (A.S.) Degree</td></tr> </table>	Associated Program	Facility and Sustainable Building Management	Award Type	Associate in Science (A.S.) Degree	<table border="1"> <tr><td>Associated Program</td><td>Facility and Sustainable Building Management</td></tr> <tr><td>Award Type</td><td>Associate in Science (A.S.) Degree</td></tr> </table>	Associated Program	Facility and Sustainable Building Management	Award Type	Associate in Science (A.S.) Degree
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Associated Program	Energy Management and Building Science										
Award Type	Certificate of Achievement-Advanced (COA-A)										
Associated Program	Energy Management and Building Science										
Award Type	Certificate of Achievement-Advanced (COA-A)										

Transferability & Gen. Ed. Options

Changed	Field	Current Version	Proposed Version
	Transfer Status (CB05)	Transferable to CSU only	Transferable to CSU only

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

Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
ⓘ	Lecture Hours - In Class	1	4 <u>1.5</u>
ⓘ	Lecture Hours - Out of Class	2	2 <u>3</u>
ⓘ	Laboratory Hours - In Class	3	3 <u>4.5</u>
	Laboratory Hours - Out of Class	0	0
	NA Hours - In Class	0	0
	NA Hours - Out of Class	0	0

Course Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
ⓘ	Total Student Learning Hours	72	72 <u>108</u>
ⓘ	Lecture Hours - Course In-Class (Contact) per Term	12	42 <u>18</u>
ⓘ	Lecture Hours - Course Out-of-Class per Term	24	24 <u>36</u>
ⓘ	Laboratory Hours - Course In-Class (Contact) per Term	36	36 <u>54</u>
	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 <u>72</u>
ⓘ	Total - Course Out-of-Class Hours	24	24 <u>36</u>
ⓘ	Total Credit Units - Minimum Credit Units	2	2 <u>3</u>
ⓘ	Total Credit Units - Maximum Credit Units	2	2 <u>3</u>

Speciality Hours

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

Credit / Non-Credit Options

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

Credit Units			
Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
?	Total Lecture Hours per Term	36	36 54
?	Total Laboratory Hours per Term	36	36 54
	Total Contact Hours per Term	-	0
?	Total Credit Units	2	2 3
?	Minimum Credit Units	2	2 3
?	Maximum Credit Units	2	2 3

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

Specifications			
Changed	Field	Current Version	Proposed Version
?	Methods of Instruction	<p>Methods of Instruction</p> <p>Methods of Instruction</p> <p>Lecture and visual aids Guest speakers Field observation and field trips Researching various controls topics through the exploration of Internet sites Collaborative learning and small group exercises Quizzes to demonstrate grasp of the material Written final project / exam demonstrating knowledge of course materials Laboratory discussion sessions and quizzes that evaluate the proceedings weekly laboratory exercises</p>	<p>Methods of Instruction</p> <p>Methods of Instruction</p> <p>Methods of Instruction</p> <p>Lecture and visual aids Guest speakers Field observation and field trips Researching various controls topics through the exploration of Internet sites Quizzes to demonstrate grasp of the material Written final project / exam demonstrating knowledge of course materials Practice skills through ab exercises using building automation equipment and software</p> <p>Laboratory discussion sessions and quizzes that evaluate the proceedings weekly laboratory exercises</p>
	Assignments	<ol style="list-style-type: none"> 1. Required reading assignments from text and other pertinent readings 2. In class discussions 3. Lab projects including lab worksheets analyzing results 4. Field Trip reports 5. Online Forum participation 6. Homework assignments including collaboration and individual research 7. Written final project / exam demonstrating knowledge of and demand of course material 	<ol style="list-style-type: none"> 1. Required reading assignments from text and other pertinent readings 2. In class discussions 3. Lab projects including lab worksheets analyzing results 4. Field Trip reports 5. Online Forum participation 6. Homework assignments including collaboration and individual research 7. Written final project / exam demonstrating knowledge of and demand of course material
?	Methods of Evaluation	<p>Methods of Evaluation</p> <p>Methods of Evaluation</p> <ol style="list-style-type: none"> 1. Graded lab worksheets showing comprehension of lab assignments 2. Instructor evaluation of lab set up and lab exercise 3. Quizzes demonstrating grasp and understanding of key concepts and principles 4. Homework assignments requiring student's understanding of key concepts 5. Forum participation requiring research and assessment of other student inputs 6. Final group project / exam requiring collaboration and consolidation of lab exercise results 	<p>Methods of Evaluation</p> <p>Methods of Evaluation</p> <p>Methods of Evaluation</p> <ol style="list-style-type: none"> 1. Graded lab worksheets showing comprehension of lab assignments 2. Instructor evaluation of lab set up and lab exercise 3. Quizzes demonstrating grasp and understanding of key concepts and principles 4. Homework assignments requiring student's understanding of key concepts 5. Forum participation requiring research and assessment of other student inputs 6. Final group project / exam requiring collaboration and consolidation of lab exercise results
?	Essential Student Materials/Essential College Facilities	<p>Essential Student Materials:</p> <ul style="list-style-type: none"> • None. <p>Essential College Facilities:</p> <ul style="list-style-type: none"> • Kirsch Center for Environmental Studies (Special purpose facilities: sustainable building with sustainable materials, design, Energy management lab (KC239), PV (Photovoltaic/outdoor lab KC West), rooftop/building systems: solar thermal system, PV system, controls room & other equipment 	<p>Essential Student Materials:</p> <ul style="list-style-type: none"> • None <p>Essential College Facilities:</p> <ul style="list-style-type: none"> • Kirsch Center for Environmental Studies (Special purpose facilities: sustainable building with sustainable materials, design, Energy management lab (KC239), PV (Photovoltaic/outdoor lab KC West), rooftop/building systems: solar thermal system, PV system, controls room & other equipment, Kirsch Center Energy Management System, access to key mechanical rooms on the De Anza College campus for field trip

Changed Field

Current Version

Proposed Version

Examples of Primary Texts and References

Title	No value
Author	Auvil, Ronnie J. "HVAC Control Systems", 3rd Edition, American Technical Publications. 2012
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Shadpour, Frank, "Fundamentals of HVAC Direct Digital Control: Practical Application and Design", 3rd Edition. ASHRAE 2012
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Torriti, Jacobo. "Peak Energy Demand and Demand Side Response" Routledge. 2015
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	NJATC, "Building Automation Control and Devices and Applications", American Technical Publications 2017
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	HVAC Control Systems
Author	Auvil, Ronnie J. "
Publisher	American Technical Publishers
Date/Edition	February 2017, 4th Edition
ISBN	0826907792

Title	Fundamentals of HVAC Direct Digital Control; Practical Application and Design
Author	Shadpour, Frank
Publisher	Hacienda Blue Publishing
Date/Edition	January 2021 Edition
ISBN	0578936151

Title	Peak Energy Demand and Demand Side Response
Author	Torriti, Jacobo.
Publisher	Routledge
Date/Edition	April 2017
ISBN	1138064947

Title	Building Automation Control and Devices and Applications
Author	NJATC
Publisher	American Technical Publications
Date/Edition	July 2009, 1st Edition
ISBN	0826920004

Title	Energy Management Handbook, 9th Edition
Author	Stephan A. Roos; Steve Doty; Wayne C. Turner
Publisher	River Publishers
Date/Edition	2018 / 9th Edition
ISBN	9781138666979, 1138666971

Suggested Reading List

Reading List	Patrick, S.R., Patrick, D.R, & Fardo, S.W, "Energy Conservation Guidebook", 3rd Edition, The Fairmont Press- Lilburn, Ga. 2014
May include, but are not limited to	No value

Reading List	Thumann, A. "Energy Audits." 9th Edition, The Fairmont Press, Inc. Lilburn, Ga. 2012
May include, but are not limited to	No value

No value

Learning Outcomes and Objectives

Changed Field

Current Version

Proposed Version

Course Objectives

- Explore building automation controls available to help reduce energy consumption in buildings.
- Demonstrate and understanding of control principles for common HVAC and lighting systems in commercial buildings
- Explore and analyze industry standard building automation networks
- Assess and understand human interface principles used in building automation
- Examine the role of controls in power monitoring and demand response in reducing usage/cost
- Explore the financial return of Building automation and energy management systems

- Explore building automation controls available to help reduce energy consumption in buildings.
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- Assess and understand human interface principles used in building automation
- Examine the role of controls in power monitoring and demand response in reducing usage/cost
- Explore the financial return of Building automation and energy management systems
- Explore the use of analytics software in understanding building and energy systems performance

Changed Field	Current Version	Proposed Version
CSLOs	CSLOs Evaluate energy efficiency savings as a result of building automation systems and control implementation.	CSLOs Evaluate energy efficiency savings as a result of building automation systems and control implementation.
	Expected SLO Performance 0.0	Expected SLO Performance 0.0
	CSLOs Summarize the terminology, physics and principles of energy management and building control systems.	CSLOs Summarize the terminology, physics and principles of energy management and building control systems.
	Expected SLO Performance 0.0	Expected SLO Performance 0.0

Course Outline		
Changed Field	Current Version	Proposed Version
1 Course Content	<ol style="list-style-type: none"> Explore building automation controls available to help reduce energy consumption in buildings. <ol style="list-style-type: none"> Occupancy sensors Introduction of basic Residential control systems including thermostats, photocells, and occupancy sensors Introduction of Commercial building control systems including control networks and advanced human interface implementations Demonstrate and understanding of control principles for common HVAC and lighting systems in commercial buildings <ol style="list-style-type: none"> Input sensors and output devices Controlled Devices Programmable Logic Controllers Control Algorithms including Proportional-Integral-Derivative Sequence of Operations Control Techniques for common HVAC and Lighting equipment California Title 24 and Controls Occupancy Scheduling Explore and analyze industry standard building automation networks <ol style="list-style-type: none"> Industry standard low level wired and wireless network protocols including RS 485, WiFi and Ethernet Industry standard high level network protocols including BACnet and MODbus Physical wiring techniques including RS 485 shielded wiring and ethernet Router, switch and WiFi configuration for building automation networks Personal computer remote control Architecture of building automation networks Industry standard controls and integration platforms including Tridium Niagara Assess and understand human interface principles used in building automation <ol style="list-style-type: none"> User interface design including web server architecture, presentation hierarchy and navigation Graphic design including high res equipment images, animation and visual cues Mobile user interface techniques Building operator overrides Event Scheduling Alarms and events including email/text configuration Data trending, reporting, and analysis User management and security Examine the role of controls in power monitoring and demand response in reducing usage/cost <ol style="list-style-type: none"> Power monitoring devices and the integration with control systems Utility time-of-use rates, demand cost, energy cost and the controls techniques which manage them Controls techniques for effectively participating in utility demand response programs Automated demand response switch signals and load shedding in various forms The impact of California's renewable energy revolution in driving control strategies including the controls techniques for managing energy storage. Explore the financial return of Building automation and energy management systems <ol style="list-style-type: none"> Cost saving opportunities using controllers Modeling controls energy costs Developing the return on investment of building automation control systems 	<ol style="list-style-type: none"> Explore building automation controls available to help reduce energy consumption in buildings. <ol style="list-style-type: none"> Occupancy sensors Introduction of basic Residential control systems including thermostats, photocells, and occupancy sensors Introduction of Commercial building control systems including control networks and advanced human interface implementations Demonstrate and understanding of control principles for common HVAC and lighting systems in commercial buildings <ol style="list-style-type: none"> Input sensors and output devices Controlled Devices Programmable Logic Controllers Control Algorithms including Proportional-Integral-Derivative Sequence of Operations Control Techniques for common HVAC and Lighting equipment California Title 24 and Controls Occupancy Scheduling Explore and analyze industry standard building automation networks <ol style="list-style-type: none"> Industry standard low level wired and wireless network protocols including RS 485, WiFi and Ethernet Industry standard high level network protocols including BACnet and MODbus Physical wiring techniques including RS 485 shielded wiring and ethernet Router, switch and WiFi configuration for building automation networks Personal computer remote control Architecture of building automation networks Industry standard controls and integration platforms Assess and understand human interface principles used in building automation <ol style="list-style-type: none"> User interface design including web server architecture, presentation hierarchy and navigation Graphic design including high res equipment images, animation and visual cues Mobile user interface techniques Building operator overrides Event Scheduling Alarms and events including email/text configuration Data trending, reporting, and analysis User management and security Examine the role of controls in power monitoring and demand response in reducing usage/cost <ol style="list-style-type: none"> Power monitoring devices and the integration with control systems Utility time-of-use rates, demand cost, energy cost and the controls techniques which manage them Controls techniques for effectively participating in utility demand response programs Automated demand response switch signals and load shedding in various forms The impact of California's renewable energy revolution in driving control strategies including the controls techniques for managing energy storage. Explore the financial return of Building automation and energy management systems <ol style="list-style-type: none"> Cost saving opportunities using controllers Modeling controls energy costs Developing the return on investment of building automation control systems Explore the use of Analytics software to provide building and energy performance, fault diagnosis, and visualization <ol style="list-style-type: none"> Use of industry standard Haystack tagging Importing of data from databases and building automation systems Use of data visualization tools Use of performance visualization tools Developing automatic fault diagnostics
Lab Component in this Course	Yes	Yes

Changed	Field	Current Version	Proposed Version
+	Lab Outline	<ol style="list-style-type: none"> 1. Develop working control sequences for air handler, chiller, boiler, VAV and heat pump devices 2. Prepare wire, connect controllers, and test a functioning BACnet MS/TP network 3. Build a networking human interface for an air handler, central plant and unitary control systems 4. Configure a power meter, measure a sample electrical load, and integrate data to a control program 5. Configure a router to support remote access to a Tridium Jace controller via WiFi 6. Configure a PC to be a "remote" controlled by another PC 7. Build a mobile interface for a control system and demonstrate access with student mobile/smart phones 	<ol style="list-style-type: none"> 1. Develop working control sequences for air handler, chiller, boiler, VAV and heat pump devices 2. Configure and wire input and output devices to a building controller 3. Build a human machine interface for an air handler, central plant and unitary control systems 4. Configure a power meter, measure a sample electrical load, and integrate data to a control program 5. Develop demand-response control sequence 6. Practice techniques for integrating building control sequences with energy storage 7. Configure history and alarms with email and text message notifications to building managers 8. Develop mobile interfaces to control systems 9. Add Haystack tags to building automation graphics 10. Import Data to analytics software from a database and a building automation system 11. Use analytics charting tools to visualize building and energy data 12. Develop key performance metrics, fault diagnostics, and visualizations

Req/Adv			
Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	E S D078. (may be taken concurrently)	E S D078. (may be taken concurrently)
	Corequisite(s):	No Value	No Value
	Advisory(ies):	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005.	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005.
	Advisory(ies) - Other:	No Value	No Value
	Limitation(s) on Enrollment:	No Value	No Value
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	No Value	No Value
	General Course Statement(s) - Other:	No Value	No Value

Curriculum Office			
Changed	Questions	Current Version	Proposed Version
+	Banner Start Term (202122)	202122	No Value
+	Banner Division	2BH	No Value
+	Catalog Term (21-22)	23-24	No Value
+	5 Year Revision Year (2021)	2018	No Value
+	Effective Quarter	Fall	No Value
+	Effective Year (2021)	2023	No Value
	Sort ID (00 < 10; 0 < 100)	E S 051C	E S 051C
	Course Status	Substantial	Substantial
+	Course Status Code	A	No Value
+	Banner Department	E S	No Value
+	Course Level	DU	No Value
+	College Code	DA	No Value
	Course Characteristics	CTE	CTE
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
+	CTE Status	Yes	No Value
+	DL Approval Date (MM/DD/YYYY)	11/03/2020	No Value
+	Hybrid Approval Date (MM/DD/YYYY)	11/03/2020	No Value
+	Emergency Approval	No	No Value

Changed	Questions	Current Version	Proposed Version
?	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)	N	No Value
?	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)	N	No Value
?	Noncredit Enhanced Funding Indicator	N	No Value
?	In Service Indicator	N	No Value
?	Sports/Physical Education Course Indicator	N	No Value
?	COA Code	C	No Value
?	Fund Code	114000	No Value
?	Organization Code	237005	No Value
?	Account Code	1320	No Value
?	Program Code	030200	No Value
?	Percent	100	No Value
	Curriculum Office Notes	<ul style="list-style-type: none"> Hybrid appr. 6/13/2017; DL appr. 11/3/20 (effect. F20).-mkct Requisite change appr. 1/17/23 (effect. F23).-cc 	<ul style="list-style-type: none"> Hybrid appr. 6/13/2017; DL appr. 11/3/20 (effect. F20).-mkct Requisite change appr. 1/17/23 (effect. F23).-cc
?	Print/No Print to Catalog	Yes	No Value
	Checklist	No Value	No Value

Summary of Revisions			
Changed	Questions	Current Version	Proposed Version
?	Basic Course Information	No Value	Description update Course justification update
?	Units and Hours	No Value	Unit(s)/Hour(s) update
?	Specifications	No Value	Updated methods of instruction to reflect how course content is taught Updated textbooks and references to reflect current publications
?	Outline	No Value	Added course objective(s) Added content within course objectives(s) to address changes within the course and/or discipline
	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
?	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	This course is CSU Transferable Target School: Sonoma State University Course: GEP 476- Energy Services and Efficiency Course Description: What are the most promising energy strategies to meet human needs with the least effect on the environment? You'll use mathematical models to estimate the energy use, cost, and carbon emissions for insulated buildings, heating and cooling, electric motors, and refrigeration. We'll use analytical and numerical methods for estimation and measurement
?	3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.	No Value	Course content updates and additions that include student learning outcomes and methods of evaluation for return on investment of building automation systems (Objective F) and using building analytic software in a lab setting that is an industry standard used by practicing building professionals to audit and manage energy use in buildings.(Objective G)

Changed	Questions	Current Version	Proposed Version
1	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	<ul style="list-style-type: none"> Units: 2 Lec Hrs: 1 Lec Load: .022 Lab Hrs: 3 Lab Load: .048 Total Load: .07 Seat Ct: 30
1	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	<ul style="list-style-type: none"> Units: 3 Lec Hrs: 1.5 Lec Load: .033 Lab Hrs: 4.5 Lab Load: .071 Total Load: .104 Seat Ct: 30 (mkct 7/3/24)
	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
1	Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.	No Value	Assignments: A.Required reading assignments from text and other pertinent readings; Method of Evaluation: E. Online Forum participation
	Objective 2: Develop analytical ideas and topics for essays.	No Value	No Value
1	Objective 3: Compose and support thesis statements for analytical essays.	No Value	Assignments: C.Lab projects including lab worksheets analyzing results Methods of Evaluation- B.Instructor evaluation of lab set up and lab exercise
	Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.	No Value	No Value
	Objective 5: Identify and practice writing for different audiences and purposes.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
1	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.	No Value	Assignments: A.Required reading assignments from text and other pertinent readings; Method of Evaluation:D.Homework assignments requiring student's understanding of key concepts
	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.	No Value	No Value
1	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.	No Value	Assignments: G.Written final project / exam demonstrating knowledge of and demand of course material ; Methods of Evaluation- F.Final group project / exam requiring collaboration and consolidation of lab exercise results
	Objective 9: Demonstrate appropriate grammar usage and mechanics.	No Value	No Value

C-Matrix Form

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

D-Matrix Form

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

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

E-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
	Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.	No Value	No Value
	Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.	No Value	No Value
	Objective 3: Apply the order of operations to evaluate signed numerical expressions.	No Value	No Value
	Objective 4: Solve problems involving operations with signed numbers.	No Value	No Value
	Objective 5: Explore the characteristics and properties of real numbers.	No Value	No Value
	Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.	No Value	No Value
	Objective 7: Explore rates and ratios and use proportions to solve problems.	No Value	No Value
	Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.	No Value	No Value
	Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.	No Value	No Value
	Objective 10: Solve linear equations in one variable numerically and algebraically.	No Value	No Value
	Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.	No Value	No Value
	Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

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

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

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

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

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

Comments			
Changed	Questions	Current Version	Proposed Version
	Stage 2: Department Chair	No Value	No Value
!	Stage 3: Division Curriculum Representative	No Value	<p>Please complete B and G matrices for your requisite and advisories</p> <p>3/27Req/Adv Required6/11- Bill Roeder- B Matrix completed and uploaded 6/14- Bill Roeder- G Matrix completed and uploaded</p> <p>Basic Info Course Description. Req. Please use complete sentences 6/11- Bill Roeder- Completed Please complete online and hybrid forms</p> <p>Basic Info Mode of Delivery Req. 6/11- Bill Roeder- Completed Please remove all entries from this field</p> <p>Specifications Suggested reading Req. 6/11- Bill Roeder - Completed</p>
	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	7/3- Bill Roeder- As requested, completed areas 1-3 of the Blue Form

Course Administration Codes		
Changed	Field	Current Version
	Curriculum ID	E SD051C
	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	CCC000592337

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

Changed Field

Current Version

Course Crosswalk CRS-NUMBER

De Anza College
Change Report
07/02/2024


Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Description
General Information	Course Type (CB27)
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	Discipline 2
Faculty Requirements	Discipline 3
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

Section	Changed field
Curriculum Office	Banner Department
Curriculum Office	Course Level
Curriculum Office	College Code
Curriculum Office	CTE Status
Curriculum Office	DL Approval Date (MM/DD/YYYY)
Curriculum Office	Hybrid Approval Date (MM/DD/YYYY)
Curriculum Office	Emergency Approval
Curriculum Office	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)
Curriculum Office	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)
Curriculum Office	Noncredit Enhanced Funding Indicator
Curriculum Office	In Service Indicator
Curriculum Office	Sports/Physical Education Course Indicator
Curriculum Office	COA Code
Curriculum Office	Fund Code
Curriculum Office	Organization Code
Curriculum Office	Account Code
Curriculum Office	Program Code
Curriculum Office	Percent
Curriculum Office	Print/No Print to Catalog
B-Matrix Form	Objective 2: Develop analytical ideas and topics for essays.
B-Matrix Form	Objective 3: Compose and support thesis statements for analytical essays.

Section	Changed field
B-Matrix Form	Objective 5: Identify and practice writing for different audiences and purposes.
B-Matrix Form	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.
B-Matrix Form	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.
Comments	Stage 3: Division Curriculum Representative
Comments	Stage 9: Articulation Officer
CTE Course	Is this a CTE (Career Technical Education) course?
Honors/Non-honors Course	Is this an honors/non-honors course?
Mirrored Credit/Noncredit Course	Is this a mirrored credit/noncredit course?
Cross-listed Course	Is this a cross-listed course?

General Information

Changed	Field	Current Version	Proposed Version
	Faculty Initiator	<ul style="list-style-type: none"> Mike Appio 	<ul style="list-style-type: none"> William Roeder
	Course ID (CB01A and CB01B)	E SD062A	E SD062A
	Course Control Number	CCC000592414	CCC000592414
	Course Title (CB02)	Environmental Management Tools: Environmental Management Systems and Environmental Performance Reporting	Environmental Management Tools: Environmental Management Systems and Environmental Performance Reporting
	Short Course Title	ENV MGMT TOOL: EMS/ENV PER RPT	ENV MGMT TOOL: EMS/ENV PER RPT
	TOP Code (CB03)	0303.00	0303.00 Environmental Technology

Changed	Field	Current Version	Proposed Version
	CIP Code	Hazardous Materials Management and Waste Technology/Technician	15.0508 Hazardous Materials Management and Waste Technology/Technician
	Department	E S - Environmental Studies	E S - Environmental Studies
!	Effective Term	Fall 2023	Fall 2023 <u>2025</u>
	SAM Priority Code (CB09)	Clearly Occupational	Clearly Occupational
!	Course Description	Examines: 1) Environmental Management Systems (systematic approaches, such as ISO 14001 and EMAS, used to achieve both regulatory compliance and "beyond compliance" environmental improvement within businesses and other organizations), and 2) Environmental Performance Reporting (involving publicly available reports issued by businesses and other organizations showing their environmental performance based on established metrics). Also includes an examination of Green Business Certification programs. Explores associated job and career opportunities in these areas.	Examines: 1) This course examines Environmental Management Systems (systematic approaches, such as ISO 14001 and EMAS , used to achieve both regulatory compliance and "beyond compliance" environmental improvement within businesses and other organizations), and 2) Environmental Performance Reporting (involving publicly available reports issued by businesses and other organizations showing their environmental performance based on established metrics). Also metrics. The course also includes an examination of Green Business Certification programs. Explores programs and it explores associated job and career opportunities in these areas.
!	Course Type (CB27)	No value	<ul style="list-style-type: none"> • Lower Division
!	Mode of Delivery	<ul style="list-style-type: none"> • Online • Hybrid 	<ul style="list-style-type: none"> • Online

Faculty Requirements

Changed	Field	Current Version	Proposed Version
!	Discipline 1	No value	<ul style="list-style-type: none"> Environmental Technologies (Environmental hazardous material technology, hazardous material abatement, environmentally conscious manufacturing, waste water pretreatment, air pollution control technology, integrated waste management, water treatment, sewage treatment)
!	Discipline 2	No value	<ul style="list-style-type: none"> Biological Sciences
!	Discipline 3	No value	<ul style="list-style-type: none"> Ecology
!	FSA	No value	<ul style="list-style-type: none"> FHDA FSA - BIOLOGICAL SCIENCES

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

Course Justification			
Changed	Field	Current Version	Proposed Version
	Course Justification	This course is CSU transferable and is a requirement for the CTE Certificate and Degree in Environmental Resource Management and Pollution Prevention. The course meets a student identified need to learn about and use specific real-world tools that employers look for/demand, one of which is the use of Environmental Management Systems and associated Environmental Performance Reporting.	This course is CSU transferable and is a requirement for the CTE Certificate and Degree in Environmental Resource Management and Pollution Prevention. The course meets a student identified need to learn about and use specific real-world tools that employers look for/demand, one of which is the use of Environmental Management Systems and associated Environmental Performance Reporting.

Stand-Alone Statement

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

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

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


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

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

Mirrored Credit/Noncredit Course

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

Cross-listed Course

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

More Options

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

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

Changed Field

Current Version

Proposed Version

Course is part of a program

<p>Associated Program</p>	<p>Facility and Sustainable Building Management</p>	<p>Associated Program</p>	<p>Facility and Sustainable Building Management</p>
<p>Award Type</p>	<p>Associate in Science (A.S.) Degree</p>	<p>Award Type</p>	<p>Associate in Science (A.S.) Degree</p>
<p>Associated Program</p>	<p>Facility and Sustainable Building Management</p>	<p>Associated Program</p>	<p>Facility and Sustainable Building Management</p>
<p>Award Type</p>	<p>Associate in Science (A.S.) Degree</p>	<p>Award Type</p>	<p>Associate in Science (A.S.) Degree</p>
<p>Associated Program</p>	<p>Environmental Resource Management and Pollution Prevention</p>	<p>Associated Program</p>	<p>Environmental Resource Management and Pollution Prevention</p>
<p>Award Type</p>	<p>Certificate of Achievement (COA)</p>	<p>Award Type</p>	<p>Certificate of Achievement (COA)</p>
<p>Associated Program</p>	<p>Environmental Resource Management and Pollution Prevention</p>	<p>Associated Program</p>	<p>Environmental Resource Management and Pollution Prevention</p>
<p>Award Type</p>	<p>Associate in Arts (A.A.) Degree</p>	<p>Award Type</p>	<p>Associate in Arts (A.A.) Degree</p>
<p>Associated Program</p>	<p>Environmental Resource Management and Pollution Prevention</p>	<p>Associated Program</p>	<p>Environmental Resource Management and Pollution Prevention</p>
<p>Award Type</p>	<p>Certificate of Achievement-Advanced (COA-A)</p>	<p>Award Type</p>	<p>Certificate of Achievement-Advanced (COA-A)</p>
<p>Associated Program</p>	<p>Liberal Arts (Business and Computer Information Systems Emphasis)</p>	<p>Associated Program</p>	<p>Liberal Arts (Business and Computer Information Systems Emphasis)</p>

Changed	Field	Current Version	Proposed Version
		Award Type Associate in Arts (A.A.) Degree	Award Type Associate in Arts (A.A.) Degree
		Associated Program Liberal Arts (Business and Computer Information Systems Emphasis)	Associated Program Liberal Arts (Business and Computer Information Systems Emphasis)
		Award Type Associate in Arts (A.A.) Degree	Award Type Associate in Arts (A.A.) Degree
		Associated Program Liberal Arts (Business and Computer Information Systems Emphasis)	Associated Program Liberal Arts (Business and Computer Information Systems Emphasis)
		Award Type Associate in Arts (A.A.) Degree	Award Type Associate in Arts (A.A.) Degree

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

Weekly Student Hours - Profile Name: Default Profile

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

Course Student Hours - Profile Name: Default Profile

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

Changed	Field	Current Version	Proposed Version
	Laboratory Hours - Course In-Class (Contact) per Term	0	0
	Laboratory Hours - Course Out-of-Class per Term	0	0
	NA Hours - Course In-Class (Contact) per Term	0	0
	NA Hours - Course Out-of-Class per Term	0	0
	Total - Course In-Class (Contact) Hours	48	48
	Total - Course Out-of-Class Hours	96	96
	Total Credit Units - Minimum Credit Units	4	4
	Total Credit Units - Maximum Credit Units	4	4

Speciality Hours

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

Credit / Non-Credit Options

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

Credit Units


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

Changed	Field	Current Version	Proposed Version
	Total Credit Units	4	4
	Minimum Credit Units	4	4
	Maximum Credit Units	4	4

SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

Changed	Field	Current Version	Proposed Version
	Methods of Instruction	<p>Methods of Instruction</p> <p>Methods of Instruction Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class In-class exploration of Internet sites Quiz and examination review performed in class Homework and extended projects Field observation and field trips Guest speakers Collaborative learning and small group exercises</p>	<p>Methods of Instruction Methods of Instruction</p> <p>Methods of Instruction Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class In-class exploration of Internet sites Quiz and examination review performed in class Homework and extended projects Field observation and field trips Guest speakers Collaborative learning and small group exercises</p>

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

1. Reading assignments from the text and other assigned sources.
2. Writing assignments involving summary, synthesis and critical analysis of data and information.

1. Reading assignments from the text and other assigned sources.
2. Writing assignments involving summary, synthesis and critical analysis of data and information.



Methods of Evaluation

Methods of Evaluation	
Methods of Evaluation	<ol style="list-style-type: none"> 1. Quizzes to evaluate student comprehension of course concepts and principles and their application. 2. Written homework assignments that require students to demonstrate the ability to summarize, integrate and critically analyze course concepts and principles and their application. 3. A Final Assessment involving completion and presentation of a written Environmental Management System that includes a Performance Tracking and Reporting Plan.

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Changed	Field	Current Version	Proposed Version
!	Essential Student Materials/Essential College Facilities	Essential Student Materials: <ul style="list-style-type: none"> • None. Essential College Facilities: <ul style="list-style-type: none"> • Kirsch Center for Environmental Studies • (Special Purpose Facilities: 1) LEED Platinum-rated green building designed to showcase and teach about effective energy management, efficient environmental resource use, and pollution prevention, 2) Equipment Demonstration/Computer Lab (KC 239), 3) Natural Science Lab (KC 120) 4) Open Teaching Classroom/Lab (ESA Building), 5) Rooftop Air Pollution Monitoring Station) 	Essential Student Materials: <ul style="list-style-type: none"> • None Essential College Facilities: <ul style="list-style-type: none"> • Kirsch Center for Environmental Studies • (Special Purpose Facilities: 1) LEED Platinum-rated green building designed to showcase and teach about effective energy management, efficient environmental resource use, and pollution prevention, 2) Equipment Demonstration/Computer Lab (KC 239), 3) Natural Science Lab (KC 120) 4) Open Teaching Classroom/Lab (ESA Building), 5) Rooftop Air Pollution Monitoring Station)



Examples of Primary Texts and References

Title	No value
Author	Hitchcock and Willard. "The Step-by-Step Guide to Sustainability Planning." Earthscan. 2008
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	The Step-By-Step Guide to Sustainability Planning
Author	Hitchcock and Willard.
Publisher	Earthscan
Date/Edition	October 2008, 1st Edition
ISBN	1844076164

Title	No value
Author	Kausek, Joe. "Environmental Management Quick and Easy: Creating an Effective ISO 14001 EMS in Half the Time." ASQ Quality Press. 2007.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	Environmental Management Quick and Easy: Creating an Effective ISO 14001 EMS in Half the Time
Author	Kausek, Joe.
Publisher	ASQ Quality Press
Date/Edition	January 2007, 1st Edition
ISBN	0873897056

Title	Environmental Management System- A Complete Guide
Author	Blokdyk, Gerardus
Publisher	5STARCOOKS
Date/Edition	February 2021, 1st Edition
ISBN	978-0655925170



Suggested Reading List

No value

<p>Reading List</p>	<p>International Organization for Standardization (ISO). "ISO 14001: Environmental Management Systems Standard: 2015 Version." Geneva, Switzerland.</p>
<p>May include, but are not limited to</p>	<p>No value</p>
<p>Reading List</p>	<p>Cahill, Lawrence and Kane, Raymond. "Environmental Health and Safety Audits." 9th Edition. Government Institutes. 2011.</p>
<p>May include, but are not limited to</p>	<p>No value</p>
<p>Reading List</p>	<p>Hitchcock and Willard. "The Business Guide to Sustainability." 2nd Edition. Earthscan. 2009.</p>
<p>May include, but are not limited to</p>	<p>No value</p>

Learning Outcomes and Objectives

Changed	Field	Current Version	Proposed Version
	Course Objectives	<ul style="list-style-type: none">• Assess the potential impacts of a business or other organization on human health and environmental resources.• Examine the value to a business or other organization of both meeting legal regulatory requirements and going "beyond compliance."• Examine Environmental Management Systems (EMS) used to achieve both regulatory compliance and "beyond compliance" environmental improvement within businesses and other organizations.• Examine Environmental Tracking and Performance Reporting by businesses and other organizations.• Examine Green Business Certification Programs.• Explore potential job and career opportunities involving Environmental Management Systems, Environmental Performance Tracking and Reporting, and Green Business Certification.• Examine appropriate/applicable software systems and monitoring/management tools.	<ul style="list-style-type: none">• Assess the potential impacts of a business or other organization on human health and environmental resources.• Examine the value to a business or other organization of both meeting legal regulatory requirements and going "beyond compliance."• Examine Environmental Management Systems (EMS) used to achieve both regulatory compliance and "beyond compliance" environmental improvement within businesses and other organizations.• Examine Environmental Tracking and Performance Reporting by businesses and other organizations.• Examine Green Business Certification Programs.• Explore potential job and career opportunities involving Environmental Management Systems, Environmental Performance Tracking and Reporting, and Green Business Certification.• Examine appropriate/applicable software systems and monitoring/management tools.

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

Demonstrate the ability to communicate the elements, principles and practices involved with Environmental Management Systems and associated Environmental Performance Reporting.

Expected SLO Performance 0.0

CSLOs

Demonstrate the ability to communicate the elements, principles and practices involved with Environmental Management Systems and associated Environmental Performance Reporting.

Expected SLO Performance 0.0

Course Outline

Changed	Field	Current Version	Proposed Version
	Course Content	<ol style="list-style-type: none"> 1. Assess the potential impacts of a business or other organization on human health and environmental resources. <ol style="list-style-type: none"> 1. Examine select case studies of impacts from businesses and other organizations on human health and environmental resources. 2. Explore the potential risks to a business or other organization as a result of its environmental resource and energy use and its generation of pollution and waste byproducts. 2. Examine the value to a business or other organization of both meeting legal regulatory requirements and going “beyond compliance.” <ol style="list-style-type: none"> 1. Assess the value – both economically and non-economically - of meeting legal regulatory requirements. 2. Assess the value – both economically and non-economically - of going “beyond compliance”. 3. Examine case studies of businesses or other organizations embracing “beyond compliance” (ex: IBM). 3. Examine Environmental Management Systems (EMS) used to achieve both regulatory compliance and “beyond compliance” environmental improvement within businesses and other organizations. <ol style="list-style-type: none"> 1. Investigate the relationship between Environmental Management (EM) and use of Environmental 	<ol style="list-style-type: none"> 1. Assess the potential impacts of a business or other organization on human health and environmental resources. <ol style="list-style-type: none"> 1. Examine select case studies of impacts from businesses and other organizations on human health and environmental resources. 2. Explore the potential risks to a business or other organization as a result of its environmental resource and energy use and its generation of pollution and waste byproducts. 2. Examine the value to a business or other organization of both meeting legal regulatory requirements and going “beyond compliance.” <ol style="list-style-type: none"> 1. Assess the value – both economically and non-economically - of meeting legal regulatory requirements. 2. Assess the value – both economically and non-economically - of going “beyond compliance”. 3. Examine case studies of businesses or other organizations embracing “beyond compliance” (ex: IBM). 3. Examine Environmental Management Systems (EMS) used to achieve both regulatory compliance and “beyond compliance” environmental improvement within businesses and other organizations. <ol style="list-style-type: none"> 1. Investigate the relationship between Environmental Management (EM) and use of Environmental

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

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- | | |
|--|--|
| <p>Management Systems (EMS).</p> <p>2. Examine regulatory compliance auditing techniques and systems.</p> <p>3. Examine the International Organization for Standardization (ISO) 14001 Standard for Environmental Management Systems.</p> <p>4. Examine the Eco-Management and Audit Scheme (EMAS).</p> <p>5. Compare and contrast the above environmental management schemes.</p> <p>6. Examine other related ISO/ISO-like standards (such as other ISO 14000 Series Standards, ISO 50001 for Energy Mgmt Systems, OHSAS 18001 for Health & Safety Mgmt Systems, ISO 26000 for Corporate Social Responsibility, etc.)</p> <p>7. Examine case studies of businesses or other organizations that achieved ISO 14001 or EMAS certification (ex: IBM's ISO 14001 certification).</p> <p>4. Examine Environmental Tracking and Performance Reporting by businesses and other organizations.</p> <p>1. Examine selection and use of appropriate Environmental Performance Metrics to track environmental performance.</p> <p>2. Examine the Global Reporting Initiative's (GRI) Reporting Framework for Environmental and Sustainability Reporting and its associated database of</p> | <p>Management Systems (EMS).</p> <p>2. Examine regulatory compliance auditing techniques and systems.</p> <p>3. Examine the International Organization for Standardization (ISO) 14001 Standard for Environmental Management Systems.</p> <p>4. Examine the Eco-Management and Audit Scheme (EMAS).</p> <p>5. Compare and contrast the above environmental management schemes.</p> <p>6. Examine other related ISO/ISO-like standards (such as other ISO 14000 Series Standards, ISO 50001 for Energy Mgmt Systems, OHSAS 18001 for Health & Safety Mgmt Systems, ISO 26000 for Corporate Social Responsibility, etc.)</p> <p>7. Examine case studies of businesses or other organizations that achieved ISO 14001 or EMAS certification (ex: IBM's ISO 14001 certification).</p> <p>4. Examine Environmental Tracking and Performance Reporting by businesses and other organizations.</p> <p>1. Examine selection and use of appropriate Environmental Performance Metrics to track environmental performance.</p> <p>2. Examine the Global Reporting Initiative's (GRI) Reporting Framework for Environmental and Sustainability Reporting and its associated database of</p> |
|--|--|

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

- | Changed Field | Current Version | Proposed Version |
|---------------|---|---|
| | such business/organization-issued reports. | such business/organization-issued reports. |
| | 3. Examine other Reporting Frameworks (for example, San Mateo County's Sustainability Indicators Report). | 3. Examine other Reporting Frameworks (for example, San Mateo County's Sustainability Indicators Report). |
| | 4. Examine select Environmental/Sustainability Performance Reports (such as San Mateo County's Annual Sustainability Indicators Report, reports from the GRI database, etc.). | 4. Examine select Environmental/Sustainability Performance Reports (such as San Mateo County's Annual Sustainability Indicators Report, reports from the GRI database, etc.). |
| | 5. Examine Green Business Certification Programs. | 5. Examine Green Business Certification Programs. |
| | 1. Examine the California Green Business Certification Network | 1. Examine the California Green Business Certification Network |
| | 2. Examine the Bay Area Green Business Certification Program/Network | 2. Examine the Bay Area Green Business Certification Program/Network |
| | 3. Examine Local Green Business Certification Programs (for example, San Francisco and Cupertino) | 3. Examine Local Green Business Certification Programs (for example, San Francisco and Cupertino) |
| | 4. Examine case studies of Green Business Certification (for example, DeAnza College) | 4. Examine case studies of Green Business Certification (for example, DeAnza College) |
| | 6. Explore potential job and career opportunities involving Environmental Management Systems, Environmental Performance Tracking and Reporting, and Green Business Certification. | 6. Explore potential job and career opportunities involving Environmental Management Systems, Environmental Performance Tracking and Reporting, and Green Business Certification. |
| | 1. Explore job and career opportunities involving Environmental Management Systems. | 1. Explore job and career opportunities involving Environmental Management Systems. |
| | 2. Explore job and career opportunities involving Environmental Performance Tracking and Reporting. | 2. Explore job and career opportunities involving Environmental Performance Tracking and Reporting. |
| | 3. Explore job and career opportunities involving | 3. Explore job and career opportunities involving |

Changed	Field	Current Version	Proposed Version
		Green Business Certification. 7. Examine appropriate/applicable software systems and monitoring/management tools. 1. Examine Environmental Management System (EMS) software systems and monitoring/management tools. 2. Examine Environmental Performance Tracking and Reporting software systems and monitoring/management tools. 3. Examine Green Business Certification software systems and monitoring/assessment tools.	Green Business Certification. 7. Examine appropriate/applicable software systems and monitoring/management tools. 1. Examine Environmental Management System (EMS) software systems and monitoring/management tools. 2. Examine Environmental Performance Tracking and Reporting software systems and monitoring/management tools. 3. Examine Green Business Certification software systems and monitoring/assessment 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.	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

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

Curriculum Office

Changed	Questions	Current Version	Proposed Version
!	Banner Start Term (202122)	202122	No Value
!	Banner Division	2BH	No Value
!	Catalog Term (21-22)	23-24	No Value
!	5 Year Revision Year (2021)	2018	No Value
!	Effective Quarter	Fall	No Value
!	Effective Year (2021)	2023	No Value
	Sort ID (00 < 10; 0 < 100)	E S 062A	E S 062A
	Course Status	Substantial	Substantial
!	Course Status Code	A	No Value

Changed	Questions	Current Version	Proposed Version
!	Banner Department	E S	No Value
!	Course Level	DU	No Value
!	College Code	DA	No Value
	Course Characteristics	CTE	CTE
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
!	CTE Status	Yes	No Value
!	DL Approval Date (MM/DD/YYYY)	05/30/2017	No Value
!	Hybrid Approval Date (MM/DD/YYYY)	05/30/2017	No Value
!	Emergency Approval	No	No Value
!	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)	N	No Value

Changed	Questions	Current Version	Proposed Version
!	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)	N	No Value
!	Noncredit Enhanced Funding Indicator	N	No Value
!	In Service Indicator	N	No Value
!	Sports/Physical Education Course Indicator	N	No Value
!	COA Code	C	No Value
!	Fund Code	114000	No Value
!	Organization Code	237005	No Value
!	Account Code	1320	No Value
!	Program Code	030200	No Value
!	Percent	100	No Value
	Curriculum Office Notes	<ul style="list-style-type: none"> Requisite change appr. 1/17/23 (effect. F23).-cc 	<ul style="list-style-type: none"> Requisite change appr. 1/17/23 (effect. F23).-cc
!	Print/No Print to Catalog	Yes	No Value

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

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

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

	1. Is the unit(s) change required for articulation?	No Value	No Value
--	--	----------	----------

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

A-Matrix Form

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

B-Matrix Form

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

No Value

No Value

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

No Value

No Value

Changed	Questions	Current Version	Proposed Version
!	Objective 2: Develop analytical ideas and topics for essays.	No Value	Assignments: B.Writing assignments involving summary, synthesis and critical analysis of data and information; Method of Evaluation: B.Written homework assignments that require students to demonstrate the ability to summarize, integrate and critically analyze course concepts and principles and their application.
!	Objective 3: Compose and support thesis statements for analytical essays.	No Value	Assignments: B.Writing assignments involving summary, synthesis and critical analysis of data and information; Method of Evaluation: B.Written homework assignments that require students to demonstrate the ability to summarize, integrate and critically analyze course concepts and principles and their application.
	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	Assignments: B.Writing assignments involving summary, synthesis and critical analysis of data and information; Method of Evaluation: B.Written homework assignments that require students to demonstrate the ability to summarize, integrate and critically analyze course concepts and principles and their application.

Changed	Questions	Current Version	Proposed Version
!	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.	No Value	Assignments: B.Writing assignments involving summary, synthesis and critical analysis of data and information; Method of Evaluation: C. A Final Assessment involving completion and presentation of a written Environmental Management System that includes a Performance Tracking and Reporting Plan.
	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	Assignments: A.Reading assignments from the text and other assigned sources.; Method of Evaluation: B.Written homework assignments that require students to demonstrate the ability to summarize, integrate and critically analyze course concepts and principles and their application.
	Objective 9: Demonstrate appropriate grammar usage and mechanics.	No Value	No Value

C-Matrix Form

Blank area for the C-Matrix Form.

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

D-Matrix Form

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

**Objective 3:
Explore functions.**

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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Objective 4:
Develop linear
function
models.

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

Objective 9:
Develop
quadratic
function
models to
solve
problems.

No Value

No Value

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

E-Matrix Form

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

No Value

No Value

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

No Value

No Value

Objective 4:
Develop linear function models to solve problems.

No Value

No Value

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

No Value

No Value

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

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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Objective 7:
Develop
quadratic
function
models to
solve
problems.

No Value

No Value

Objective 8:
Use
inequalities to
solve real
world
problems.

No Value

No Value

Objective 9:
Explore
arithmetic
sequences and
series.

No Value

No Value

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

No Value

No Value

F-Matrix Form

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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Objective 4:
Solve problems involving operations with signed numbers.

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

G-Matrix Form

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

No Value

No Value

H-Matrix Form

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

De Anza GE Form

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

No Value

No Value

Changed

Questions

Current Version

Proposed Version

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

No Value

No Value

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

No Value

No Value

Changed

Questions

Current Version

Proposed Version

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

No Value

No Value

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

No Value

No Value

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

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

Questions

Current Version

Proposed Version

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value


Comments

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

No
Value

No Value

Changed	Questions	Current Version	Proposed Version
	Stage 3: Division Curriculum Representative	No Value	<p>3/27Req/Adv</p> <p>Please complete B matrix for your Required advisories</p> <p>6/12- Bill Roeder- Completed</p> <p>Please use complete sentences</p> <p>Basic Info Course Description. Req. 6/12- Bill Roeder-completed</p> <p>Please complete online and hybrid forms</p> <p>Basic info Mode of Delivery Req 6/12- Bill Roeder- Online Education form uploaded</p> <p>Specifications Suggested reading Req, Please remove all entries from this field</p> <p>6/12- Bill Roeder- Done</p>
	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		Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed	
!	Stage 9: Articulation Officer	No Value	Date	Tab	06/27/24	Specifications	Primary Texts	Required cycle in Fall 2025	At least one primary text has to have been published within seven years of the start date of the course. This would be 2018 for classes starting a new cycle in Fall 2025
	Stage 11: ESGC Faculty Coordinator	No Value	No Value					6/27- Bill Roeder- Thank You! -2021 Primary Textbook Added; Environmental Management System A Complete Guide	
	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 SD062A

Changed	Field	Current Version
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	Distance Education Approved	Yes
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	Board of Trustees Approval Date	
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	Curriculum Committee Approval Date	
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	Time to Next Review	Sep 1, 2023 12:00:00 AM
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	External Review Approval Date	Sep 1, 2018 12:00:00 AM
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	Course Control Number	CCC000592414
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Articulation

Changed	Field	Current Version
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	Course Crosswalk CRS-DEPT- NAME	
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	Course Crosswalk CRS-NUMBER	
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De Anza College
Change Report
07/02/2024

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Description
General Information	Course Type (CB27)
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	Discipline 2
Faculty Requirements	Discipline 3
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)

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	DL Approval Date (MM/DD/YYYY)
Curriculum Office	Hybrid Approval Date (MM/DD/YYYY)
Curriculum Office	Emergency Approval
Curriculum Office	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)
Curriculum Office	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)
Curriculum Office	Noncredit Enhanced Funding Indicator
Curriculum Office	In Service Indicator
Curriculum Office	Sports/Physical Education Course Indicator
Curriculum Office	COA Code
Curriculum Office	Fund Code
Curriculum Office	Organization Code
Curriculum Office	Account Code
Curriculum Office	Program Code
Curriculum Office	Percent
Curriculum Office	Print/No Print to Catalog
B-Matrix Form	Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.

Section**Changed field**

B-Matrix Form

Objective 2: Develop analytical ideas and topics for essays.

B-Matrix Form

Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.

B-Matrix Form

Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.

B-Matrix Form

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

Comments

Stage 3: Division Curriculum Representative

CTE Course

Is this a CTE (Career Technical Education) course?

Honors/Non-honors Course

Is this an honors/non-honors course?

Mirrored Credit/Noncredit Course

Is this a mirrored credit/noncredit course?

Cross-listed Course

Is this a cross-listed course?

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

• Mike Appio

• William Roeder

Course ID (CB01A and CB01B)

E SD062B

E SD062B

Course Control Number

CCC000592415

CCC000592415

Course Title (CB02)

Environmental Management Tools: CEQA and Environmental Impact Reports (EIRs)

Environmental Management Tools: CEQA and Environmental Impact Reports (EIRs)

Short Course Title

ENV MGMT TOOLS: CEQA AND EIRS

ENV MGMT TOOLS: CEQA AND EIRS

Changed	Field	Current Version	Proposed Version
	TOP Code (CB03)	0303.00	0303.00 Environmental Technology
	CIP Code	Hazardous Materials Management and Waste Technology/Technician	15.0508 Hazardous Materials Management and Waste Technology/Technician
	Department	E S - Environmental Studies	E S - Environmental Studies
!	Effective Term	Fall 2023	Fall 2023 <u>2025</u>
	SAM Priority Code (CB09)	Clearly Occupational	Clearly Occupational
!	Course Description	Examines the "CEQA process" with particular emphasis on Environmental Impact Reports (EIRs) which are used as a means to identify, assess, mitigate (as feasible) and then publicly disclose the significant environmental effects of certain proposed projects (both public and private) as required under the California Environmental Quality Act (CEQA). Case studies involving local projects are presented along with examination of corresponding CEQA documents, including EIRs. Explores job and career opportunities associated with CEQA/Environmental Impact Assessment and Reporting.	Examines <u>This course examines</u> the "CEQA process" with particular emphasis on Environmental Impact Reports (EIRs) which are used as a means to identify, assess, mitigate (as feasible) and then publicly disclose the significant environmental effects of certain proposed projects (both public and private) as required under the California Environmental Quality Act (CEQA). Case studies involving local projects are presented along with examination of corresponding CEQA documents, including EIRs. Explores <u>This course also explores</u> job and career opportunities associated with CEQA/Environmental Impact Assessment and Reporting . <u>Reporting</u> .
!	Course Type (CB27)	No value	<ul style="list-style-type: none"> • Lower Division
!	Mode of Delivery	<ul style="list-style-type: none"> • Online • Hybrid 	<ul style="list-style-type: none"> • Online

Faculty Requirements

Changed	Field	Current Version	Proposed Version
!	Discipline 1	No value	<ul style="list-style-type: none"> Environmental Technologies (Environmental hazardous material technology, hazardous material abatement, environmentally conscious manufacturing, waste water pretreatment, air pollution control technology, integrated waste management, water treatment, sewage treatment)
!	Discipline 2	No value	<ul style="list-style-type: none"> Biological Sciences
!	Discipline 3	No value	<ul style="list-style-type: none"> Ecology
!	FSA	No value	<ul style="list-style-type: none"> FHDA FSA - BIOLOGICAL SCIENCES

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This course is CSU transferable and is a requirement for the CTE Certificate and Degree in Environmental Resource Management and Pollution Prevention. The course meets a student identified need to learn about and use specific real-world tools that employers look for/demand, one of which is the use of Environmental Impact Reports (EIRs) under the associated "CEQA process".	This course is CSU transferable and is a requirement for the CTE Certificate and Degree in Environmental Resource Management and Pollution Prevention. The course meets a student identified need to learn about and use specific real-world tools that employers look for/demand, one of which is the use of Environmental Impact Reports (EIRs) under the associated "CEQA process".

Stand-Alone Statement

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


Course Philosophy


Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	


Foothill Equivalency

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

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

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

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

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

Cross-listed Course			

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

No value

No

More Options

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

Course is not a basic skills course.

Course is not a basic skills course.

Course Prior To College Level

Not applicable.

Not applicable.

Course Special Class Status (CB13)

Course is not a special class.

Course is not a special class.

Course Support Status (CB26)

Course is not a support course

Course is not a support course

Repeat Limit

0

0

Grade Options

- Letter Grade
- Pass/No Pass

- Letter Grade
- Pass/No Pass

Allow Students to Gain Credit by Exam/Challenge

Repeatability Statement

No value

Associated Programs

Changed Field**Current Version****Proposed Version****Course is part of a program****Associated Program** Environmental Resource Management and Pollution Prevention**Award Type** Certificate of Achievement (COA)**Associated Program** Environmental Resource Management and Pollution Prevention**Award Type** Certificate of Achievement (COA)**Associated Program** Environmental Resource Management and Pollution Prevention**Award Type** Associate in Arts (A.A.) Degree**Associated Program** Environmental Resource Management and Pollution Prevention**Award Type** Associate in Arts (A.A.) Degree**Associated Program** Environmental Resource Management and Pollution Prevention**Award Type** Certificate of Achievement-Advanced (COA-A)**Associated Program** Environmental Resource Management and Pollution Prevention**Award Type** Certificate of Achievement-Advanced (COA-A)**Associated Program** Liberal Arts (Business and Computer Information Systems Emphasis)**Award Type** Associate in Arts (A.A.) Degree**Associated Program** Liberal Arts (Business and Computer Information Systems Emphasis)**Award Type** Associate in Arts (A.A.) Degree**Associated Program** Liberal Arts (Business and Computer Information Systems Emphasis)**Award Type** Associate in Arts (A.A.) Degree**Associated Program** Liberal Arts (Business and Computer Information Systems Emphasis)**Award Type** Associate in Arts (A.A.) Degree

Changed	Field	Current Version	Proposed Version
		Associated Program Liberal Arts (Business and Computer Information Systems Emphasis)	Associated Program Liberal Arts (Business and Computer Information Systems Emphasis)
		Award Type Associate in Arts (A.A.) Degree	Award Type Associate in Arts (A.A.) Degree

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

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

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

Course Student Hours - Profile Name: Default Profile

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

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	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

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

Credit Units


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

Changed	Field	Current Version	Proposed Version
	Minimum Credit Units	4	4
	Maximum Credit Units	4	4

SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

Changed	Field	Current Version	Proposed Version
	Methods of Instruction	<p>Methods of Instruction</p> <p>Methods of Instruction Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class In-class exploration of Internet sites Quiz and examination review performed in class Homework and extended projects Field observation and field trips Guest speakers Collaborative learning and small group exercises</p>	<p>Methods of Instruction Methods of Instruction</p> <p>Methods of Instruction Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class In-class exploration of Internet sites Quiz and examination review performed in class Homework and extended projects Field observation and field trips Guest speakers Collaborative learning and small group exercises</p>

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

1. Reading assignments from the text and other assigned sources.
2. Writing assignments involving summary, synthesis and critical analysis of data and information.

1. Reading assignments from the text and other assigned sources.
2. Writing assignments involving summary, synthesis and critical analysis of data and information.



Methods of Evaluation

Methods of Evaluation	
Methods of Evaluation	<ol style="list-style-type: none"> 1. Quizzes to evaluate student comprehension of course concepts and principles and their application. 2. Written homework assignments that require students to demonstrate the ability to summarize, integrate and critically analyze course concepts and principles and their application. 3. A comprehensive Final Exam to evaluate student comprehension of course concepts and principles and their application.

Methods of Evaluation	
Methods of Evaluation	<ol style="list-style-type: none"> 1. Quizzes to evaluate student comprehension of course concepts and principles and their application. 2. Written homework assignments that require students to demonstrate the ability to summarize, integrate and critically analyze course concepts and principles and their application. 3. A comprehensive Final Exam to evaluate student comprehension of course concepts and principles and their application.

Changed	Field	Current Version	Proposed Version
!	Essential Student Materials/Essential College Facilities	Essential Student Materials: <ul style="list-style-type: none"> • None. Essential College Facilities: <ul style="list-style-type: none"> • Kirsch Center for Environmental Studies • (Special Purpose Facilities: 1) LEED Platinum-rated green building designed to showcase and teach about effective energy management, efficient environmental resource use, and pollution prevention, 2) Equipment Demonstration/Computer Lab (KC 239), 3) Natural Science Lab (KC 120) 4) Open Teaching Classroom/Lab (ESA Building), 5) Rooftop Air Pollution Monitoring Station) 	Essential Student Materials: <ul style="list-style-type: none"> • None Essential College Facilities: <ul style="list-style-type: none"> • Kirsch Center for Environmental Studies • (Special Purpose Facilities: 1) LEED Platinum-rated green building designed to showcase and teach about effective energy management, efficient environmental resource use, and pollution prevention, 2) Equipment Demonstration/Computer Lab (KC 239), 3) Natural Science Lab (KC 120) 4) Open Teaching Classroom/Lab (ESA Building), 5) Rooftop Air Pollution Monitoring Station)

Changed Field

Current Version

Proposed Version



Examples of Primary Texts and References

Title	No value
Author	Bass, Bogdan and Rivasplata. "The CEQA Deskbook." 3rd ed. Solano Press. 2012
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	The CEQA Deskbook
Author	Bass, Bogdan and Rivasplata.
Publisher	Solano Press
Date/Edition	April 2012, 3rd Edition
ISBN	0923956441

Title	No value
Author	Glasson, Therivel, and Chadwick. "Introduction to Environmental Impact Assessment." 4th ed. Routledge. 2012.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	Introduction to Environmental Impact Assessment
Author	Glasson, Therivel, and Chadwick.
Publisher	Routledge
Date/Edition	February 2019, 5th Edition
ISBN	9780429470738

Title	No value
Author	Morris and Therivel. "Methods of Environmental Impact Assessment." 3rd ed. Routledge. 2009.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	Methods of Environmental Impact and Assessment
Author	Morris and Therivel.
Publisher	Routledge
Date/Edition	March 2009, 3rd Edition
ISBN	9780203892909

Changed Field

Current Version

Proposed Version



Suggested Reading List

No value

Reading List	Case study materials gathered from various sources.
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May include, but are not limited to	No value
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Reading List	Herson, Albert and Gary Lucks, "California Environmental Law and Policy," 2nd ed. Solano Press. 2017.
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May include, but are not limited to	No value
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Learning Outcomes and Objectives

Changed	Field	Current Version	Proposed Version
	<p>Course Objectives</p>	<ul style="list-style-type: none"> • Assess the potential impacts of development projects on human health and environmental resources. • Explore and analyze the California Environmental Quality Act (CEQA) and associated "CEQA process." • Examine and analyze the Preliminary Review • Examine and analyze the Initial Study (IS) • Examine and analyze Negative Declarations ("NegDecs"), including Mitigated NegDecs • Explore and analyze Environmental Impact Reports (EIRs). • Examine and analyze Post-EIR Activities and associated documents • Examine and analyze other relevant CEQA topics/issues • Explore potential job and career opportunities involving Environmental Impact Reporting and the CEQA process. • Examine CEQA & EIR environmental impact assessment and report generation software, systems, and tools. 	<ul style="list-style-type: none"> • Assess the potential impacts of development projects on human health and environmental resources. • Explore and analyze the California Environmental Quality Act (CEQA) and associated "CEQA process." • Examine and analyze the Preliminary Review • Examine and analyze the Initial Study (IS) • Examine and analyze Negative Declarations ("NegDecs"), including Mitigated NegDecs • Explore and analyze Environmental Impact Reports (EIRs). • Examine and analyze Post-EIR Activities and associated documents • Examine and analyze other relevant CEQA topics/issues • Explore potential job and career opportunities involving Environmental Impact Reporting and the CEQA process. • Examine CEQA & EIR environmental impact assessment and report generation software, systems, and tools.

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

Demonstrate the ability to communicate the elements, principles and practices involved with the "CEQA process" and Environmental Impact Report (EIR) generation and use.

Expected SLO Performance 0.0

CSLOs

Demonstrate the ability to communicate the elements, principles and practices involved with the "CEQA process" and Environmental Impact Report (EIR) generation and use.

Expected SLO Performance 0.0

Course Outline

Changed	Field	Current Version	Proposed Version
Course Content		<ol style="list-style-type: none"> 1. Assess the potential impacts of development projects on human health and environmental resources. <ol style="list-style-type: none"> 1. Examine select case studies of impacts from past development projects on human health and environmental resources. 2. Discuss the role of CEQA and other similar environmental impact assessments (ex: Environmental Site Assessments) in mitigating the negative consequences of development. 2. Explore and analyze the California Environmental Quality Act (CEQA) and associated “CEQA process.” <ol style="list-style-type: none"> 1. Explore the history and motivation behind passage of CEQA. 2. Compare and contrast CEQA to its national equivalent – NEPA (National Environmental Quality Act). 3. Examine the state and local agencies involved in CEQA and their roles in the process. 4. Examine other key stakeholders (developers, environmental groups, etc.) and their roles and motivations in the process. 5. Examine the 3-phase CEQA process: Preliminary Review, Initial Study and, as needed, Environmental Impact Report. 	<ol style="list-style-type: none"> 1. Assess the potential impacts of development projects on human health and environmental resources. <ol style="list-style-type: none"> 1. Examine select case studies of impacts from past development projects on human health and environmental resources. 2. Discuss the role of CEQA and other similar environmental impact assessments (ex: Environmental Site Assessments) in mitigating the negative consequences of development. 2. Explore and analyze the California Environmental Quality Act (CEQA) and associated “CEQA process.” <ol style="list-style-type: none"> 1. Explore the history and motivation behind passage of CEQA. 2. Compare and contrast CEQA to its national equivalent – NEPA (National Environmental Quality Act). 3. Examine the state and local agencies involved in CEQA and their roles in the process. 4. Examine other key stakeholders (developers, environmental groups, etc.) and their roles and motivations in the process. 5. Examine the 3-phase CEQA process: Preliminary Review, Initial Study and, as needed, Environmental Impact Report.

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

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- | | |
|---|---|
| 3. Examine and analyze the Preliminary Review | 3. Examine and analyze the Preliminary Review |
| 1. Examine the purpose of the Preliminary Review (i.e., to determine if a proposed action/activity is subject to CEQA) | 1. Examine the purpose of the Preliminary Review (i.e., to determine if a proposed action/activity is subject to CEQA) |
| 2. Examine determining whether an action/activity is considered a "Project" under CEQA. | 2. Examine determining whether an action/activity is considered a "Project" under CEQA. |
| 3. Examine exemptions from CEQA (i.e., General (Common Sense) Exemption; Statutory Exemptions; Categorical Exemptions) | 3. Examine exemptions from CEQA (i.e., General (Common Sense) Exemption; Statutory Exemptions; Categorical Exemptions) |
| 4. Examine example real-world Notices of Exemption (NOEs) | 4. Examine example real-world Notices of Exemption (NOEs) |
| 4. Examine and analyze the Initial Study (IS) | 4. Examine and analyze the Initial Study (IS) |
| 1. Examine the purpose of the Initial Study (i.e., to determine whether a proposed project may have at least one "significant environmental effect") | 1. Examine the purpose of the Initial Study (i.e., to determine whether a proposed project may have at least one "significant environmental effect") |
| 2. Examine the 18 Environmental Factors to be assessed in an Initial Study | 2. Examine the 18 Environmental Factors to be assessed in an Initial Study |
| 3. Examine the required contents of an Initial Study | 3. Examine the required contents of an Initial Study |
| 4. Examine making Conclusions in an Initial Study (i.e., using the "Fair Argument Standard" to determine whether identified environmental impacts are "potentially significant"). | 4. Examine making Conclusions in an Initial Study (i.e., using the "Fair Argument Standard" to determine whether identified environmental impacts are "potentially significant"). |
| 5. Examine the CEQA Model Initial Study Checklist | 5. Examine the CEQA Model Initial Study Checklist |

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

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- | | |
|---|---|
| 6. Examine real-world examples of an Initial Study. | 6. Examine real-world examples of an Initial Study. |
| 5. Examine and analyze Negative Declarations ("NegDecs"), including Mitigated NegDecs | 5. Examine and analyze Negative Declarations ("NegDecs"), including Mitigated NegDecs |
| 1. Examine the purpose of NegDecs (i.e., to document that the proposed Project has, after identified mitigation steps, no significant environmental effects). | 1. Examine the purpose of NegDecs (i.e., to document that the proposed Project has, after identified mitigation steps, no significant environmental effects). |
| 2. Examine the required contents of a NegDec and a Mitigated NegDec | 2. Examine the required contents of a NegDec and a Mitigated NegDec |
| 3. Examine the Public Review Process associated with Neg Decs/Mitigated NegDecs | 3. Examine the Public Review Process associated with Neg Decs/Mitigated NegDecs |
| 4. Examine real-world examples of NegDecs and Mitigated NegDecs | 4. Examine real-world examples of NegDecs and Mitigated NegDecs |
| 6. Explore and analyze Environmental Impact Reports (EIRs). | 6. Explore and analyze Environmental Impact Reports (EIRs). |
| 1. Examine the general types of EIRs (Project, Program, Focused, etc.). | 1. Examine the general types of EIRs (Project, Program, Focused, etc.). |
| 2. Explore the general EIR process: Scoping, Draft EIR, Final EIR, Decision-Making Process, Subsequent or Supplemental EIRs. | 2. Explore the general EIR process: Scoping, Draft EIR, Final EIR, Decision-Making Process, Subsequent or Supplemental EIRs. |
| 3. Examine the preparation, public review, and certification of an EIR. | 3. Examine the preparation, public review, and certification of an EIR. |
| 4. Examine the typical contents of an EIR in detail. | 4. Examine the typical contents of an EIR in detail. |
| 5. Examine real-world examples of EIR documents. | 5. Examine real-world examples of EIR documents. |
| 7. Examine and analyze Post-EIR Activities and associated documents | 7. Examine and analyze Post-EIR Activities and associated documents |

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

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- | | |
|---|---|
| 1. Examine potential post-EIR actions (such as issuance of Findings, Statement of Overriding Considerations, Mitigation Monitoring & Reporting Plan, Notice of Determination, etc.) | 1. Examine potential post-EIR actions (such as issuance of Findings, Statement of Overriding Considerations, Mitigation Monitoring & Reporting Plan, Notice of Determination, etc.) |
| 2. Examine CEQA compliance after a Project is approved (including Subsequent & Supplemental EIRs, EIR Addendums, Changing or Eliminating Mitigation Measures, etc.) | 2. Examine CEQA compliance after a Project is approved (including Subsequent & Supplemental EIRs, EIR Addendums, Changing or Eliminating Mitigation Measures, etc.) |
| 3. Examine real-world examples of Post-EIR documents. | 3. Examine real-world examples of Post-EIR documents. |
| 8. Examine and analyze other relevant CEQA topics/issues | 8. Examine and analyze other relevant CEQA topics/issues |
| 1. Examine integration of CEQA with NEPA. | 1. Examine integration of CEQA with NEPA. |
| 2. Examine CEQA-related litigation. | 2. Examine CEQA-related litigation. |
| 3. Examine CEQA's effectiveness. | 3. Examine CEQA's effectiveness. |
| 9. Explore potential job and career opportunities involving Environmental Impact Reporting and the CEQA process. | 9. Explore potential job and career opportunities involving Environmental Impact Reporting and the CEQA process. |
| 1. Explore job and career opportunities involving Environmental Impact Reporting. | 1. Explore job and career opportunities involving Environmental Impact Reporting. |
| 2. Explore job and career opportunities involving the CEQA process. | 2. Explore job and career opportunities involving the CEQA process. |
| 10. Examine CEQA & EIR environmental impact assessment and report generation software, systems, and tools. | 10. Examine CEQA & EIR environmental impact assessment and report generation software, systems, and tools. |
| 1. Examine CEQA & EIR environmental impact assessment software, systems, and tools | 1. Examine CEQA & EIR environmental impact assessment software, systems, and tools |

Changed	Field	Current Version	Proposed Version
		2. Examine CEQA & EIR report generation software, systems, and tools	2. Examine CEQA & EIR report generation software, systems, and 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.	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

Changed	Questions	Current Version	Proposed Version
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**General
Course
Statement(s) -
Other:**

No Value

No Value

Curriculum Office

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

202122

No Value



**Banner
Division**

2BH

No Value



**Catalog Term
(21-22)**

23-24

No Value



**5 Year Revision
Year (2021)**

2018

No Value



**Effective
Quarter**

Fall

No Value



**Effective Year
(2021)**

2023

No Value

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

E S 062B

E S 062B

Course Status

Substantial

Substantial



**Course Status
Code**

A

No Value



**Banner
Department**

E S

No Value



Course Level

DU

No Value



College Code

DA

No Value

**Course
Characteristics**

CTE

CTE

Changed	Questions	Current Version	Proposed Version
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
!	CTE Status	Yes	No Value
!	DL Approval Date (MM/DD/YYYY)	05/30/2017	No Value
!	Hybrid Approval Date (MM/DD/YYYY)	05/30/2017	No Value
!	Emergency Approval	No	No Value
!	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)	N	No Value

Changed	Questions	Current Version	Proposed Version
!	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)	N	No Value
!	Noncredit Enhanced Funding Indicator	N	No Value
!	In Service Indicator	N	No Value
!	Sports/Physical Education Course Indicator	N	No Value
!	COA Code	C	No Value
!	Fund Code	114000	No Value
!	Organization Code	237005	No Value
!	Account Code	1320	No Value
!	Program Code	030200	No Value
!	Percent	100	No Value
	Curriculum Office Notes	<ul style="list-style-type: none"> Requisite change appr. 1/17/23 (effect. F23).-cc 	<ul style="list-style-type: none"> Requisite change appr. 1/17/23 (effect. F23).-cc
!	Print/No Print to Catalog	Yes	No Value

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

Summary of Revisions

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

	Units and Hours	No Value	No Value
--	------------------------	----------	----------

	Specifications	No Value	No Value
--	-----------------------	----------	----------

	Outline	No Value	No Value
--	----------------	----------	----------

	Other	No Value	No Value
--	--------------	----------	----------

Blue Form

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

	1. Is the unit(s) change required for articulation?	No Value	No Value
--	--	----------	----------

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

A-Matrix Form

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

B-Matrix Form

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

No Value

No Value

Changed	Questions	Current Version	Proposed Version
!	Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.	No Value	Assignments: A.Reading assignments from the text and other assigned sources; Method of Evaluation: B. Written homework assignments that require students to demonstrate the ability to summarize, integrate and critically analyze course concepts and principles and their application.
!	Objective 2: Develop analytical ideas and topics for essays.	No Value	Assignments: A.Reading assignments from the text and other assigned sources; Method of Evaluation: B. Written homework assignments that require students to demonstrate the ability to summarize, integrate and critically analyze course concepts and principles and their application.
	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	Assignments: A.Reading assignments from the text and other assigned sources; Method of Evaluation: A.Quizzes to evaluate student comprehension of course concepts and principles and their application.
	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	Assignments: A.Reading assignments from the text and other assigned sources; Method of Evaluation: C.A comprehensive Final Exam to evaluate student comprehension of course concepts and principles and their application.

Changed	Questions	Current Version	Proposed Version
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**Objective 7:
Demonstrate writing
as a multi-step
process including
attention to planning
and revision.**

No Value

No Value



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

No Value

Assignments: A. Reading assignments from the text and other assigned sources; Method of Evaluation: B. Written homework assignments that require students to demonstrate the ability to summarize, integrate and critically analyze course concepts and principles and their application.

**Objective 9:
Demonstrate
appropriate
grammar usage and
mechanics.**

No Value

No Value

C-Matrix Form

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

D-Matrix Form

Blank area for the D-Matrix Form.

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

**Objective 3:
Explore functions.**

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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**Objective 4:
Develop linear
function
models.**

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

	Objective 11: Develop skills to work with radical expressions.	No Value	No Value
--	---	----------	----------

E-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
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**Objective 1:
Develop,
throughout the
course as
applicable,
systematic
problem-
solving
methods.**

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

Objective 7:
Develop quadratic function models to solve problems.

No Value

No Value

Objective 8:
Use inequalities to solve real world problems.

No Value

No Value

Objective 9:
Explore arithmetic sequences and series.

No Value

No Value

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

No Value

No Value

Changed

Questions

Current Version

Proposed Version

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

G-Matrix Form

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

H-Matrix Form

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

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

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

No Value

No Value

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

No Value

No Value

De Anza GE Form

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

No Value

No Value

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

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

Changed

Questions

Current Version

Proposed Version

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

No Value

No Value

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

No Value

No Value

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

De Anza GE - ESGC Form

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

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

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

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

Comments

Changed	Questions	Current Version	Proposed Version
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	Stage 2: Department Chair	No Value	No Value
--	--	----------	----------

Changed	Questions	Current Version	Proposed Version
	<p>! Stage 3: Division Curriculum Representative</p>	No Value	<p>3/27Req/Adv</p>
			<p>Required 6/12- Bill Roeder- Completed</p> <p>Please complete B matrix</p>
			<p>Basic Info</p> <p>Course Description.</p> <p>Req.</p> <p>6/12- Bill Roeder- Completed</p> <p>Please use complete sentences</p>
			<p>Basic Info</p> <p>Mode of Delivery</p> <p>Req.</p> <p>6/12- Bill Roeder- Online education form completed and uploaded</p> <p>Please complete online and hybrid forms</p>
			<p>Specifications</p> <p>Suggested reading</p> <p>Req,</p> <p>6/12- Bill Roeder- Done</p> <p>Please remove all entries from this field</p>
	<p>Stage 4: Division Dean</p>	No Value	No Value
	<p>Stage 5: SLO Coordinator</p>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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**Stage 7:
Content
Review Matrix
Liaison**

No Value

No Value

**Stage 8: AVP -
Instruction**

No Value

No Value

**Stage 9:
Articulation
Officer**

No Value

No Value

**Stage 11:
ESGC Faculty
Coordinator**

No Value

No Value

**Stage 14:
Curriculum
Committee**

No Value

No Value

Course Administration Codes

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

Changed	Field	Current Version
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Curriculum ID

E SD062B

**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

Changed	Field	Current Version
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	Course Control Number	
--	--------------------------------------	--

		CCC000592415
--	--	--------------

Articulation

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

	Course Crosswalk CRS-NUMBER	
--	--	--

De Anza College
Change Report
07/02/2024

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Description
General Information	Course Type (CB27)
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	Discipline 2
Faculty Requirements	Discipline 3
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	DL Approval Date (MM/DD/YYYY)
Curriculum Office	Hybrid Approval Date (MM/DD/YYYY)
Curriculum Office	Emergency Approval
Curriculum Office	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)
Curriculum Office	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)
Curriculum Office	Noncredit Enhanced Funding Indicator
Curriculum Office	In Service Indicator
Curriculum Office	Sports/Physical Education Course Indicator
Curriculum Office	COA Code
Curriculum Office	Fund Code
Curriculum Office	Organization Code
Curriculum Office	Account Code
Curriculum Office	Program Code
Curriculum Office	Percent
Curriculum Office	Print/No Print to Catalog
B-Matrix Form	Objective 2: Develop analytical ideas and topics for essays.
B-Matrix Form	Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.
B-Matrix Form	Objective 5: Identify and practice writing for different audiences and purposes.
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.

Comments

Stage 3: Division Curriculum Representative

Comments

Stage 9: Articulation Officer

CTE Course

Is this a CTE (Career Technical Education) course?

Honors/Non-honors Course

Is this an honors/non-honors course?

Mirrored Credit/Noncredit Course

Is this a mirrored credit/noncredit course?

Cross-listed Course

Is this a cross-listed course?

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

• Mike Appio

• William Roeder (Coordinator)

**Course ID
(CB01A and
CB01B)**

E SD062C

E SD062C

**Course Control
Number**

CCC000592416

CCC000592416

**Course Title
(CB02)**Environmental Management Tools:
Environmental Site Assessments (ESAs)Environmental Management Tools:
Environmental Site Assessments (ESAs)**Short Course
Title**

ENV MGMT TOOLS: ENV SITE ASSES

ENV MGMT TOOLS: ENV SITE ASSES

**TOP Code
(CB03)**

0303.00

0303.00 Environmental Technology

CIP CodeHazardous Materials Management and
Waste Technology/Technician15.0508 Hazardous Materials
Management and Waste
Technology/Technician**Department**

E S - Environmental Studies

E S - Environmental Studies

**Effective Term**

Fall 2023

Fall ~~2023~~ 2025**SAM Priority
Code (CB09)**

Clearly Occupational

Clearly Occupational

Changed	Field	Current Version	Proposed Version
!	Course Description	Examines Environmental Site Assessments (ESAs) which are used to assess (prior to their sale or redevelopment/ reuse) commercial, light industrial, and "brownfield" sites for significant environmental contamination and, if found, then develop and evaluate alternatives to "remediate" (clean up or contain) the contamination found to acceptable levels. Focus is on the required components of a standard Phase I ESA and associated report generation. Explores associated job and career opportunities.	Examines- <u>This course examines</u> Environmental Site Assessments (ESAs) which are used to assess (prior to their sale or redevelopment/ reuse) commercial, light industrial, and "brownfield" sites for significant environmental contamination and, if found, then develop and evaluate alternatives to "remediate" (clean up or contain) the contamination found to acceptable levels. Focus is- <u>The course focuses</u> on the required components of a standard Phase I ESA and associated report generation. Explores- <u>The course also explores</u> associated job and career opportunities- <u>opportunities in the industry.</u>
!	Course Type (CB27)	No value	<ul style="list-style-type: none"> Lower Division
!	Mode of Delivery	<ul style="list-style-type: none"> Online Hybrid 	<ul style="list-style-type: none"> Online

Faculty Requirements

Changed	Field	Current Version	Proposed Version
!	Discipline 1	No value	<ul style="list-style-type: none"> 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)
!	Discipline 2	No value	<ul style="list-style-type: none"> Biological Sciences
!	Discipline 3	No value	<ul style="list-style-type: none"> Ecology
!	FSA	No value	<ul style="list-style-type: none"> Biological Sciences

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This course is CSU transferable and is a requirement for the CTE Certificate and Degree in Environmental Resource Management and Pollution Prevention. The course meets a student identified need to learn about and use specific real-world tools that employers look for/demand, one of which is the use of Environmental Site Assessments (ESAs).	This course is CSU transferable and is a requirement for the CTE Certificate and Degree in Environmental Resource Management and Pollution Prevention. The course meets a student identified need to learn about and use specific real-world tools that employers look for/demand, one of which is the use of Environmental Site Assessments (ESAs).

Stand-Alone Statement

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


Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	


Foothill Equivalency

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


CTE Course

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

Honors/Non-honors Course

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

Mirrored Credit/Noncredit Course

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

Cross-listed Course

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

No value

No

More Options

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

Course is not a basic skills course.

Course is not a basic skills course.

Course Prior To College Level

Not applicable.

Not applicable.

Course Special Class Status (CB13)

Course is not a special class.

Course is not a special class.

Course Support Status (CB26)

Course is not a support course

Course is not a support course

Repeat Limit

0

0

Grade Options

- Letter Grade
- Pass/No Pass

- Letter Grade
- Pass/No Pass

Allow Students to Gain Credit by Exam/Challenge

Repeatability Statement

No value

Associated Programs

Changed Field**Current Version****Proposed Version****Course is part of a program****Associated Program** Environmental Resource Management and Pollution Prevention**Award Type** Certificate of Achievement (COA)**Associated Program** Environmental Resource Management and Pollution Prevention**Award Type** Certificate of Achievement (COA)**Associated Program** Environmental Resource Management and Pollution Prevention**Award Type** Associate in Arts (A.A.) Degree**Associated Program** Environmental Resource Management and Pollution Prevention**Award Type** Associate in Arts (A.A.) Degree**Associated Program** Environmental Resource Management and Pollution Prevention**Award Type** Certificate of Achievement-Advanced (COA-A)**Associated Program** Environmental Resource Management and Pollution Prevention**Award Type** Certificate of Achievement-Advanced (COA-A)**Associated Program** Liberal Arts (Business and Computer Information Systems Emphasis)**Award Type** Associate in Arts (A.A.) Degree**Associated Program** Liberal Arts (Business and Computer Information Systems Emphasis)**Award Type** Associate in Arts (A.A.) Degree**Associated Program** Energy Management and Building Science**Award Type** Associate in Science (A.S.) Degree**Associated Program** Energy Management and Building Science**Award Type** Associate in Science (A.S.) Degree**Associated Program** Liberal Arts (Business and Computer Information Systems Emphasis)**Award Type** Associate in Arts (A.A.) Degree**Associated Program** Liberal Arts (Business and Computer Information Systems Emphasis)**Award Type** Associate in Arts (A.A.) Degree

Changed	Field	Current Version	Proposed Version
		Associated Program Energy Management and Building Science Award Type Associate in Science (A.S.) Degree	Associated Program Energy Management and Building Science Award Type Associate in Science (A.S.) Degree
		Associated Program Liberal Arts (Business and Computer Information Systems Emphasis) Award Type Associate in Arts (A.A.) Degree	Associated Program Liberal Arts (Business and Computer Information Systems Emphasis) Award Type Associate in Arts (A.A.) Degree

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

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

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

Course Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	144	144
	Lecture Hours - Course In-Class (Contact) per Term	48	48
	Lecture Hours - Course Out-of-Class per Term	96	96
	Laboratory Hours - Course In-Class (Contact) per Term	0	0
	Laboratory Hours - Course Out-of-Class per Term	0	0
	NA Hours - Course In-Class (Contact) per Term	0	0

Changed	Field	Current Version	Proposed Version
	NA Hours - Course Out-of- Class per Term	0	0
	Total - Course In-Class (Contact) Hours	48	48
	Total - Course Out-of-Class Hours	96	96
	Total Credit Units - Minimum Credit Units	4	4
	Total Credit Units - Maximum Credit Units	4	4

Speciality Hours

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

Credit / Non-Credit Options

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

Changed	Field	Current Version	Proposed Version
	Cooperative Work Experience Education Status (CB10)	<input type="checkbox"/>	<input type="checkbox"/>
	Variable Credit Course	<input type="checkbox"/>	<input type="checkbox"/>

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



Methods of Instruction

Methods of Instruction	
Methods of Instruction	<p>Lecture and visual aids</p> <p>Discussion of assigned reading</p> <p>Discussion and problem solving performed in class</p> <p>In-class exploration of Internet sites</p> <p>Quiz and examination review performed in class</p> <p>Homework and extended projects</p> <p>Field observation and field trips</p> <p>Guest speakers</p> <p>Collaborative learning and small group exercises</p>

Methods of Instruction	Methods of Instruction
Methods of Instruction	<p>Lecture and visual aids</p> <p>Discussion of assigned reading</p> <p>Discussion and problem solving performed in class</p> <p>In-class exploration of Internet sites</p> <p>Quiz and examination review performed in class</p> <p>Homework and extended projects</p> <p>Field observation and field trips</p> <p>Guest speakers</p> <p>Collaborative learning and small group exercises</p>

Assignments

1. Reading assignments from the text and other assigned sources.
2. Writing assignments involving summary, synthesis and critical analysis of data and information.

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2. Writing assignments involving summary, synthesis and critical analysis of data and information.



Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

1. Quizzes to evaluate student comprehension of course concepts and principles and their application.
2. Written homework assignments that require students to demonstrate the ability to summarize, integrate and critically analyze course concepts and principles and their application.
3. A comprehensive Final Exam to evaluate student comprehension of course concepts and principles and their application.

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3. A comprehensive Final Exam to evaluate student comprehension of course concepts and principles and their application.

Changed	Field	Current Version	Proposed Version
!	Essential Student Materials/Essential College Facilities	Essential Student Materials: <ul style="list-style-type: none"> • None. Essential College Facilities: <ul style="list-style-type: none"> • Kirsch Center for Environmental Studies • (Special Purpose Facilities: 1) LEED Platinum-rated green building designed to showcase and teach about effective energy management, efficient environmental resource use, and pollution prevention, 2) Equipment Demonstration/Computer Lab (KC 239), 3) Natural Science Lab (KC 120) 4) Open Teaching Classroom/Lab (ESA Building), 5) Rooftop Air Pollution Monitoring Station) 	Essential Student Materials: <ul style="list-style-type: none"> • None Essential College Facilities: <ul style="list-style-type: none"> • Kirsch Center for Environmental Studies • (Special Purpose Facilities: 1) LEED Platinum-rated green building designed to showcase and teach about effective energy management, efficient environmental resource use, and pollution prevention, 2) Equipment Demonstration/Computer Lab (KC 239), 3) Natural Science Lab (KC 120) 4) Open Teaching Classroom/Lab (ESA Building), 5) Rooftop Air Pollution Monitoring Station)



Examples of Primary Texts and References

Title	No value
Author	Kathleen Hess-Kosa. "Environmental Site Assessment Phase I: A Basic Guide." 3rd ed. CRC Press. 2007.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Thomas Socha. "A Technical Guide For Performing and Writing Phase I Environmental Site Assessments." iUniverse. 2001.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	Environmental Site Assessment Phase 1: A Basic Guide
Author	Kathleen Hess-Kosa.
Publisher	CRC Press
Date/Edition	November 2007, 3rd Edition
ISBN	0849379660

Title	A Technical Guide for Performing and Writing Phase 1 Environmental Site Assessments
Author	Thomas Socha.
Publisher	iUniverse
Date/Edition	September 2001, 1st Edition
ISBN	0595199291

Title	Environmental Management System A Complete Guide
Author	Blokdyk, Gerardus
Publisher	5STARCOoks
Date/Edition	February 2021, 1st Edition
ISBN	ISBN: 978-0655925170



Suggested Reading List

No value

Reading List Example ESA reports gathered from various sources.

May include, but are not limited to No value

Reading List Alter, Benjamin. "Environmental Consulting Fundamentals: Investigation and Remediation." CRC Press. 2012.

May include, but are not limited to No value

Reading List ASTM International. "Standard E1527-13: Standard Practice for Environmental Site Assessments: Phase I Environmental Site Assessment Process." 2013.

May include, but are not limited to No value

Reading List USEPA. "All Appropriate Inquires (AAI) Final Rule." 40 CFR 312. 2005.

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

May No value
include,
but are
not
limited
to

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

- | | |
|--|--|
| <ul style="list-style-type: none"> • Assess the potential impacts of abandoned/non-operational commercial and light industrial facilities and other "brownfield"-type sites on human health and environmental resources. • Explore and examine the driving forces behind Environmental Site Assessments and the associated "ESA process." • Explore and examine the standard Phase I ESA Process • Examine Planning, Organizing & Starting a Phase I ESA • Examine the Records Review task of a standard Phase I ESA • Examine the Property & Area Reconnaissance task of a standard Phase I ESA • Examine the Interview of Knowledgeable Persons task of a standard Phase I ESA • Examine investigation of Commercial/Industrial Activities and "Special Resources" • Examine common Building-Related Environmental Concerns & Their Assessment • Explore and analyze standard Phase I ESA Reports and associated report generation. • Explore potential job and career opportunities involving Phase I ESAs. • Examine technologies, systems & tools employed in Phase I ESAs. | <ul style="list-style-type: none"> • Assess the potential impacts of abandoned/non-operational commercial and light industrial facilities and other "brownfield"-type sites on human health and environmental resources. • Explore and examine the driving forces behind Environmental Site Assessments and the associated "ESA process." • Explore and examine the standard Phase I ESA Process • Examine Planning, Organizing & Starting a Phase I ESA • Examine the Records Review task of a standard Phase I ESA • Examine the Property & Area Reconnaissance task of a standard Phase I ESA • Examine the Interview of Knowledgeable Persons task of a standard Phase I ESA • Examine investigation of Commercial/Industrial Activities and "Special Resources" • Examine common Building-Related Environmental Concerns & Their Assessment • Explore and analyze standard Phase I ESA Reports and associated report generation. • Explore potential job and career opportunities involving Phase I ESAs. • Examine technologies, systems & tools employed in Phase I ESAs. |
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Changed Field**Current Version****Proposed Version****CSLOs****CSLOs**

Demonstrate the ability to communicate the elements, principles and practices involved with conducting, reporting and using the results of Environmental Site Assessments (ESAs).

Expected SLO Performance 0.0

CSLOs

Demonstrate the ability to communicate the elements, principles and practices involved with conducting, reporting and using the results of Environmental Site Assessments (ESAs).

Expected SLO Performance 0.0

Course Outline

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

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| <p>1. Assess the potential impacts of abandoned/non-operational commercial and light industrial facilities and other "brownfield"-type sites on human health and environmental resources.</p> <ul style="list-style-type: none">1. Examine select case studies of impacts from old commercial and light industrial facilities and other "brownfield"-type sites on human health and environmental resources.2. Discuss the role of ESAs and other similar environmental site assessments (ex: Superfund cleanup program site assessments) in mitigating the negative consequences of old commercial and industrial facilities and other "brownfield"-type sites. <p>2. Explore and examine the driving forces behind Environmental Site Assessments and the associated "ESA process."</p> <ul style="list-style-type: none">1. Explore the history and motivations behind ESAs (financial liability concerns of property buyers, individual state requirements, etc.).2. Examine closely associated "brownfields" programs operated at the federal, state and local levels.3. Examine the 3-phase ESA process: Site Investigation and Screening; Site Sampling and Characterization; Remediation Plan Development. <p>3. Explore and examine the standard Phase I ESA Process</p> <ul style="list-style-type: none">1. Explore the 3 basic interrelated tasks involved in a Phase I ESA (Records Review; Interview of "Knowledgeable Persons; | <p>1. Assess the potential impacts of abandoned/non-operational commercial and light industrial facilities and other "brownfield"-type sites on human health and environmental resources.</p> <ul style="list-style-type: none">1. Examine select case studies of impacts from old commercial and light industrial facilities and other "brownfield"-type sites on human health and environmental resources.2. Discuss the role of ESAs and other similar environmental site assessments (ex: Superfund cleanup program site assessments) in mitigating the negative consequences of old commercial and industrial facilities and other "brownfield"-type sites. <p>2. Explore and examine the driving forces behind Environmental Site Assessments and the associated "ESA process."</p> <ul style="list-style-type: none">1. Explore the history and motivations behind ESAs (financial liability concerns of property buyers, individual state requirements, etc.).2. Examine closely associated "brownfields" programs operated at the federal, state and local levels.3. Examine the 3-phase ESA process: Site Investigation and Screening; Site Sampling and Characterization; Remediation Plan Development. <p>3. Explore and examine the standard Phase I ESA Process</p> <ul style="list-style-type: none">1. Explore the 3 basic interrelated tasks involved in a Phase I ESA (Records Review; Interview of "Knowledgeable Persons; |
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Changed Field**Current Version****Proposed Version**

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| <p>Site Visit/"Site Reconnaissance")</p> <ol style="list-style-type: none">2. Explore the governing standards for a Phase I ESA (USEPA's "All Appropriate Inquires" Rule and ASTM Standard 1527)3. Examine alternative use and generation of a Limited Phase I ESA ("Transaction Screen").4. Examine the party(ies) potentially seeking a Phase I Report (i.e., the seller, a potential buyer, a lender, etc.), their motivations, knowledge, and expectations. <p>4. Examine Planning, Organizing & Starting a Phase I ESA</p> <ol style="list-style-type: none">1. Examine working with the party seeking a Phase I Report to determine their specific needs and to establish a governing "Scope of Work".2. Examine developing an organized, systematic plan of attack to complete the required tasks.3. Examine the need to start requesting/collecting relevant site records from the client and governmental and other sources ASAP.4. Examine the need to establish a site and area sketch and perform (if feasible) an initial "drive-by" and "walk-around" of the site and area. <p>5. Examine the Records Review task of a standard Phase I ESA</p> <ol style="list-style-type: none">1. Examine researching available information sources to define the Physical Setting of the site (Geographic Description, Topographic Characteristics, Hydrologic & Hydrogeologic Characteristics, etc.) | <p>Site Visit/"Site Reconnaissance")</p> <ol style="list-style-type: none">2. Explore the governing standards for a Phase I ESA (USEPA's "All Appropriate Inquires" Rule and ASTM Standard 1527)3. Examine alternative use and generation of a Limited Phase I ESA ("Transaction Screen").4. Examine the party(ies) potentially seeking a Phase I Report (i.e., the seller, a potential buyer, a lender, etc.), their motivations, knowledge, and expectations. <p>4. Examine Planning, Organizing & Starting a Phase I ESA</p> <ol style="list-style-type: none">1. Examine working with the party seeking a Phase I Report to determine their specific needs and to establish a governing "Scope of Work".2. Examine developing an organized, systematic plan of attack to complete the required tasks.3. Examine the need to start requesting/collecting relevant site records from the client and governmental and other sources ASAP.4. Examine the need to establish a site and area sketch and perform (if feasible) an initial "drive-by" and "walk-around" of the site and area. <p>5. Examine the Records Review task of a standard Phase I ESA</p> <ol style="list-style-type: none">1. Examine researching available information sources to define the Physical Setting of the site (Geographic Description, Topographic Characteristics, Hydrologic & Hydrogeologic Characteristics, etc.) |
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Changed Field**Current Version****Proposed Version**

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|---|---|
| 2. Examine researching the Historic Usage of the Property & Surrounding Area based on available historical records like Title Records, Aerial Photographs, Fire Insurance Maps, Historic Topographic Maps, etc. | 2. Examine researching the Historic Usage of the Property & Surrounding Area based on available historical records like Title Records, Aerial Photographs, Fire Insurance Maps, Historic Topographic Maps, etc. |
| 3. Investigate examining Government Regulatory Agency Listings and Databases for relevant site information and/or using commercially-available services to perform this task. | 3. Investigate examining Government Regulatory Agency Listings and Databases for relevant site information and/or using commercially-available services to perform this task. |
| 6. Examine the Property & Area Reconnaissance task of a standard Phase I ESA | 6. Examine the Property & Area Reconnaissance task of a standard Phase I ESA |
| 1. Examine standard Reconnaissance of a Property, considering 25 separate items to look for/examine such as waste management units, odors, dead wildlife, etc. | 1. Examine standard Reconnaissance of a Property, considering 25 separate items to look for/examine such as waste management units, odors, dead wildlife, etc. |
| 2. Examine standard Reconnaissance of Adjacent Properties, observing what is observable. | 2. Examine standard Reconnaissance of Adjacent Properties, observing what is observable. |
| 3. Examine optional but recommended Reconnaissance of the Surrounding Area via a "windshield tour". | 3. Examine optional but recommended Reconnaissance of the Surrounding Area via a "windshield tour". |
| 7. Examine the Interview of Knowledgeable Persons task of a standard Phase I ESA | 7. Examine the Interview of Knowledgeable Persons task of a standard Phase I ESA |
| 1. Examine the Purpose & Key Goals of Interviews | 1. Examine the Purpose & Key Goals of Interviews |
| 2. Examine the Types, Settings & Timing of Interviews | 2. Examine the Types, Settings & Timing of Interviews |
| 3. Examine both who we must interview (per the prevailing ASTM standard) and who we might (optionally) want to interview. | 3. Examine both who we must interview (per the prevailing ASTM standard) and who we might (optionally) want to interview. |
| 4. Examine use of a model "User Questionnaire" given in the ASTM Standard to obtain certain information from the party requesting the | 4. Examine use of a model "User Questionnaire" given in the ASTM Standard to obtain certain information from the party requesting the |

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

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|---|---|
| Phase I Report (i.e., the buyer, seller, lender, etc.). | Phase I Report (i.e., the buyer, seller, lender, etc.). |
| 8. Examine investigation of Commercial/Industrial Activities and "Special Resources" | 8. Examine investigation of Commercial/Industrial Activities and "Special Resources" |
| 1. Examine investigation of common commercial activities and/or industrial processes that may have taken place at a given property at one time and their potential environmental impacts. | 1. Examine investigation of common commercial activities and/or industrial processes that may have taken place at a given property at one time and their potential environmental impacts. |
| 2. Examine investigation for the presence of "special resources" at a given property such as wetlands, historical buildings, endangered species, etc. | 2. Examine investigation for the presence of "special resources" at a given property such as wetlands, historical buildings, endangered species, etc. |
| 9. Examine common Building-Related Environmental Concerns & Their Assessment | 9. Examine common Building-Related Environmental Concerns & Their Assessment |
| 1. Examine the potential for Asbestos-Containing Material (ACM) being present in buildings. | 1. Examine the potential for Asbestos-Containing Material (ACM) being present in buildings. |
| 2. Examine the potential for Lead-Based Painted Surfaces being present in buildings. | 2. Examine the potential for Lead-Based Painted Surfaces being present in buildings. |
| 3. Examine the potential for Lead being present in the Drinking Water used at the site. | 3. Examine the potential for Lead being present in the Drinking Water used at the site. |
| 4. Examine the potential for Mold & Moisture being present in buildings. | 4. Examine the potential for Mold & Moisture being present in buildings. |
| 5. Examine the potential for Radon Gas Intrusion into buildings. | 5. Examine the potential for Radon Gas Intrusion into buildings. |
| 10. Explore and analyze standard Phase I ESA Reports and associated report generation. | 10. Explore and analyze standard Phase I ESA Reports and associated report generation. |
| 1. Examine AAI and ASTM reporting requirements for a Phase I Report. | 1. Examine AAI and ASTM reporting requirements for a Phase I Report. |
| 2. Examine the typical contents of Phase I Report and its associated preparation. | 2. Examine the typical contents of Phase I Report and its associated preparation. |
| 3. Examine example real-world Phase I ESA Reports. | 3. Examine example real-world Phase I ESA Reports. |

Changed	Field	Current Version	Proposed Version
		11. Explore potential job and career opportunities involving Phase I ESAs. <ol style="list-style-type: none"> Explore job and career opportunities in Phase I background investigations (records review). Explore job and career opportunities in Phase I field investigations (site reconnaissance). Explore job and career opportunities in Phase I interviewing. 12. Examine technologies, systems & tools employed in Phase I ESAs. <ol style="list-style-type: none"> Examine technologies, systems & tools employed in Phase I background investigations. Examine technologies, systems & tools employed in Phase I field investigations. Examine technologies, systems & tools employed in Phase I report generation. 	11. Explore potential job and career opportunities involving Phase I ESAs. <ol style="list-style-type: none"> Explore job and career opportunities in Phase I background investigations (records review). Explore job and career opportunities in Phase I field investigations (site reconnaissance). Explore job and career opportunities in Phase I interviewing. 12. Examine technologies, systems & tools employed in Phase I ESAs. <ol style="list-style-type: none"> Examine technologies, systems & tools employed in Phase I background investigations. Examine technologies, systems & tools employed in Phase I field investigations. Examine technologies, systems & tools employed in Phase I report generation.
	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

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

Curriculum Office

Changed	Questions	Current Version	Proposed Version
!	Banner Start Term (202122)	202122	No Value
!	Banner Division	2BH	No Value
!	Catalog Term (21-22)	23-24	No Value
!	5 Year Revision Year (2021)	2018	No Value
!	Effective Quarter	Fall	No Value
!	Effective Year (2021)	2023	No Value
	Sort ID (00 < 10; 0 < 100)	E S 062C	E S 062C
	Course Status	Substantial	Substantial
!	Course Status Code	A	No Value

Changed	Questions	Current Version	Proposed Version
!	Banner Department	E S	No Value
!	Course Level	DU	No Value
!	College Code	DA	No Value
	Course Characteristics	CTE	CTE
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
!	CTE Status	Yes	No Value
!	DL Approval Date (MM/DD/YYYY)	05/30/2017	No Value
!	Hybrid Approval Date (MM/DD/YYYY)	05/30/2017	No Value
!	Emergency Approval	No	No Value
!	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)	N	No Value

Changed	Questions	Current Version	Proposed Version
!	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)	N	No Value
!	Noncredit Enhanced Funding Indicator	N	No Value
!	In Service Indicator	N	No Value
!	Sports/Physical Education Course Indicator	N	No Value
!	COA Code	C	No Value
!	Fund Code	114000	No Value
!	Organization Code	237005	No Value
!	Account Code	1320	No Value
!	Program Code	030200	No Value
!	Percent	100	No Value
	Curriculum Office Notes	<ul style="list-style-type: none"> Requisite change appr. 1/17/23 (effect. F23).-cc 	<ul style="list-style-type: none"> Requisite change appr. 1/17/23 (effect. F23).-cc
!	Print/No Print to Catalog	Yes	No Value
	Checklist	No Value	No Value

Summary of Revisions

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

Blue Form

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

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

A-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
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**Objective 1:
Analyze college
level texts and
discourse that
are culturally
and rhetorically
diverse.**

No Value

No Value

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

No Value

No Value

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

No Value

No Value

**Objective 4:
Create
syntactically
varied
sentences that
are free of
mechanical
errors.**

No Value

No Value

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

No Value

No Value

B-Matrix Form

Changed	Questions	Current Version	Proposed Version
	<p>ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.</p>	No Value	No Value
	<p>Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.</p>	No Value	No Value
❗	<p>Objective 2: Develop analytical ideas and topics for essays.</p>	No Value	<p>Assignments: A.Reading assignments from the text and other assigned sources.; Method of Evaluation: A.Quizzes to evaluate student comprehension of course concepts and principles and their application.</p>
	<p>Objective 3: Compose and support thesis statements for analytical essays.</p>	No Value	No Value
❗	<p>Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.</p>	No Value	<p>Assignments: A.Reading assignments from the text and other assigned sources.; Method of Evaluation: A.Quizzes to evaluate student comprehension of course concepts and principles and their application.</p>

Changed	Questions	Current Version	Proposed Version
!	Objective 5: Identify and practice writing for different audiences and purposes.	No Value	Assignments: A.Reading assignments from the text and other assigned sources.; Method of Evaluation: B.Written homework assignments that require students to demonstrate the ability to summarize, integrate and critically analyze course concepts and principles and their application.
!	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.	No Value	Assignments: B.Writing assignments involving summary, synthesis and critical analysis of data and information.; Method of Evaluation: B.Written homework assignments that require students to demonstrate the ability to summarize, integrate and critically analyze course concepts and principles and their application.
!	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.	No Value	Assignments: A.Reading assignments from the text and other assigned sources.; Method of Evaluation: B.Written homework assignments that require students to demonstrate the ability to summarize, integrate and critically analyze course concepts and principles and their application.
	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.	No Value	No Value
	Objective 9: Demonstrate appropriate grammar usage and mechanics.	No Value	No Value

C-Matrix Form

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

Changed

Questions

Current Version

Proposed Version

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

D-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
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Objective 5: Use systems of two linear equations to solve real world problems.

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

Objective 9: Develop quadratic function models to solve problems.

No Value

No Value

Objective 10: Investigate the characteristics of rational expressions.

No Value

No Value

Objective 11: Develop skills to work with radical expressions.

No Value

No Value

E-Matrix Form

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

Changed	Questions	Current Version	Proposed Version
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Objective 9:
Explore
arithmetic
sequences and
series.

No Value

No Value

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

No Value

No Value

F-Matrix Form

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

G-Matrix Form

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

No Value

No Value

H-Matrix Form

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

De Anza GE Form

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

No Value

No Value

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

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

No Value

De Anza GE - ESGC Form

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

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

No Value

No Value

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

No Value

No Value

Comments

Changed	Questions	Current Version	Proposed Version
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Stage 2:
Department Chair

No Value

No Value

Changed	Questions	Current Version	Proposed Version	
!	Stage 3: Division Curriculum Representative	No Value	3/27 Req/Adv	Please complete B matrix Required6/12- Bill Roeder- Completed Please use complete sentences 6/12- Bill Roeder- Completed Please complete online and hybrid forms 6/12- Bill Roeder- Online Education form completed and uploaded Please remove all entries from this field 6/12- Bill Roeder- Done
	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		Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
!	Stage 9: Articulation Officer	No Value	Date	Tab	Examples of Primary Texts	Required	At least one primary text must be published within seven years of the start date of the course. That would be 2018 for courses starting a new cycle in Fall 2025	
	Stage 11: ESGC Faculty Coordinator	No Value	No Value				Thank You!- 6/27- Bill Roeder- New Primary Textbook added- 2021- Environmental Management System- A Complete Guide	
	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 SD062C

Changed	Field	Current Version
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	Distance Education Approved	Yes
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	Board of Trustees Approval Date	
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	Curriculum Committee Approval Date	
--	---	--

	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	CCC000592416
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Articulation

Changed	Field	Current Version
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	Course Crosswalk CRS-DEPT- NAME	
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	Course Crosswalk CRS-NUMBER	
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De Anza College
Change Report
07/02/2024



Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Description
General Information	Course Type (CB27)
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	Discipline 2
Faculty Requirements	Discipline 3
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	DL Approval Date (MM/DD/YYYY)
Curriculum Office	Hybrid Approval Date (MM/DD/YYYY)
Curriculum Office	Emergency Approval
Curriculum Office	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)
Curriculum Office	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)
Curriculum Office	Noncredit Enhanced Funding Indicator
Curriculum Office	In Service Indicator
Curriculum Office	Sports/Physical Education Course Indicator
Curriculum Office	COA Code
Curriculum Office	Fund Code
Curriculum Office	Organization Code
Curriculum Office	Account Code
Curriculum Office	Program Code
Curriculum Office	Percent
Curriculum Office	Print/No Print to Catalog
B-Matrix Form	Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.
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.
Comments	Stage 3: Division Curriculum Representative
Comments	Stage 9: Articulation Officer
CTE Course	Is this a CTE (Career Technical Education) course?
Honors/Non-honors Course	Is this an honors/non-honors course?
Mirrored Credit/Noncredit Course	Is this a mirrored credit/noncredit course?
Cross-listed Course	Is this a cross-listed course?


General Information

Changed	Field	Current Version	Proposed Version
	Faculty Initiator	• Mike Appio	• William Roeder
	Course ID (CB01A and CB01B)	E SD062D	E SD062D
	Course Control Number	CCC000592411	CCC000592411
	Course Title (CB02)	Environmental Management Tools: Industrial Ecology and Sustainable Design Principles	Environmental Management Tools: Industrial Ecology and Sustainable Design Principles
	Short Course Title	ENV MGMT TOOLS: INDUS ECO SUST	ENV MGMT TOOLS: INDUS ECO SUST
	TOP Code (CB03)	0303.00	0303.00 Environmental Technology
	CIP Code	Hazardous Materials Management and Waste Technology/Technician	15.0508 Hazardous Materials Management and Waste Technology/Technician
	Department	E S - Environmental Studies	E S - Environmental Studies
	Effective Term	Fall 2023	Fall 2023 <u>2025</u>

Changed	Field	Current Version	Proposed Version
	SAM Priority Code (CB09)	Clearly Occupational	Clearly Occupational
!	Course Description	Examines Industrial Ecology (applying the lessons of nature to industrial processes, products and systems) and associated sustainable design concepts, principles and tools (such as Life Cycle Impact Assessments, Design for the Environment, Biomimicry, Green Chemistry/Green Chemicals, Green Building, Energy Efficiency & Conservation, Water Efficiency & Conservation, Zero Waste). Also includes an examination of Product Stewardship (Extended Producer Responsibility) policies to enhance reuse/recycling efforts and prevent pollution. Explores associated job and career opportunities.	Examines- <u>This course examines</u> Industrial Ecology (applying the lessons of nature to industrial processes, products and systems) and associated sustainable design concepts, principles and tools (such as Life Cycle Impact Assessments, Design for the Environment, Biomimicry, Green Chemistry/Green Chemicals, Green Building, Energy Efficiency & Conservation, Water Efficiency & Conservation, Zero Waste). Also- <u>The course also</u> includes an examination of Product Stewardship (Extended Producer Responsibility) policies to enhance reuse/recycling efforts and prevent pollution. <u>Explores-</u> pollution and it explores <u>associated job and career opportunities-</u> <u>opportunities in the industry.</u>
!	Course Type (CB27)	No value	<ul style="list-style-type: none"> • Lower Division
!	Mode of Delivery	<ul style="list-style-type: none"> • Online • Hybrid 	<ul style="list-style-type: none"> • Online

Faculty Requirements

Changed	Field	Current Version	Proposed Version
!	Discipline 1	No value	<ul style="list-style-type: none"> • 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)
!	Discipline 2	No value	<ul style="list-style-type: none"> • Biological Sciences

Changed	Field	Current Version	Proposed Version
	Discipline 3	No value	<ul style="list-style-type: none"> Ecology
	FSA	No value	<ul style="list-style-type: none"> FHDA FSA - BIOLOGICAL SCIENCES

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

Course Justification			
Changed	Field	Current Version	Proposed Version
	Course Justification	<p>This course is CSU transferable and is a requirement for the CTE Certificate and Degree in Environmental Resource Management and Pollution Prevention. The course meets a student identified need to learn about and use specific real-world tools that employers look for/demand, one of which is the use of Industrial Ecology tools and associated Sustainable Design principles and practices.</p>	<p>This course is CSU transferable and is a requirement for the CTE Certificate and Degree in Environmental Resource Management and Pollution Prevention. The course meets a student identified need to learn about and use specific real-world tools that employers look for/demand, one of which is the use of Industrial Ecology tools and associated Sustainable Design principles and practices.</p>

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

Course Philosophy			

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

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

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

	Foothill Course ID	No value	
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CTE Course

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

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

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

No value

No

Cross-listed Course

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

No value

No

More Options

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

Course is not a basic skills course.

Course is not a basic skills course.

Course Prior To College Level

Not applicable.

Not applicable.

Course Special Class Status (CB13)

Course is not a special class.

Course is not a special class.

Course Support Status (CB26)

Course is not a support course

Course is not a support course

Repeat Limit

0

0

Grade Options

- Letter Grade
- Pass/No Pass

- Letter Grade
- Pass/No Pass

Allow Students to Gain Credit by Exam/Challenge

Repeatability Statement

No value

Associated Programs

Changed Field

Current Version

Proposed Version

Course is part of a program

Associated Program Environmental Resource Management and Pollution Prevention

Award Type Certificate of Achievement (COA)

Associated Program Environmental Resource Management and Pollution Prevention

Award Type Certificate of Achievement (COA)

Associated Program Environmental Resource Management and Pollution Prevention

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

Associated Program Environmental Resource Management and Pollution Prevention

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

Associated Program Environmental Resource Management and Pollution Prevention

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

Associated Program Environmental Resource Management and Pollution Prevention

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

Associated Program Energy Management and Building Science

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

Associated Program Energy Management and Building Science

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

Associated Program Energy Management and Building Science

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

Associated Program Energy Management and Building Science

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

Transferability & Gen. Ed. Options

Changed Field

Current Version

Proposed Version

Transfer Status (CB05)

Transferable to CSU only

Transferable to CSU only

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

Weekly Student Hours - Profile Name: Default Profile

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

Changed	Field	Current Version	Proposed Version
	Lecture Hours - Course In-Class (Contact) per Term	48	48
	Lecture Hours - Course Out-of-Class per Term	96	96
	Laboratory Hours - Course In-Class (Contact) per Term	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)	<input type="checkbox"/>	<input type="checkbox"/>
	Variable Credit Course	<input type="checkbox"/>	<input type="checkbox"/>

Credit Units


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

Changed	Field	Current Version	Proposed Version
	Total Credit Units	4	4
	Minimum Credit Units	4	4
	Maximum Credit Units	4	4

SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

Changed	Field	Current Version	Proposed Version
	Methods of Instruction	<p>Methods of Instruction</p> <p>Methods of Instruction Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class In-class exploration of Internet sites Quiz and examination review performed in class Homework and extended projects Field observation and field trips Guest speakers Collaborative learning and small group exercises</p>	<p>Methods of Instruction Methods of Instruction</p> <p>Methods of Instruction Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class In-class exploration of Internet sites Quiz and examination review performed in class Homework and extended projects Field observation and field trips Guest speakers Collaborative learning and small group exercises</p>

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

1. Reading assignments from the text and other assigned sources.
2. Writing assignments involving summary, synthesis and critical analysis of data and information.

1. Reading assignments from the text and other assigned sources.
2. Writing assignments involving summary, synthesis and critical analysis of data and information.

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

1. Quizzes to evaluate student comprehension of course concepts and principles and their application.
2. Written homework assignments that require students to demonstrate the ability to summarize, integrate and critically analyze course concepts and principles and their application.
3. A comprehensive Final Exam to evaluate student comprehension of course concepts and principles and their application.

Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

1. Quizzes to evaluate student comprehension of course concepts and principles and their application.
2. Written homework assignments that require students to demonstrate the ability to summarize, integrate and critically analyze course concepts and principles and their application.
3. A comprehensive Final Exam to evaluate student comprehension of course concepts and principles and their application.

Changed	Field	Current Version	Proposed Version
!	Essential Student Materials/Essential College Facilities	Essential Student Materials: <ul style="list-style-type: none"> • None. Essential College Facilities: <ul style="list-style-type: none"> • Kirsch Center for Environmental Studies • (Special Purpose Facilities: 1) LEED Platinum-rated green building designed to showcase and teach about effective energy management, efficient environmental resource use, and pollution prevention, 2) Equipment Demonstration/Computer Lab (KC 239), 3) Natural Science Lab (KC 120) 4) Open Teaching Classroom/Lab (ESA Building), 5) Rooftop Air Pollution Monitoring Station) 	Essential Student Materials: <ul style="list-style-type: none"> • None Essential College Facilities: <ul style="list-style-type: none"> • Kirsch Center for Environmental Studies • (Special Purpose Facilities: 1) LEED Platinum-rated green building designed to showcase and teach about effective energy management, efficient environmental resource use, and pollution prevention, 2) Equipment Demonstration/Computer Lab (KC 239), 3) Natural Science Lab (KC 120) 4) Open Teaching Classroom/Lab (ESA Building), 5) Rooftop Air Pollution Monitoring Station)



Examples of Primary Texts and References

Title	No value
Author	Graedel and Allenby "Industrial Ecology and Sustainable Engineering." Prentice Hall. 2009.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	McDonough and Braungart. "The Upcycle: Beyond Sustainability, Designing for Abundance." North Point Press. 2013.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Fiksel, Joseph. "Design for the Environment: A Guide to Sustainable Product Development." 2nd edition. McGraw-Hill. 2012.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
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Title	Industrial Ecology and Sustainable Engineering
Author	Graedel and Allenby
Publisher	Pearson
Date/Edition	September 2009, 1st Ediiton
ISBN	0136008062

Title	The Upcycle: Beyond Sustainability, Designing foir Abundance
Author	McDonough and Braungart.
Publisher	North Point Press
Date/Edition	April 2013, 1st Edition
ISBN	0865477485

Title	Designing for the Environment: A Guide to Sustainable Product Development
Author	Fiksel, Joseph
Publisher	McGraw-Hill
Date/Edition	June 2009, 2nd Ediiton
ISBN	9780071605564

Title	Green Chemistry: Theory and Practice
Author	Anastas and Warner.

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

Author	Benyus, Janine. "Biomimicry: Innovation Inspired by Nature." Harper Perennial. 2002.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Anastas and Warner. "Green Chemistry: Theory and Practice." Oxford University Press. 2000.
Publisher	No value
Date/Edition	No value
ISBN	No value

Publisher	Oxford University Press
Date/Edition	May 2000, 1st Edition
ISBN	9780198506980

Title	Environmental System Management A Complete Guide
Author	Blokdyk, Gerardus
Publisher	5STARCOOKS
Date/Edition	February 2021 1st Edition
ISBN	ISBN: 978- 0655925170



Suggested Reading List

No value

Reading List	Graedel and Allenby "Industrial Ecology" 2nd ed. Prentice Hall. 2002.
May include, but are not limited to	No value

Reading List	Hendrickson, Lave and Matthews. "Environmental Life Cycle Assessment of Goods and Services: An Input-Output Approach." Routledge. 2006.
May include, but are not limited to	No value

Reading List	Ashby. "Materials and the Environment: Eco-informed Material Choice." Butterworth-Heinemann. 2009.
May include, but are not limited to	No value

Reading List	McDonough and Braungart. "Cradle to Cradle: Remaking the Way We Make Things." North Point Press. 2002.
May include, but are not limited to	No value

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

Learning Outcomes and Objectives

Changed Field	Current Version	Proposed Version								
<p>Course Objectives</p>	<ul style="list-style-type: none"> Assess the impacts of industrial processes, products (including consumer products) and systems on human health and environmental resources. Examine the field of Industrial Ecology. Examine sustainable design concepts, principles and tools. Examine Product Stewardship (Extended Producer Responsibility) policies used to enhance reuse/recycling efforts and prevent pollution. Explore potential job and career opportunities in Industrial Ecology, sustainable design and Product Stewardship. Examine Industrial Ecology and Sustainable Design assessment systems and design tools. 	<ul style="list-style-type: none"> Assess the impacts of industrial processes, products (including consumer products) and systems on human health and environmental resources. Examine the field of Industrial Ecology. Examine sustainable design concepts, principles and tools. Examine Product Stewardship (Extended Producer Responsibility) policies used to enhance reuse/recycling efforts and prevent pollution. Explore potential job and career opportunities in Industrial Ecology, sustainable design and Product Stewardship. Examine Industrial Ecology and Sustainable Design assessment systems and design tools. 								
<p>CSLOs</p>	<table border="1"> <tbody> <tr> <td>CSLOs</td> <td>Demonstrate the ability to communicate the elements, principles and practices involved with Industrial Ecology and Sustainable Design.</td> </tr> <tr> <td>Expected SLO Performance</td> <td>0.0</td> </tr> </tbody> </table>	CSLOs	Demonstrate the ability to communicate the elements, principles and practices involved with Industrial Ecology and Sustainable Design.	Expected SLO Performance	0.0	<table border="1"> <tbody> <tr> <td>CSLOs</td> <td>Demonstrate the ability to communicate the elements, principles and practices involved with Industrial Ecology and Sustainable Design.</td> </tr> <tr> <td>Expected SLO Performance</td> <td>0.0</td> </tr> </tbody> </table>	CSLOs	Demonstrate the ability to communicate the elements, principles and practices involved with Industrial Ecology and Sustainable Design.	Expected SLO Performance	0.0
CSLOs	Demonstrate the ability to communicate the elements, principles and practices involved with Industrial Ecology and Sustainable Design.									
Expected SLO Performance	0.0									
CSLOs	Demonstrate the ability to communicate the elements, principles and practices involved with Industrial Ecology and Sustainable Design.									
Expected SLO Performance	0.0									

Course Outline

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

- | | |
|--|--|
| <ol style="list-style-type: none">1. Assess the impacts of industrial processes, products (including consumer products) and systems on human health and environmental resources.<ol style="list-style-type: none">1. Examine select case studies of impacts from industrial processes, products and systems on human health and environmental resources.2. Explore the potential risks to people, communities, nations and the world as a result of the impacts of industrial processes, products and systems.2. Examine the field of Industrial Ecology.<ol style="list-style-type: none">1. Explore the history and motivations for Industrial Ecology as a field of study.2. Examine various definitions put forth for Industrial Ecology.3. Examine the central principles of Industrial Ecology (look to nature, holistic views, systems thinking, life-cycle analysis, nothing-is-waste/zero-waste approach).4. Examine the concept of sustainable systems (agriculture/food, buildings, energy, transportation, water) as a means to achieve a sustainable society overall.3. Examine sustainable design concepts, principles and tools.<ol style="list-style-type: none">1. Examine Life Cycle Impact Assessments (LCIA)2. Examine Design for the Environment (DfE), focusing on:<ol style="list-style-type: none">1. Design for environmental manufacturing (“Cleaner Production”)2. Design for environmental packaging | <ol style="list-style-type: none">1. Assess the impacts of industrial processes, products (including consumer products) and systems on human health and environmental resources.<ol style="list-style-type: none">1. Examine select case studies of impacts from industrial processes, products and systems on human health and environmental resources.2. Explore the potential risks to people, communities, nations and the world as a result of the impacts of industrial processes, products and systems.2. Examine the field of Industrial Ecology.<ol style="list-style-type: none">1. Explore the history and motivations for Industrial Ecology as a field of study.2. Examine various definitions put forth for Industrial Ecology.3. Examine the central principles of Industrial Ecology (look to nature, holistic views, systems thinking, life-cycle analysis, nothing-is-waste/zero-waste approach).4. Examine the concept of sustainable systems (agriculture/food, buildings, energy, transportation, water) as a means to achieve a sustainable society overall.3. Examine sustainable design concepts, principles and tools.<ol style="list-style-type: none">1. Examine Life Cycle Impact Assessments (LCIA)2. Examine Design for the Environment (DfE), focusing on:<ol style="list-style-type: none">1. Design for environmental manufacturing (“Cleaner Production”)2. Design for environmental packaging |
|--|--|

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

-
- | | |
|---|---|
| ("Sustainable Packaging")
3. Design for end-of-life (reuse/recycle/disposal)
4. Design for energy efficiency
3. Examine Biomimicry
4. Examine Green Chemistry/Green Chemicals
5. Examine Green Buildings/Green Building Design, focusing on:
1. Fundamental Principles of Green Building
2. Green Building Rating & Certification Systems
3. Green Building Codes
6. Examine Energy Efficiency, Conservation and Sustainability
7. Examine Water Efficiency, Conservation and Sustainability
8. Examine "Zero Waste" (no landfilling or incineration of trash/garbage)
4. Examine Product Stewardship (Extended Producer Responsibility) policies used to enhance reuse/recycling efforts and prevent pollution.
1. Examine current PS/EPR policies and efforts in both the U.S. and California.
2. Examine Other Special End-of-Life (EOL) Management Programs in California (such as Advanced Recycling Fee-Based Programs, Mandatory Commercial Recycling, etc.)
3. Examine CalRecycle's EPR System Framework
5. Explore potential job and career opportunities in Industrial Ecology, sustainable design and Product Stewardship.
1. Explore job and career opportunities in Industrial Ecology.
2. Explore job and career opportunities in sustainable | ("Sustainable Packaging")
3. Design for end-of-life (reuse/recycle/disposal)
4. Design for energy efficiency
3. Examine Biomimicry
4. Examine Green Chemistry/Green Chemicals
5. Examine Green Buildings/Green Building Design, focusing on:
1. Fundamental Principles of Green Building
2. Green Building Rating & Certification Systems
3. Green Building Codes
6. Examine Energy Efficiency, Conservation and Sustainability
7. Examine Water Efficiency, Conservation and Sustainability
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2. Examine Other Special End-of-Life (EOL) Management Programs in California (such as Advanced Recycling Fee-Based Programs, Mandatory Commercial Recycling, etc.)
3. Examine CalRecycle's EPR System Framework
5. Explore potential job and career opportunities in Industrial Ecology, sustainable design and Product Stewardship.
1. Explore job and career opportunities in Industrial Ecology.
2. Explore job and career opportunities in sustainable |
|---|---|

Changed	Field	Current Version	Proposed Version
		design. 3. Explore job and career opportunities in Product Stewardship. 6. Examine Industrial Ecology and Sustainable Design assessment systems and design tools. 1. Examine Industrial Ecology assessment systems and design tools. 2. Examine Sustainable Design assessment systems and design tools.	design. 3. Explore job and career opportunities in Product Stewardship. 6. Examine Industrial Ecology and Sustainable Design assessment systems and design tools. 1. Examine Industrial Ecology assessment systems and design tools. 2. Examine Sustainable Design assessment systems and design 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.	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):	No Value	No Value
	General Course Statement(s) - Other:	No Value	No Value

Curriculum Office

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

Changed	Questions	Current Version	Proposed Version
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
!	CTE Status	Yes	No Value
!	DL Approval Date (MM/DD/YYYY)	05/30/2017	No Value
!	Hybrid Approval Date (MM/DD/YYYY)	05/30/2017	No Value
!	Emergency Approval	No	No Value
!	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)	N	No Value

Changed	Questions	Current Version	Proposed Version
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!	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)	N	No Value
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!	Noncredit Enhanced Funding Indicator	N	No Value
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!	In Service Indicator	N	No Value
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!	Sports/Physical Education Course Indicator	N	No Value
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!	COA Code	C	No Value
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!	Fund Code	114000	No Value
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!	Organization Code	237005	No Value
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!	Account Code	1320	No Value
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!	Program Code	030200	No Value
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!	Percent	100	No Value
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Curriculum Office Notes	<ul style="list-style-type: none"> Requisite change appr. 1/17/23 (effect. F23).-cc 	<ul style="list-style-type: none"> Requisite change appr. 1/17/23 (effect. F23).-cc
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!	Print/No Print to Catalog	Yes	No Value
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Checklist	No Value	No Value
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Summary of Revisions

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

Blue Form

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

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

A-Matrix Form

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

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
	<p>ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.</p>	No Value	No Value
!	<p>Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.</p>	No Value	<p>Assignments: A. Reading assignments from the text and other assigned sources.; Method of Evaluation: B. Written homework assignments that require students to demonstrate the ability to summarize, integrate and critically analyze course concepts and principles and their application.</p>
	<p>Objective 2: Develop analytical ideas and topics for essays.</p>	No Value	No Value
!	<p>Objective 3: Compose and support thesis statements for analytical essays.</p>	No Value	<p>Assignments: A. Reading assignments from the text and other assigned sources.; Method of Evaluation: B. Written homework assignments that require students to demonstrate the ability to summarize, integrate and critically analyze course concepts and principles and their application.</p>
	<p>Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.</p>	No Value	No Value
	<p>Objective 5: Identify and practice writing for different audiences and purposes.</p>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
!	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.	No Value	Assignments: A. Reading assignments from the text and other assigned sources.; Method of Evaluation: B. Written homework assignments that require students to demonstrate the ability to summarize, integrate and critically analyze course concepts and principles and their application.
!	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.	No Value	Assignments: B. Writing assignments involving summary, synthesis and critical analysis of data and information..; Method of Evaluation: B. Written homework assignments that require students to demonstrate the ability to summarize, integrate and critically analyze course concepts and principles and their application.
!	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.	No Value	Assignments: B. Writing assignments involving summary, synthesis and critical analysis of data and information..; Method of Evaluation: C. A comprehensive Final Exam to evaluate student comprehension of course concepts and principles and their application.
	Objective 9: Demonstrate appropriate grammar usage and mechanics.	No Value	No Value

C-Matrix Form

Blank area for the C-Matrix Form.

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

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

Changed

Questions

Current Version

Proposed Version

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

D-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
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Objective 5: Use systems of two linear equations to solve real world problems.

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

Objective 9: Develop quadratic function models to solve problems.

No Value

No Value

Objective 10: Investigate the characteristics of rational expressions.

No Value

No Value

Objective 11: Develop skills to work with radical expressions.

No Value

No Value

E-Matrix Form

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

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

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

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

G-Matrix Form

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

No Value

No Value

H-Matrix Form

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

De Anza GE Form

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

No Value

No Value

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

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

No Value

No Value

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

No Value

No Value

Changed

Questions

Current Version

Proposed Version

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

No Value

No Value

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

No Value

No Value

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

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

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

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

No Value

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	<p>No Value</p> <p>3/27Req/Adv</p> <p>Required</p> <p>Basic Info Course Description.</p> <p>Basic info Mode of Delivery</p> <p>Specifications Suggested reading</p> <p>Req.</p> <p>Req</p> <p>Req,</p>
	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

Please complete B matrix for your advisories

6/12- Bill Roeder- Completed

Please use complete sentences

6/12- Bill Roeder- Completed

Please complete online and hybrid forms

6/12- Bill Roeder- Online Education form completed and uploaded

Please remove all entries from this field

6/12- Bill Roeder- Completed

Changed	Questions	Current Version	Proposed Version					Initiator - Indicate "Y" When Completed
!	Stage 9: Articulation Officer	No Value	Date	Tab	Part - Field	Type of Edit	Edit	
			06/27/2024	Specifications	Examples of Primary Texts	Required	At least one primary text must be published within seven years of the start date of the course. That would be 2018 for courses starting a new cycle in Fall 2025 Thank You!- 6/27 Bill Roeder- New Primary Textbook Added- 2021- Environmental Management System A Complete Guide	
	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 SD062D
	Distance Education Approved	Yes

Changed	Field	Current Version
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	Board of Trustees Approval Date	
--	--	--

	Curriculum Committee Approval Date	
--	---	--

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

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

	Course Control Number	CCC000592411
--	------------------------------	--------------

Articulation

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

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

De Anza College
Change Report
06/03/2024

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Type (CB27)
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
Req/Adv	Advisory(ies) - Other:
Curriculum Office	Banner Start Term (202122)
Curriculum Office	Banner Division
Curriculum Office	Catalog Term (21-22)
Curriculum Office	5 Year Revision Year (2021)
Curriculum Office	Effective Quarter
Curriculum Office	Effective Year (2021)
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	DL Approval Date (MM/DD/YYYY)
Curriculum Office	Emergency Approval
Curriculum Office	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)
Curriculum Office	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)
Curriculum Office	Noncredit Enhanced Funding Indicator
Curriculum Office	In Service Indicator
Curriculum Office	Sports/Physical Education Course Indicator
Curriculum Office	COA Code
Curriculum Office	Fund Code
Curriculum Office	Organization Code
Curriculum Office	Account Code
Curriculum Office	Program Code
Curriculum Office	Percent
Curriculum Office	Print/No Print to Catalog
B-Matrix Form	Objective 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.
G-Matrix Form	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.
Comments	Stage 7: Content Review Matrix Liaison

Section**Changed field**

Comments

Stage 9: Articulation Officer

CTE Course

Is this a CTE (Career Technical Education) course?

Honors/Non-honors Course

Is this an honors/non-honors course?

Mirrored Credit/Noncredit Course

Is this a mirrored credit/noncredit course?

Cross-listed Course

Is this a cross-listed course?

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

• Betty Inoue

• Sridevi Lakshmanan

Course ID (CB01A and CB01B)

EDACD020.

EDACD020.

Course Control Number

CCC000604088

CCC000604088

Course Title (CB02)

Universal Design and Accessibility

Universal Design and Accessibility

Short Course Title

UNIVERSAL DESIGN & ACCESSIBILI

UNIVERSAL DESIGN & ACCESSIBILI

TOP Code (CB03)

4930.31

4930.31 Living Skills, Disabled

CIP Code

Basic Skills and Developmental/Remedial Education, Other

32.0199 Basic Skills and Developmental/Remedial Education, Other

Department

EDAC - Educational Access

EDAC - Educational Access


**Effective Term**



Fall 2023

Fall ~~2023~~ 2025**SAM Priority Code (CB09)**

Non-Occupational

Non-Occupational

Changed	Field	Current Version	Proposed Version
	Course Description	Introduction to Universal Design concept and media accessibility principles applicable across multidisciplinary areas such as instructional design, information architecture, engineering and technology, media communications, urban design, and transit systems. Benefits of inclusive design by considering the full range of human diversity: physical, cognitive, sensory, cultural and social, and the advantages of incorporating accessibility into the planning and design phase of products, services, and consumer experiences will be examined. Students will examine legal guidelines and accessible media content design strategies for various media (digital documents, videos, audio, websites), and will identify tools and techniques to extend usability for all users.	Introduction to Universal Design concept and media accessibility principles applicable across multidisciplinary areas such as instructional design, information architecture, engineering and technology, media communications, urban design, and transit systems. Benefits of inclusive design by considering the full range of human diversity: physical, cognitive, sensory, cultural and social, and the advantages of incorporating accessibility into the planning and design phase of products, services, and consumer experiences will be examined. Students will examine legal guidelines and accessible media content design strategies for various media (digital documents, videos, audio, websites), and will identify tools and techniques to extend usability for all users.
	Course Type (CB27)	No value	<ul style="list-style-type: none"> Lower Division
	Mode of Delivery	<ul style="list-style-type: none"> Online 	<ul style="list-style-type: none"> Online

Faculty Requirements			
Changed	Field	Current Version	Proposed Version
	Discipline 1	No value	<ul style="list-style-type: none"> Computer Technology (Adapted): Disabled Students Programs and Services
	Discipline 2	No value	No value
	Discipline 3	No value	No value
	FSA	No value	<ul style="list-style-type: none"> FHDA FSA - ADAPTIVE COMPUTER TECH

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	(Formerly EDAC D054.)	(Formerly EDAC D054.)

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This course is transferable to CSU. This stand-alone course introduces students to the fundamentals of Universal Design principles and media accessibility guidelines. The course examines inclusive user-centered design strategies applicable across multidisciplinary areas such as instructional design, information architecture, design engineering and technology, media communication, urban design, and transit systems.	This course is transferable to CSU. This stand-alone course introduces students to the fundamentals of Universal Design principles and media accessibility guidelines. The course examines inclusive user-centered design strategies applicable across multidisciplinary areas such as instructional design, information architecture, design engineering and technology, media communication, urban design, and transit systems.

Stand-Alone Statement

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

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

Foothill Equivalency

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

CTE Course

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

Honors/Non-honors Course

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

Mirrored Credit/Noncredit Course

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

Cross-listed Course

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

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

	Course Prior To College Level	Not applicable.	Not applicable.
--	--------------------------------------	-----------------	-----------------

	Course Special Class Status (CB13)	Course is designated as an "approved special class" for students with disabilities.	Course is designated as an "approved special class" for students with disabilities.
--	---	---	---

	Course Support Status (CB26)	Course is not a support course	Course is not a support course
--	-------------------------------------	--------------------------------	--------------------------------

	Repeat Limit	99	99
--	---------------------	----	----

	Grade Options	<ul style="list-style-type: none">• Letter Grade• Pass/No Pass	<ul style="list-style-type: none">• Letter Grade• Pass/No Pass
--	----------------------	---	---

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

	Repeatability Statement	(Repeatable as needed to meet the Student Educational Contract (Title 5, section 56029).)	(Repeatable as needed to meet the Student Educational Contract (Title 5, section 56029).)
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Associated Programs

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

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

Course Student Hours - Profile Name: Default Profile

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

Changed	Field	Current Version	Proposed Version
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	Total Credit Units - Minimum Credit Units	4	4
--	--	---	---

	Total Credit Units - Maximum Credit Units	4	4
--	--	---	---

Speciality Hours

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

Changed	Field	Current Version	Proposed Version
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	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.
--	-------------------------------------	----------------	----------------

	Course Credit Status (CB04)	Credit - Degree Applicable	Credit - Degree Applicable
--	------------------------------------	----------------------------	----------------------------

	Course Non Credit Category (CB22)	Credit Course.	Credit Course.
--	--	----------------	----------------

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

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

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

Credit Units

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

Changed Field

Current Version

Proposed Version



Methods of Instruction

Methods of Instruction

Methods of Instruction Lecture and visual aids
Discussion of assigned reading
In-class exploration of Internet sites
Quiz and examination review performed in class
Homework and extended projects
Collaborative learning and small group exercises
Collaborative projects

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
Collaborative learning and small group exercises
Collaborative projects

Assignments

1. Required reading assignments from texts and online resources
2. Group discussions on critiquing website design for usability and accessibility
3. Research presentations and projects examining issues surrounding physical, cognitive, sensory, cultural and social diversity.
4. Written analyses and distinctions between allied concepts and terminology: Accessibility, Usability, and Inclusive Design.

1. Required reading assignments from texts and online resources
2. Group discussions on critiquing website design for usability and accessibility
3. Research presentations and projects examining issues surrounding physical, cognitive, sensory, cultural and social diversity.
4. Written analyses and distinctions between allied concepts and terminology: Accessibility, Usability, and Inclusive Design.



Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

1. Written research reports that evaluate student's ability to synthesize, organize, and present information clearly
2. Weekly quizzes that include multiple choice, short answers
3. Weekly reflection posts on topics that encourage analysis and problem-solving, in diverse areas: architecture, education, engineering, multimedia, technology, and transportation.
4. Group accessibility-related projects that require students to collaboratively assess, test, design, and apply WCAG 2.0 guidelines to improve accessibility
5. Final exam that includes multiple-choice and media components that require students to evaluate content for accessibility barriers

Methods of Evaluation

Methods of Evaluation

Changed Field

Current Version

Proposed Version

**Methods
of
Evaluation**

1. Written research reports that evaluate student's ability to synthesize, organize, and present information clearly
2. Weekly quizzes that include multiple choice, short answers
3. Weekly reflection posts on topics that encourage analysis and problem-solving, in diverse areas: architecture, education, engineering, multimedia, technology, and transportation.
4. Group accessibility-related projects that require students to collaboratively assess, test, design, and apply WCAG 2.0 guidelines to improve accessibility
5. Final exam that includes multiple-

Changed Field

Current Version

Proposed Version

choice and media components that require students to evaluate content for accessibility barriers



Essential Student Materials/Essential College Facilities

Essential Student Materials:

- None.

Essential College Facilities:

- None.

Essential Student Materials:

- None

Essential College Facilities:

- Computer Accessibility Lab; computer stations equipped with Assistive Technology tools



Examples of Primary Texts and References

Title	No value
Author	Horton, Sarah, and Whitney Quesenbery. A Web for Everyone: Designing Accessible User Experiences. Brooklyn, NY: Rosenfeld Media, 2013. Print.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Norman, Don. The Design of Everyday Things: Revised and Expanded Edition Paperback. Philadelphia: Perseus, 2013. Print.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Steinfeld, Edward, and Jordana Maisel. Universal Design: Creating Inclusive Environments. Hoboken: Wiley & Sons, 2012. Print.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	Accessibility Toolkit
Author	Coolidge, A., Doner, S., Robertson, T., & Gray, J.
Publisher	BCcampus
Date/Edition	(2018). 2nd edition
ISBN	No value

Title	Universal Design: Creating Inclusive Environments
Author	Steinfeld, Edward., Maisel, Jordana.
Publisher	Wiley
Date/Edition	1st edition (April 10, 2012)
ISBN	978-0470399132



Suggested Reading List

No value

Reading List Adichie, Chimamanda Ngozi. "The Danger of a Single Story." Chimamanda Ngozi Adichie: The Danger of a Single Story | TED Talk | TED.com.

May include, but are not limited to No value

Reading List Bigelow, Kimberly Edginton. "Designing for success: Developing engineers who consider universal design principles." Journal of Postsecondary Education and Disability 25.3 (2012).

May include, but are not limited to No value

Reading List Designing for Inclusion, <https://www.w3.org/WAI/users>

May include, but are not limited to No value

Reading List Six, Janet M. "Developing Empathy | Designing for Foreign Cultures." UXmatters. 17 Sept. 2012. Web.

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

May include, but are not limited to No value

Reading List Knox, Nikki. "How to Use Persona Empathy Mapping." UXmag.com. UX Magazine, 27 June 2014. Web.

May include, but are not limited to No value

Reading List Krug, Steve. Don't Make Me Think, Revisited: A Common Sense Approach to Web Usability ISBN-13: 9780321965516. 3rd ed.: Pearson, 2014.

May include, but are not limited to No value

Learning Outcomes and Objectives

Changed Field**Current Version****Proposed Version****Course Objectives**

-
- | | |
|---|---|
| <ul style="list-style-type: none">• Examine relevance of the principles and broader goals of the UD Movement• Examine common barriers to community participation experienced by persons with disabilities• Examine benefits of cultivating a Universal Design mindset and how it encompasses Usability, Accessibility, and Inclusive Design• Identify media accessibility barriers experienced by users who are blind and visually-impaired• Describe simple content design approaches that promote accessibility• Summarize best practices for enabling accessibility for various media | <ul style="list-style-type: none">• Examine relevance of the principles and broader goals of the UD Movement• Examine common barriers to community participation experienced by persons with disabilities• Examine benefits of cultivating a Universal Design mindset and how it encompasses Usability, Accessibility, and Inclusive Design• Identify media accessibility barriers experienced by users who are blind and visually-impaired• Describe simple content design approaches that promote accessibility• Summarize best practices for enabling accessibility for various media |
|---|---|
-

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

CSLOs Examine inclusive principles of Universal Design (UD), and applications across varied disciplines such as architecture and urban design, education, engineering, multimedia, technology, and transportation.

Expected SLO Performance 0.0

CSLOs Examine inclusive principles of Universal Design (UD), and applications across varied disciplines such as architecture and urban design, education, engineering, multimedia, technology, and transportation.

Expected SLO Performance 0.0

CSLOs Identify common media accessibility barriers experienced by users with sensory impairments.

Expected SLO Performance 0.0

CSLOs Identify common media accessibility barriers experienced by users with sensory impairments.

Expected SLO Performance 0.0

CSLOs Analyze and restructure digital documents to improve accessibility.

Expected SLO Performance 0.0

CSLOs Analyze and restructure digital documents to improve accessibility.

Expected SLO Performance 0.0

Course Outline

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

1. Examine relevance of the principles and broader goals of the UD Movement
 1. Examine evolution and history of UD Movement and its ties to the Disability Rights Movement
 2. Explore myths and misconceptions of UD application
 3. Examine how universal design differs from accessible design.
2. Examine common barriers to community participation experienced by persons with disabilities
 1. List major disability groups
 2. Examine dimensions of Disability as defined by the World Health Organization
 3. Examine types of barriers that persons with disabilities may experience during their common daily activities
 4. Compile at least five disability-related resources available in your local community
3. Examine benefits of cultivating a Universal Design mindset and how it encompasses Usability, Accessibility, and Inclusive Design
4. Describe the components of Usability. Examine distinctions and overlaps between accessibility, usability, and inclusive design.
 1. Discuss the value of Empathic Design, and its role in User-Centered Design methodologies
 2. Examine the value of persona analysis in User Experience (UX). Describe best practices for

1. Examine relevance of the principles and broader goals of the UD Movement
 1. Examine evolution and history of UD Movement and its ties to the Disability Rights Movement
 2. Explore myths and misconceptions of UD application
 3. Examine how universal design differs from accessible design.
2. Examine common barriers to community participation experienced by persons with disabilities
 1. List major disability groups
 2. Describe types of Assistive Technology tools and devices
 3. Examine dimensions of Disability as defined by the World Health Organization
 4. Examine types of barriers that persons with disabilities may experience during their common daily activities
 5. Compile at least five disability-related resources available in your local community
3. Examine benefits of cultivating a Universal Design mindset and how it encompasses Usability, Accessibility, and Inclusive Design
4. Describe the components of Usability. Examine distinctions and overlaps between accessibility, usability, and inclusive design.
 1. Discuss the value of Empathic Design, and its role in User-Centered Design methodologies
 2. Examine the value of persona analysis in User

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

- developing effective UX personas.
5. Identify media accessibility barriers experienced by users who are blind and visually-impaired
 1. Examine the WCAG 2.0 foundational guidelines organized around the Four Principles of Accessibility
 2. Examine UX guidelines and explore how it maps to WCAG 2.0 Principles.
 3. Evaluate common media accessibility barriers experienced by users who are Blind/Visually-impaired
 6. Describe simple content design approaches that promote accessibility
 1. Examine the role of color and contrast ratios in enabling accessibility
 2. Describe strategies for enabling document accessibility
 3. Analyze and restructure digital documents to improve accessibility
 7. Summarize best practices for enabling accessibility for various media
 1. Explore accessibility strategies for videos
 2. Distinguish between Captions and Sub-Titles
 3. Examine web accessibility testing tools

- Experience (UX). Describe best practices for developing effective UX personas.
5. Identify media accessibility barriers experienced by users who are blind and visually-impaired
 1. Examine the WCAG 2.0 foundational guidelines organized around the Four Principles of Accessibility
 2. Examine UX guidelines and explore how it maps to WCAG 2.0 Principles.
 3. Evaluate common media accessibility barriers experienced by users who are Blind/Visually-impaired
 6. Describe simple content design approaches that promote accessibility
 1. Examine the role of color and contrast ratios in enabling accessibility
 2. Describe strategies for enabling document accessibility
 3. Analyze and restructure digital documents to improve accessibility
 7. Summarize best practices for enabling accessibility for various media
 1. Explore accessibility strategies for videos
 2. Distinguish between Captions and Sub-Titles
 3. Examine web accessibility testing 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.	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:	EDAC D245.	No Value
	Limitation(s) on Enrollment:	No Value	No Value
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	No Value	No Value
	General Course Statement(s) - Other:	No Value	No Value

Curriculum Office

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

Changed	Questions	Current Version	Proposed Version
!	Effective Quarter	Fall	No Value
!	Effective Year (2021)	2023	No Value
	Sort ID (00 < 10; 0 < 100)	EDAC 020	EDAC 020
	Course Status	Substantial	Substantial
!	Course Status Code	A	No Value
!	Banner Department	EDAC	No Value
!	Course Level	DU	No Value
!	College Code	DA	No Value
	Course Characteristics	Disability Support	Disability Support
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
!	CTE Status	No	No Value
!	DL Approval Date (MM/DD/YYYY)	05/09/2017	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
!	Emergency Approval	No	No Value

Changed	Questions	Current Version	Proposed Version
	! Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)	T	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)	A	No Value
	! Noncredit Enhanced Funding Indicator	N	No Value
	! In Service Indicator	N	No Value
	! Sports/Physical Education Course Indicator	N	No Value
	! COA Code	C	No Value
	! Fund Code	122020	No Value
	! Organization Code	227013	No Value

Changed	Questions	Current Version	Proposed Version
!	Account Code	1320	No Value
!	Program Code	493031	No Value
!	Percent	100	No Value
	Curriculum Office Notes	<ul style="list-style-type: none"> Course number change appr. 12/4/18 due to UC articulation (effect. F19) - mkct Requisite change appr. 1/17/23 (effect. F23).-cc 	<ul style="list-style-type: none"> Course number change appr. 12/4/18 due to UC articulation (effect. F19) - mkct Requisite change appr. 1/17/23 (effect. F23).-cc
!	Print/No Print to Catalog	Yes	No Value
	Checklist	No Value	No Value

Summary of Revisions

Changed	Questions	Current Version	Proposed Version
	Basic Course Information	No Value	No Value
	Units and Hours	No Value	No Value
	Specifications	No Value	No Value
	Outline	No Value	No Value
	Other	No Value	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
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Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

No Value

A-Matrix Form

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

**Objective 4:
Create
syntactically
varied
sentences that
are free of
mechanical
errors.**

No Value

No Value

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

No Value

No Value

B-Matrix Form

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

No Value

No Value

Changed	Questions	Current Version	Proposed Version
!	Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.	No Value	Assignments: A. Required reading assignments from texts and online resources.
!	Objective 2: Develop analytical ideas and topics for essays.	No Value	Assignments: B. Group discussions on critiquing website design for usability and accessibility
!	Objective 3: Compose and support thesis statements for analytical essays.	No Value	Assignments: D. Written analyses and distinctions between allied concepts and terminology: Accessibility, Usability, and Inclusive Design.
	Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.	No Value	No Value
	Objective 5: Identify and practice writing for different audiences and purposes.	No Value	No Value
	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.	No Value	No Value
	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.	No Value	No Value
--	---	----------	----------

	Objective 9: Demonstrate appropriate grammar usage and mechanics.	No Value	No Value
--	--	----------	----------

C-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
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Objective 1:
Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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	Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.		
--	---	--	--

No Value

No Value

D-Matrix Form

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

Objective 3:
Explore functions.

No Value

No Value

Objective 4:
Develop linear function models.

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

E-Matrix Form

Changed

Questions

Current Version

Proposed Version

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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	Objective 9: Explore arithmetic sequences and series.	No Value	No Value
--	--	----------	----------

	Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value
--	--	----------	----------

F-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
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Objective 1:
Develop,
throughout the
course as
applicable,
systematic
problem
solving
methods.

No Value

No Value

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

No Value

No Value

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

No Value

No Value

Objective 4:
Solve problems
involving
operations with
signed
numbers.

No Value

No Value

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

No Value

No Value

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

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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**Objective 7:
Explore rates
and ratios and
use proportions
to solve
problems.**

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

G-Matrix Form

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

No Value

EDAC 245 Advisory is not required due to overlap of topic and since students also receive greater support in revised EDAC 20 course. EDAC 245 Outline: A. Identify and describe features of assistive computer technology required by the student's functional limitations. Revised EDAC 20 course also includes information on Assistive Technology tools and devices. EDAC 20 Outline: B.2. Describe types of Assistive Technology tools and devices.

H-Matrix Form

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

De Anza GE Form

Changed

Questions

Current Version

Proposed Version

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

No Value

No Value

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

No Value

No Value

Changed

Questions

Current Version

Proposed Version

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

No Value

De Anza GE - ESGC Form

Changed	Questions	Current Version	Proposed Version
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Criteria 1: Explain the interconnectivity of economic prosperity, social equity and environmental quality.

No Value

No Value

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

No Value

No Value

Changed	Questions	Current Version	Proposed Version
	Criteria 3: Explain some significant ways students can make a difference in making a positive impact, locally, at a state level, or globally in making the world more environmentally sustainable and socially just.	No Value	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	<table border="1"> <thead> <tr> <th>Date</th> <th>Name - Role OR Tab</th> <th>Part - Field</th> <th>Type of Edit</th> <th>Edit</th> <th>Initiator - Indicate "Y" When Completed</th> </tr> </thead> <tbody> <tr> <td>3/25/24</td> <td>Zack Judson</td> <td>Matrix B</td> <td>Required</td> <td>Complete Matrix B for your English advisory Complete Matrix G for your EDAC advisory</td> <td>Y</td> </tr> <tr> <td>3/25/24</td> <td>Zack Judson</td> <td>Matrix G</td> <td>Required</td> <td>and upload it under the Basic Course Information tab Remove the EDAC advisory</td> <td>Y</td> </tr> <tr> <td>4/23/24</td> <td>Zack Judson</td> <td>Req/Adv</td> <td>Required</td> <td>from this tab in accordance with your request</td> <td>Y</td> </tr> </tbody> </table>	Date	Name - Role OR Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed	3/25/24	Zack Judson	Matrix B	Required	Complete Matrix B for your English advisory Complete Matrix G for your EDAC advisory	Y	3/25/24	Zack Judson	Matrix G	Required	and upload it under the Basic Course Information tab Remove the EDAC advisory	Y	4/23/24	Zack Judson	Req/Adv	Required	from this tab in accordance with your request	Y
Date	Name - Role OR Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed																						
3/25/24	Zack Judson	Matrix B	Required	Complete Matrix B for your English advisory Complete Matrix G for your EDAC advisory	Y																						
3/25/24	Zack Judson	Matrix G	Required	and upload it under the Basic Course Information tab Remove the EDAC advisory	Y																						
4/23/24	Zack Judson	Req/Adv	Required	from this tab in accordance with your request	Y																						
	Stage 8: AVP - Instruction	No Value	No Value																								

Changed	Questions	Current Version	Proposed Version				
!	Stage 9: Articulation Officer	No Value	Date	Name - Role OR Tab	Part - Field	Type of Edit	Initiator - Indicate "Y" When Completed
			4/25/24	Betty Inoue, AO	Example Textbook	Please add a textbook written within the past 5 years if available.	
	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	EDACD020.
	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

Changed	Field	Current Version
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	Course Control Number	CCC000604088
--	----------------------------------	--------------

Articulation

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

	Course Crosswalk CRS-NUMBER	
--	--	--

De Anza College
Change Report
06/12/2024

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Description
General Information	Course Type (CB27)
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
Req/Adv	Prerequisite(s):
Req/Adv	Advisory(ies):
Curriculum Office	Banner Start Term (202122)
Curriculum Office	Banner Division
Curriculum Office	Catalog Term (21-22)
Curriculum Office	5 Year Revision Year (2021)
Curriculum Office	Effective Quarter
Curriculum Office	Effective Year (2021)

Section	Changed field
Curriculum Office	Course Status Code
Curriculum Office	Banner Department
Curriculum Office	Course Level
Curriculum Office	College Code
Curriculum Office	CTE Status
Curriculum Office	Emergency Approval
Curriculum Office	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)
Curriculum Office	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)
Curriculum Office	Noncredit Enhanced Funding Indicator
Curriculum Office	In Service Indicator
Curriculum Office	Sports/Physical Education Course Indicator
Curriculum Office	COA Code
Curriculum Office	Fund Code
Curriculum Office	Organization Code
Curriculum Office	Account Code
Curriculum Office	Program Code
Curriculum Office	Percent
Curriculum Office	Print/No Print to Catalog
Summary of Revisions	Basic Course Information
Summary of Revisions	Specifications
Summary of Revisions	Outline

Section**Changed field**

A-Matrix Form

EWRT D001A or EWRT D01AH or ESL D005. If this is the prerequisite for the course, complete the objective(s) below. If this prerequisite is being removed, provide an explanation as to why.

Comments

Stage 7: Content Review Matrix Liaison

CTE Course

Is this a CTE (Career Technical Education) course?

Honors/Non-honors Course

Is this an honors/non-honors course?



Mirrored Credit/Noncredit Course




Is this a mirrored credit/noncredit course?



Cross-listed Course

Is this a cross-listed course?

General Information

Changed	Field	Current Version	Proposed Version
	Faculty Initiator	• Zack Judson	• Joshua Losben
	Course ID (CB01A and CB01B)	F/TVD064A	F/TVD064A
	Course Control Number	CCC000501334	CCC000501334
	Course Title (CB02)	Advanced Screenwriting Workshop I	Advanced Screenwriting Workshop I
	Short Course Title	ADV SCRNWRTG WORKSHOP I	ADV SCRNWRTG WORKSHOP I
	TOP Code (CB03)	0612.20	0612.20 Film Production
	CIP Code	Radio and Television	09.0701 Radio and Television
	Department	F/TV - Film and TV Prod.	F/TV - Film and TV Prod.
	Effective Term	Fall 2023	Fall 2023 <u>2025</u>
	SAM Priority Code (CB09)	Clearly Occupational	Clearly Occupational

Changed	Field	Current Version	Proposed Version
	Course Description	Fictional screenwriting geared toward the planning, outlining and structuring of an original three-act feature-length fiction screenplay and the writing of the first act.	Fictional screenwriting <u>This course is a fictional writing workshop</u> geared toward the planning, outlining and structuring of an original three-act feature-length fiction screenplay and the writing of the first act.
	Course Type (CB27)	No value	<ul style="list-style-type: none"> • Lower Division
	Mode of Delivery	<ul style="list-style-type: none"> • NA 	<ul style="list-style-type: none"> • Hybrid

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

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 a major preparation requirement in the discipline of Film/Television for at least one CSU. It belongs on the Film/TV: Screenwriting AA degree. In order for a screenplay to be considered Marketplace-worthy, students must learn advanced techniques in screenwriting.	This course is a major preparation requirement in the discipline of Film/Television for at least one CSU. It belongs on the Film/TV: Screenwriting AA degree. In order for a screenplay to be considered Marketplace-worthy, students must learn advanced techniques in screenwriting.

Stand-Alone Statement

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


Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	


Foothill Equivalency

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


CTE Course

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


Honors/Non-honors Course

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

Mirrored Credit/Noncredit Course

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

Cross-listed Course

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

More Options

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

Associated Programs

Changed Field**Current Version****Proposed Version****Course is part of a program****Associated Program** Film/TV: Screenwriting**Award Type** Associate in Arts (A.A.) Degree**Associated Program** Film/TV: Screenwriting**Award Type** Associate in Arts (A.A.) Degree**Associated Program** Film/TV: Production**Award Type** Certificate of Achievement-Advanced (COA-A)**Associated Program** Film/TV: Production**Award Type** Certificate of Achievement-Advanced (COA-A)**Associated Program** Film/TV: Production**Award Type** Associate in Arts (A.A.) Degree**Associated Program** Film/TV: Production**Award Type** Associate in Arts (A.A.) Degree**Associated Program** Film/TV: Screenwriting**Award Type** Associate in Arts (A.A.) Degree**Associated Program** Film/TV: Screenwriting**Award Type** Associate in Arts (A.A.) Degree**Associated Program** Film/TV: Production (In Development)**Award Type** Associate in Arts (A.A.) Degree**Associated Program** Film/TV: Production (In Development)**Award Type** Associate in Arts (A.A.) Degree**Associated Program** Film/TV: Production (In Development)**Award Type** Certificate of Achievement-Advanced (COA-A)**Associated Program** Film/TV: Production (In Development)**Award Type** Certificate of Achievement-Advanced (COA-A)

Changed	Field	Current Version	Proposed Version
		Associated Program Associate in Science in Film, Television, and Electronic Media for Transfer Award Type Associate in Science for Transfer (A.S.-T.) Degree	Associated Program Associate in Science in Film, Television, and Electronic Media for Transfer Award Type Associate in Science for Transfer (A.S.-T.) Degree
		Associated Program Film, Television, and Electronic Media for Transfer (In Development) Award Type Associate in Science for Transfer (A.S.-T.) Degree	Associated Program Film, Television, and Electronic Media for Transfer (In Development) Award Type Associate in Science for Transfer (A.S.-T.) Degree
		Associated Program Film, Television, and Electronic Media for Transfer Award Type Associate in Science for Transfer (A.S.-T.) Degree	Associated Program Film, Television, and Electronic Media for Transfer Award Type Associate in Science for Transfer (A.S.-T.) Degree

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

Weekly Student Hours - Profile Name: Default Profile

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

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

Credit Units


Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	144	144

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

SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

Changed	Field	Current Version	Proposed Version
	Methods of Instruction	<p>Methods of Instruction</p> <p>Methods of Instruction Lecture and visual aids Discussion of assigned reading Guest speakers Collaborative learning and small group exercises</p>	<p>Methods of Instruction Methods of Instruction</p> <p>Methods of Instruction Lecture and visual aids Discussion of assigned reading Guest speakers Collaborative learning and small group exercises</p>

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

1. Weekly reading from assigned textbooks and produced feature scripts
2. Create a 40-word or less logline
3. Write a 3-page synopsis
4. Create a full beat sheet
5. Write a scene list for the first act
6. Write the first act of a feature screenplay
7. Seven-minute story pitch

1. Weekly reading from assigned textbooks and produced feature scripts
2. Create a 40-word or less logline
3. Write a 3-page synopsis
4. Create a full beat sheet
5. Write a scene list for the first act
6. Write the first act of a feature screenplay
7. Seven-minute story pitch

Changed **Field**

Current Version

Proposed Version



**Methods of
Evaluation**

**Methods
of
Evaluation**

**Methods
of
Evaluation**

Methods of
Evaluation

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

1. Written assignments demonstrating comprehension of more advanced-level screenwriting techniques, including the ability to breakdown character development and story structure using character charting of positive traits, flaws, fears, emotional voids, and the six layers of status (power).
2. Logline critique demonstrating students' comprehension on the genesis of a viable cinematic narrative including singular protagonist, tangible goal, antagonism, and "why do we care"
3. The Treatment is evaluated by the student's ability to demonstrate comprehension of three-act structure in an expanded version of the

**Methods
of
Evaluation**


1. Written assignments demonstrating comprehension of more advanced-level screenwriting techniques, including the ability to breakdown character development and story structure.
2. Logline critique demonstrating students' comprehension on the genesis of a viable cinematic narrative including singular protagonist, tangible goal, antagonism, and "why do we care."
3. The Treatment is evaluated by the student's ability to demonstrate comprehension of three-act structure in an expanded version of the logline, thereby giving writer and reader a more expanded understanding of the story

Changed Field

Current Version

Proposed Version

<p>logline, thereby giving writer and reader a more expanded understanding of the story and characters</p> <p>4. The completed beat sheet with the advanced-level 22 narrative plot points and sequences demonstrates students' ability to understand classic narrative storytelling and develop viable screenplays</p> <p>5. Creation of scene list/scene loglines demonstrates the students' ability to advance the narrative forward in a logical and interesting manner while also highlighting character needs, motivations, and intentions</p> <p>6. The first act of the screenplay is evaluated by the students' ability to apply practice and</p>	<p>and characters.</p> <p>4. The completed beat sheet with advanced-level narrative plot points and sequences demonstrates students' ability to understand classic narrative storytelling and develop viable screenplays.</p> <p>5. Creation of scene list/scene descriptions demonstrates the students' ability to advance the narrative forward in a logical and interesting manner while also highlighting character needs, motivations, and intentions.</p> <p>6. The first act of the screenplay is evaluated by the students' ability to apply practice and theory to their own original developed work, written up through the establishment of the main</p>
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Changed Field	Current Version	Proposed Version
	<p>theory to their own original developed work, written up through "The Point of No Return," the set-up of the film</p> <p>7. As a final examination, the seven-minute pitch is evaluated by the students' ability to present themselves and their screenplay orally, essential in the industry</p>	<p>dramatic tension of the second act.</p> <p>7. A final pitch is evaluated by the students' ability to present themselves and their screenplay orally, essential in the industry.</p>
<p> Essential Student Materials/Essential College Facilities</p>	<p>Essential Student Materials:</p> <ul style="list-style-type: none"> • None. <p>Essential College Facilities:</p> <ul style="list-style-type: none"> • DVD and VHS decks with large screen color monitor, computers and script-formatting software 	<p>Essential Student Materials:</p> <ul style="list-style-type: none"> • Access to computer with screenplay-formatting software • Access to Canvas, Zoom, and streaming services such as the De Anza College Library's Kanopy and Films on Demand, as well as licensing agreements with Swank Motion Pictures <p>Essential College Facilities:</p> <ul style="list-style-type: none"> • DVD with large screen color monitor, computers and script-formatting software

Changed Field

Current Version

Proposed Version



Examples of Primary Texts and References

Title	No value
Author	Landau, Neil. "The Screenwriter's Roadmap: 21 Ways to Jumpstart Your Story." Focal Press, 2012.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Walter, Richard. "Essentials of Screenwriting." Plume, 2010.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	How to Build a Great Screenplay: A Master Class in Storytelling for Film
Author	Howard, David
Publisher	St. Martin's Press
Date/Edition	2010/Reprint Editions
ISBN	9780312352622

Title	The Protagonist's Journey: An Introduction to Character-Driven Screenwriting and Storytelling
Author	Myers, Scott
Publisher	Palgrave Macmillan
Date/Edition	March 2022
ISBN	3030796817

Title	Screenwriting is Rewriting: The Art and Craft of Professional Revision
Author	Epps Jr., Jack
Publisher	Bloomsbury Academic
Date/Edition	2016
ISBN	1628927402

Changed Field

Current Version

Proposed Version

Title	Screenplay: The Foundations of Screenwriting
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Author	Field, Syd
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Publisher	Delta
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Date/Edition	Revised Edition 2005
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ISBN	9780385339032
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Title	Story: Substance Structure, Style and the Principles of Screenwriting
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Author	McKee, Robert
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Publisher	ReganBooks
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Date/Edition	1997
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ISBN	9780060391683
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Suggested Reading List

No value

Reading List Ackerman, Hal. "Write Screenplays That Sell The Ackerman Way." Tallfellow, 2003.

May include, but are not limited to No value

Reading List Akers, Williams. "Your Screenplay Sucks!: 100 Ways to Make It Great." Micheal Wiese, 2008.

May include, but are not limited to No value

Reading List Chitlik, Paul. "Rewrite 2nd Edition: A Step-by-Step Guide to Strengthen Structure, Characters, and Drama in your Screenplay." 2nd Edition. Michael Wiese Productions, 2013.

May include, but are not limited to No value

Reading List Egri, Lajos. "The Art of Dramatic Writing." Merricat, 2009.

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

May include, but are not limited to No value

Reading List Field, Syd. "Screenplay: The Foundations of Screenwriting." Delta, Revised Edition 2005.

May include, but are not limited to No value

Reading List Hunter, Lew. "Lew Hunter's Screenwriting 434: The Industry's Premier Teacher Reveals the Secrets of the Successful Screenplay." Perigee, Revised Edition 2004.

May include, but are not limited to No value

Reading List McKee, Robert. "Story: Substance, Structure, Style and The Principles of Screenwriting." ReganBooks, 1997.

Changed Field

Current Version

Proposed Version

May include, but are not limited to No value

Reading List Russin, Robin. "Writing the Picture." Silman-James, 2003.

May include, but are not limited to No value

Reading List Snyder, Blake. "Save The Cat! The Last Book on Screenwriting You'll Ever Need." Michael Wiese, 2005.

May include, but are not limited to No value

Reading List Tierno, Michael. "Aristotle's Poetics for Screenwriters." Hyperion, 2002.

May include, but are not limited to No value

Changed	Field	Current Version	Proposed Version
		<p>Reading List Truby, John. "The Anatomy of Story: 22 Steps to Becoming a Master Storyteller." Farrar, Straus and Giroux, 2008.</p>	
		<p>May include, but are not limited to No value</p>	

Learning Outcomes and Objectives

Changed	Field	Current Version	Proposed Version
	Course Objectives	<ul style="list-style-type: none"> Analyze and apply the narrative structure of a traditional three-act screenplay with plot points that drive the story and expand the characters. Interpret and apply the elements of plot and story generation. Interpret and apply the elements of character and development. Interpret and apply the elements of dialog Evaluate works-in-progress with the class and participate in the collaborative evolution of student screenplays. 	<ul style="list-style-type: none"> Analyze and apply the narrative structure of a traditional three-act screenplay with plot points that drive the story and expand the characters. Interpret and apply the elements of plot and story generation. Interpret and apply the elements of character and development. Interpret and apply the elements of dialog Evaluate works-in-progress with the class and participate in the collaborative evolution of student screenplays.

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

CSLOs Demonstrate a command of generating, planning, and outlining a feature-length narrative fiction screenplay through logline, beat sheet, scene list.

Expected SLO Performance 0.0

CSLOs Demonstrate a command of generating, planning, and outlining a feature-length narrative fiction screenplay through logline, beat sheet, scene list.

Expected SLO Performance 0.0

CSLOs Write the first act of a three-act feature-length fiction screenplay.

Expected SLO Performance 0.0

CSLOs Write the first act of a three-act feature-length fiction screenplay.

Expected SLO Performance 0.0

Course Outline

Changed	Field	Current Version	Proposed Version
!	Course Content	<p>1. Analyze and apply the narrative structure of a traditional three-act screenplay with plot points that drive the story and expand the characters.</p> <ol style="list-style-type: none"> 1. Using successful screenplays and produced films as models, students will analyze and apply to their own works all plot points and methods of traditional storytelling and structure of Act One including Opening Image, Opening Hook, Inciting Incident, the Mini Crisis and the Point of No Return. 2. Analyze and apply the plot points that comprise of a successful Act Two, including the B-Story, The Test, The One-Hour Turning Point, The Big Pit, and Rock Bottom. 3. Analyze and apply the Third Act elements of the Climax, Resolution, New World Order, and Closing Image. 4. Analyze and apply Act 2 story connector sequences such as "Popcorn/Trailer Moments," "Sequence to the Midpoint," "Hero's Melting," and "Antagonists closing in." <p>2. Interpret and apply the elements of plot and story generation.</p> <ol style="list-style-type: none"> 1. Creation of a viable logline is the first step in the development of the screenplay. 2. Expansion into treatment, the synopsis of what the movie is about. 	<p>1. Analyze and apply the narrative structure of a traditional three-act screenplay with plot points that drive the story and expand the characters.</p> <ol style="list-style-type: none"> 1. Using successful screenplays and produced films as models, students will analyze and apply to their own works all plot points and methods of traditional storytelling and structure of Act One including Opening Image, Status Quo, Point of Attack, and the establishment of the Main Tension. 2. Analyze and apply the plot points that comprise of a successful Act Two, including subplots, the Midpoint, and the resolution of the Main Tension 3. Analyze and apply the Third Act elements including the Third Act tension, Twist, Resolution, and Closing Image. <p>2. Interpret and apply the elements of plot and story generation.</p> <ol style="list-style-type: none"> 1. Creation of a viable logline is the first step in the development of the screenplay. 2. Expansion into treatment, the synopsis of what the movie is about. 3. Writing of Beat Sheet is important in order to track the direction of the story and knowing that

Changed	Field	Current Version	Proposed Version
		<p>3. Writing of Beat Sheet is important in order to track the direction of the story and knowing that all key plot points are being met.</p> <p>4. Creating a complete three-act scene list is essential as an outline to guide the screenwriter.</p> <p>5. Creating the first 10 pages, "The Ordinary World," is the most important.</p> <p>6. Once "The Ordinary World" is as strong as possible, write all the way to the end of Act One, "The Point of No Return," no later than the 30-page mark.</p> <p>3. Interpret and apply the elements of character and development.</p> <ol style="list-style-type: none"> 1. Protagonists need a goal and the Antagonists stand in their way and keep them from achieving said goals. 2. Characters are defined by actions and reactions to conflict, plot, and other characters. 3. Goals, motivations, needs, and wants. 4. Secondary characters, love interests, posses, relationships. 5. Walking the line of good and evil is a way of making sure the "good guys" are not too saccharine and the "bad guys" are not too unbelievable. 6. Avoiding stereotypes at all costs is essential when creating stories and characters. 	<p>all key plot points are being met.</p> <p>4. Creating a complete three-act scene list is essential as an outline to guide the screenwriter.</p> <p>5. Creating the first 10 pages, specifically "The Status Quo," up to the "Point of Attack."</p> <p>6. Write all the way to the "Break Into Act Two," no later than the 30-page mark.</p> <p>3. Interpret and apply the elements of character and development.</p> <ol style="list-style-type: none"> 1. Protagonists need a goal and obstacles that stand in their way and from achieving their goals. 2. Characters are defined by actions and reactions to conflict, plot, and other characters. 3. Goals, motivations, needs, and wants. 4. Secondary characters, love interests, relationships. 5. Creating Three-dimensional characters 6. Avoiding stereotypes at all costs is essential when creating stories and characters. 7. Major negative and positive defining characteristics including flaws, fears, wants, and needs established in the Ordinary World. 8. Character arcs must be credible and consistent and must track cleanly. 9. "Before" vs "after." Opening images vs closing images.

Changed	Field	Current Version	Proposed Version
		<p>7. Major negative and positive defining characteristics including fatal flaws, deepest fears, emotional voids and the character's paradox must be established in the Ordinary World.</p> <p>8. Character arcs must be credible and consistent and must track cleanly.</p> <p>9. "Before" vs "after." Opening images vs closing images.</p> <p>10. Apply the principles of "Method Writing" in order to truly engage the audience through the characters' emotional journey.</p> <p>11. Understand the element of the protagonist epiphany at the end of the second act.</p> <p>12. Applying the concept of the hero's sacrifice.</p> <p>13. Applying the principles of "Fake" vs. "Real" goals.</p> <p>14. Applying principles of Hero vs. Monster (Protagonist vs. Antagonist)</p> <p>15. Understanding and applying the principles of the six types of character status:</p> <ol style="list-style-type: none"> 1. Social 2. Institutional 3. Financial 4. Intellectual 5. Physical 6. Emotional <p>16. Using B-characters as the mentor.</p> <p>17. Applying a theoretical definition of what makes for a satisfying movie: "In order for a film to be</p>	<p>10. Engage the audience through the characters' emotional journey.</p> <p>11. Applying a theoretical definition of what makes for a satisfying movie: "In order for a film to be satisfying in the end, the protagonist must recognize and overcome his/her fatal flaw through the help of the B-Story character, make a sacrifice by facing his/her greatest fears no matter how high the stakes, hold him/herself to a higher standard and do the right thing in order to fill the emotional void."</p> <p>4. Interpret and apply the elements of dialogue</p> <ol style="list-style-type: none"> 1. "Real" vs. "Reel" speak. No one goes to a fiction movie to listen to real people talk. 2. Dialogue must expand character and advance story. 3. Subtext must be incorporated in order to avoid "on-the-nose" dialogue and exposition. 4. Every character must have a unique voice and attitude. 5. Show, don't tell. <p>5. Evaluate works-in-progress with the class and participate in the collaborative evolution of student screenplays.</p> <ol style="list-style-type: none"> 1. Group feedback and constructive criticism. 2. Validate the principle that screenwriting, and film and television in general, is truly a collaborative enterprise.

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

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- satisfying in the end, the protagonist must recognize and overcome his/her fatal flaw through the help of the B-Story character, make a sacrifice by facing his/her greatest fears no matter how high the stakes, hold him/herself to a higher standard and do the right thing in order to fill the emotional void."
4. Interpret and apply the elements of dialog
 1. "Real" vs. "Reel" speak. No one goes to a fiction movie to listen to real people talk.
 2. Dialog must expand character and advance story.
 3. Subtext must be incorporated in order to avoid "on-the-nose" dialog and exposition.
 4. Every character must have a unique voice and attitude.
 5. Show, don't tell.
 5. Evaluate works-in-progress with the class and participate in the collaborative evolution of student screenplays.
 1. Group feedback and constructive criticism.
 2. Validate the principal that screenwriting, and film and television in general, is truly a collaborative enterprise.
 3. Oral pitching is essential for solidifying story viability as well as learning to present oneself in professional story development meetings.
3. Oral pitching is essential for solidifying story viability as well as learning to present oneself in professional story development meetings.
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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):	F/TV D060B or F/TV D060C	F/TV D060B
	Corequisite(s):	No Value	No Value
!	Advisory(ies):	EWRT D001A or EWRT D01AH or ESL D005.	No Value
	Advisory(ies) - Other:	No Value	No Value
	Limitation(s) on Enrollment:	No Value	No Value
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	No Value	No Value
	General Course Statement(s) - Other:	No Value	No Value

Curriculum Office


Changed	Questions	Current Version	Proposed Version
!	Banner Start Term (202122)	202122	No Value
!	Banner Division	2CA	No Value
!	Catalog Term (21-22)	23-24	No Value
!	5 Year Revision Year (2021)	2018	No Value
!	Effective Quarter	Fall	No Value
!	Effective Year (2021)	2023	No Value
	Sort ID (00 < 10; 0 < 100)	F/TV 064A	F/TV 064A
	Course Status	Non-substantial	Non-substantial
!	Course Status Code	A	No Value
!	Banner Department	F/TV	No Value
!	Course Level	DU	No Value
!	College Code	DA	No Value
	Course Characteristics	CTE	CTE
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
!	CTE Status	Yes	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value

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

Changed	Questions	Current Version	Proposed Version
!	Sports/Physical Education Course Indicator	N	No Value
!	COA Code	C	No Value
!	Fund Code	114000	No Value
!	Organization Code	231011	No Value
!	Account Code	1320	No Value
!	Program Code	060420	No Value
!	Percent	100	No Value
	Curriculum Office Notes	<ul style="list-style-type: none"> Requisite change appr. 1/17/23 (effect. F23).-cc 	<ul style="list-style-type: none"> Requisite change appr. 1/17/23 (effect. F23).-cc
!	Print/No Print to Catalog	Yes	No Value
	Checklist	No Value	No Value

Summary of Revisions

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

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

A-Matrix Form

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

No Value

This requisite is being removed because it is already a requisite for the pre-requisite courses.

Changed	Questions	Current Version	Proposed Version
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**Objective 1:
Analyze
college level
texts and
discourse that
are culturally
and
rhetorically
diverse.**

No Value

No Value

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

No Value

No Value

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

No Value

No Value

**Objective 4:
Create
syntactically
varied
sentences that
are free of
mechanical
errors.**

No Value

No Value

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

No Value

No Value

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

Changed	Questions	Current Version	Proposed Version
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Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.

No Value

No Value

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

No Value

No Value

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

No Value

No Value

Objective 9: Demonstrate appropriate grammar usage and mechanics.

No Value

No Value

C-Matrix Form

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

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

D-Matrix Form

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
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	Objective 10: Investigate the characteristics of rational expressions.	No Value	No Value
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	Objective 11: Develop skills to work with radical expressions.	No Value	No Value
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E-Matrix Form

Changed	Questions	Current Version	Proposed Version
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	Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
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Changed	Questions	Current Version	Proposed Version
	Objective 1: Develop, throughout the course as applicable, systematic problem- solving methods.	No Value	No Value
	Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.	No Value	No Value
	Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 4: Develop linear function models to solve problems.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real- world problems.	No Value	No Value

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

No Value

No Value

Objective 7:
Develop quadratic function models to solve problems.

No Value

No Value

Objective 8:
Use inequalities to solve real world problems.

No Value

No Value

Objective 9:
Explore arithmetic sequences and series.

No Value

No Value

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

No Value

No Value

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

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

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

G-Matrix Form

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

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

No Value

No Value

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

No Value

No Value

De Anza GE Form

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

No Value

No Value

Changed

Questions

Current Version

Proposed Version

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

No Value

No Value

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

No Value

No Value

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

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

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

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

No Value

No Value

Comments

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

No Value

No Value

**Stage 3:
Division
Curriculum
Representative**

No Value

No Value

**Stage 4:
Division Dean**

No Value

No Value

**Stage 5: SLO
Coordinator**

No Value

No Value

Changed	Questions	Current Version	Proposed Version					Initiator - Indicate "Y" When Completed
			Date	Name - Role OR Tab	Part - Field	Type of Edit	Edit	
!	Stage 7: Content Review Matrix Liaison	No Value	5/8/24	Zack Judson	Req/Adv	Required	Remove your English advisory as requested under Matrix A Go to the Req/Adv tab in eLumen, in the field for Advisory(ies) select none	incomplete - zj 6/5/24
	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	F/TVD064A
	Distance Education Approved	No

Changed	Field	Current Version
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	Board of Trustees Approval Date	
--	--	--

	Curriculum Committee Approval Date	
--	---	--

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

	External Review Approval Date	Sep 1, 2018 12:00:00 AM
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	Course Control Number	CCC000501334
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Articulation

Changed	Field	Current Version
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	Course Crosswalk CRS-DEPT-NAME	
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	Course Crosswalk CRS-NUMBER	
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De Anza College
Change Report
06/12/2024

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Description
General Information	Course Type (CB27)
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
Req/Adv	Advisory(ies):
Curriculum Office	Banner Start Term (202122)
Curriculum Office	Banner Division
Curriculum Office	Catalog Term (21-22)
Curriculum Office	5 Year Revision Year (2021)
Curriculum Office	Effective Quarter
Curriculum Office	Effective Year (2021)
Curriculum Office	Course Status Code

Section	Changed field
Curriculum Office	Banner Department
Curriculum Office	Course Level
Curriculum Office	College Code
Curriculum Office	CTE Status
Curriculum Office	Emergency Approval
Curriculum Office	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)
Curriculum Office	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)
Curriculum Office	Noncredit Enhanced Funding Indicator
Curriculum Office	In Service Indicator
Curriculum Office	Sports/Physical Education Course Indicator
Curriculum Office	COA Code
Curriculum Office	Fund Code
Curriculum Office	Organization Code
Curriculum Office	Account Code
Curriculum Office	Program Code
Curriculum Office	Percent
Curriculum Office	Print/No Print to Catalog
Summary of Revisions	Specifications
A-Matrix Form	EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.
CTE Course	Is this a CTE (Career Technical Education) course?
Honors/Non-honors Course	Is this an honors/non-honors course?

Section**Changed field**




Mirrored Credit/Noncredit Course


Is this a mirrored credit/noncredit course?

Cross-listed Course



Is this a cross-listed course?

General Information

Changed	Field	Current Version	Proposed Version
	Faculty Initiator	• Zack Judson	• Joshua Losben
	Course ID (CB01A and CB01B)	F/TVD064B	F/TVD064B
	Course Control Number	CCC000504497	CCC000504497
	Course Title (CB02)	Advanced Screenwriting Workshop II	Advanced Screenwriting Workshop II
	Short Course Title	ADV SCRNRWRTG WORKSHOP II	ADV SCRNRWRTG WORKSHOP II
	TOP Code (CB03)	0612.20	0612.20 Film Production
	CIP Code	Radio and Television	09.0701 Radio and Television
	Department	F/TV - Film and TV Prod.	F/TV - Film and TV Prod.
	Effective Term	Fall 2023	Fall 2023 <u>2025</u>
	SAM Priority Code (CB09)	Advanced Occupational	Advanced Occupational
	Course Description	An intensive seminar in writing feature-length fiction screenplays. Practice in the development and completion of a three-act narrative script focusing on plot, character development, arcs, turning points and journeys.	An <u>This course is an</u> intensive seminar in writing feature-length fiction screenplays. Practice in <u>Students will learn and apply techniques for</u> the development and completion of a three-act narrative script focusing on plot, character development, arcs, turning points and journeys- <u>journeys.</u>

Changed	Field	Current Version	Proposed Version
	Course Type (CB27)	No value	• Lower Division
	Mode of Delivery	• NA	• Hybrid

Faculty Requirements

Changed	Field	Current Version	Proposed Version
	Discipline 1	No value	• Mass Communication
	Discipline 2	No value	No value
	Discipline 3	No value	No value
	FSA	No value	• FHDA FSA - FILM/TV

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Course Justification

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Changed	Field	Current Version	Proposed Version
	Course Justification	This course is a major preparation requirement in the discipline of Film/Television for at least one CSU and belongs on the Film/TV: Screenwriting AA degree. This class delves deeply into the analysis and principles of writing strong characters as the hero journeys throughout the second act. This class is instrumental in guiding students through the difficulties and necessities of a second act.	This course is a major preparation requirement in the discipline of Film/Television for at least one CSU and belongs on the Film/TV: Screenwriting AA degree. This class delves deeply into the analysis and principles of writing strong characters as the hero journeys throughout the second act. This class is instrumental in guiding students through the difficulties and necessities of a second act.

Stand-Alone Statement

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

Course Philosophy


Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

Foothill Equivalency


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

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


CTE Course

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

Honors/Non-honors Course

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

Mirrored Credit/Noncredit Course

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

Cross-listed Course

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

No value

No

More Options

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

Course is not a basic skills course.

Course is not a basic skills course.

Course Prior To College Level

Not applicable.

Not applicable.

Course Special Class Status (CB13)

Course is not a special class.

Course is not a special class.

Course Support Status (CB26)

Course is not a support course

Course is not a support course

Repeat Limit

0

0

Grade Options

- Letter Grade
- Pass/No Pass

- Letter Grade
- Pass/No Pass

Allow Students to Gain Credit by Exam/Challenge

Repeatability Statement

No value

Associated Programs

Changed Field**Current Version****Proposed Version****Course is part of a program****Associated Program** Film/TV: Screenwriting**Award Type** Associate in Arts (A.A.) Degree**Associated Program** Film/TV: Screenwriting**Award Type** Associate in Arts (A.A.) Degree**Associated Program** Film/TV: Production**Award Type** Certificate of Achievement-Advanced (COA-A)**Associated Program** Film/TV: Production**Award Type** Certificate of Achievement-Advanced (COA-A)**Associated Program** Film/TV: Production**Award Type** Associate in Arts (A.A.) Degree**Associated Program** Film/TV: Production**Award Type** Associate in Arts (A.A.) Degree**Associated Program** Film/TV: Screenwriting**Award Type** Associate in Arts (A.A.) Degree**Associated Program** Film/TV: Screenwriting**Award Type** Associate in Arts (A.A.) Degree**Associated Program** Film/TV: Production (In Development)**Award Type** Associate in Arts (A.A.) Degree**Associated Program** Film/TV: Production (In Development)**Award Type** Associate in Arts (A.A.) Degree**Associated Program** Film/TV: Production (In Development)**Award Type** Certificate of Achievement-Advanced (COA-A)**Associated Program** Film/TV: Production (In Development)**Award Type** Certificate of Achievement-Advanced (COA-A)

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

Associated Program Associate in Science in Film, Television, and Electronic Media for Transfer

Award Type Associate in Science for Transfer (A.S.-T.) Degree

Associated Program Associate in Science in Film, Television, and Electronic Media for Transfer

Award Type Associate in Science for Transfer (A.S.-T.) Degree

Associated Program Film, Television, and Electronic Media for Transfer (In Development)

Award Type Associate in Science for Transfer (A.S.-T.) Degree

Associated Program Film, Television, and Electronic Media for Transfer (In Development)

Award Type Associate in Science for Transfer (A.S.-T.) Degree

Associated Program Film, Television, and Electronic Media for Transfer

Award Type Associate in Science for Transfer (A.S.-T.) Degree

Associated Program Film, Television, and Electronic Media for Transfer

Award Type Associate in Science for Transfer (A.S.-T.) Degree

Transferability & Gen. Ed. Options**Changed Field****Current Version****Proposed Version**

Transfer Status (CB05)

Transferable to CSU only

Transferable to CSU only

Course General Education Status (CB25)

Y

Y

Transfer Status

Approved

Approved

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

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

	Laboratory Hours - In Class	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
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	Course Duration (Weeks)	12	12
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	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	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
	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

Changed	Field	Current Version	Proposed Version
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	Total Credit Units - Maximum Credit Units	4	4
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Speciality Hours

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

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

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

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

SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

Changed Field

Current Version

Proposed Version



Methods of Instruction

Methods of Instruction

Methods of Instruction Lecture and visual aids
Discussion of assigned reading
Guest speakers
Collaborative learning and small group exercises

Methods of Instruction

Methods of Instruction Methods of Instruction
Lecture and visual aids
Discussion of assigned reading
Guest speakers
Collaborative learning and small group exercises

Assignments

1. Weekly reading from assigned textbooks and produced feature scripts
2. Revision of logline
3. Revise and update beat sheet
4. Adapt changes into new scene list
5. Complete the second and third acts of the screenplay

1. Weekly reading from assigned textbooks and produced feature scripts
2. Revision of logline
3. Revise and update beat sheet
4. Adapt changes into new scene list
5. Complete the second and third acts of the screenplay

Changed **Field**

Current Version

Proposed Version



**Methods of
Evaluation**

**Methods
of
Evaluation**

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

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

1. Two or three written exercises and assignments evaluated based on more advanced readings and lectures on character, story, dialog writing with subtext, beginning scenes late and getting out early, showing not telling, creating fast-moving scene description and actions that define character attitude, emotion, and state of mind
2. Revised logline evaluated based on the evolution of the screenplay and the students' ability to comprehend advanced storytelling theory

**Methods
of
Evaluation**

1. Two or three written exercises and assignments evaluated based on more advanced readings and lectures on character, story, dialogue writing with subtext, beginning scenes late and getting out early, showing not telling, creating fast-moving scene description and actions that define character attitude, emotion, and state of mind
2. Revised logline evaluated based on the evolution of the screenplay and the students' ability to comprehend advanced

Changed Field

Current Version

Proposed Version

3. Demonstrate students' ability to understand and apply advanced theory and practical storytelling through evolution of beat sheet as the story unfolds during the writing process
4. The revised scene list evaluated based on the students' creative thought as the writing process advances and new story lines, plot twist, and character elements are created
5. Completion of the second and third acts of the screenplay and the critique of others' work act as the final exam

- storytelling theory
3. Demonstrate students' ability to understand and apply advanced theory and practical storytelling through evolution of beat sheet as the story unfolds during the writing process
 4. The revised scene list evaluated based on the students' creative thought as the writing process advances and new story lines, plot twist, and character elements are created
 5. Completion of the second and third acts of the screenplay and the critique of others' work act as the final exam

Changed	Field	Current Version	Proposed Version
!	Essential Student Materials/Essential College Facilities	Essential Student Materials: <ul style="list-style-type: none"> • None. Essential College Facilities: <ul style="list-style-type: none"> • DVD and VHS decks with large screen color monitor, computers and script-formatting software 	Essential Student Materials: <ul style="list-style-type: none"> • Access to computer with screenplay-formatting software • Access to Canvas, Zoom, and streaming services such as the De Anza College Library's Kanopy and Films on Demand, as well as licensing agreements with Swank Motion Pictures Essential College Facilities: <ul style="list-style-type: none"> • DVD and VHS decks with large screen color monitor, computers and script-formatting software

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

Title	No value
Author	Landau, Neil. "The Screenwriter's Roadmap: 21 Ways to Jumpstart Your Story." Focal Press, 2012.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Walter, Richard. "Essentials of Screenwriting." Plume, 2010.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	The Protagonist's Journey: An Introduction to Character-Driven Screenwriting and Storytelling
Author	Myers, Scott
Publisher	Palgrave Macmillan
Date/Edition	March 2022
ISBN	3030796817

Title	How to Build a Great Screenplay: A Master Class in Storytelling for Film
Author	Howard, David
Publisher	St. Martin's Press
Date/Edition	2010/Reprint Editions
ISBN	9780312352622

Title	Screenwriting is Rewriting: The Art and Craft of Professional Revision
Author	Epps Jr., Jack
Publisher	Bloomsbury Academic
Date/Edition	2016

Changed **Field**

Current Version

Proposed Version

ISBN 1628927402

Title Screenplay: The
 Foundations of
 Screenwriting

Author Field, Syd

Publisher Delta

Date/Edition Revised Edition
 2005

ISBN 9780385339032

Title Aristotle's
 Poetics for
 Screenwriters

Author Tierno, Michael

Publisher Hyperion

Date/Edition 2002

ISBN 978-0786887408

Changed Field

Current Version

Proposed Version



Suggested Reading List

No value

Reading List Ackerman, Hal. "Write Screenplays That Sell the Ackerman Way." Tallfellow, 2003.

May include, but are not limited to No value

Reading List Akers, William. "Your Screenplay Sucks! 100 Ways to Make it Great." Michael Wiese 2008.

May include, but are not limited to No value

Reading List Chitlik, Paul. "Rewrite 2nd Edition: A Step-by-Step Guide to Strengthen Structure, Characters, and Drama in your Screenplay." 2nd Edition. Michael Wiese Productions, 2013.

May include, but are not limited to No value

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

Reading List Egri, Lajos. "The Art of Dramatic Writing." Merricat, 2009.

May include, but are not limited to No value

Reading List Field, Syd. "Screenplay: The Foundations of Screenwriting." Revised Edition. Delta, 2005.

May include, but are not limited to No value

Reading List Garfinkel, Asher. "Screenplay Story Analysis." Allworth, 2007.

May include, but are not limited to No value

Reading List Hunter, Lew. "Lew Hunter's 434." Revised Edition. Perigee, 2004.

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

May include, but are not limited to No value

Reading List McKee, Robert. "Story." Reaganbooks, 1997.

May include, but are not limited to No value

Reading List Russin, Robin. "Writing the Picture." Silman-James, 2003.

May include, but are not limited to No value

Reading List Snyder, Blake. "Save the Cat! The Last Book on Screenwriting You'll Ever Need." Michael Wiese, 2005.

May include, but are not limited to No value

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

Reading List Tierno, Michael. "Aristotle's Poetics for Screenwriters," Hyperion, 2002.

May include, but are not limited to No value

Reading List Truby, John. "The Anatomy of Story: 22 Steps to Becoming a Master Storyteller." Farrar, Straus and Giroux, 2008.

May include, but are not limited to No value

Learning Outcomes and Objectives

Changed**Field****Current Version****Proposed Version****Course Objectives**

- | | |
|---|---|
| <ul style="list-style-type: none"> • Analyze and apply the narrative structure of a traditional three-act screenplay with plot points that drive the story and expand the characters • Interpret and apply the elements of plot and story generation • Interpret, apply, and strengthen the elements of character and development as the script evolves • Interpret and apply the elements of dialog • Evaluate works-in-progress with the class and participate in collaborative evolution of student screenplays • Complete the writing of the second and third acts and prepare for the re-write in F/TV 64C | <ul style="list-style-type: none"> • Analyze and apply the narrative structure of a traditional three-act screenplay with plot points that drive the story and expand the characters • Interpret and apply the elements of plot and story generation • Interpret, apply, and strengthen the elements of character and development as the script evolves • Interpret and apply the elements of dialog • Evaluate works-in-progress with the class and participate in collaborative evolution of student screenplays • Complete the writing of the second and third acts and prepare for the re-write in F/TV 64C |
|---|---|

CSLOs**CSLOs**

Demonstrate a command of all advanced principles of screenwriting in the writing and completing of the second and third acts of a three-act feature-length narrative fiction screenplay.

Expected SLO Performance 0.0

CSLOs

Demonstrate a command of all advanced principles of screenwriting in the writing and completing of the second and third acts of a three-act feature-length narrative fiction screenplay.

Expected SLO Performance 0.0

Course Outline

Changed	Field	Current Version	Proposed Version
!	Course Content	<p>1. Analyze and apply the narrative structure of a traditional three-act screenplay with plot points that drive the story and expand the characters</p> <ol style="list-style-type: none"> 1. Using successful screenplays and produced films as models, students will analyze and apply to their own works all plot points and methods of traditional storytelling and structure of Act One including Opening Image, Opening Hook, Inciting Incident, Big Debate Part I, the Mini Crisis, Big Debate Part II, and the Point of No Return 2. Analyze and apply the plot points that comprise a successful Act Two, including the B-Story relationship arc, The Test, The One-Hour Turning Point, The Big Pit, Rock Bottom, and the Epiphany 3. Analyze and apply the Third Act elements of the Climax, Resolution, and Closing Image 4. Analyze and apply Act 2 and 3 story connector sequences such as "Popcorn/Trailer Moments," "Sequence to the One-Hour Turning Point," "Hero's Melting," "Bad Guys Closing In," and "New World Order" <p>2. Interpret and apply the elements of plot and story generation</p> <ol style="list-style-type: none"> 1. Editing and revising the logline (created in F/TV 64A) as a method of 	<p>1. Analyze and apply the narrative structure of a traditional three-act screenplay with plot points that drive the story and expand the characters</p> <ol style="list-style-type: none"> 1. Using successful screenplays and produced films as models, students will analyze and apply to their own works all plot points and methods of traditional storytelling and structure of Act One including Opening Image, Status Quo, Point of Attack, and the establishment of the Main Tension. 2. Analyze and apply the plot points that comprise of a successful Act Two, including subplots, the Midpoint, and the resolution of the Main Tension 3. Analyze and apply the Third Act elements including the Third Act tension, Twist, Resolution, and Closing Image. <p>2. Interpret and apply the elements of plot and story generation</p> <ol style="list-style-type: none"> 1. Editing and revising the logline (created in F/TV 64A) as a method of ensuring the screenwriter can tell the entire story in just a few sentences 2. Revising and editing the scene list originally created in F/TV 64A to use as a road map in a

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

-
- | | |
|--|---|
| ensuring the screenwriter can tell the entire story in just a few sentences | process that is continually changing and evolving into what will eventually become the first draft |
| 2. Revising and editing the scene list originally created in F/TV 64A to use as a road map in a process that is continually changing and evolving into what will eventually become the first draft | 3. Writing of feature script, sharing pages with workshop groups, and giving feedback in class. Without pages, there is no script |
| 3. Writing of feature script, pages will be read, critiqued, and given feedback in class. Without pages, there is no script | 3. Interpret, apply, and strengthen the elements of character and development as the script evolves |
| 3. Interpret, apply, and strengthen the elements of character and development as the script evolves | 1. Protagonists need a goal and Antagonistic elements stand in their way and keep them from achieving said goals |
| 1. Protagonists need a goal and the Antagonists stand in their way and keep them from achieving said goals | 2. Characters are defined by actions and reactions to conflict, plot, and other characters |
| 2. Characters are defined by actions and reactions to conflict, plot, and other characters | 3. Goals, motivations, needs, and wants |
| 3. Goals, motivations, needs, and wants | 4. Secondary characters, love interests, relationships |
| 4. Secondary characters, love interests, poses, relationships | 5. Creating three-dimensional characters |
| 5. Walking the line of good and evil is a way of making sure the "good guys" are not too saccharine and the "bad guys" are not too unbelievable | 6. Avoiding stereotypes and cliches |
| 6. Avoiding stereotypes at all costs is essential when creating stories and characters | 7. Major negative and positive defining characteristics including flaws, fears, wants and needs established in Character's status quo |
| 7. Major negative and positive defining | 8. Character arcs must be credible and consistent and must track cleanly. |
| | 9. "Before" vs "after." Opening images vs closing images |
| | 10. Applying the principles of "Method Writing" to write "who you know" in |

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

characteristics including fatal flaws, deepest fears, emotional voids, and the character's paradox must be established in The Ordinary World	order to make the characters engaging and realistic throughout the protagonists' emotional journey
8. Character arcs must be credible and consistent and must track cleanly.	11. Exploration of theme
9. "Before" vs "after." Opening images vs closing images	12. Discussion and application of the debate dating back to the time of Aristotle on whether character defines dramatic story or story defines character
10. Applying the principles of "Method Writing" to write "who you know" in order to make the characters engaging and realistic throughout the protagonists' emotional journey	13. Understanding the element of the protagonist epiphany at the end of the second act
11. Applying the principles of "character development = theme"	14. Applying the principles of "fake" vs "real" goals and "want/desire" vs "need"
12. Discussion and application of the debate dating back to the time of Aristotle on whether character defines dramatic story or story defines character	15. Establishing relationship arcs
13. Understanding the element of the protagonist epiphany at the end of the second act	16. Applying theoretical principles of what makes for a good movie: "In order for a film to be satisfying in the end, the protagonist must recognize and overcome his/her fatal flaw through the help of the B-Story character, make a sacrifice by facing his/her greatest fears no matter how high the stakes, hold him/herself to a higher standard and do the right thing in order to fill the emotional void."
14. Applying the concept of the hero's sacrifice	4. Interpret and apply the elements of dialogue
15. Applying the principles of "fake" vs "real" goals and "want/desire" vs "need"	1. "Real" vs "Reel" speak. No one goes to a fiction movie to listen to real people talk
16. Applying the principles of hero vs monster (protagonist vs antagonist)	
17. Understanding and applying the principles of the six character status criteria:	
1. Social	

Changed	Field	Current Version	Proposed Version
		<ul style="list-style-type: none"> 2. Institutional 3. Financial 4. Intellectual 5. Physical 6. Emotional 	<ul style="list-style-type: none"> 2. Dialogue must expand character and advance story. 3. Subtext must be incorporated in order to avoid "on-the-nose" dialogue and exposition.
		18. Using the B-Story Character as the mentor figure and establishing a relationship arc	<ul style="list-style-type: none"> 4. Every character must have a unique voice and attitude.
		19. Applying theoretical principles of what makes for a good movie: "In order for a film to be satisfying in the end, the protagonist must recognize and overcome his/her fatal flaw through the help of the B-Story character, make a sacrifice by facing his/her greatest fears no matter how high the stakes, hold him/herself to a higher standard and do the right thing in order to fill the emotional void."	<ul style="list-style-type: none"> 5. Show, don't tell.
		4. Interpret and apply the elements of dialog	<ul style="list-style-type: none"> 5. Evaluate works-in-progress with the class and participate in collaborative evolution of student screenplays <ul style="list-style-type: none"> 1. Group feedback and constructive criticism 2. Validate the principle that screenwriting is a collaborative enterprise 3. Oral pitching is essential for solidifying story viability as well as learning to present oneself in professional story development meetings
		<ul style="list-style-type: none"> 1. "Real" vs "Reel" speak. No one goes to a fiction movie to listen to real people talk 2. Edit and remove exposition from dialog 3. Subtext must be incorporated in order to avoid "on-the-nose" dialog and exposition 4. Every character must have a unique voice and attitude 5. Show, don't tell the information 	<ul style="list-style-type: none"> 6. Complete the writing of the second and third acts and prepare for the re-write in F/TV 64C <ul style="list-style-type: none"> 1. The second act includes the B-Story, "Midpoint, " resolution of the Main Tension, and the establishment of a new Third Act Tension. 2. The third act includes the Climax and Resolution
		5. Evaluate works-in-progress with the class and participate in collaborative evolution of student screenplays	

Changed	Field	Current Version	Proposed Version
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1. Group feedback and constructive criticism
2. Validate the principle that screenwriting is a collaborative enterprise
3. Oral pitching is essential for solidifying story viability as well as learning to present oneself in professional story development meetings
6. Complete the writing of the second and third acts and prepare for the re-write in F/TV 64C
 1. The second act includes the B-Story, "One Hour Turning Point," "The Big Pit," and "Rock Bottom"
 2. The third act includes the Climax and Resolution

Lab Component in this Course

No

No

Lab Outline

No value

No value

Req/Adv

Changed	Questions	Current Version	Proposed Version
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Prerequisite(s): F/TV D064A

F/TV D064A

Corequisite(s): No Value

No Value



Advisory(ies): EWRT D001A or EWRT D01AH or ESL D005.

No Value

Advisory(ies) - Other: No Value







No Value







Limitation(s) on Enrollment: No Value

No Value






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

Curriculum Office


Changed	Questions	Current Version	Proposed Version
	Banner Start Term (202122)	202122	No Value
	Banner Division	2CA	No Value
	Catalog Term (21-22)	23-24	No Value
	5 Year Revision Year (2021)	2018	No Value
	Effective Quarter	Fall	No Value
	Effective Year (2021)	2023	No Value
	Sort ID (00 < 10; 0 < 100)	F/TV 064B	F/TV 064B
	Course Status	Non-substantial	Non-substantial

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

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

Changed	Questions	Current Version	Proposed Version
	Organization Code	231011	No Value
	Account Code	1320	No Value
	Program Code	060420	No Value
	Percent	100	No Value
	Curriculum Office Notes	<ul style="list-style-type: none"> Requisite change appr. 1/17/23 (effect. F23).-cc 	<ul style="list-style-type: none"> Requisite change appr. 1/17/23 (effect. F23).-cc
	Print/No Print to Catalog	Yes	No Value
	Checklist	No Value	No Value

Summary of Revisions

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

Blue Form

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

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

No Value

No Value

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

No Value

No Value

A-Matrix Form

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

No Value

This advisory is being removed because it is already an advisory for several pre-requisite courses.

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

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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**Objective 2:
Compose
essays drawn
from personal
experience
and assigned
texts.**

No Value

No Value

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

No Value

No Value

**Objective 4:
Create
syntactically
varied
sentences that
are free of
mechanical
errors.**

No Value

No Value

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

No Value

No Value

B-Matrix Form

Changed	Questions	Current Version	Proposed Version
	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
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Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.

No Value

No Value

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

No Value

No Value

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

No Value

No Value

Objective 9: Demonstrate appropriate grammar usage and mechanics.

No Value

No Value

C-Matrix Form

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

Changed

Questions

Current Version

Proposed Version

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

D-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
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	Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
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Changed	Questions	Current Version	Proposed Version
	Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.	No Value	No Value
	Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.	No Value	No Value
	Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 4: Develop linear function models to solve problems.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real-world problems.	No Value	No Value

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

No Value

No Value

Objective 7:
Develop quadratic function models to solve problems.

No Value

No Value

Objective 8:
Use inequalities to solve real world problems.

No Value

No Value

Objective 9:
Explore arithmetic sequences and series.

No Value

No Value

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

No Value

No Value

F-Matrix Form

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

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

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

G-Matrix Form

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

No Value

No Value

H-Matrix Form

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

No Value

No Value

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

No Value

No Value

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

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

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

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

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

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

No Value

No Value

Comments

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

No Value

No Value

**Stage 3:
Division
Curriculum
Representative**

No Value

No Value

**Stage 4:
Division Dean**

No Value

No Value

**Stage 5: SLO
Coordinator**

No Value

No Value

**Stage 7:
Content
Review Matrix
Liaison**

No Value

No Value

**Stage 8: AVP -
Instruction**

No Value

No Value

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

Course Administration Codes		
Articulation occurs after course approval. The following fields will not show a Proposed Version.		
Changed	Field	Current Version
	Curriculum ID	F/TVD064B
	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	CCC000504497

Articulation

Changed	Field	Current Version
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	Course	
	Crosswalk	
	CRS-DEPT-	
	NAME	

	Course	
	Crosswalk	
	CRS-NUMBER	

De Anza College
Change Report
06/12/2024

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Description
General Information	Course Type (CB27)
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
Req/Adv	Advisory(ies):
Curriculum Office	Banner Start Term (202122)
Curriculum Office	Banner Division
Curriculum Office	Catalog Term (21-22)
Curriculum Office	5 Year Revision Year (2021)
Curriculum Office	Effective Quarter
Curriculum Office	Effective Year (2021)
Curriculum Office	Course Status Code

Section	Changed field
Curriculum Office	Banner Department
Curriculum Office	Course Level
Curriculum Office	College Code
Curriculum Office	CTE Status
Curriculum Office	Emergency Approval
Curriculum Office	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)
Curriculum Office	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)
Curriculum Office	Noncredit Enhanced Funding Indicator
Curriculum Office	In Service Indicator
Curriculum Office	Sports/Physical Education Course Indicator
Curriculum Office	COA Code
Curriculum Office	Fund Code
Curriculum Office	Organization Code
Curriculum Office	Account Code
Curriculum Office	Program Code
Curriculum Office	Percent
Curriculum Office	Print/No Print to Catalog
Summary of Revisions	Basic Course Information
Summary of Revisions	Specifications
Summary of Revisions	Outline
A-Matrix Form	EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

Section**Changed field**

CTE Course

Is this a CTE (Career Technical Education) course?

Honors/Non-honors Course

Is this an honors/non-honors course?

Mirrored Credit/Noncredit Course

Is this a mirrored credit/noncredit course?

Cross-listed Course

Is this a cross-listed course?

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

• Zack Judson

• Joshua Losben

Course ID (CB01A and CB01B)

F/TVD064C

F/TVD064C

Course Control Number

CCC000506980

CCC000506980

Course Title (CB02)

Advanced Screenwriting Workshop III

Advanced Screenwriting Workshop III

Short Course Title

ADV SCRNWRTG WORKSHOP III

ADV SCRNWRTG WORKSHOP III

TOP Code (CB03)

0612.20

0612.20 Film Production

CIP Code

Radio and Television

09.0701 Radio and Television

Department

F/TV - Film and TV Prod.

F/TV - Film and TV Prod.




**Effective Term**

Fall 2023



Fall ~~2023~~ 2025**SAM Priority Code (CB09)**

Advanced Occupational

Advanced Occupational

Changed	Field	Current Version	Proposed Version
	Course Description	An intensive workshop in the rewriting of feature-length fiction screenplays; strengthening the plot, character development, arcs, turning points and journeys; preparing the material for submission to the marketplace; pitching and strategies in breaking into the entertainment industry will be discussed.	An <u>This course is an</u> intensive workshop in the rewriting of feature-length fiction screenplays; <u>screenplays</u> . <u>Students will focus on</u> strengthening the plot, character development, arcs, <u>plot, subplots, relationships</u> and turning points <u>and journeys;</u> preparing <u>theme</u> . <u>Students will prepare</u> the material for submission to the marketplace; <u>marketplace with an emphasis on</u> pitching and strategies in <u>for</u> breaking into the entertainment industry will be discussed. <u>industry.</u>
	Course Type (CB27)	No value	<ul style="list-style-type: none"> • Lower Division
	Mode of Delivery	<ul style="list-style-type: none"> • NA 	<ul style="list-style-type: none"> • Hybrid

Faculty Requirements

Changed	Field	Current Version	Proposed Version
	Discipline 1	No value	<ul style="list-style-type: none"> • Mass Communication
	Discipline 2	No value	No value
	Discipline 3	No value	No value
	FSA	No value	<ul style="list-style-type: none"> • FHDA FSA - FILM/TV

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 a major preparation requirement in the discipline of Film/Television for at least one CSU and belongs on the Film/TV: Screenwriting AA degree. The class provides students an opportunity to have their feature-length screenplays read and critiqued by the entire class.	This course is a major preparation requirement in the discipline of Film/Television for at least one CSU and belongs on the Film/TV: Screenwriting AA degree. The class provides students an opportunity to have their feature-length screenplays read and critiqued by the entire class.

Stand-Alone Statement

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

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

Foothill Equivalency


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

Changed	Field	Current Version	Proposed Version
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	Foothill Course ID	No value	
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CTE Course

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

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

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

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

No value

No

More Options

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

Course is not a basic skills course.

Course is not a basic skills course.

Course Prior To College Level

Not applicable.

Not applicable.

Course Special Class Status (CB13)

Course is not a special class.

Course is not a special class.

Course Support Status (CB26)

Course is not a support course

Course is not a support course

Repeat Limit

0

0

Grade Options

- Letter Grade
- Pass/No Pass

- Letter Grade
- Pass/No Pass

Allow Students to Gain Credit by Exam/Challenge

Repeatability Statement

No value

Associated Programs

Changed Field**Current Version****Proposed Version****Course is part of a program****Associated Program** Film/TV: Screenwriting**Award Type** Associate in Arts (A.A.) Degree**Associated Program** Film/TV: Screenwriting**Award Type** Associate in Arts (A.A.) Degree**Associated Program** Film/TV: Production**Award Type** Certificate of Achievement-Advanced (COA-A)**Associated Program** Film/TV: Production**Award Type** Certificate of Achievement-Advanced (COA-A)**Associated Program** Film/TV: Production**Award Type** Associate in Arts (A.A.) Degree**Associated Program** Film/TV: Production**Award Type** Associate in Arts (A.A.) Degree**Associated Program** Film/TV: Screenwriting**Award Type** Associate in Arts (A.A.) Degree**Associated Program** Film/TV: Screenwriting**Award Type** Associate in Arts (A.A.) Degree**Associated Program** Film/TV: Production (In Development)**Award Type** Associate in Arts (A.A.) Degree**Associated Program** Film/TV: Production (In Development)**Award Type** Associate in Arts (A.A.) Degree**Associated Program** Film/TV: Production (In Development)**Award Type** Certificate of Achievement-Advanced (COA-A)**Associated Program** Film/TV: Production (In Development)**Award Type** Certificate of Achievement-Advanced (COA-A)

Changed	Field	Current Version	Proposed Version
		Associated Program Associate in Science in Film, Television, and Electronic Media for Transfer Award Type Associate in Science for Transfer (A.S.-T.) Degree	Associated Program Associate in Science in Film, Television, and Electronic Media for Transfer Award Type Associate in Science for Transfer (A.S.-T.) Degree
		Associated Program Film, Television, and Electronic Media for Transfer (In Development) Award Type Associate in Science for Transfer (A.S.-T.) Degree	Associated Program Film, Television, and Electronic Media for Transfer (In Development) Award Type Associate in Science for Transfer (A.S.-T.) Degree
		Associated Program Film, Television, and Electronic Media for Transfer Award Type Associate in Science for Transfer (A.S.-T.) Degree	Associated Program Film, Television, and Electronic Media for Transfer Award Type Associate in Science for Transfer (A.S.-T.) Degree

Transferability & Gen. Ed. Options			
Changed	Field	Current Version	Proposed Version
	Transfer Status (CB05)	Transferable to CSU only	Transferable to CSU only
	Course General Education Status (CB25)	Y	Y
	Transfer Status	Approved	Approved

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

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

	Laboratory Hours - In Class	0	0
--	------------------------------------	---	---

	Laboratory Hours - Out of Class	0	0
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	NA Hours - In Class	0	0
--	----------------------------	---	---

	NA Hours - Out of Class	0	0
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Course Student Hours - Profile Name: Default Profile

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

Changed	Field	Current Version	Proposed Version
	Lecture Hours - Course In-Class (Contact) per Term	48	48
	Lecture Hours - Course Out-of-Class per Term	96	96
	Laboratory Hours - Course In-Class (Contact) per Term	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

Changed	Field	Current Version	Proposed Version
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	Total Credit Units - Maximum Credit Units	4	4
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Speciality Hours

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

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

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

SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

Changed Field

Current Version

Proposed Version



Methods of Instruction

Methods of Instruction

Methods of Instruction Lecture and visual aids
Discussion of assigned reading
Guest speakers
Collaborative learning and small group exercises

Methods of Instruction

Methods of Instruction

Methods of Instruction Lecture and visual aids
Discussion of assigned reading
Guest speakers
Collaborative learning and small group exercises

Assignments

1. Weekly reading from assigned textbooks and produced feature scripts
2. "Page-one rewrite" of the screenplay
3. Written critique of other students' screenplays
4. 10-minute finalized story pitch

1. Weekly reading from assigned textbooks and produced feature scripts
2. "Page-one rewrite" of the screenplay
3. Written critique of other students' screenplays
4. 10-minute finalized story pitch

Changed **Field**

Current Version

Proposed Version



**Methods of
Evaluation**

**Methods
of
Evaluation**


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

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

1. Two or three written assignments evaluated based on knowledge of top-level advanced screenwriting theory for all elements of good screenplay
2. A complete rewrite and second draft of the screenplay evaluated for incorporating all feedback from professor and peers
3. Evaluate class participation in the sharing and collaborative evolution of script rewrites based on knowledge of advanced screenwriting elements
4. As a final examination, pitches are evaluated by the students' ability to present themselves and their

**Methods
of
Evaluation**

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3. Evaluate class participation in the sharing and collaborative evolution of script rewrites based on knowledge of advanced screenwriting elements
4. As a final examination, pitches are evaluated by the students' ability to present themselves and their

Changed	Field	Current Version	Proposed Version
		<p>screenplays orally, essential in the industry</p>	<p>screenplays orally, essential in the industry</p>
<p></p>	<p>Essential Student Materials/Essential College Facilities</p>	<p>Essential Student Materials:</p> <ul style="list-style-type: none"> • None. <p>Essential College Facilities:</p> <ul style="list-style-type: none"> • DVD and VHS decks with large screen color monitor, computers and script-formatting software 	<p>Essential Student Materials:</p> <ul style="list-style-type: none"> • Access to computer with screenplay-formatting software • Access to Canvas, Zoom, and streaming services such as the De Anza College Library's Kanopy and Films on Demand, as well as licensing agreements with Swank Motion Pictures <p>Essential College Facilities:</p> <ul style="list-style-type: none"> • DVD with large screen color monitor, computers and script-formatting software

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

Title	No value
Author	Chitlik, Paul. "Rewrite 2nd Edition: A Step-by-Step Guide to Strengthen Structure, Characters, and Drama in your Screenplay." 2nd Edition. Michael Wiese Productions, 2013.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Landau, Neil. "The Screenwriter's Roadmap: 21 Ways to Jumpstart Your Story." Focal Press, 2012.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Walter, Richard. "Essentials of Screenwriting." Plume, 2010.

Title	The Protagonist's Journey: An Introduction to Character-Driven Screenwriting and Storytelling
Author	Myers, Scott
Publisher	Palgrave Macmillan
Date/Edition	March 2022
ISBN	3030796817

Title	How to Build a Great Screenplay: A Master Class in Storytelling for Film
Author	Howard, David
Publisher	St. Martin's Press
Date/Edition	2010/Reprint Editions
ISBN	9780312352622

Title	Screenwriting is Rewriting: The Art and Craft of Professional Revision
Author	Epps Jr., Jack
Publisher	Bloomsbury Academic
Date/Edition	2016

Changed Field**Current Version****Proposed Version****Publisher** No value**Date/Edition** No value**ISBN** No value**ISBN** 1628927402**Title** Screenplay: The Foundations of Screenwriting**Author** Field, Syd**Publisher** Delta**Date/Edition** Revised Edition
2005**ISBN** 9780385339032**Title** Aristotle's Poetics
for Screenwriters**Author** Tierno, Michael**Publisher** Hyperion**Date/Edition** 2002**ISBN** 978-0786887408

Changed Field

Current Version

Proposed Version



**Suggested
Reading List**

No value

Reading List Ackerman, Hal. "Write Screenplays That Sell the Ackerman Way." Tallfellow, 2003.

May include, but are not limited to No value

Reading List Akers, William. "Your Screenplay Sucks! 100 Ways to make it Great." Michael Wiese, 2008.

May include, but are not limited to No value

Reading List Egri, Lajos. "The Art of Dramatic Writing." Revised Edition. Merricat, 2009.

May include, but are not limited to No value

Reading List Field, Syd. "Screenplay: The Foundations of Screenwriting." Revised Edition. Delta, 2005.

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

May include, but are not limited to No value

Reading List Garfinkel, Asher. "Screenplay Story Analysis." Allworth, 2007.

May include, but are not limited to No value

Reading List Hunter, Lew. "Lew Hunter's Screenwriting 434: The Industry's Premier Teacher Reveals The Secrets of the Successful Screenplay." Revised Edition. Perigee, 2004.

May include, but are not limited to No value

Reading List McKee, Robert. "Story." Reagan Books, 1997.

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

May include, but are not limited to No value

Reading List Russin, Robin. "Writing the Picture." Silman-James, 2003.

May include, but are not limited to No value

Reading List Snyder, Blake. "Save the Cat." Michael Wiese, 2008.

May include, but are not limited to No value

Reading List Tierno, Michael. "Aristotle's Poetics for Screenwriters." Hyperion, 2002.

May include, but are not limited to No value

Changed	Field	Current Version	Proposed Version
		<p>Reading List Truby, John. "The Anatomy of Story: 22 Steps to Becoming a Master Storyteller." Farrar, Straus and Giroux, 2008.</p>	
		<p>May include, but are not limited to No value</p>	

Learning Outcomes and Objectives

Changed	Field	Current Version	Proposed Version
	Course Objectives	<ul style="list-style-type: none"> Analyze and objectively evaluate the students' use of the narrative structure of the traditional three-act screenplay with plot points that drive the story and expand the characters Evaluate, revise, and strengthen elements of plot and story generation Evaluate, interpret, revise and strengthen the elements of character and development Analyze and edit the element of dialog Evaluate works-in-progress with the class and participate in collaborative evolution of student screenplays 	<ul style="list-style-type: none"> Analyze and objectively evaluate the students' use of the narrative structure of the traditional three-act screenplay with plot points that drive the story and expand the characters Evaluate, revise, and strengthen elements of plot and story generation Evaluate, interpret, revise and strengthen the elements of character and development Analyze and edit the element of dialog Evaluate works-in-progress with the class and participate in collaborative evolution of student screenplays

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

CSLOs Demonstrate a command of all advanced principles of screenwriting in the critique of other students' completed feature-length screenplays.

Expected SLO Performance 0.0

CSLOs Demonstrate a command of all advanced principles of screenwriting in the critique of other students' completed feature-length screenplays.

Expected SLO Performance 0.0

CSLOs Rewrite the feature-length screenplay and prepare to enter it in the marketplace.

Expected SLO Performance 0.0

CSLOs Rewrite the feature-length screenplay and prepare to enter it in the marketplace.

Expected SLO Performance 0.0

Course Outline

Changed	Field	Current Version	Proposed Version
!	Course Content	<p>1. Analyze and objectively evaluate the students' use of the narrative structure of the traditional three-act screenplay with plot points that drive the story and expand the characters</p> <ol style="list-style-type: none"> 1. Using successful re-writing techniques and screenplays and produced films as models, students will analyze and evaluate and revise their own works all plot points and methods of traditional storytelling and structure of Act One including Opening Image, Opening Hook, Inciting Incident, the Mini Crisis and the Point of No Return 2. Analyze, evaluate, revise and strengthen the plot points that comprise a successful Act Two, including the B-Story, The Test, The One-Hour Turning Point, The Big Pit, and Rock Bottom 3. Analyze, evaluate, and revise the third-act elements of the Climax, Resolution, and Closing Image <p>2. Evaluate, revise, and strengthen elements of plot and story generation</p> <ol style="list-style-type: none"> 1. Track all plot and story points. De-construct and rebuild weak story lines and holes through successful and intensive re-writing strategies and critiquing 2. Ensure the A-story is the main story, and that the 	<p>1. Analyze and objectively evaluate the students' use of the narrative structure of the traditional three-act screenplay with plot points that drive the story and expand the characters</p> <ol style="list-style-type: none"> 1. Using successful re-writing techniques and screenplays and produced films as models, students will analyze and evaluate and revise their own works all plot points and methods of traditional storytelling and structure of Act One including Opening Image, Status Quo, Point of Attack, and the establishment of the Main Tension. 2. Analyze, evaluate, revise and strengthen the plot points that comprise a successful Act Two, including subplots, the Midpoint, and the resolution of the Main Tension 3. Analyze, evaluate, and revise the third-act elements of the Climax, Resolution, and Closing Image <p>2. Evaluate, revise, and strengthen elements of plot and story generation</p> <ol style="list-style-type: none"> 1. Track all plot and story points. De-construct and rebuild weak story lines and holes through successful and intensive re-writing strategies and critiquing 2. Ensure the A-story is the main story, and that the

Changed	Field	Current Version	Proposed Version
		<p>emotional crux is firmly embedded as the B-story</p> <ol style="list-style-type: none"> 3. Ensure every scene drives the narrative forward toward the hero's goal without becoming episodic 3. Evaluate, interpret, revise and strengthen the elements of character and development <ol style="list-style-type: none"> 1. Analyze whether the protagonists' goal is clearly stated and that the antagonists stand in their way throughout the entire screenplay 2. Evaluate how strongly the characters are defined by actions and reactions to conflict, plot, and other characters. 3. Evaluate and analyze the characters in terms of their flaws and weaknesses, strengths and assets and revise scenes and plots as needed 4. Evaluate, strengthen and revise the character arcs as credible, consistent, and ensure they track cleanly 5. Ensure that The Ordinary World dictates the "lack" in the protagonist which dictates the theme of the film 6. Track the B-Story mentor character relationship to the protagonist, ensuring that character highlights both positive and negative traits of the protagonist 7. The protagonist must be in denial of his/her true 	<p>emotional crux is firmly embedded as the B-story</p> <ol style="list-style-type: none"> 3. Ensure every scene drives the narrative forward toward the hero's goal without becoming episodic 3. Evaluate, interpret, revise and strengthen the elements of character and development <ol style="list-style-type: none"> 1. Analyze whether the protagonists' goal is clearly stated and that antagonistic elements stand in their way throughout the entire screenplay 2. Evaluate how strongly the characters are defined by actions and reactions to conflict, plot, and other characters. 3. Evaluate and analyze the characters in terms of their flaws and weaknesses, strengths and assets and revise scenes and plots as needed 4. Evaluate, strengthen and revise the character arcs as credible, consistent, and ensure they track cleanly 5. Evaluate and clarify thematic elements 6. Track character relationships to the protagonist, ensuring that character highlights both positive and negative traits of the protagonist 7. Explore elements of want vs. need 8. Apply theoretical principles of what makes for a satisfying movie.

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

- | Changed Field | Current Version | Proposed Version |
|---------------|---|--|
| | Needs while chasing
Desires instead | 4. Analyze and edit the element of dialogue |
| | 8. Apply theoretical principles of what makes for a satisfying movie: "In order for a film to be satisfying in the end, the protagonist must recognize and overcome his/her fatal flaw through the help of the B-Story character, make a sacrifice by facing his/her greatest fears no matter how high the stakes, hold him/herself to a higher standard and do the right thing in order to fill the emotional void." | 1. "Real" vs "Reel" speak.
No one goes to a fiction movie to listen to real people talk |
| | 4. Analyze and edit the element of dialog | 2. Analyze and evaluate dialogue, revising as necessary, making sure exposition is not overt, avoiding the telegraphing of action, polishing the elements of humor, suspense, etc., and rewriting for efficiency of language and that every line of dialogue reveals character and/or advances the story |
| | 1. "Real" vs "Reel" speak.
No one goes to a fiction movie to listen to real people talk | 3. As cinema is a visual as opposed to aural medium, dialogue must only be used as a last resort, hence "show vs tell" |
| | 2. Analyze and evaluate dialog, revising as necessary, making sure exposition is not overt, avoiding the telegraphing of action, polishing the elements of humor, suspense, etc., and rewriting for efficiency of language and that every line of dialog expands character and/or advances the story | 4. Incorporating subtext |
| | 3. As cinema is a visual as opposed to aural medium, dialog must only be used as a last resort, hence "show vs tell" | 5. Evaluate works-in-progress with the class and participate in collaborative evolution of student screenplays |
| | 4. Exposition must be hidden within subtext | 1. Group feedback and constructive criticism |
| | 5. Evaluate works-in-progress with the class and participate in | 2. The polishing and promotion of scripts to producers, development executives, managers, agents, and festivals |
| | | 3. Work on the art and craft of pitching the film to prepare for industry meetings |
| | | 4. Understand successful and proven techniques for breaking into the entertainment industry |

Changed	Field	Current Version	Proposed Version
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collaborative evolution of student screenplays

1. Group feedback and constructive criticism
2. The polishing and promotion of scripts to producers, development executives, managers, agents, and festivals
3. Work on the art and craft of pitching the film to prepare for industry meetings
4. Understand successful and proven techniques for breaking into the entertainment industry

Lab Component in this Course	No	No
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Lab Outline	No value	No value
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Req/Adv

Changed	Questions	Current Version	Proposed Version
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Prerequisite(s):	F/TV D064B	F/TV D064B
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Corequisite(s):	No Value	No Value
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 Advisory(ies):	EWRT D001A or EWRT D01AH or ESL D005.	No Value
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Advisory(ies) - Other:	No Value	No Value
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Limitation(s) on Enrollment:	No Value	No Value
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Limitation(s) on Enrollment - Other:	No Value	No Value
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Changed	Questions	Current Version	Proposed Version
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	No Value	No Value
	General Course Statement(s) - Other:	No Value	No Value

Curriculum Office			
Changed	Questions	Current Version	Proposed Version
	Banner Start Term (202122)	202122	No Value
	Banner Division	2CA	No Value
	Catalog Term (21-22)	23-24	No Value
	5 Year Revision Year (2021)	2018	No Value
	Effective Quarter	Fall	No Value
	Effective Year (2021)	2023	No Value
	Sort ID (00 < 10; 0 < 100)	F/TV 064C	F/TV 064C
	Course Status	Non-substantial	Non-substantial
	Course Status Code	A	No Value

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

Changed	Questions	Current Version	Proposed Version
!	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)	N	No Value
!	Noncredit Enhanced Funding Indicator	N	No Value
!	In Service Indicator	N	No Value
!	Sports/Physical Education Course Indicator	N	No Value
!	COA Code	C	No Value
!	Fund Code	114000	No Value
!	Organization Code	231011	No Value
!	Account Code	1320	No Value
!	Program Code	060420	No Value
!	Percent	100	No Value
	Curriculum Office Notes	<ul style="list-style-type: none"> Requisite change appr. 1/17/23 (effect. F23).-cc 	<ul style="list-style-type: none"> Requisite change appr. 1/17/23 (effect. F23).-cc
!	Print/No Print to Catalog	Yes	No Value

Changed	Questions	Current Version	Proposed Version
	Checklist	No Value	No Value

Summary of Revisions			
Changed	Questions	Current Version	Proposed Version
	Basic Course Information	No Value	Description update
	Units and Hours	No Value	No Value
	Specifications	No Value	Updated 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
	Outline	No Value	Updated content within course objective(s)
	Other	No Value	No Value

Blue Form

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

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

No Value

No Value

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

No Value

No Value

A-Matrix Form

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

No Value

This advisory is being removed because it is already an advisory for several pre-requisite courses.

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

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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**Objective 2:
Compose
essays drawn
from personal
experience
and assigned
texts.**

No Value

No Value

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

No Value

No Value

**Objective 4:
Create
syntactically
varied
sentences that
are free of
mechanical
errors.**

No Value

No Value

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

No Value

No Value

B-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
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Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.

No Value

No Value

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

No Value

No Value

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

No Value

No Value

Objective 9: Demonstrate appropriate grammar usage and mechanics.

No Value

No Value

C-Matrix Form

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

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

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

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

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

Changed	Questions	Current Version	Proposed Version
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	Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
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Changed	Questions	Current Version	Proposed Version
	Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.	No Value	No Value
	Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.	No Value	No Value
	Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 4: Develop linear function models to solve problems.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real-world problems.	No Value	No Value

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

No Value

No Value

Objective 7:
Develop quadratic function models to solve problems.

No Value

No Value

Objective 8:
Use inequalities to solve real world problems.

No Value

No Value

Objective 9:
Explore arithmetic sequences and series.

No Value

No Value

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

No Value

No Value

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

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

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

G-Matrix Form

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

No Value

No Value

H-Matrix Form

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

De Anza GE Form

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

No Value

No Value

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

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

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

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

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

No Value

No Value

Comments

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

No Value

No Value

**Stage 3:
Division
Curriculum
Representative**

No Value

No Value

**Stage 4:
Division Dean**

No Value

No Value

**Stage 5: SLO
Coordinator**

No Value

No Value

**Stage 7:
Content
Review Matrix
Liaison**

No Value

No Value

**Stage 8: AVP -
Instruction**

No Value

No Value

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

Course Administration Codes		
Articulation occurs after course approval. The following fields will not show a Proposed Version.		
Changed	Field	Current Version
	Curriculum ID	F/TVD064C
	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	CCC000506980

Articulation

Changed	Field	Current Version
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	Course	
	Crosswalk	
	CRS-DEPT-	
	NAME	

	Course	
	Crosswalk	
	CRS-NUMBER	

De Anza College
Change Report
03/29/2024

Summary of Changes

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

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

Section**Changed field**

Blue Form

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.

Course Justification

Course Justification

CTE Course

Is this a CTE (Career Technical Education) course?

Honors/Non-honors Course

Is this an honors/non-honors course?

Mirrored Credit/Noncredit Course

Is this a mirrored credit/noncredit course?

Cross-listed Course

Is this a cross-listed course?

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

• eLumenData, eLumenData

• Mark Hamer

Course ID (CB01A and CB01B)

F/TVD066A

F/TVD066A

Course Control Number

CCC000063410

CCC000063410

Course Title (CB02)

Basic Techniques of Animation: Stop Motion

Basic Techniques of Animation: Stop Motion

Short Course Title

BASC TECHN ANIM: STOP MOTION

BASC TECHN ANIM: STOP MOTION

TOP Code (CB03)

0614.40

0614.40 Animation

CIP Code

Animation, Interactive Technology, Video Graphics and Special Effects

10.0304 Animation, Interactive Technology, Video Graphics and Special Effects

Department




F/TV - Film and TV Prod.

F/TV - Film and TV Prod.



**Effective Term**

Fall 2021

Fall ~~2024~~ 2025

Changed	Field	Current Version	Proposed Version
	SAM Priority Code (CB09)	Clearly Occupational	Clearly Occupational
	Course Description	Techniques of three-dimensional stop-motion and non-cel animation, as applied to a variety of art media (puppet, clay, pixillation, shadow puppets and other under-camera art media). Principles of movement and timing, lighting and cinematography, and multiplane dimensionality, with application to both computer and traditional drawn animation.	Techniques- <u>This course analyzes techniques</u> of three-dimensional stop-motion and non-cel animation, as applied to a variety of art media (puppet, clay, pixillation, <u>pixilation,</u> shadow puppets and other under-camera art media). Principles- <u>The coursework evaluates the principles</u> of movement and timing, lighting and cinematography, and multiplane dimensionality, with <u>an</u> application to both computer and traditional drawn animation.
	Course Type (CB27)	No value	<ul style="list-style-type: none"> • Lower Division
	Mode of Delivery	<ul style="list-style-type: none"> • NA 	<ul style="list-style-type: none"> • Online • Hybrid

Faculty Requirements

Changed	Field	Current Version	Proposed Version
	Discipline 1	No value	<ul style="list-style-type: none"> • Mass Communication
	Discipline 2	No value	No value
	Discipline 3	No value	No value
	FSA	No value	<ul style="list-style-type: none"> • FHDA FSA - FILM/TV

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This course teaches basic stop-motion animation techniques. This is a CSU transferable course and belongs on the Film/TV: Animation degree.	This course teaches basic stop-motion animation techniques. This is a CSU transferable course <u>to the CSU system</u> and belongs on the Film/TV: Animation degree : <u>AA degree</u> . The student will concentrate <u>on basic stop-motion animation techniques, and/or a wide variety of other "under camera" animation methodologies. This course is part of the CTE mission of the Film/Television department and helps provide students with the practical skills to enter the workforce as a media-making artist.</u>

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
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	Formerly Statement	No value	
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Stand-Alone Statement

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

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

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

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

No value

No

Cross-listed Course

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

No value

No

More Options

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

Course is not a basic skills course.

Course is not a basic skills course.

Course Prior To College Level

Not applicable.

Not applicable.

Course Special Class Status (CB13)

Course is not a special class.

Course is not a special class.

Course Support Status (CB26)

Course is not a support course

Course is not a support course

Repeat Limit

0

0

Grade Options

- Letter Grade
- Pass/No Pass

- Letter Grade
- Pass/No Pass

Allow Students to Gain Credit by Exam/Challenge

Repeatability Statement

No value

Stand-Alone Statement

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

Changed Field**Current Version****Proposed Version****Course is part of a program****Associated Program** Film/TV: Animation (In Development)**Award Type** Associate in Arts (A.A.) Degree**Associated Program** Film/TV: Animation (In Development)**Award Type** Associate in Arts (A.A.) Degree**Associated Program** Film/TV: Animation**Award Type** Associate in Arts (A.A.) Degree**Associated Program** Film/TV: Animation**Award Type** Associate in Arts (A.A.) Degree**Associated Program** Associate in Science in Film, Television, and Electronic Media for Transfer**Award Type** Associate in Science for Transfer (A.S.-T.) Degree**Associated Program** Associate in Science in Film, Television, and Electronic Media for Transfer**Award Type** Associate in Science for Transfer (A.S.-T.) Degree**Associated Program** Film/TV: Animation**Award Type** Certificate of Achievement (COA)**Associated Program** Film/TV: Animation**Award Type** Certificate of Achievement (COA)**Associated Program** Liberal Arts (Arts and Letters Emphasis)**Award Type** Associate in Arts (A.A.) Degree**Associated Program** Liberal Arts (Arts and Letters Emphasis)**Award Type** Associate in Arts (A.A.) Degree**Associated Program** Liberal Arts (Arts and Letters Emphasis)**Award Type** Associate in Arts (A.A.) Degree**Associated Program** Liberal Arts (Arts and Letters Emphasis)**Award Type** Associate in Arts (A.A.) Degree

Changed	Field	Current Version	Proposed Version
		Associated Program Film, Television, and Electronic Media for Transfer	Associated Program Film, Television, and Electronic Media for Transfer
		Award Type Associate in Science for Transfer (A.S.-T.) Degree	Award Type Associate in Science for Transfer (A.S.-T.) Degree

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

Weekly Student Hours - Profile Name: Default Profile			
Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	2.5	2.5
	Lecture Hours - Out of Class	5	5
	Laboratory Hours - In Class	1.5	1.5

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

Course Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	108	108
	Lecture Hours - Course In-Class (Contact) per Term	30	30
	Lecture Hours - Course Out-of-Class per Term	60	60
	Laboratory Hours - Course In-Class (Contact) per Term	18	18

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	60	60
	Total Credit Units - Minimum Credit Units	3	3
	Total Credit Units - Maximum Credit Units	3	3

Speciality Hours

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

Credit / Non-Credit Options

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

Credit Units

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	90	90
	Total Laboratory Hours per Term	18	18
	Total Contact Hours per Term	-	0
	Total Credit Units	3	3

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

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

Changed	Field	Current Version	Proposed Version
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Methods of Instruction

Methods of Instruction

Methods of Instruction Lecture and visual aids
 Critique of student production work
 Collaborative projects
 Discussion of assigned reading
 Discussion and problem solving performed in class
 In-class exploration of Internet sites
 Field observation and field trips
 Guest speakers

Methods of Instruction

Methods of Instruction

Methods of Instruction Lecture and visual aids
 Critique of student production work
 Collaborative projects
 Discussion of assigned reading
 Discussion and problem solving performed in class
 In-class exploration of Internet sites
 Field observation and field trips
 Guest speakers

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

1. Weekly production exercises with three-dimensional miniatures
2. Experiments with non-cel, under-the-camera art media, individual or group
3. Development of initial stages of a personal non-cel animation project

1. Weekly production exercises with three-dimensional miniatures
2. Experiments with non-cel, under-the-camera art media, individual or group
3. Development of initial stages of a personal non-cel animation project

Changed Field

Current Version

Proposed Version



Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

1. Evaluate the student's application of timing and movement principles in animating objects based on class lecture and demonstration.
2. Evaluate the student's application of non-cel, under-the-camera techniques based on class lecture and demonstration.
3. Evaluate the student's final project and its non-cell animation production techniques based on class lecture and demonstration.

Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

1. Evaluate the student's application of timing and movement principles in animating objects based on class lecture and demonstration.
2. Evaluate the student's application of non-cel, under-the-camera techniques based on class lecture and demonstration.
3. Evaluate the student's final project and its non-cel animation production techniques based on class lecture and demonstration.

Changed	Field	Current Version	Proposed Version
!	Essential Student Materials/Essential College Facilities	<p>Essential Student Materials:</p> <ul style="list-style-type: none"> Materials for drawing, puppet and armature construction, sets and props, cutouts, shadow puppets and/or photo-motion as required by student's choice of projects <p>Essential College Facilities:</p> <ul style="list-style-type: none"> Classroom with projection booth and 16mm film projector; VHS, DVD and laserdisc decks with video projector; drawing tables with animation discs and underlights; video pencil test camera and recorder; 16mm, 35mm or digital animation stand with moveable artwork compound; facilities for action analysis through single-frame projection of 16mm film, videotape or DVD Computers with pencil test, soundtrack reading and animatic construction software 	<p>Essential Student Materials:</p> <ul style="list-style-type: none"> Materials for drawing, puppet and armature construction, sets and props, cutouts, shadow puppets and/or photo-motion as required by student's choice of projects Access to a computer, the internet and an individual email address for online modality <p>Essential College Facilities:</p> <ul style="list-style-type: none"> Classroom with projection booth and 16mm film projector; VHS, DVD and laserdisc decks with video projector; drawing tables with animation discs and underlights; video pencil test camera and recorder; 16mm, 35mm or digital animation stand with moveable artwork compound; facilities for action analysis through single-frame projection of 16mm film, videotape or DVD Computers with pencil test, soundtrack reading and animatic construction software For online instruction, streaming services such as the De Anza College Library's Kanopy and Films on Demand, as well as licensing agreements with Swank Motion Pictures, Inc.

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

Title	No value
Author	Gasek, Tom. "Frame-by-Frame Stop Motion: The Guide to Non-Traditional Animation Techniques." Boston: Focal Press, 2011.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Shaw, Susannah. "Stop Motion: Craft Skills for Model Animation." 2nd ed. Burlington: Focal Press, 2008.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	Frame-By-Frame Stop Motion: The Guide to Non-Puppet Photographic Animation Techniques
Author	Gasek, Tom
Publisher	CRC Press
Date/Edition	May 22, 2017, 2nd edition
ISBN	149878061X

Title	Puppetry, Puppet Animation and the Digital Age (Focus Animation)
Author	Giesen, Rolf
Publisher	CRC Press
Date/Edition	October 2, 2018, 1st edition
ISBN	0815382049

Title	The Advanced Art of Stop-Motion Animation
Author	Priebe, Ken A.
Publisher	Cengage Learning PTR
Date/Edition	June 17, 2010, 1st edition
ISBN	1435456130

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

Title	Stop Motion Animation: How to Make & Share Creative Videos
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Author	Ternan , Melvyn
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Publisher	Sourcebooks
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Date/Edition	October 1, 2013
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ISBN	9781438002552
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Title	The Animator's Survival Kit: A Manual of Methods, Principles and Formulas for Classical, Computer, Games, Stop Motion and Internet Animators
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Author	Williams, Richard
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Publisher	Farrar, Straus and Giroux
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Date/Edition	September 25, 2012
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ISBN	086547897X
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Changed Field

Current Version

Proposed Version



Suggested Reading List

No value

Reading List Blair, Preston. "How to Animate Film Cartoons (How to Draw and Paint Series)." Lake Forest: Walter Foster Publishing, 1989.

May include, but are not limited to No value

Reading List Gasek, Tom. "Frame-By-Frame Stop Motion: The Guide to Non-Puppet Photographic Animation Techniques." 3rd ed. Boca Raton: CRC Press, 2017.

May include, but are not limited to No value

Reading List Holman, L. Bruce. "Puppet Animation in the Cinema: History and Technique." A.S. Barnes, 1975.

May include, but are not limited to No value

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

Reading List Laybourne, Kit. "The Animation Book: A Complete Guide to Animated Filmmaking-- From Flip-Books to Sound Cartoons to 3-D Animation." Rev Sub ed. New York: Three Rivers Press, 1998.

May include, but are not limited to No value

Reading List Lord, Peter and David Sibley. "Creating 3D Animation: The Aardman Book of Filmmaking." Rev. ed. Harry N. Abrams, 2005.

May include, but are not limited to No value

Reading List Priebe, Ken A. "The Advanced Art of Stop-Motion Animation." Boston: Cengage Learning, 2010.

May include, but are not limited to No value

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

Reading List Reiniger, Lotte. "Shadow Puppets, Shadow Theatres, and Shadow Films." Reprinted. Plays, Inc., 1975.

May include, but are not limited to No value

Reading List Taylor, Richard. "The Encyclopedia of Animation Techniques: A Comprehensive Step-By-Step Directory of Techniques, with an Inspirational Gallery of Finished Works." London: Book Sales, 2004.

May include, but are not limited to No value

Reading List Ternan, Melvyn. "Stop Motion Animation: How to Make & Share Creative Videos." Barron's Educational Series, 2013.

May include, but are not limited to No value

Learning Outcomes and Objectives

Changed	Field	Current Version	Proposed Version
	Course Objectives	<ul style="list-style-type: none"> • Apply the basic principles of timing and spacing necessary to create basic animated movement. • Apply the basic principles of lighting and cinematography for creating believable illusory spaces. • Produce animation with at least one under-the-camera technique. • Examine the vocational opportunities in the field of non-cel animation. 	<ul style="list-style-type: none"> • Apply the basic principles of timing and spacing necessary to create basic animated movement. • Apply the basic principles of lighting and cinematography for creating believable illusory spaces. • Produce animation with at least one under-the-camera technique. • Examine the vocational opportunities in the field of non-cel animation.

CSLOs

CSLOs Design the movement and timing for sequences of character animation using stop-motion production techniques and/or a wide variety of other "under camera" animation methodologies.

Expected SLO Performance 0.0

CSLOs Design the movement and timing for sequences of character animation using stop-motion production techniques and/or a wide variety of other "under camera" animation methodologies.

Expected SLO Performance 0.0

Course Outline

Changed	Field	Current Version	Proposed Version
Course Content		<ol style="list-style-type: none"> 1. Apply the basic principles of timing and spacing necessary to create basic animated movement. <ol style="list-style-type: none"> 1. Story sequence 2. Pencil test 3. Character or object movement 4. Mechanics of quadruped jumps, landings, gait and tail movement 2. Apply the basic principles of lighting and cinematography for creating believable illusory spaces. <ol style="list-style-type: none"> 1. Camera positioning 2. Camera movement 3. Lighting setups for setting, mood or time 4. Problems of scale 5. Equipment 6. Explore the mechanisms for representation of depth in each animation art medium. 3. Produce animation with at least one under-the-camera technique. <ol style="list-style-type: none"> 1. Pinscreen 2. Smeared plasticine 3. Sand 4. Paint-on-glass 5. Carbon dust 6. Cutouts 7. Shadow puppets 8. Photo-motion 9. Participate in multiple production projects involving three-dimensional miniatures. 10. Development of initial stages of a personal non-cel animation project 4. Examine the vocational opportunities in the field of non-cel animation. 	<ol style="list-style-type: none"> 1. Apply the basic principles of timing and spacing necessary to create basic animated movement. <ol style="list-style-type: none"> 1. Story sequence 2. Pencil test 3. Character or object movement 4. Mechanics of quadruped jumps, landings, gait and tail movement 2. Apply the basic principles of lighting and cinematography for creating believable illusory spaces. <ol style="list-style-type: none"> 1. Camera positioning 2. Camera movement 3. Lighting setups for setting, mood or time 4. Problems of scale 5. Equipment 6. Explore the mechanisms for representation of depth in each animation art medium. 3. Produce animation with at least one under-the-camera technique. <ol style="list-style-type: none"> 1. Pinscreen 2. Smeared plasticine 3. Sand 4. Paint-on-glass 5. Carbon dust 6. Cutouts 7. Shadow puppets 8. Photo-motion 9. Participate in multiple production projects involving three-dimensional miniatures. 10. Development of initial stages of a personal non-cel animation project 4. Examine the vocational opportunities in the field of non-cel animation.

Changed	Field	Current Version	Proposed Version
		<ol style="list-style-type: none"> 1. Apply class exercises toward construction of a demo reel usable in a job application for a non-cel animation position. 2. Interviews with studio recruitment coordinators 3. Evaluations of portfolios and demo reels 4. Discussion of festival and marketing strategies 	<ol style="list-style-type: none"> 1. Apply class exercises toward construction of a demo reel usable in a job application for a non-cel animation position. 2. Interviews with studio recruitment coordinators 3. Evaluations of portfolios and demo reels 4. Discussion of festival and marketing strategies

Lab Component in this Course	Yes	Yes
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Lab Outline	<ol style="list-style-type: none"> 1. Camera operation and procedures 2. Animation lighting set ups 3. Practice under-the-camera techniques 	<ol style="list-style-type: none"> 1. Camera operation and procedures 2. Animation lighting set ups 3. Practice under-the-camera techniques
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Req/Adv

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

Changed	Questions	Current Version	Proposed Version
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Entrance Skill(s) - Other:

No Value

No Value

General Course Statement(s):

No Value

No Value

General Course Statement(s) - Other:

No Value

No Value

Curriculum Office

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

202122

No Value



Banner Division

2CA

No Value



Catalog Term (21-22)

21-22

No Value



5 Year Revision Year (2021)

2018

No Value



Effective Quarter

Fall

No Value



Effective Year (2021)

2018

No Value

Sort ID (00 < 10; 0 < 100)

F/TV 066A

F/TV 066A

Course Status

Non-substantial

Non-substantial



Course Status Code

A

No Value



Banner Department

F/TV





No Value















Course Level

DU




No Value

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

Changed	Questions	Current Version	Proposed Version
	 Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)	N	No Value
	 Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)	Two and one-half hours lecture, one and one-half hours laboratory (48 hours total per quarter).	No Value
	 Noncredit Enhanced Funding Indicator	N	No Value
	 In Service Indicator	N	No Value
	 Sports/Physical Education Course Indicator	N	No Value
	 COA Code	C	No Value
	 Fund Code	114000	No Value
	 Organization Code	231011	No Value
	 Account Code	1320	No Value
	 Program Code	060420	No Value

Changed	Questions	Current Version	Proposed Version
	Percent	100	No Value
	Curriculum Office Notes	<ul style="list-style-type: none"> Changed program status from stand-alone to program applicable, appr. 6/14/16 (effect. F16).-mkct 	<ul style="list-style-type: none"> Changed program status from stand-alone to program applicable, appr. 6/14/16 (effect. F16).-mkct
	Print/No Print to Catalog	Yes	No Value

Summary of Revisions

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

Blue Form

Empty form area for Blue Form.

Changed	Questions	Current Version	Proposed Version
	<p>For changes to the units and hours tab; 1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.</p>	No Value	No Value
	<p>1. Is the unit(s) change required for articulation?</p>	No Value	No Value
	<p>! 2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.</p>	No Value	<p>San Francisco State University, CINE 446 Stop-Motion Animation (Units: 3). Production of stop-motion and mixed-media animation. Practice using traditional and digital animation techniques for creative storytelling. May be repeated for up to 9 units. Extra fee required. (Plus-minus letter grade only) [Formerly CINE 500]</p>
	<p>3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.</p>	No Value	No Value
	<p>Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.</p>	No Value	No Value

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

No Value

No Value

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

No Value

No Value

A-Matrix Form

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

No Value

No Value

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

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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**Objective 2:
Compose
essays drawn
from personal
experience
and assigned
texts.**

No Value

No Value

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

No Value

No Value

**Objective 4:
Create
syntactically
varied
sentences that
are free of
mechanical
errors.**

No Value

No Value

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

No Value

No Value

B-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
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Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.

No Value

No Value

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

No Value

No Value

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

No Value

No Value

Objective 9: Demonstrate appropriate grammar usage and mechanics.

No Value

No Value

C-Matrix Form

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

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

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

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

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

Changed	Questions	Current Version	Proposed Version
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	Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
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Changed	Questions	Current Version	Proposed Version
	Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.	No Value	No Value
	Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.	No Value	No Value
	Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 4: Develop linear function models to solve problems.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real-world problems.	No Value	No Value

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

No Value

No Value

Objective 7:
Develop quadratic function models to solve problems.

No Value

No Value

Objective 8:
Use inequalities to solve real world problems.

No Value

No Value

Objective 9:
Explore arithmetic sequences and series.

No Value

No Value

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

No Value

No Value

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

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

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

G-Matrix Form

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

No Value

No Value

H-Matrix Form

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

De Anza GE Form

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

No Value

No Value

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

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

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

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

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

No Value

No Value

Comments

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

No Value

No Value

**Stage 3:
Division
Curriculum
Representative**

No Value

No Value

**Stage 4:
Division Dean**

No Value

No Value

**Stage 5: SLO
Coordinator**

No Value

No Value

**Stage 7:
Content
Review Matrix
Liaison**

No Value

No Value

**Stage 8: AVP -
Instruction**

No Value

No Value

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

Course Administration Codes		
Articulation occurs after course approval. The following fields will not show a Proposed Version.		
Changed	Field	Current Version
	Curriculum ID	F/TVD066A
	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	CCC000063410

Articulation

Changed	Field	Current Version
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	Course	
	Crosswalk	
	CRS-DEPT-	
	NAME	

	Course	
	Crosswalk	
	CRS-NUMBER	

De Anza College
Change Report
08/01/2024

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Description
General Information	Course Type (CB27)
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Transferability & Gen. Ed. Options	GE Information
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
Learning Outcomes and Objectives	Course Objectives
Learning Outcomes and Objectives	CSLOs
Req/Adv	Prerequisite(s):
Req/Adv	Advisory(ies) - Other:
Curriculum Office	Banner Start Term (202122)
Curriculum Office	Banner Division
Curriculum Office	Catalog Term (21-22)
Curriculum Office	5 Year Revision Year (2021)
Curriculum Office	Effective Quarter

Section	Changed field
Curriculum Office	Effective Year (2021)
Curriculum Office	Course Status Code
Curriculum Office	Banner Department
Curriculum Office	Course Level
Curriculum Office	College Code
Curriculum Office	CTE Status
Curriculum Office	Emergency Approval
Curriculum Office	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)
Curriculum Office	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)
Curriculum Office	Noncredit Enhanced Funding Indicator
Curriculum Office	In Service Indicator
Curriculum Office	Sports/Physical Education Course Indicator
Curriculum Office	COA Code
Curriculum Office	Fund Code
Curriculum Office	Organization Code
Curriculum Office	Account Code
Curriculum Office	Program Code
Curriculum Office	Percent
Curriculum Office	Print/No Print to Catalog
Summary of Revisions	Basic Course Information
Summary of Revisions	Specifications
Summary of Revisions	Outline

Section	Changed field
B-Matrix Form	Objective 2: Develop analytical ideas and topics for essays.
B-Matrix Form	Objective 3: Compose and support thesis statements for analytical essays.
De Anza GE Form	Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
Comments	Stage 7: Content Review Matrix Liaison
CTE Course	Is this a CTE (Career Technical Education) course?
Honors/Non-honors Course	Is this an honors/non-honors course?
Mirrored Credit/Noncredit Course	Is this a mirrored credit/noncredit course?
Cross-listed Course	Is this a cross-listed course?

General Information

Changed	Field	Current Version	Proposed Version
!	Faculty Initiator	<ul style="list-style-type: none"> Mae Lee 	<ul style="list-style-type: none"> Rachel Catuiza Guevara, Dawnis
	Course ID (CB01A and CB01B)	KNESD026B	KNESD026B
	Course Control Number	CCC000581931	CCC000581931
	Course Title (CB02)	Integrated Pilates Mat Exercise	Integrated Pilates Mat Exercise
	Short Course Title	INTEGRATED PILATES MAT EXERCIS	INTEGRATED PILATES MAT EXERCIS
	TOP Code (CB03)	0835.00	0835.00 Physical Education
	CIP Code	Health and Physical Education/Fitness, General	31.0501 Health and Physical Education/Fitness, General
	Department	KNES - Kinesiology	KNES - Kinesiology
!	Effective Term	Fall 2023	Fall 2023 <u>2025</u>
	SAM Priority Code (CB09)	Non-Occupational	Non-Occupational
!	Course Description	<p>An introduction to Kinesiology through integrated Pilates mat exercise. A variety of equipment will be used to develop core strength and flexibility in this course. Intermediate to advanced Pilates exercises will be practiced to increase and develop muscle mass, discipline of the mind, and rhythmic breathing techniques. Includes exercise physiology concepts, and nutrition.</p>	<p>An <u>This course is an</u> introduction to Kinesiology through integrated Pilates mat exercise. A variety of equipment will be used to develop core strength and flexibility in this course. Intermediate to advanced Pilates exercises will be practiced to increase and develop muscle mass, <u>strength</u>, discipline of the mind, and rhythmic breathing techniques. Includes <u>This course will include</u> exercise physiology concepts, and nutrition. <u>basic nutrition</u>.</p>

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

Faculty Requirements

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

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	(Formerly P E D002T and P E D02TX respectively.)	(Formerly P E D002T and P E D02TX respectively.)

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	The course is CSU and UC transferable. This course meets a general education requirement for De Anza and CSUGE. This course uses a variety of equipment and is not primarily based upon pure Pilates mat exercise but uses other variations.	The course is CSU and UC transferable. This course meets a general education requirement for De Anza and CSUGE. This course uses a variety of equipment and is not primarily based upon pure Pilates mat exercise but uses other variations.

Stand-Alone Statement

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

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

Changed	Field	Current Version	Proposed Version
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	Foothill Faculty Consultation Name	No value	
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	Foothill Course ID	No value	
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	Does the course have a Foothill equivalent?	No	No
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CTE Course


Changed	Field	Current Version	Proposed Version
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	Is this a CTE (Career Technical Education) course?	No value	<u>No</u>
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Honors/Non-honors Course

Changed	Field	Current Version	Proposed Version
	Is this an honors/non-honors course?	No value	<u>No</u>

Mirrored Credit/Noncredit Course

Changed	Field	Current Version	Proposed Version
	Is this a mirrored credit/noncredit course?	No value	<u>No</u>

Cross-listed Course

Changed	Field	Current Version	Proposed Version
	Is this a cross-listed course?	No value	<u>No</u>

More Options

Changed	Field	Current Version	Proposed Version
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.
	Course Prior To College Level	Not applicable.	Not applicable.
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.
	Course Support Status (CB26)	Course is not a support course	Course is not a support course

Changed	Field	Current Version	Proposed Version
	Repeat Limit	0	0
	Grade Options	<ul style="list-style-type: none"> • Letter Grade • Pass/No Pass 	<ul style="list-style-type: none"> • Letter Grade • Pass/No Pass
	Allow Students to Gain Credit by Exam/Challenge	<input type="checkbox"/>	<input type="checkbox"/>
	Repeatability Statement	(This course is included in the Flexibility and Stability Family of activity courses. Please see the rules on "Repeating Courses" in the College Policies section of the catalog.)	(This course is included in the Flexibility and Stability Family of activity courses. Please see the rules on "Repeating Courses" in the College Policies section of the catalog.)

Associated Programs

Changed Field

Current Version

Proposed Version

Course is part of a program

Associated Program	Kinesiology for Transfer (In Development)
Award Type	Associate in Arts for Transfer (A.A.-T.) Degree

Associated Program	Kinesiology for Transfer (In Development)
Award Type	Associate in Arts for Transfer (A.A.-T.) Degree

Associated Program	CSU GE
Award Type	Certificate of Achievement-Advanced (COA-A)

Associated Program	CSU GE
Award Type	Certificate of Achievement-Advanced (COA-A)

Associated Program	CSU GE
Award Type	Certificate of Achievement-Advanced (COA-A)

Associated Program	CSU GE
Award Type	Certificate of Achievement-Advanced (COA-A)

Associated Program	CSU GE
Award Type	Certificate of Achievement-Advanced (COA-A)

Associated Program	CSU GE
Award Type	Certificate of Achievement-Advanced (COA-A)


Associated Program	Associate in Arts in Kinesiology for Transfer
Award Type	Associate in Arts for Transfer (A.A.-T.) Degree

Associated Program	Associate in Arts in Kinesiology for Transfer
Award Type	Associate in Arts for Transfer (A.A.-T.) Degree

Associated Program	Kinesiology for Transfer

Associated Program	Kinesiology for Transfer

Changed	Field	Current Version	Proposed Version
		Award Type Associate in Arts for Transfer (A.A.-T.) Degree	Award Type Associate in Arts for Transfer (A.A.-T.) Degree

Transferability & Gen. Ed. Options																					
Changed	Field	Current Version	Proposed Version																		
	Transfer Status (CB05)	Transferable to both UC and CSU	Transferable to both UC and CSU																		
	Course General Education Status (CB25)	Y	Y																		
	Transfer Status	Approved	Approved																		
	GE Information	<table border="1"> <tr> <td>System/Institution</td> <td>De Anza GE</td> </tr> <tr> <td>Area(s)</td> <td> <ul style="list-style-type: none"> • 2GEP - Approved. </td> </tr> <tr> <td>-</td> <td>No value</td> </tr> </table> <table border="1"> <tr> <td>System/Institution</td> <td>CSU GE</td> </tr> <tr> <td>Area(s)</td> <td> <ul style="list-style-type: none"> • CGEP - Approved. </td> </tr> <tr> <td>-</td> <td>No value</td> </tr> </table>	System/Institution	De Anza GE	Area(s)	<ul style="list-style-type: none"> • 2GEP - Approved. 	-	No value	System/Institution	CSU GE	Area(s)	<ul style="list-style-type: none"> • CGEP - Approved. 	-	No value	<table border="1"> <tr> <td>System/Institution</td> <td>De Anza GE</td> </tr> <tr> <td>Area(s)</td> <td> <ul style="list-style-type: none"> • 2GEP - Approved. </td> </tr> <tr> <td>-</td> <td>No value</td> </tr> </table>	System/Institution	De Anza GE	Area(s)	<ul style="list-style-type: none"> • 2GEP - Approved. 	-	No value
System/Institution	De Anza GE																				
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-	No value																				
System/Institution	CSU GE																				
Area(s)	<ul style="list-style-type: none"> • CGEP - Approved. 																				
-	No value																				
System/Institution	De Anza GE																				
Area(s)	<ul style="list-style-type: none"> • 2GEP - Approved. 																				
-	No value																				

Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	0	0
	Lecture Hours - Out of Class	0	0
	Laboratory Hours - In Class	2	2
	Laboratory Hours - Out of Class	0	0
	NA Hours - In Class	0	0
	NA Hours - Out of Class	0	0

Course Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	24	24
	Lecture Hours - Course In- Class (Contact) per Term	0	0
	Lecture Hours - Course Out- of-Class per Term	0	0

Changed	Field	Current Version	Proposed Version
	Laboratory Hours - Course In-Class (Contact) per Term	24	24
	Laboratory Hours - Course Out-of-Class per Term	0	0
	NA Hours - Course In-Class (Contact) per Term	0	0
	NA Hours - Course Out-of-Class per Term	0	0
	Total - Course In-Class (Contact) Hours	24	24
	Total - Course Out-of-Class Hours	0	0
	Total Credit Units - Minimum Credit Units	0.5	0.5
	Total Credit Units - Maximum Credit Units	0.5	0.5

Speciality Hours

Changed	Field	Current Version	Proposed Version
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	Speciality Hours	No value	No value
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Credit / Non-Credit Options

Changed	Field	Current Version	Proposed Version
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	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.
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	Course Credit Status (CB04)	Credit - Degree Applicable	Credit - Degree Applicable
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	Course Non Credit Category (CB22)	Credit Course.	Credit Course.
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	Funding Agency Category (CB23)	Not Applicable.	Not Applicable.
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	Cooperative Work Experience Education Status (CB10)	<input type="checkbox"/>	<input type="checkbox"/>
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	Variable Credit Course	<input type="checkbox"/>	<input type="checkbox"/>
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Credit Units

Changed	Field	Current Version	Proposed Version
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	Course Duration (Weeks)	12	12
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	Total Lecture Hours per Term	-	0
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Changed	Field	Current Version	Proposed Version
	Total Laboratory Hours per Term	24	24
	Total Contact Hours per Term	-	0
	Total Credit Units	0.5	0.5
	Minimum Credit Units	0.5	0.5
	Maximum Credit Units	0.5	0.5

SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

Changed	Field	Current Version	Proposed Version
	Methods of Instruction	<p>Methods of Instruction</p> <p>Methods of Instruction</p> <p>Discussion of assigned reading Collaborative learning and small group exercises Demonstrations</p>	<p>Methods of Instruction</p> <p>Methods of Instruction</p> <p>Discussion of assigned reading Collaborative learning and small group exercises Demonstrations</p>

Changed Field**Current Version****Proposed Version****Assignments**

1. Reading:
 1. Assigned readings from the textbook "Fit and Well."
 2. Handouts
 3. Media sources
2. Writing:
 1. Written essay based upon the book "Fit and Well," analyzing the importance of Pilates in the relationship to muscular strength, muscular endurance, flexibility, the mind/body connection, and posture.
 2. Written packet for pre and post flexibility, core strength, and posture assessments.
3. Practical
 1. Practice Pilates mat exercise in class.
 2. Demonstrate the ability to make the mind/body connection while performing intermediate to advanced Pilates exercises on various types of equipment.
4. Verbal peer evaluations through collaborative practice of Pilates exercise.

1. Reading:
 1. Assigned readings from the textbook "Fit and Well."
 2. Handouts
 3. Media sources
2. Writing:
 1. Written essay based upon the book "Fit and Well," analyzing the importance of Pilates in the relationship to muscular strength, muscular endurance, flexibility, the mind/body connection, and posture.
 2. Written packet for pre and post flexibility, core strength, and posture assessments.
3. Practical
 1. Practice Pilates mat exercise in class.
 2. Demonstrate the ability to make the mind/body connection while performing intermediate to advanced Pilates exercises on various types of equipment.
4. Verbal peer evaluations and written assessments through collaborative practice of Pilates exercise.

Changed **Field**

Current Version

Proposed Version



**Methods of
Evaluation**

**Methods
of
Evaluation**

**Methods
of
Evaluation**

Methods of
Evaluation

Changed Field**Current Version****Proposed Version****Methods
of
Evaluation**

1. Written essay based upon the book "Fit and Well," on the importance of Pilates in the relationship to muscular strength, muscular endurance, flexibility, the mind/body connection, and posture graded on content and accurate assessments.
2. Comprehensive written exam on the the textbook "Fit and Well.", handouts, and media sources.
3. Written packet showing results for pre and post assessments, in core strength, flexibility, and posture graded on completeness. .
4. Practical exam in which the student demonstrates the ability to perform intermediate to advanced Pilates exercises both on the mat and

**Methods
of
Evaluation**

1. Written essay based upon the book "Fit and Well," on the importance of Pilates in the relationship to muscular strength, muscular endurance, flexibility, the mind/body connection, and posture graded on content and accurate assessments.
2. Comprehensive written exam on the the textbook "Fit and Well.", handouts, and media sources.
3. Written packet showing results for pre and post assessments, in core strength, flexibility, and posture graded on completeness. .
4. Practical exam in which the student demonstrates the ability to perform intermediate to advanced Pilates exercises both on the mat and

Changed Field**Current Version****Proposed Version**

	<p>using a variety of equipment.</p> <p>5. Verbal peer evaluations and collaborations graded on completeness.</p>	<p>using a variety of equipment.</p> <p>5. Verbal peer evaluations and collaborations graded on completeness.</p>
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Essential Student Materials/Essential College Facilities**Essential Student Materials:**

- Proper workout attire, and towel

Essential College Facilities:

- Open room with space and a microphone

Essential Student Materials:

- Proper workout attire, and towel

Essential College Facilities:

- Open room with space and a microphone

**Examples of Primary Texts and References**

Title	No value
Author	*Fahey, T. D., Insell, P. M.,
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	Fit and Well, Brief 15th Edition
Author	Fahey, T., Insell, P., Roth, W.
Publisher	McGraw-Hill Publishing Co., San Francisco, CA
Date/Edition	2022/Brief 15th Edition
ISBN	No value



Suggested Reading List

No value

Reading List Menezes, A., "The Complete Guide to the Pilates Method", Hunter House Publishers, Boston, MA, 2002

May include, but are not limited to No value

Reading List Siller, B., "The Pilates Body", Broadway Books, New York, NY. 2004

May include, but are not limited to No value

Reading List "Pilates Intermediate Mat Workout", Gaiam Company, 2000 (video).

May include, but are not limited to No value

Reading List Archer, Shirley, "Pilates Mat Training", American Council on Exercise (ACE), San Diego, CA, 2004.

Changed Field**Current Version****Proposed Version**

May include, but are not limited to No value

Reading List Eisen, Isabel, "Anatomy of Fitness: Pilates," Hunter House Publishers, Boston, MA 2015.

May include, but are not limited to No value

Reading List Archer, Shirley, "Pilates Mat Training", American Council on Exercise (ACE), San Diego, CA, 2014.

May include, but are not limited to No value

Learning Outcomes and Objectives

Changed	Field	Current Version	Proposed Version
!	Course Objectives	<ul style="list-style-type: none"> • Examine the global and historical perspective/philosophy of the Pilates training routine from its early development to inclusion within physical education curriculum. • Expand personal mind and body awareness through practice of the Pilates method while using integrated techniques. • Create and incorporate Pilates practices for the mind, body and emotions into daily routine. • Examine and apply basic exercise physiology, nutrition, flexibility, strength, and emotional concepts to improve one's physical condition with consideration for variables due to age, gender, and physical differences. • Develop movement sequences to improve postural, static, and motor skills as they apply to everyday functional activities. 	<ul style="list-style-type: none"> • Identify the global and historical perspective/philosophy of the Pilates training routine from its early development to inclusion within physical education curriculum. • Demonstrate personal mind and body awareness through practice of the Pilates method while using integrated techniques. • Create and incorporate Pilates practices for the mind, body and emotions into daily routine. • Examine and apply basic exercise physiology, nutrition, flexibility, strength, and emotional concepts to improve one's physical condition with consideration for variables due to age, gender, and physical differences. • Design movement sequences to improve postural, static, and motor skills as they apply to everyday functional activities.

Changed Field**Current Version****Proposed Version****CSLOs**

CSLOs Apply knowledge of basic fitness concepts as they apply to health and wellness.

Expected SLO Performance 0.0

CSLOs Apply knowledge of basic fitness concepts to health and fitness.

Expected SLO Performance 0.0

CSLOs Assimilate proper Pilates techniques while using a variety of equipment.

Expected SLO Performance 0.0

CSLOs Assimilate proper Pilates techniques while using a variety of equipment.

Expected SLO Performance 0.0

CSLOs Ability to practice movement sequences for postural, static and motor skills as they apply to everyday functional activities.

Expected SLO Performance 0.0

CSLOs Ability to practice movement sequences for postural, static and motor skills as they apply to everyday functional activities.

Expected SLO Performance 0.0

Course Outline

Changed	Field	Current Version	Proposed Version
!	Course Content	<p>1. Examine the global and historical perspective/philosophy of the Pilates training routine from its early development to inclusion within physical education curriculum.</p> <ol style="list-style-type: none"> 1. Joseph Pilates develops exercise program at internment camp during WWI. <ol style="list-style-type: none"> 1. During WWI the British authorities interned Pilates with other German citizens in a camp in the Isle of Man. 2. While in the camp Pilates method began to take shape as he trained other inmates in fitness and exercise. 2. 1926 - First Pilates training school opens in New York City. <ol style="list-style-type: none"> 1. Joseph Pilates and his wife Clara supervised and taught students well into the 1960s. 2. Pilates originally called his exercise "Contrology", related to encouraging the use of the mind to control muscles. 3. He focused his attention on core postural muscles. 4. Method was used as a type of rehabilitation for dancers injuries. 3. 1967 - Pilates dies but apprentices keep style of exercise alive. 	<p>1. Identify the global and historical perspective/philosophy of the Pilates training routine from its early development to inclusion within physical education curriculum.</p> <ol style="list-style-type: none"> 1. Joseph Pilates develops exercise program at internment camp during WWI. <ol style="list-style-type: none"> 1. During WWI the British authorities interned Pilates with other German citizens in a camp in the Isle of Man. 2. While in the camp Pilates method began to take shape as he trained other inmates in fitness and exercise. 2. 1926 - First Pilates training school opens in New York City. <ol style="list-style-type: none"> 1. Joseph Pilates and his wife Clara supervised and taught students well into the 1960s. 2. Pilates originally called his exercise "Contrology", related to encouraging the use of the mind to control muscles. 3. He focused his attention on core postural muscles. 4. Method was used as a type of rehabilitation for dancers injuries. 3. 1967 - Pilates dies but apprentices keep style of exercise alive.

Changed Field**Current Version****Proposed Version**

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| <ol style="list-style-type: none">1. Disciples such as Romana Kryzanowska and Jay Grimes carried on the work of Joseph Pilates.2. Famous dancers such as George Balanchine and Martha Graham became devotees and regularly sent their students to Pilates for training and rehabilitation. After his death they continued to send students to his disciples because of their belief in Joseph Pilates techniques.4. 1991 - Institute for the Pilates method of exercise opens in Santa Fe, New Mexico.5. 2000 - the name "Pilates" becomes a generic both in reference to a certain type of exercise and to certain types of equipment used.6. 2001 the Pilates Method Alliance (PMA) was founded by Kevin A. Bowen and Colleen Glenn as a non-profit, unbiased information resource dedicated to the teachings of Joseph H. and Clara Pilates<ol style="list-style-type: none">1. Law suits filed to fight instructors using the Pilates name.2. The inventor of Stott Pilates won battle over using the Pilates name but | <ol style="list-style-type: none">1. Disciples such as Romana Kryzanowska and Jay Grimes carried on the work of Joseph Pilates.2. Famous dancers such as George Balanchine and Martha Graham became devotees and regularly sent their students to Pilates for training and rehabilitation. After his death they continued to send students to his disciples because of their belief in Joseph Pilates techniques.4. 1991 - Institute for the Pilates method of exercise opens in Santa Fe, New Mexico.5. 2000 - the name "Pilates" becomes a generic both in reference to a certain type of exercise and to certain types of equipment used.6. 2001 the Pilates Method Alliance (PMA) was founded by Kevin A. Bowen and Colleen Glenn as a non-profit, unbiased information resource dedicated to the teachings of Joseph H. and Clara Pilates<ol style="list-style-type: none">1. Law suits filed to fight instructors using the Pilates name.2. The inventor of Stott Pilates won battle over using the Pilates name but |
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Changed Field**Current Version****Proposed Version**

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| later on in 2000 she had to change the name to Pilates Conditioning. | later on in 2000 she had to change the name to Pilates Conditioning. |
| 7. Americans practice Pilates. | 7. Americans practice Pilates. |
| 1. In 2005 11 million people practice the discipline regularly. | 1. In 2005 11 million people practice the discipline regularly. |
| 2. Fourteen thousand instructors are now teaching Pilates in the United States. | 2. Fourteen thousand instructors are now teaching Pilates in the United States. |
| 3. In Portland, OR, the Pilates method which includes concentration is being studied in providing relief from the degenerative symptoms of Parkinson's disease. | 3. In Portland, OR, the Pilates method which includes concentration is being studied in providing relief from the degenerative symptoms of Parkinson's disease. |
| 8. 1992 Equipment such as the Pilates Circle, Pilates Ball, and stability balls added to the mat workout. | 8. 1992 Equipment such as the Pilates Circle, Pilates Ball, and stability balls added to the mat workout. |
| 2. Expand personal mind and body awareness through practice of the Pilates method while using integrated techniques. | 2. Demonstrate personal mind and body awareness through practice of the Pilates method while using integrated techniques. |
| 1. Understand the concept of concentration such as control, centering, flowing and precision movement while using various equipment to perform Pilates exercise. | 1. Understand the concept of concentration such as control, centering, flowing and precision movement while using various equipment to perform Pilates exercise. |
| 1. Center movements while using a variety of equipment. | 1. Center movements while using a variety of equipment. |
| 2. Demonstrate the concept of control while balancing and using integrated concepts of the Pilates method. | 2. Demonstrate the concept of control while balancing and using integrated concepts of the Pilates method. |

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| <ol style="list-style-type: none">3. Ability to perform movements in a fluid and precise manner using integrated methods of the Pilates exercise program and proper breathing techniques.2. Perform relaxed movement through mindfulness, techniques of controlled breathing and ability to balance oneself while performing integrated Pilates mat exercise.3. Create and incorporate Pilates practices for the mind, body and emotions into daily routine.<ol style="list-style-type: none">1. Consciously control muscle tension through muscular relaxation techniques while performing day to day activities, and responsibilities.<ol style="list-style-type: none">1. While driving a vehicle.2. While walking3. While performing chores around the home and office.4. Consciously improve posture while sitting.<ol style="list-style-type: none">1. In front of a computer2. On the sofa3. While driving a vehicle.2. Use techniques of concentration to center, relax, and create mind/body harmony throughout a daily routine. | <ol style="list-style-type: none">3. Ability to perform movements in a fluid and precise manner using integrated methods of the Pilates exercise program and proper breathing techniques.2. Perform relaxed movement through mindfulness, techniques of controlled breathing and ability to balance oneself while performing integrated Pilates mat exercise.3. Create and incorporate Pilates practices for the mind, body and emotions into daily routine.<ol style="list-style-type: none">1. Consciously control muscle tension through muscular relaxation techniques while performing day to day activities, and responsibilities.<ol style="list-style-type: none">1. While driving a vehicle.2. While walking3. While performing chores around the home and office.4. Consciously improve posture while sitting.<ol style="list-style-type: none">1. In front of a computer2. On the sofa3. While driving a vehicle.2. Use techniques of concentration to center, relax, and create mind/body harmony throughout a daily routine. |
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Changed Field**Current Version****Proposed Version**

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|---|---|
| <ol style="list-style-type: none">1. During other forms of exercise2. Walking and performing day to day activities3. Demonstrate breath control to center, relax, and create mind/body harmony.<ol style="list-style-type: none">1. While performing other types of exercise2. Relieving excess stress due to daily responsibilities and lifestyle choices.4. Examine and apply basic exercise physiology, nutrition, flexibility, strength, and emotional concepts to improve one's physical condition with consideration for variables due to age, gender, and physical differences.<ol style="list-style-type: none">1. Theories of exercise physiology as it relates to integrated Pilates exercise using a variety of equipment.<ol style="list-style-type: none">1. Utilization of large and small muscle groups2. Knowledge of lever actions that create various muscle contractions.3. Different body positions and exercises for flexibility, core strength and relaxation.4. Ability to isolating specific muscles for improvement in flexibility and core strength. | <ol style="list-style-type: none">1. During other forms of exercise2. Walking and performing day to day activities3. Demonstrate breath control to center, relax, and create mind/body harmony.<ol style="list-style-type: none">1. While performing other types of exercise2. Relieving excess stress due to daily responsibilities and lifestyle choices.4. Examine and apply basic exercise physiology, nutrition, flexibility, strength, and emotional concepts to improve one's physical condition with consideration for variables due to age, gender, and physical differences.<ol style="list-style-type: none">1. Theories of exercise physiology as it relates to integrated Pilates exercise using a variety of equipment.<ol style="list-style-type: none">1. Utilization of large and small muscle groups2. Knowledge of lever actions that create various muscle contractions.3. Different body positions and exercises for flexibility, core strength and relaxation.4. Ability to isolating specific muscles for improvement in flexibility and core strength. |
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Changed Field**Current Version****Proposed Version**

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| 5. Apply and use deep breathing techniques during physical activity, and as a stress-management intervention. | 5. Apply and use deep breathing techniques during physical activity, and as a stress-management intervention. |
| 6. Ability to perform proper exercise techniques for injury prevention and rehabilitation. | 6. Ability to perform proper exercise techniques for injury prevention and rehabilitation. |
| 7. Necessity of a proper and effective warm-up and cool-down. | 7. Necessity of a proper and effective warm-up and cool-down. |
| 2. Nutritional concepts that promote dietary balance and a healthy lifestyle | 2. Nutritional concepts that promote dietary balance and a healthy lifestyle |
| 1. Appropriate nutrition and habits for wellness | 1. Appropriate nutrition and habits for wellness |
| 2. Understanding pre-class nutrition and individuality | 2. Understanding pre-class nutrition and individuality |
| 3. Dietary habits to influence weight control | 3. Dietary habits to influence weight control |
| 3. Increase flexibility for all including those with special needs through a program of integrated Pilates exercise. | 3. Increase flexibility for all including those with special needs through a program of integrated Pilates exercise. |
| 1. Techniques to improve overall flexibility | 1. Techniques to improve overall flexibility |
| 2. Techniques to address individual problems or specific concerns, e.g., low back, hip flexors, shoulders | 2. Techniques to address individual problems or specific concerns, e.g., low back, hip flexors, shoulders |
| 3. Pre and post exercise stretching rationale | 3. Pre and post exercise stretching rationale |
| 4. Create a program of strength development for all including those with | 4. Create a program of strength development for all including those with |

Changed Field**Current Version****Proposed Version**

special needs through a program of integrated Pilates exercise that will improve and strengthen core muscles.

1. Techniques and exercises to improve overall strength
2. Techniques to address individual strength concerns
3. Methods for strength improvement while avoiding injury:
 1. Proper form and breathing
 2. Selection of appropriate exercise order, large muscle groups to small, using a combination of muscle groups to specific muscle groups.
5. Understand individual differences i.e., age, gender, and physical limitations
6. Understanding the concept of reversibility, i.e., exercise benefits are subject to reversal of conditioning following an extended cessation of activity
7. Knowledge of muscular anatomy incorporated in the movement sequences used in integrated Pilates exercise.

special needs through a program of integrated Pilates exercise that will improve and strengthen core muscles.

1. Techniques and exercises to improve overall strength
2. Techniques to address individual strength concerns
3. Methods for strength improvement while avoiding injury:
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7. Knowledge of muscular anatomy incorporated in the movement sequences used in integrated Pilates exercise.

Changed Field**Current Version****Proposed Version**

8. Knowledge of the fitness and health-related components in Pilates activity.

1. Using a stability ball.
2. Use of fitness rings
3. Use of other appropriate equipment as needed

5. Develop movement sequences to improve postural, static, and motor skills as they apply to everyday functional activities.

1. Create Pilates practices for the body, mind, and emotions that can be easily incorporated into daily life using knowledge of core strength, flexibility, and breath.
2. Establish a personal routine based upon skills learned in class.
3. Understand and experience increased personal awareness through the systematic practice of integrated Pilates exercise.
4. Understand and experience the use of equipment, such as, the Pilates Circle, Pilates Balls, and stability balls using the systematic practice of mat Pilates exercise.

8. Knowledge of the fitness and health-related components in Pilates activity.

1. Using a stability ball.
2. Use of fitness rings
3. Use of other appropriate equipment as needed

5. Design movement sequences to improve postural, static, and motor skills as they apply to everyday functional activities.

1. Create Pilates practices for the body, mind, and emotions that can be easily incorporated into daily life using knowledge of core strength, flexibility, and breath.
2. Establish a personal routine based upon skills learned in class.
3. Understand and experience increased personal awareness through the systematic practice of integrated Pilates exercise.
4. Understand and experience the use of equipment, such as, the Pilates Circle, Pilates Balls, and stability balls using the systematic practice of mat Pilates exercise.

Lab Component in this Course

No



No

Lab Outline


No value

No value

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	KNES D026A or KNES D26AX, or permission of instructor	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	KNES D026A or KNES D26AX, or permission of instructor
	Limitation(s) on Enrollment:	No Value	No Value
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	(See general education pages for the requirements this course meets.)	(See general education pages for the requirements this course meets.)
	General Course Statement(s) - Other:	No Value	No Value

Curriculum Office

Changed	Questions	Current Version	Proposed Version
	Banner Start Term (202122)	202122	No Value

Changed	Questions	Current Version	Proposed Version
!	Banner Division	2PE	No Value
!	Catalog Term (21-22)	23-24	No Value
!	5 Year Revision Year (2021)	2018	No Value
!	Effective Quarter	Fall	No Value
!	Effective Year (2021)	2023	No Value
	Sort ID (00 < 10; 0 < 100)	KNES 026B	KNES 026B
	Course Status	Non-substantial	Non-substantial
!	Course Status Code	A	No Value
!	Banner Department	KNES	No Value
!	Course Level	DU	No Value
!	College Code	DA	No Value
	Course Characteristics	NA	NA
	Cross-Listed/Related Course Information	Related Parent	Related Parent
	Cross-Listed/Related Course ID's	No Value	No Value
!	CTE Status	No	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
!	Emergency Approval	No	No Value
!	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)	N	No Value
!	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)	F	No Value
!	Noncredit Enhanced Funding Indicator	N	No Value
!	In Service Indicator	N	No Value

Changed	Questions	Current Version	Proposed Version
!	Sports/Physical Education Course Indicator	Y	No Value
!	COA Code	C	No Value
!	Fund Code	114000	No Value
!	Organization Code	236002	No Value
!	Account Code	1320	No Value
!	Program Code	083500	No Value
!	Percent	100	No Value
	Curriculum Office Notes	<ul style="list-style-type: none"> Requisite change appr. 1/17/23 (effect. F23).-cc 	<ul style="list-style-type: none"> Requisite change appr. 1/17/23 (effect. F23).-cc
!	Print/No Print to Catalog	Yes	No Value
	Checklist	No Value	No Value

Summary of Revisions

Changed	Questions	Current Version	Proposed Version
!	Basic Course Information	No Value	Description update
	Units and Hours	No Value	No Value
!	Specifications	No Value	<p>Updated assignments to align with SLO's and/or course objectives</p> <p>Aligned methods of evaluation with SLO's and/or course objectives</p> <p>Updated textbooks and references to reflect current publications</p>
!	Outline	No Value	Updated 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
	Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

No Value

Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

No Value

A-Matrix Form

Changed	Questions	Current Version	Proposed Version
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EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

No Value

Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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**Objective 2:
Compose essays drawn from personal experience and assigned texts.**

No Value

No Value

**Objective 3:
Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.**

No Value

No Value

**Objective 4:
Create syntactically varied sentences that are free of mechanical errors.**

No Value

No Value

**Objective 5:
Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.**

No Value

No Value

B-Matrix Form

Changed	Questions	Current Version	Proposed Version
	<p>ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.</p>	No Value	No Value
	<p>Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.</p>	No Value	No Value
!	<p>Objective 2: Develop analytical ideas and topics for essays.</p>	No Value	<p>Assignments B - 1 - Written essay based upon the book "Fit and Well," analyzing the importance of Pilates in the relationship to muscular strength, muscular endurance, flexibility, the mind/body connection, and posture.</p>
!	<p>Objective 3: Compose and support thesis statements for analytical essays.</p>	No Value	<p>Assignments B - 1 - Written essay based upon the book "Fit and Well," analyzing the importance of Pilates in the relationship to muscular strength, muscular endurance, flexibility, the mind/body connection, and posture.</p>
	<p>Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.</p>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 5: Identify and practice writing for different audiences and purposes.	No Value	No Value
	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.	No Value	No Value
	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.	No Value	No Value
	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.	No Value	No Value
	Objective 9: Demonstrate appropriate grammar usage and mechanics.	No Value	No Value

C-Matrix Form

Changed	Questions	Current Version	Proposed Version
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**ESL D261. and
ESL D265., or
ESL D461. and
ESL D465., or
eligibility for
EWRT D001A
or EWRT
D01AH or ESL
D005. If this is
the requisite
for the course,
complete the
objective(s)
below. If this
requisite is
being
removed,
provide an
explanation as
to why.**

No Value

No Value

**Objective 1:
Create
compositions
about fiction
and non-fiction
texts from
many cultural
and social
perspectives in
a variety of
genres.**

No Value

No Value

**Objective 2:
Compose a
focused,
purposeful,
developed
paper of 500
words or more
that engages
with, responds
to, or is
inspired by
written or
visual texts.**

No Value

No Value

Changed	Questions	Current Version	Proposed Version
	Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.	No Value	No Value
	Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.	No Value	No Value
	Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.	No Value	No Value

D-Matrix Form

Blank area for the D-Matrix Form.

Changed	Questions	Current Version	Proposed Version
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Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

No Value

**Objective 1:
Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.**

No Value

No Value

**Objective 2:
Investigate the use of mathematics in real world.**

No Value

No Value

**Objective 3:
Explore functions.**

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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**Objective 4:
Develop linear
function
models.**

No Value

No Value

**Objective 5:
Use systems of
two linear
equations to
solve real
world
problems.**

No Value

No Value

**Objective 6:
Use linear
inequalities in
one variable to
solve real
world
problems.**

No Value

No Value

**Objective 7:
Examine
exponential
expressions
and develop
exponential
function
models.**

No Value

No Value

**Objective 8:
Examine
logarithmic
expressions
and develop
logarithmic
function
models.**

No Value

No Value

**Objective 9:
Develop
quadratic
function
models to
solve
problems.**

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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	Objective 10: Investigate the characteristics of rational expressions.	No Value	No Value
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	Objective 11: Develop skills to work with radical expressions.	No Value	No Value
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E-Matrix Form

Changed	Questions	Current Version	Proposed Version
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	Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
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Changed	Questions	Current Version	Proposed Version
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**Objective 1:
Develop,
throughout the
course as
applicable,
systematic
problem-
solving
methods.**

No Value

No Value

**Objective 2:
Explore the
function
concept
algebraically,
numerically,
verbally and
graphically.**

No Value

No Value

**Objective 3:
Explore the
graphical and
numerical
characteristics
of linear
relationships
and describe
their meaning
in the context
of a problem.**

No Value

No Value

**Objective 4:
Develop linear
function
models to
solve
problems.**

No Value

No Value

**Objective 5:
Use systems of
two linear
equations to
solve real-
world
problems.**

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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Objective 6:
Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.

No Value

No Value

Objective 7:
Develop quadratic function models to solve problems.

No Value

No Value

Objective 8:
Use inequalities to solve real world problems.

No Value

No Value

Objective 9:
Explore arithmetic sequences and series.

No Value

No Value

Objective 10:
Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

No Value

F-Matrix Form

Changed	Questions	Current Version	Proposed Version
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Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

No Value

**Objective 1:
Develop, throughout the course as applicable, systematic problem solving methods.**

No Value

No Value

**Objective 2:
Solve problems involving arithmetic operations, including fractions, percents and decimals.**

No Value

No Value

**Objective 3:
Apply the order of operations to evaluate signed numerical expressions.**

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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**Objective 4:
Solve problems
involving
operations with
signed
numbers.**

No Value

No Value

**Objective 5:
Explore the
characteristics
and properties
of real
numbers.**

No Value

No Value

**Objective 6:
Use estimation
to determine
approximate
solutions and
to check the
reasonableness
of answers.**

No Value

No Value

**Objective 7:
Explore rates
and ratios and
use
proportions to
solve
problems.**

No Value

No Value

**Objective 8:
Explore, as
applicable
throughout the
course, the
geometry of
mathematical
measurements
and solve
problems
involving
geometric
figures and
formulas.**

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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Objective 9:
Explore the use of variables in expressions and evaluate algebraic expressions.

No Value

No Value

Objective 10:
Solve linear equations in one variable numerically and algebraically.

No Value

No Value

Objective 11:
Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.

No Value

No Value

Objective 12:
Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

No Value

G-Matrix Form

Changed	Questions	Current Version	Proposed Version
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	<p>If the requisite does not fall under an A-F Matrix, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. If a requisite falling under Matrix G is being removed, provide an explanation as to why.</p>	No Value	No Value
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H-Matrix Form

Changed	Questions	Current Version	Proposed Version
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	<p>Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.</p>	No Value	No Value
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	<p>Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.</p>	No Value	No Value
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Changed	Questions	Current Version	Proposed Version
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Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.

No Value

No Value

Objective 4: For Prerequisites based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills, i.e. such as a course.

No Value

No Value

De Anza GE Form

Changed	Questions	Current Version	Proposed Version
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Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Assignments B, 1 - Written essay based upon the book "Fit and Well," analyzing the importance of Pilates in the relationship to muscular strength, muscular endurance, flexibility, the mind/body connection, and posture.

Changed	Questions	Current Version	Proposed Version
	<p>! Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	<p>No Value</p>	<p>Assignments B -1 - Written essay based upon the book "Fit and Well," analyzing the importance of Pilates in the relationship to muscular strength, muscular endurance, flexibility, the mind/body connection, and posture. Assignment D - Verbal peer evaluations and written assessments through collaborative practice of Pilates exercise. Methods of Evaluation D - Practical exam in which the student demonstrates the ability to perform intermediate to advanced Pilates exercises both on the mat and using a variety of equipment.</p>
	<p>! Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	<p>No Value</p>	<p>Outline D - Examine and apply basic exercise physiology, nutrition, flexibility, strength, and emotional concepts to improve one's physical condition with consideration for variables due to age, gender, and physical differences.</p>

Changed	Questions	Current Version	Proposed Version
	<p>! Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	<p>No Value</p>	<p>Outline A - Identify the global and historical perspective/philosophy of the Pilates training routine from its early development to inclusion within physical education curriculum.</p>
	<p>! Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	<p>No Value</p>	<p>Outline A - Identify the global and historical perspective/philosophy of the Pilates training routine from its early development to inclusion within physical education curriculum.</p>

Changed	Questions	Current Version	Proposed Version
	<p>! Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	Outline B - Demonstrate personal mind and body awareness through practice of the Pilates method while using integrated techniques.

De Anza GE - ESGC Form

Changed	Questions	Current Version	Proposed Version
	<p>Criteria 1: Explain the interconnectivity of economic prosperity, social equity and environmental quality.</p>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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	Criteria 2: Identify the most serious environmental, equity, and social justice problems globally and locally and explain their underlying causes and possible consequences.	No Value	No Value
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	Criteria 3: Explain some significant ways students can make a difference in making a positive impact, locally, at a state level, or globally in making the world more environmentally sustainable and socially just.	No Value	No Value
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	Criteria 4: Analyze how the well being of human society is dependent on sustainable social and ecological systems.	No Value	No Value
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Changed	Questions	Current Version	Proposed Version
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	<p>Criteria 5: Demonstrate an understanding of how the student's personal activities impact the environment and communities by participating in actions to create a more environmentally sustainable and equitable future.</p>	No Value	No Value
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Comments

Changed	Questions	Current Version	Proposed Version
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	<p>Stage 2: Department Chair</p>	No Value	No Value
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	<p>Stage 3: Division Curriculum Representative</p>	No Value	No Value
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	<p>Stage 4: Division Dean</p>	No Value	No Value
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	<p>Stage 5: SLO Coordinator</p>	No Value	No Value
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Changed	Questions	Current Version	Proposed Version				
			Date	Name - Role OR Tab	Part - Type of Field Edit	Edit	Initiator - Indicate "Y" When Completed
!	Stage 7: Content Review Matrix Liaison	No Value					
			3/25/24	Zack Judson	Matrix G Required	Complete Matrix G for your KNES prerequisite and upload it under the Basic Course Information tab	Y - Done
			3/27/24	Zack Judson	Matrix G Required	Clarify whether the KNES requisite is an advisory (as listed on your Matrix G) or a prerequisite (as listed on your Req/Adv tab).	Y - Done (Fixed on Req/Adv)
	Stage 8: AVP - Instruction	No Value	No Value				
	Stage 9: Articulation Officer	No Value	No Value				
	Stage 11: ESGC Faculty Coordinator	No Value	No Value				
	Stage 14: Curriculum Committee	No Value	No Value				

Course Administration Codes

Articulation occurs after course approval. The following fields will not show a Proposed Version.

Changed	Field	Current Version
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	Curriculum ID	KNESD026B
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	Distance Education Approved	No
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	Board of Trustees Approval Date	
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	Curriculum Committee Approval Date	
--	---	--

	Time to Next Review	Sep 1, 2023 12:00:00 AM
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	External Review Approval Date	Sep 1, 2018 12:00:00 AM
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	Course Control Number	CCC000581931
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Articulation

Changed	Field	Current Version
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	Course Crosswalk CRS-DEPT-NAME	
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	Course Crosswalk CRS-NUMBER	
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De Anza College
Change Report
08/01/2024

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Description
General Information	Course Type (CB27)
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Transferability & Gen. Ed. Options	GE Information
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
Learning Outcomes and Objectives	Course Objectives
Learning Outcomes and Objectives	CSLOs
Req/Adv	Prerequisite(s):
Req/Adv	Advisory(ies) - Other:
Curriculum Office	Banner Start Term (202122)
Curriculum Office	Banner Division
Curriculum Office	Catalog Term (21-22)
Curriculum Office	5 Year Revision Year (2021)
Curriculum Office	Effective Quarter

Section	Changed field
Curriculum Office	Effective Year (2021)
Curriculum Office	Course Status Code
Curriculum Office	Banner Department
Curriculum Office	Course Level
Curriculum Office	College Code
Curriculum Office	CTE Status
Curriculum Office	Emergency Approval
Curriculum Office	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)
Curriculum Office	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)
Curriculum Office	Noncredit Enhanced Funding Indicator
Curriculum Office	In Service Indicator
Curriculum Office	Sports/Physical Education Course Indicator
Curriculum Office	COA Code
Curriculum Office	Fund Code
Curriculum Office	Organization Code
Curriculum Office	Account Code
Curriculum Office	Program Code
Curriculum Office	Percent
Curriculum Office	Print/No Print to Catalog
Summary of Revisions	Basic Course Information
Summary of Revisions	Specifications
Summary of Revisions	Outline

Section	Changed field
B-Matrix Form	Objective 2: Develop analytical ideas and topics for essays.
B-Matrix Form	Objective 3: Compose and support thesis statements for analytical essays.
De Anza GE Form	Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
Comments	Stage 7: Content Review Matrix Liaison
CTE Course	Is this a CTE (Career Technical Education) course?
Honors/Non-honors Course	Is this an honors/non-honors course?
Mirrored Credit/Noncredit Course	Is this a mirrored credit/noncredit course?
Cross-listed Course	Is this a cross-listed course?

General Information

Changed	Field	Current Version	Proposed Version
!	Faculty Initiator	<ul style="list-style-type: none"> Mae Lee 	<ul style="list-style-type: none"> Rachel Catuiza Guevara, Dawnis
	Course ID (CB01A and CB01B)	KNESD26BX	KNESD26BX
	Course Control Number	CCC000581929	CCC000581929
	Course Title (CB02)	Integrated Pilates Mat Exercise	Integrated Pilates Mat Exercise
	Short Course Title	INTEGRATED PILATES MAT EXERCIS	INTEGRATED PILATES MAT EXERCIS
	TOP Code (CB03)	0835.00	0835.00 Physical Education
	CIP Code	Health and Physical Education/Fitness, General	31.0501 Health and Physical Education/Fitness, General
	Department	KNES - Kinesiology	KNES - Kinesiology
!	Effective Term	Fall 2023	Fall 2023 <u>2025</u>
	SAM Priority Code (CB09)	Non-Occupational	Non-Occupational
!	Course Description	<p>An introduction to Kinesiology through integrated Pilates mat exercise. A variety of equipment will be used to develop core strength and flexibility in this course. Intermediate to advanced Pilates exercises will be practiced to increase and develop muscle mass, discipline of the mind, and rhythmic breathing techniques. Includes exercise physiology concepts, and nutrition.</p>	<p>An <u>This course is an</u> introduction to Kinesiology through integrated Pilates mat exercise. A variety of equipment will be used to develop core strength and flexibility in this course. Intermediate to advanced Pilates exercises will be practiced to increase and develop muscle mass, <u>strength</u>, discipline of the mind, and rhythmic breathing techniques. Includes <u>This course will include</u> exercise physiology concepts, and nutrition. <u>basic nutrition</u>.</p>

Changed	Field	Current Version	Proposed Version
!	Course Type (CB27)	No value	<ul style="list-style-type: none"> Lower Division
!	Mode of Delivery	<ul style="list-style-type: none"> NA 	<ul style="list-style-type: none"> Online

Faculty Requirements

Changed	Field	Current Version	Proposed Version
!	Discipline 1	No value	<ul style="list-style-type: none"> Physical Education
	Discipline 2	No value	No value
	Discipline 3	No value	No value
!	FSA	No value	<ul style="list-style-type: none"> FHDA FSA - PHYSICAL EDUCATION

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	(Formerly P E D002T and P E D02TX respectively.)	(Formerly P E D002T and P E D02TX respectively.)

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	The course is CSU and UC transferable. This course meets a general education requirement for De Anza and CSUGE. This course uses a variety of equipment and is not primarily based upon pure Pilates mat exercise but uses other variations.	The course is CSU and UC transferable. This course meets a general education requirement for De Anza and CSUGE. This course uses a variety of equipment and is not primarily based upon pure Pilates mat exercise but uses other variations.

Stand-Alone Statement

Changed	Field	Current Version	Proposed Version
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	Stand-Alone Statement	No value	
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Course Philosophy

Changed	Field	Current Version	Proposed Version
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	Course Philosophy	No value	
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Foothill Equivalency

Changed	Field	Current Version	Proposed Version
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	Foothill Faculty Consultation Name	No value	
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	Foothill Course ID	No value	
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	Does the course have a Foothill equivalent?	No	No
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CTE Course


Changed	Field	Current Version	Proposed Version
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	Is this a CTE (Career Technical Education) course?	No value	<u>No</u>
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Honors/Non-honors Course

Changed	Field	Current Version	Proposed Version
	Is this an honors/non-honors course?	No value	<u>No</u>

Mirrored Credit/Noncredit Course

Changed	Field	Current Version	Proposed Version
	Is this a mirrored credit/noncredit course?	No value	<u>No</u>

Cross-listed Course

Changed	Field	Current Version	Proposed Version
	Is this a cross-listed course?	No value	<u>No</u>

More Options

Changed	Field	Current Version	Proposed Version
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.
	Course Prior To College Level	Not applicable.	Not applicable.
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.
	Course Support Status (CB26)	Course is not a support course	Course is not a support course

Changed	Field	Current Version	Proposed Version
	Repeat Limit	0	0
	Grade Options	<ul style="list-style-type: none"> • Letter Grade • Pass/No Pass 	<ul style="list-style-type: none"> • Letter Grade • Pass/No Pass
	Allow Students to Gain Credit by Exam/Challenge	<input type="checkbox"/>	<input type="checkbox"/>
	Repeatability Statement	(This course is included in the Flexibility and Stability Family of activity courses. Please see the rules on "Repeating Courses" in the College Policies section of the catalog.)	(This course is included in the Flexibility and Stability Family of activity courses. Please see the rules on "Repeating Courses" in the College Policies section of the catalog.)

Associated Programs

Changed Field

Current Version

Proposed Version

Course is part of a program

Associated Program	Kinesiology for Transfer (In Development)
Award Type	Associate in Arts for Transfer (A.A.-T.) Degree

Associated Program	Kinesiology for Transfer (In Development)
Award Type	Associate in Arts for Transfer (A.A.-T.) Degree

Associated Program	CSU GE
Award Type	Certificate of Achievement-Advanced (COA-A)

Associated Program	CSU GE
Award Type	Certificate of Achievement-Advanced (COA-A)

Associated Program	CSU GE
Award Type	Certificate of Achievement-Advanced (COA-A)

Associated Program	CSU GE
Award Type	Certificate of Achievement-Advanced (COA-A)

Associated Program	CSU GE
Award Type	Certificate of Achievement-Advanced (COA-A)

Associated Program	CSU GE
Award Type	Certificate of Achievement-Advanced (COA-A)


Associated Program	Associate in Arts in Kinesiology for Transfer
Award Type	Associate in Arts for Transfer (A.A.-T.) Degree

Associated Program	Associate in Arts in Kinesiology for Transfer
Award Type	Associate in Arts for Transfer (A.A.-T.) Degree

Associated Program	Kinesiology for Transfer

Associated Program	Kinesiology for Transfer

Changed	Field	Current Version	Proposed Version
		Award Type Associate in Arts for Transfer (A.A.-T.) Degree	Award Type Associate in Arts for Transfer (A.A.-T.) Degree

Transferability & Gen. Ed. Options																					
Changed	Field	Current Version	Proposed Version																		
	Transfer Status (CB05)	Transferable to both UC and CSU	Transferable to both UC and CSU																		
	Course General Education Status (CB25)	Y	Y																		
	Transfer Status	Approved	Approved																		
	GE Information	<table border="1"> <tr> <td>System/Institution</td> <td>De Anza GE</td> </tr> <tr> <td>Area(s)</td> <td> <ul style="list-style-type: none"> • 2GEP - Approved. </td> </tr> <tr> <td>-</td> <td>No value</td> </tr> </table> <table border="1"> <tr> <td>System/Institution</td> <td>CSU GE</td> </tr> <tr> <td>Area(s)</td> <td> <ul style="list-style-type: none"> • CGEP - Approved. </td> </tr> <tr> <td>-</td> <td>No value</td> </tr> </table>	System/Institution	De Anza GE	Area(s)	<ul style="list-style-type: none"> • 2GEP - Approved. 	-	No value	System/Institution	CSU GE	Area(s)	<ul style="list-style-type: none"> • CGEP - Approved. 	-	No value	<table border="1"> <tr> <td>System/Institution</td> <td>De Anza GE</td> </tr> <tr> <td>Area(s)</td> <td> <ul style="list-style-type: none"> • 2GEP - Approved. </td> </tr> <tr> <td>-</td> <td>No value</td> </tr> </table>	System/Institution	De Anza GE	Area(s)	<ul style="list-style-type: none"> • 2GEP - Approved. 	-	No value
System/Institution	De Anza GE																				
Area(s)	<ul style="list-style-type: none"> • 2GEP - Approved. 																				
-	No value																				
System/Institution	CSU GE																				
Area(s)	<ul style="list-style-type: none"> • CGEP - Approved. 																				
-	No value																				
System/Institution	De Anza GE																				
Area(s)	<ul style="list-style-type: none"> • 2GEP - Approved. 																				
-	No value																				

Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	0	0
	Lecture Hours - Out of Class	0	0
	Laboratory Hours - In Class	3	3
	Laboratory Hours - Out of Class	0	0
	NA Hours - In Class	0	0
	NA Hours - Out of Class	0	0

Course Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	36	36
	Lecture Hours - Course In- Class (Contact) per Term	0	0
	Lecture Hours - Course Out- of-Class per Term	0	0

Changed	Field	Current Version	Proposed Version
	Laboratory Hours - Course In-Class (Contact) per Term	36	36
	Laboratory Hours - Course Out-of-Class per Term	0	0
	NA Hours - Course In-Class (Contact) per Term	0	0
	NA Hours - Course Out-of-Class per Term	0	0
	Total - Course In-Class (Contact) Hours	36	36
	Total - Course Out-of-Class Hours	0	0
	Total Credit Units - Minimum Credit Units	1	1
	Total Credit Units - Maximum Credit Units	1	1

Speciality Hours

Changed	Field	Current Version	Proposed Version
	Speciality Hours	No value	No value

Credit / Non-Credit Options			
Changed	Field	Current Version	Proposed Version
	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.
	Course Credit Status (CB04)	Credit - Degree Applicable	Credit - Degree Applicable
	Course Non Credit Category (CB22)	Credit Course.	Credit Course.
	Funding Agency Category (CB23)	Not Applicable.	Not Applicable.
	Cooperative Work Experience Education Status (CB10)	<input type="checkbox"/>	<input type="checkbox"/>
	Variable Credit Course	<input type="checkbox"/>	<input type="checkbox"/>


Credit Units			
Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	-	0

Changed	Field	Current Version	Proposed Version
	Total Laboratory Hours per Term	36	36
	Total Contact Hours per Term	-	0
	Total Credit Units	1	1
	Minimum Credit Units	1	1
	Maximum Credit Units	1	1

SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

Changed	Field	Current Version	Proposed Version
	Methods of Instruction	<p>Methods of Instruction</p> <p>Methods of Instruction Discussion of assigned reading Collaborative learning and small group exercises Demonstrations</p>	<p>Methods of Instruction Methods of Instruction</p> <p>Methods of Instruction Discussion of assigned reading Collaborative learning and small group exercises Demonstrations</p>

Changed Field**Current Version****Proposed Version****Assignments**

1. Reading:
 1. Assigned readings from the textbook "Fit and Well."
 2. Handouts
 3. Media sources
2. Writing:
 1. Written essay based upon the book "Fit and Well," analyzing the importance of Pilates in the relationship to muscular strength, muscular endurance, flexibility, the mind/body connection, and posture.
 2. Written packet for pre and post flexibility, core strength, and posture assessments.
3. Practical
 1. Practice Pilates mat exercise in class.
 2. Demonstrate the ability to make the mind/body connection while performing intermediate to advanced Pilates exercises on various types of equipment.
4. Verbal peer evaluations through collaborative practice of Pilates exercise.

1. Reading:
 1. Assigned readings from the textbook "Fit and Well."
 2. Handouts
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2. Writing:
 1. Written essay based upon the book "Fit and Well," analyzing the importance of Pilates in the relationship to muscular strength, muscular endurance, flexibility, the mind/body connection, and posture.
 2. Written packet for pre and post flexibility, core strength, and posture assessments.
3. Practical
 1. Practice Pilates mat exercise in class.
 2. Demonstrate the ability to make the mind/body connection while performing intermediate to advanced Pilates exercises on various types of equipment.
4. Verbal peer evaluations and written assessments through collaborative practice of Pilates exercise.

Changed **Field**

Current Version

Proposed Version



**Methods of
Evaluation**

**Methods
of
Evaluation**

**Methods
of
Evaluation**

Methods of
Evaluation

Changed Field**Current Version****Proposed Version****Methods
of
Evaluation**

1. Written essay based upon the book "Fit and Well," on the importance of Pilates in the relationship to muscular strength, muscular endurance, flexibility, the mind/body connection, and posture graded on content and accurate assessments.
2. Comprehensive written exam on the the textbook "Fit and Well.", handouts, and media sources.
3. Written packet showing results for pre and post assessments, in core strength, flexibility, and posture graded on completeness. .
4. Practical exam in which the student demonstrates the ability to perform intermediate to advanced Pilates exercises both on the mat and

**Methods
of
Evaluation**

1. Written essay based upon the book "Fit and Well," on the importance of Pilates in the relationship to muscular strength, muscular endurance, flexibility, the mind/body connection, and posture graded on content and accurate assessments.
2. Comprehensive written exam on the the textbook "Fit and Well.", handouts, and media sources.
3. Written packet showing results for pre and post assessments, in core strength, flexibility, and posture graded on completeness. .
4. Practical exam in which the student demonstrates the ability to perform intermediate to advanced Pilates exercises both on the mat and

Changed Field**Current Version****Proposed Version**

	<p>using a variety of equipment.</p> <p>5. Verbal peer evaluations and collaborations graded on completeness.</p>	<p>using a variety of equipment.</p> <p>5. Verbal peer evaluations and collaborations graded on completeness.</p>
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Essential Student Materials/Essential College Facilities**Essential Student Materials:**

- Proper workout attire, and towel

Essential College Facilities:

- Open room with space and a microphone

Essential Student Materials:

- Proper workout attire, and towel

Essential College Facilities:

- Open room with space and a microphone

**Examples of Primary Texts and References**

Title	No value
Author	*Fahey, T. D., Insell, P. M.,
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	Fit and Well, Brief 15th Edition
Author	Fahey, T., Insell, P., Roth, W.
Publisher	McGraw-Hill Publishing Co., San Francisco, CA
Date/Edition	2022/Brief 15th Edition
ISBN	No value



Suggested Reading List

No value

Reading List Menezes, A., "The Complete Guide to the Pilates Method", Hunter House Publishers, Boston, MA, 2002

May include, but are not limited to No value

Reading List Siller, B., "The Pilates Body", Broadway Books, New York, NY. 2004

May include, but are not limited to No value

Reading List "Pilates Intermediate Mat Workout", Gaiam Company, 2000 (video).

May include, but are not limited to No value

Reading List Archer, Shirley, "Pilates Mat Training", American Council on Exercise (ACE), San Diego, CA, 2004.

Changed Field**Current Version****Proposed Version**

May include, but are not limited to No value

Reading List Eisen, Isabel, "Anatomy of Fitness: Pilates," Hunter House Publishers, Boston, MA 2015.

May include, but are not limited to No value

Reading List Archer, Shirley, "Pilates Mat Training", American Council on Exercise (ACE), San Diego, CA, 2014.

May include, but are not limited to No value

Learning Outcomes and Objectives

Changed	Field	Current Version	Proposed Version
!	Course Objectives	<ul style="list-style-type: none"> • Examine the global and historical perspective/philosophy of the Pilates training routine from its early development to inclusion within physical education curriculum. • Expand personal mind and body awareness through practice of the Pilates method while using integrated techniques. • Create and incorporate Pilates practices for the mind, body and emotions into daily routine. • Examine and apply basic exercise physiology, nutrition, flexibility, strength, and emotional concepts to improve one's physical condition with consideration for variables due to age, gender, and physical differences. • Develop movement sequences to improve postural, static, and motor skills as they apply to everyday functional activities. 	<ul style="list-style-type: none"> • Identify the global and historical perspective/philosophy of the Pilates training routine from its early development to inclusion within physical education curriculum. • Demonstrate personal mind and body awareness through practice of the Pilates method while using integrated techniques. • Create and incorporate Pilates practices for the mind, body and emotions into daily routine. • Examine and apply basic exercise physiology, nutrition, flexibility, strength, and emotional concepts to improve one's physical condition with consideration for variables due to age, gender, and physical differences. • Design movement sequences to improve postural, static, and motor skills as they apply to everyday functional activities.

Changed Field**Current Version****Proposed Version****CSLOs**

CSLOs Apply knowledge of basic fitness concepts as they apply to health and wellness.

Expected SLO Performance 0.0

CSLOs Apply knowledge of basic fitness concepts to health and fitness.

Expected SLO Performance 0.0

CSLOs Assimilate proper Pilates techniques while using a variety of equipment.

Expected SLO Performance 0.0

CSLOs Assimilate proper Pilates techniques while using a variety of equipment.

Expected SLO Performance 0.0

CSLOs Ability to practice movement sequences for postural, static and motor skills as they apply to everyday functional activities.

Expected SLO Performance 0.0

CSLOs Ability to practice movement sequences for postural, static and motor skills as they apply to everyday functional activities.

Expected SLO Performance 0.0

Course Outline

Changed	Field	Current Version	Proposed Version
!	Course Content	<p>1. Examine the global and historical perspective/philosophy of the Pilates training routine from its early development to inclusion within physical education curriculum.</p> <ol style="list-style-type: none"> 1. Joseph Pilates develops exercise program at internment camp during WWI. <ol style="list-style-type: none"> 1. During WWI the British authorities interned Pilates with other German citizens in a camp in the Isle of Man. 2. While in the camp Pilates method began to take shape as he trained other inmates in fitness and exercise. 2. 1926 - First Pilates training school opens in New York City. <ol style="list-style-type: none"> 1. Joseph Pilates and his wife Clara supervised and taught students well into the 1960s. 2. Pilates originally called his exercise "Contrology", related to encouraging the use of the mind to control muscles. 3. He focused his attention on core postural muscles. 4. Method was used as a type of rehabilitation for dancers injuries. 3. 1967 - Pilates dies but apprentices keep style of exercise alive. 	<p>1. Identify the global and historical perspective/philosophy of the Pilates training routine from its early development to inclusion within physical education curriculum.</p> <ol style="list-style-type: none"> 1. Joseph Pilates develops exercise program at internment camp during WWI. <ol style="list-style-type: none"> 1. During WWI the British authorities interned Pilates with other German citizens in a camp in the Isle of Man. 2. While in the camp Pilates method began to take shape as he trained other inmates in fitness and exercise. 2. 1926 - First Pilates training school opens in New York City. <ol style="list-style-type: none"> 1. Joseph Pilates and his wife Clara supervised and taught students well into the 1960s. 2. Pilates originally called his exercise "Contrology", related to encouraging the use of the mind to control muscles. 3. He focused his attention on core postural muscles. 4. Method was used as a type of rehabilitation for dancers injuries. 3. 1967 - Pilates dies but apprentices keep style of exercise alive.

Changed Field**Current Version****Proposed Version**

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| <ol style="list-style-type: none">1. Disciples such as Romana Kryzanowska and Jay Grimes carried on the work of Joseph Pilates.2. Famous dancers such as George Balanchine and Martha Graham became devotees and regularly sent their students to Pilates for training and rehabilitation. After his death they continued to send students to his disciples because of their belief in Joseph Pilates techniques.4. 1991 - Institute for the Pilates method of exercise opens in Santa Fe, New Mexico.5. 2000 - the name "Pilates" becomes a generic both in reference to a certain type of exercise and to certain types of equipment used.6. 2001 the Pilates Method Alliance (PMA) was founded by Kevin A. Bowen and Colleen Glenn as a non-profit, unbiased information resource dedicated to the teachings of Joseph H. and Clara Pilates<ol style="list-style-type: none">1. Law suits filed to fight instructors using the Pilates name.2. The inventor of Stott Pilates won battle over using the Pilates name but | <ol style="list-style-type: none">1. Disciples such as Romana Kryzanowska and Jay Grimes carried on the work of Joseph Pilates.2. Famous dancers such as George Balanchine and Martha Graham became devotees and regularly sent their students to Pilates for training and rehabilitation. After his death they continued to send students to his disciples because of their belief in Joseph Pilates techniques.4. 1991 - Institute for the Pilates method of exercise opens in Santa Fe, New Mexico.5. 2000 - the name "Pilates" becomes a generic both in reference to a certain type of exercise and to certain types of equipment used.6. 2001 the Pilates Method Alliance (PMA) was founded by Kevin A. Bowen and Colleen Glenn as a non-profit, unbiased information resource dedicated to the teachings of Joseph H. and Clara Pilates<ol style="list-style-type: none">1. Law suits filed to fight instructors using the Pilates name.2. The inventor of Stott Pilates won battle over using the Pilates name but |
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Changed Field**Current Version****Proposed Version**

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| later on in 2000 she had to change the name to Pilates Conditioning. | later on in 2000 she had to change the name to Pilates Conditioning. |
| 7. Americans practice Pilates. | 7. Americans practice Pilates. |
| 1. In 2005 11 million people practice the discipline regularly. | 1. In 2005 11 million people practice the discipline regularly. |
| 2. Fourteen thousand instructors are now teaching Pilates in the United States. | 2. Fourteen thousand instructors are now teaching Pilates in the United States. |
| 3. In Portland, OR, the Pilates method which includes concentration is being studied in providing relief from the degenerative symptoms of Parkinson's disease. | 3. In Portland, OR, the Pilates method which includes concentration is being studied in providing relief from the degenerative symptoms of Parkinson's disease. |
| 8. 1992 Equipment such as the Pilates Circle, Pilates Ball, and stability balls added to the mat workout. | 8. 1992 Equipment such as the Pilates Circle, Pilates Ball, and stability balls added to the mat workout. |
| 2. Expand personal mind and body awareness through practice of the Pilates method while using integrated techniques. | 2. Demonstrate personal mind and body awareness through practice of the Pilates method while using integrated techniques. |
| 1. Understand the concept of concentration such as control, centering, flowing and precision movement while using various equipment to perform Pilates exercise. | 1. Understand the concept of concentration such as control, centering, flowing and precision movement while using various equipment to perform Pilates exercise. |
| 1. Center movements while using a variety of equipment. | 1. Center movements while using a variety of equipment. |
| 2. Demonstrate the concept of control while balancing and using integrated concepts of the Pilates method. | 2. Demonstrate the concept of control while balancing and using integrated concepts of the Pilates method. |

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| <ol style="list-style-type: none">3. Ability to perform movements in a fluid and precise manner using integrated methods of the Pilates exercise program and proper breathing techniques.2. Perform relaxed movement through mindfulness, techniques of controlled breathing and ability to balance oneself while performing integrated Pilates mat exercise.3. Create and incorporate Pilates practices for the mind, body and emotions into daily routine.<ol style="list-style-type: none">1. Consciously control muscle tension through muscular relaxation techniques while performing day to day activities, and responsibilities.<ol style="list-style-type: none">1. While driving a vehicle.2. While walking3. While performing chores around the home and office.4. Consciously improve posture while sitting.<ol style="list-style-type: none">1. In front of a computer2. On the sofa3. While driving a vehicle.2. Use techniques of concentration to center, relax, and create mind/body harmony throughout a daily routine. | <ol style="list-style-type: none">3. Ability to perform movements in a fluid and precise manner using integrated methods of the Pilates exercise program and proper breathing techniques.2. Perform relaxed movement through mindfulness, techniques of controlled breathing and ability to balance oneself while performing integrated Pilates mat exercise.3. Create and incorporate Pilates practices for the mind, body and emotions into daily routine.<ol style="list-style-type: none">1. Consciously control muscle tension through muscular relaxation techniques while performing day to day activities, and responsibilities.<ol style="list-style-type: none">1. While driving a vehicle.2. While walking3. While performing chores around the home and office.4. Consciously improve posture while sitting.<ol style="list-style-type: none">1. In front of a computer2. On the sofa3. While driving a vehicle.2. Use techniques of concentration to center, relax, and create mind/body harmony throughout a daily routine. |
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| <ol style="list-style-type: none">1. During other forms of exercise2. Walking and performing day to day activities3. Demonstrate breath control to center, relax, and create mind/body harmony.<ol style="list-style-type: none">1. While performing other types of exercise2. Relieving excess stress due to daily responsibilities and lifestyle choices.4. Examine and apply basic exercise physiology, nutrition, flexibility, strength, and emotional concepts to improve one's physical condition with consideration for variables due to age, gender, and physical differences.<ol style="list-style-type: none">1. Theories of exercise physiology as it relates to integrated Pilates exercise using a variety of equipment.<ol style="list-style-type: none">1. Utilization of large and small muscle groups2. Knowledge of lever actions that create various muscle contractions.3. Different body positions and exercises for flexibility, core strength and relaxation.4. Ability to isolating specific muscles for improvement in flexibility and core strength. | <ol style="list-style-type: none">1. During other forms of exercise2. Walking and performing day to day activities3. Demonstrate breath control to center, relax, and create mind/body harmony.<ol style="list-style-type: none">1. While performing other types of exercise2. Relieving excess stress due to daily responsibilities and lifestyle choices.4. Examine and apply basic exercise physiology, nutrition, flexibility, strength, and emotional concepts to improve one's physical condition with consideration for variables due to age, gender, and physical differences.<ol style="list-style-type: none">1. Theories of exercise physiology as it relates to integrated Pilates exercise using a variety of equipment.<ol style="list-style-type: none">1. Utilization of large and small muscle groups2. Knowledge of lever actions that create various muscle contractions.3. Different body positions and exercises for flexibility, core strength and relaxation.4. Ability to isolating specific muscles for improvement in flexibility and core strength. |
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| 5. Apply and use deep breathing techniques during physical activity, and as a stress-management intervention. | 6. Ability to perform proper exercise techniques for injury prevention and rehabilitation. | 7. Necessity of a proper and effective warm-up and cool-down. |
| 2. Nutritional concepts that promote dietary balance and a healthy lifestyle | 1. Appropriate nutrition and habits for wellness | 2. Understanding pre-class nutrition and individuality |
| 3. Increase flexibility for all including those with special needs through a program of integrated Pilates exercise. | 3. Dietary habits to influence weight control | 3. Increase flexibility for all including those with special needs through a program of integrated Pilates exercise. |
| 4. Create a program of strength development for all including those with | 1. Techniques to improve overall flexibility | 1. Techniques to improve overall flexibility |
| | 2. Techniques to address individual problems or specific concerns, e.g., low back, hip flexors, shoulders | 2. Techniques to address individual problems or specific concerns, e.g., low back, hip flexors, shoulders |
| | 3. Pre and post exercise stretching rationale | 3. Pre and post exercise stretching rationale |
| | 4. Create a program of strength development for all including those with | 4. Create a program of strength development for all including those with |

Changed Field**Current Version****Proposed Version**

special needs through a program of integrated Pilates exercise that will improve and strengthen core muscles.

1. Techniques and exercises to improve overall strength
2. Techniques to address individual strength concerns
3. Methods for strength improvement while avoiding injury:
 1. Proper form and breathing
 2. Selection of appropriate exercise order, large muscle groups to small, using a combination of muscle groups to specific muscle groups.
5. Understand individual differences i.e., age, gender, and physical limitations
6. Understanding the concept of reversibility, i.e., exercise benefits are subject to reversal of conditioning following an extended cessation of activity
7. Knowledge of muscular anatomy incorporated in the movement sequences used in integrated Pilates exercise.

special needs through a program of integrated Pilates exercise that will improve and strengthen core muscles.

1. Techniques and exercises to improve overall strength
2. Techniques to address individual strength concerns
3. Methods for strength improvement while avoiding injury:
 1. Proper form and breathing
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6. Understanding the concept of reversibility, i.e., exercise benefits are subject to reversal of conditioning following an extended cessation of activity
7. Knowledge of muscular anatomy incorporated in the movement sequences used in integrated Pilates exercise.

Changed Field**Current Version****Proposed Version**

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| | <p>8. Knowledge of the fitness and health-related components in Pilates activity.</p> <ol style="list-style-type: none"> 1. Using a stability ball. 2. Use of fitness rings 3. Use of other appropriate equipment as needed <p>5. Develop movement sequences to improve postural, static, and motor skills as they apply to everyday functional activities.</p> <ol style="list-style-type: none"> 1. Create Pilates practices for the body, mind, and emotions that can be easily incorporated into daily life using knowledge of core strength, flexibility, and breath. 2. Establish a personal routine based upon skills learned in class. 3. Understand and experience increased personal awareness through the systematic practice of integrated Pilates exercise. 4. Understand and experience the use of equipment, such as, the Pilates Circle, Pilates Balls, and stability balls using the systematic practice of mat Pilates exercise. | <p>8. Knowledge of the fitness and health-related components in Pilates activity.</p> <ol style="list-style-type: none"> 1. Using a stability ball. 2. Use of fitness rings 3. Use of other appropriate equipment as needed <p>5. Design movement sequences to improve postural, static, and motor skills as they apply to everyday functional activities.</p> <ol style="list-style-type: none"> 1. Create Pilates practices for the body, mind, and emotions that can be easily incorporated into daily life using knowledge of core strength, flexibility, and breath. 2. Establish a personal routine based upon skills learned in class. 3. Understand and experience increased personal awareness through the systematic practice of integrated Pilates exercise. 4. Understand and experience the use of equipment, such as, the Pilates Circle, Pilates Balls, and stability balls using the systematic practice of mat Pilates exercise. |
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Lab Component in this Course

No



No

Lab Outline


No value

No value

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	KNES D026A or KNES D26AX, or permission of instructor	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	KNES D026A or KNES D26AX, or permission of instructor
	Limitation(s) on Enrollment:	No Value	No Value
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	(See general education pages for the requirements this course meets.)	(See general education pages for the requirements this course meets.)
	General Course Statement(s) - Other:	No Value	No Value

Curriculum Office

Changed	Questions	Current Version	Proposed Version
	Banner Start Term (202122)	202122	No Value

Changed	Questions	Current Version	Proposed Version
!	Banner Division	2PE	No Value
!	Catalog Term (21-22)	23-24	No Value
!	5 Year Revision Year (2021)	2018	No Value
!	Effective Quarter	Fall	No Value
!	Effective Year (2021)	2023	No Value
	Sort ID (00 < 10; 0 < 100)	KNES 026BX	KNES 026BX
	Course Status	Non-substantial	Non-substantial
!	Course Status Code	A	No Value
!	Banner Department	KNES	No Value
!	Course Level	DU	No Value
!	College Code	DA	No Value
	Course Characteristics	NA	NA
	Cross-Listed/Related Course Information	Related Child	Related Child
	Cross-Listed/Related Course ID's	KNES 26B	KNES 26B
!	CTE Status	No	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
!	Emergency Approval	No	No Value
!	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)	N	No Value
!	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)	F	No Value
!	Noncredit Enhanced Funding Indicator	N	No Value
!	In Service Indicator	N	No Value

Changed	Questions	Current Version	Proposed Version
!	Sports/Physical Education Course Indicator	Y	No Value
!	COA Code	C	No Value
!	Fund Code	114000	No Value
!	Organization Code	236002	No Value
!	Account Code	1320	No Value
!	Program Code	083500	No Value
!	Percent	100	No Value
	Curriculum Office Notes	<ul style="list-style-type: none"> Requisite change appr. 1/17/23 (effect. F23).-cc 	<ul style="list-style-type: none"> Requisite change appr. 1/17/23 (effect. F23).-cc
!	Print/No Print to Catalog	Yes	No Value
	Checklist	No Value	No Value

Summary of Revisions

Changed	Questions	Current Version	Proposed Version
!	Basic Course Information	No Value	Description update
	Units and Hours	No Value	No Value
!	Specifications	No Value	<p>Updated assignments to align with SLO's and/or course objectives</p> <p>Aligned methods of evaluation with SLO's and/or course objectives</p> <p>Updated textbooks and references to reflect current publications</p>
!	Outline	No Value	Updated 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
	Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

No Value

Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

No Value

A-Matrix Form

Changed	Questions	Current Version	Proposed Version
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EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

No Value

Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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Objective 2:
Compose essays drawn from personal experience and assigned texts.

No Value

No Value

Objective 3:
Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.

No Value

No Value

Objective 4:
Create syntactically varied sentences that are free of mechanical errors.

No Value

No Value

Objective 5:
Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.

No Value

No Value

B-Matrix Form

Changed	Questions	Current Version	Proposed Version
	<p>ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.</p>	No Value	No Value
	<p>Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.</p>	No Value	No Value
!	<p>Objective 2: Develop analytical ideas and topics for essays.</p>	No Value	<p>Assignments B -1 - Written essay based upon the book "Fit and Well," analyzing the importance of Pilates in the relationship to muscular strength, muscular endurance, flexibility, the mind/body connection, and posture.</p>
!	<p>Objective 3: Compose and support thesis statements for analytical essays.</p>	No Value	<p>Assignments B - 1 - Written essay based upon the book "Fit and Well," analyzing the importance of Pilates in the relationship to muscular strength, muscular endurance, flexibility, the mind/body connection, and posture.</p>
	<p>Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.</p>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 5: Identify and practice writing for different audiences and purposes.	No Value	No Value
	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.	No Value	No Value
	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.	No Value	No Value
	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.	No Value	No Value
	Objective 9: Demonstrate appropriate grammar usage and mechanics.	No Value	No Value

C-Matrix Form

Changed	Questions	Current Version	Proposed Version
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**ESL D261. and
ESL D265., or
ESL D461. and
ESL D465., or
eligibility for
EWRT D001A
or EWRT
D01AH or ESL
D005. If this is
the requisite
for the course,
complete the
objective(s)
below. If this
requisite is
being
removed,
provide an
explanation as
to why.**

No Value

No Value

**Objective 1:
Create
compositions
about fiction
and non-fiction
texts from
many cultural
and social
perspectives in
a variety of
genres.**

No Value

No Value

**Objective 2:
Compose a
focused,
purposeful,
developed
paper of 500
words or more
that engages
with, responds
to, or is
inspired by
written or
visual texts.**

No Value

No Value

Changed	Questions	Current Version	Proposed Version
	Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.	No Value	No Value
	Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.	No Value	No Value
	Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.	No Value	No Value

D-Matrix Form

Blank area for the D-Matrix Form.

Changed	Questions	Current Version	Proposed Version
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Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

No Value

**Objective 1:
Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.**

No Value

No Value

**Objective 2:
Investigate the use of mathematics in real world.**

No Value

No Value

**Objective 3:
Explore functions.**

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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**Objective 4:
Develop linear
function
models.**

No Value

No Value

**Objective 5:
Use systems of
two linear
equations to
solve real
world
problems.**

No Value

No Value

**Objective 6:
Use linear
inequalities in
one variable to
solve real
world
problems.**

No Value

No Value

**Objective 7:
Examine
exponential
expressions
and develop
exponential
function
models.**

No Value

No Value

**Objective 8:
Examine
logarithmic
expressions
and develop
logarithmic
function
models.**

No Value

No Value

**Objective 9:
Develop
quadratic
function
models to
solve
problems.**

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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	Objective 10: Investigate the characteristics of rational expressions.	No Value	No Value
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	Objective 11: Develop skills to work with radical expressions.	No Value	No Value
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E-Matrix Form

Changed	Questions	Current Version	Proposed Version
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	Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
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Changed	Questions	Current Version	Proposed Version
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**Objective 1:
Develop,
throughout the
course as
applicable,
systematic
problem-
solving
methods.**

No Value

No Value

**Objective 2:
Explore the
function
concept
algebraically,
numerically,
verbally and
graphically.**

No Value

No Value

**Objective 3:
Explore the
graphical and
numerical
characteristics
of linear
relationships
and describe
their meaning
in the context
of a problem.**

No Value

No Value

**Objective 4:
Develop linear
function
models to
solve
problems.**

No Value

No Value

**Objective 5:
Use systems of
two linear
equations to
solve real-
world
problems.**

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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Objective 6:
Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.

No Value

No Value

Objective 7:
Develop quadratic function models to solve problems.

No Value

No Value

Objective 8:
Use inequalities to solve real world problems.

No Value

No Value

Objective 9:
Explore arithmetic sequences and series.

No Value

No Value

Objective 10:
Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

No Value

**Objective 1:
Develop, throughout the course as applicable, systematic problem solving methods.**

No Value

No Value

**Objective 2:
Solve problems involving arithmetic operations, including fractions, percents and decimals.**

No Value

No Value

**Objective 3:
Apply the order of operations to evaluate signed numerical expressions.**

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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**Objective 4:
Solve problems
involving
operations with
signed
numbers.**

No Value

No Value

**Objective 5:
Explore the
characteristics
and properties
of real
numbers.**

No Value

No Value

**Objective 6:
Use estimation
to determine
approximate
solutions and
to check the
reasonableness
of answers.**

No Value

No Value

**Objective 7:
Explore rates
and ratios and
use
proportions to
solve
problems.**

No Value

No Value

**Objective 8:
Explore, as
applicable
throughout the
course, the
geometry of
mathematical
measurements
and solve
problems
involving
geometric
figures and
formulas.**

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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Objective 9:
Explore the use of variables in expressions and evaluate algebraic expressions.

No Value

No Value

Objective 10:
Solve linear equations in one variable numerically and algebraically.

No Value

No Value

Objective 11:
Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.

No Value

No Value

Objective 12:
Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

No Value

G-Matrix Form

Changed	Questions	Current Version	Proposed Version
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	<p>If the requisite does not fall under an A-F Matrix, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. If a requisite falling under Matrix G is being removed, provide an explanation as to why.</p>	No Value	No Value
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H-Matrix Form

Changed	Questions	Current Version	Proposed Version
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	<p>Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.</p>	No Value	No Value
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	<p>Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.</p>	No Value	No Value
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Changed	Questions	Current Version	Proposed Version
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Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.

No Value

No Value

Objective 4: For Prerequisites based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills, i.e. such as a course.

No Value

No Value

De Anza GE Form

Changed	Questions	Current Version	Proposed Version
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Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Assignments B, 1 - Written essay based upon the book "Fit and Well," analyzing the importance of Pilates in the relationship to muscular strength, muscular endurance, flexibility, the mind/body connection, and posture.

Changed	Questions	Current Version	Proposed Version
	<p>! Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	<p>No Value</p>	<p>Assignments B -1 - Written essay based upon the book "Fit and Well," analyzing the importance of Pilates in the relationship to muscular strength, muscular endurance, flexibility, the mind/body connection, and posture. Assignment D - Verbal peer evaluations and written assessments through collaborative practice of Pilates exercise. Methods of Evaluation D - Practical exam in which the student demonstrates the ability to perform intermediate to advanced Pilates exercises both on the mat and using a variety of equipment.</p>
	<p>! Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	<p>No Value</p>	<p>Outline D - Examine and apply basic exercise physiology, nutrition, flexibility, strength, and emotional concepts to improve one's physical condition with consideration for variables due to age, gender, and physical differences.</p>

Changed	Questions	Current Version	Proposed Version
	<p>! Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	Outline A - Identify the global and historical perspective/philosophy of the Pilates training routine from its early development to inclusion within physical education curriculum.
	<p>! Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	Outline A - Identify the global and historical perspective/philosophy of the Pilates training routine from its early development to inclusion within physical education curriculum.

Changed	Questions	Current Version	Proposed Version
	<p>! Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	Outline B - Demonstrate personal mind and body awareness through practice of the Pilates method while using integrated techniques.

De Anza GE - ESGC Form

Changed	Questions	Current Version	Proposed Version
	<p>Criteria 1: Explain the interconnectivity of economic prosperity, social equity and environmental quality.</p>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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**Criteria 2:
Identify the most serious environmental, equity, and social justice problems globally and locally and explain their underlying causes and possible consequences.**

No Value

No Value

**Criteria 3:
Explain some significant ways students can make a difference in making a positive impact, locally, at a state level, or globally in making the world more environmentally sustainable and socially just.**

No Value

No Value

**Criteria 4:
Analyze how the well being of human society is dependent on sustainable social and ecological systems.**

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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	<p>Criteria 5: Demonstrate an understanding of how the student's personal activities impact the environment and communities by participating in actions to create a more environmentally sustainable and equitable future.</p>	No Value	No Value
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Comments


Changed	Questions	Current Version	Proposed Version
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	<p>Stage 2: Department Chair</p>	No Value	No Value
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	<p>Stage 3: Division Curriculum Representative</p>	No Value	No Value
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	<p>Stage 4: Division Dean</p>	No Value	No Value
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	<p>Stage 5: SLO Coordinator</p>	No Value	No Value
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Changed	Questions	Current Version	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
			3/25/24	Zack Judson	Matrix G Required	Complete Matrix G for your KNES prerequisite and upload the file under the Basic Course Information tab Clarify whether the KNES prerequisite is a prerequisite or an advisory	Y - Done
			3/27/24	Zack Judson	Matrix G Required		Y - Done (Fixed on Req/Adv)
	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	KNESD26BX

Changed	Field	Current Version
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	Distance Education Approved	No
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	Board of Trustees Approval Date	
--	--	--

	Curriculum Committee Approval Date	
--	---	--

	Time to Next Review	Sep 1, 2023 12:00:00 AM
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	External Review Approval Date	Sep 1, 2018 12:00:00 AM
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	Course Control Number	CCC000581929
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Articulation

Changed	Field	Current Version
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	Course Crosswalk CRS-DEPT- NAME	
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	Course Crosswalk CRS-NUMBER	
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Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Type (CB27)
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Transferability & Gen. Ed. Options	GE Information
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
Learning Outcomes and Objectives	CSLOs
Curriculum Office	Banner Start Term (202122)
Curriculum Office	Banner Division
Curriculum Office	Catalog Term (21-22)
Curriculum Office	5 Year Revision Year (2021)
Curriculum Office	Effective Quarter
Curriculum Office	Effective Year (2021)
Curriculum Office	Course Status Code
Curriculum Office	Banner Department
Curriculum Office	Course Level
Curriculum Office	College Code
Curriculum Office	CTE Status
Curriculum Office	DL 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)

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
B-Matrix Form	Objective 2: Develop analytical ideas and topics for essays.
B-Matrix Form	Objective 3: Compose and support thesis statements for analytical essays.
De Anza GE Form	Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
Comments	Stage 7: Content Review Matrix Liaison
Comments	Stage 8: AVP - Instruction
CTE Course	Is this a CTE (Career Technical Education) course?
Honors/Non-honors Course	Is this an honors/non-honors course?

Section	Changed field
Mirrored Credit/Noncredit Course	Is this a mirrored credit/noncredit course?
Cross-listed Course	Is this a cross-listed course?

General Information			
Changed	Field	Current Version	Proposed Version
!	Faculty Initiator	<ul style="list-style-type: none"> Mi Chang 	<ul style="list-style-type: none"> Rachel Catuiza Damjanovic, Jason
	Course ID (CB01A and CB01B)	KNESD031C	KNESD031C
	Course Control Number	CCC000581866	CCC000581866
	Course Title (CB02)	Advanced Badminton	Advanced Badminton
	Short Course Title	ADVANCED BADMINTON	ADVANCED BADMINTON
	TOP Code (CB03)	0835.00	0835.00 Physical Education
	CIP Code	Health and Physical Education/Fitness, General	31.0501 Health and Physical Education/Fitness, General
	Department	KNES - Kinesiology	KNES - Kinesiology
!	Effective Term	Fall 2023	Fall 2023 <u>2025</u>
	SAM Priority Code (CB09)	Non-Occupational	Non-Occupational
	Course Description	<p>This course is a further examination of Kinesiology through the sport of badminton, including an in-depth study of the sport at an advanced level and rules, equipment, facilities, etiquette, and advanced skills and strategy as related to competitive play. Basic exercise physiology, nutrition, flexibility, and strength concepts to improve the physical condition in order to play at a more advanced level will be covered. The skills portion of the course will encourage an understanding of how to adapt the game and conventional techniques to age, gender, and physical conditions.</p>	<p>This course is a further examination of Kinesiology through the sport of badminton, including an in-depth study of the sport at an advanced level and rules, equipment, facilities, etiquette, and advanced skills and strategy as related to competitive play. Basic exercise physiology, nutrition, flexibility, and strength concepts to improve the physical condition in order to play at a more advanced level will be covered. The skills portion of the course will encourage an understanding of how to adapt the game and conventional techniques to age, gender, and physical conditions.</p>
!	Course Type (CB27)	No value	<ul style="list-style-type: none"> Lower Division
!	Mode of Delivery	<ul style="list-style-type: none"> Online 	<ul style="list-style-type: none"> In person ONLY

Faculty Requirements			
Changed	Field	Current Version	Proposed Version
!	Discipline 1	No value	<ul style="list-style-type: none"> Physical Education

Changed	Field	Current Version	Proposed Version
	Discipline 2	No value	No value
	Discipline 3	No value	No value
!	FSA	No value	<ul style="list-style-type: none"> FHDA FSA - PHYSICAL EDUCATION

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	(Formerly P E D013C and P E D13CX respectively.)	(Formerly P E D013C and P E D13CX respectively.)

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This course meets the requirements for De Anza and CSU GE, area E. Advanced Badminton also is transferable to the CSU and UC systems. This course offers advanced level badminton skills, strategies, techniques, and competition that help students gain power while developing a competitive edge.	This course meets the requirements for De Anza and CSU GE, area E. Advanced Badminton also is transferable to the CSU and UC systems. This course offers advanced level badminton skills, strategies, techniques, and competition that help students gain power while developing a competitive edge.

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	

Changed	Field	Current Version	Proposed Version
	Does the course have a Foothill equivalent?	No	No

CTE Course

Changed	Field	Current Version	Proposed Version
!	Is this a CTE (Career Technical Education) course?	No value	<u>No</u>

Honors/Non-honors Course

Changed	Field	Current Version	Proposed Version
!	Is this an honors/non-honors course?	No value	<u>No</u>

Mirrored Credit/Noncredit Course

Changed	Field	Current Version	Proposed Version
!	Is this a mirrored credit/noncredit course?	No value	<u>No</u>

Cross-listed Course

Changed	Field	Current Version	Proposed Version
!	Is this a cross-listed course?	No value	<u>No</u>

More Options

Changed	Field	Current Version	Proposed Version
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.
	Course Prior To College Level	Not applicable.	Not applicable.
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.

Changed	Field	Current Version	Proposed Version
	Course Support Status (CB26)	Course is not a support course	Course is not a support course
	Repeat Limit	0	0
	Grade Options	<ul style="list-style-type: none"> • Letter Grade • Pass/No Pass 	<ul style="list-style-type: none"> • Letter Grade • Pass/No Pass
	Allow Students to Gain Credit by Exam/Challenge	<input type="checkbox"/>	<input type="checkbox"/>
	Repeatability Statement	(This course is included in the Individual Sports 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 Individual Sports Family of activity courses. Please see the rules on "Repeating Courses" in the College Policies section of the catalog.)

Associated Programs

Empty area for associated programs.

Changed Field

Current Version

Proposed Version

Course is part of a program

Associated Program	Kinesiology for Transfer (In Development)	Associated Program	Kinesiology for Transfer (In Development)
Award Type	Associate in Arts for Transfer (A.A.-T.) Degree	Award Type	Associate in Arts for Transfer (A.A.-T.) Degree
Associated Program	CSU GE	Associated Program	CSU GE
Award Type	Certificate of Achievement-Advanced (COA-A)	Award Type	Certificate of Achievement-Advanced (COA-A)
Associated Program	CSU GE	Associated Program	CSU GE
Award Type	Certificate of Achievement-Advanced (COA-A)	Award Type	Certificate of Achievement-Advanced (COA-A)
Associated Program	CSU GE	Associated Program	CSU GE
Award Type	Certificate of Achievement-Advanced (COA-A)	Award Type	Certificate of Achievement-Advanced (COA-A)
Associated Program	Associate in Arts in Kinesiology for Transfer	Associated Program	Associate in Arts in Kinesiology for Transfer
Award Type	Associate in Arts for Transfer (A.A.-T.) Degree	Award Type	Associate in Arts for Transfer (A.A.-T.) Degree
Associated Program	Kinesiology for Transfer	Associated Program	Kinesiology for Transfer
Award Type	Associate in Arts for Transfer (A.A.-T.) Degree	Award Type	Associate in Arts for Transfer (A.A.-T.) Degree


Transferability & Gen. Ed. Options

Changed Field

Current Version

Proposed Version

Transfer Status (CB05)	Transferable to both UC and CSU	Transferable to both UC and CSU
Course General Education Status (CB25)	Y	Y
Transfer Status	Approved	Approved

Changed	Field	Current Version	Proposed Version																		
	GE Information	<table border="1"> <tr> <td>System/Institution</td> <td>De Anza GE</td> </tr> <tr> <td>Area(s)</td> <td>• 2GEP - Approved.</td> </tr> <tr> <td>-</td> <td>No value</td> </tr> </table> <table border="1"> <tr> <td>System/Institution</td> <td>CSU GE</td> </tr> <tr> <td>Area(s)</td> <td>• CGEP - Approved.</td> </tr> <tr> <td>-</td> <td>No value</td> </tr> </table>	System/Institution	De Anza GE	Area(s)	• 2GEP - Approved.	-	No value	System/Institution	CSU GE	Area(s)	• CGEP - Approved.	-	No value	<table border="1"> <tr> <td>System/Institution</td> <td>De Anza GE</td> </tr> <tr> <td>Area(s)</td> <td>• 2GEP - Approved.</td> </tr> <tr> <td>-</td> <td>No value</td> </tr> </table>	System/Institution	De Anza GE	Area(s)	• 2GEP - Approved.	-	No value
System/Institution	De Anza GE																				
Area(s)	• 2GEP - Approved.																				
-	No value																				
System/Institution	CSU GE																				
Area(s)	• CGEP - Approved.																				
-	No value																				
System/Institution	De Anza GE																				
Area(s)	• 2GEP - Approved.																				
-	No value																				

Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	0	0
	Lecture Hours - Out of Class	0	0
	Laboratory Hours - In Class	2	2
	Laboratory Hours - Out of Class	0	0
	NA Hours - In Class	0	0
	NA Hours - Out of Class	0	0

Course Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	24	24
	Lecture Hours - Course In-Class (Contact) per Term	0	0

Changed	Field	Current Version	Proposed Version
	Lecture Hours - Course Out-of-Class per Term	0	0
	Laboratory Hours - Course In-Class (Contact) per Term	24	24
	Laboratory Hours - Course Out-of-Class per Term	0	0
	NA Hours - Course In-Class (Contact) per Term	0	0
	NA Hours - Course Out-of-Class per Term	0	0
	Total - Course In-Class (Contact) Hours	24	24
	Total - Course Out-of-Class Hours	0	0
	Total Credit Units - Minimum Credit Units	0.5	0.5
	Total Credit Units - Maximum Credit Units	0.5	0.5

Speciality Hours

Changed	Field	Current Version	Proposed Version
	Speciality Hours	No value	No value

Credit / Non-Credit Options

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)	<input type="checkbox"/>	<input type="checkbox"/>
	Variable Credit Course	<input type="checkbox"/>	<input type="checkbox"/>


Credit Units

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	-	0
	Total Laboratory Hours per Term	24	24
	Total Contact Hours per Term	-	0
	Total Credit Units	0.5	0.5
	Minimum Credit Units	0.5	0.5
	Maximum Credit Units	0.5	0.5

SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

Changed	Field	Current Version	Proposed Version
	Methods of Instruction	<p>Methods of Instruction</p> <p>Methods of Instruction Visual aids Discussion and problem solving performed in class In-class exploration of Internet sites Field observation and field trips Collaborative learning and small group exercises</p>	<p>Methods of Instruction Methods of Instruction</p> <p>Methods of Instruction Visual aids Discussion and problem solving performed in class In-class exploration of Internet sites Field observation and field trips Collaborative learning and small group exercises</p>



Assignments

1. Reading
 1. Assigned reading from the textbook "Fit and Well," including, the five components of fitness.
 2. Assigned reading and understanding of the Laws of Badminton.
 3. Media sources, including, sites showing high school, college and international badminton competitions.
2. An essay examining the relationship of cardiovascular fitness, muscular strength, muscular endurance and flexibility in the sport of badminton
3. Skill acquisition
 1. Verbal peer evaluation of skills acquisition in a variety of different training methods.
 2. Partner and small group practice of intermediate badminton skills
 3. Performance-based skills practice in a variety of contexts

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 1. Verbal peer evaluation of skills acquisition in a variety of different training methods.
 2. Partner and small group practice of intermediate badminton skills
 3. Performance-based skills practice in a variety of contexts
4. Collaborative Group Workouts



Methods of Evaluation

Methods of Evaluation	
Methods of Evaluation	<ol style="list-style-type: none"> 1. Written midterm on information from the "Fit and Well," textbook, and the Laws of Badminton graded on content. 2. Cumulative final exam based upon information from "Fit and Well," The Laws of Badminton, and lectures. 3. Skills test based upon techniques for individual and doubles play, the mental game and ability to use the court. 4. Essay on the five components of physical fitness and/or the history of the sport of Badminton evaluated on content and completeness.

Methods of Evaluation	
Methods of Evaluation	<ol style="list-style-type: none"> 1. Written midterm on information from the "Fit and Well," textbook, and the Laws of Badminton graded on content. 2. Cumulative final exam based upon information from "Fit and Well," The Laws of Badminton, and lectures. 3. Skills test based upon techniques for individual and doubles play, the mental game and ability to use the court. 4. Essay on the five components of physical fitness and/or the history of the sport of Badminton evaluated on content and completeness. 5. Weekly collaborative group workouts. Evaluated based on performance and completion.

Changed Field**Current Version****Proposed Version****Essential Student Materials/Essential College Facilities****Essential Student Materials:**

- Athletic attire, court shoes, shuttlecocks as described by instructor

Essential College Facilities:

- Badminton courts with nets, shuttlecocks and rackets

Essential Student Materials:

- Athletic attire, court shoes, shuttlecocks as described by instructor

Essential College Facilities:

- Badminton courts with nets, shuttlecocks and rackets

**Examples of Primary Texts and References**

Title	No value
Author	*Fahey, Thomas, Insel, Paul and Roth, Walton. Fit and Well. 13th Brief Edition: McGraw - Hill, San Francisco, CA, 2019.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	Fit and Well
Author	*Fahey, Thomas, Insel, Paul and Roth, Walton.
Publisher	McGraw-Hill, San Francisco, Ca
Date/Edition	15th Brief Edition, 2022
ISBN	No value

**Suggested Reading List**

Reading List	The Laws of Badminton: http://www.worldbadminton.com/rules/
May include, but are not limited to	No value
Reading List	Chen, Gong & Chen, Carol, "Coaching Badminton 101", Monterey, CA, Coaches Choice, 2009.
May include, but are not limited to	No value
Reading List	Sweeting, R. & Wilson, J. BADMINTON: Basic Skills & Drills. Mtn. View, CA. Mayfield Publishers, 1992.
May include, but are not limited to	No value

No value

Learning Outcomes and Objectives

Changed Field

Current Version

Proposed Version

Course Objectives

- | | |
|--|--|
| <ul style="list-style-type: none"> • Demonstrate advanced skills, utilizing proper stroke and footwork techniques. • Utilize kinesiological analyses of their own badminton strokes to increase or develop force, power consistency and accuracy on an advanced level. • Develop a variety of serving, forehand, backhand, and overhead shots and strategies to move opponent(s) with sound court balance for singles and doubles play, appropriate for an advanced level. • Assess a competitive game and determine the strengths and weaknesses of opponent(s) playing at an advanced level. • Examine and employ nutritional requirements, aerobic, anaerobic strength and flexibility concepts and techniques to increase physical fitness in order to perform at an advanced level of competition. • Assess the key factors in consideration of purchasing badminton equipment for advanced play. • Examine global, cultural and gender driven influences, landmark events or changes in technology that may have caused significant changes to the game of tennis, its rules, techniques, etiquette or facilities | <ul style="list-style-type: none"> • Demonstrate advanced skills, utilizing proper stroke and footwork techniques. • Utilize kinesiological analyses of their own badminton strokes to increase or develop force, power consistency and accuracy on an advanced level. • Develop a variety of serving, forehand, backhand, and overhead shots and strategies to move opponent(s) with sound court balance for singles and doubles play, appropriate for an advanced level. • Assess a competitive game and determine the strengths and weaknesses of opponent(s) playing at an advanced level. • Examine and employ nutritional requirements, aerobic, anaerobic strength and flexibility concepts and techniques to increase physical fitness in order to perform at an advanced level of competition. • Assess the key factors in consideration of purchasing badminton equipment for advanced play. • Examine global, cultural and gender driven influences, landmark events or changes in technology that may have caused significant changes to the game of tennis, its rules, techniques, etiquette or facilities |
|--|--|



CSLOs

CSLOs	Perform with increased proficiency the skills, footwork, and strategies of the sport of badminton.	CSLOs	Perform with increased proficiency the skills, footwork, and strategies of the sport of badminton.
Expected SLO Performance	0.0	Expected SLO Performance	0.0
CSLOs	Apply knowledge of basic fitness concepts as they apply to health and wellness.	CSLOs	Apply knowledge of basic fitness concept to health and wellness.
Expected SLO Performance	0.0	Expected SLO Performance	0.0

Course Outline

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Changed	Field	Current Version	Proposed Version
	Course Content	<ol style="list-style-type: none"> 1. Demonstrate advanced skills, utilizing proper stroke and footwork techniques. <ol style="list-style-type: none"> 1. The backhand stroke and crossover footwork to insure correct body position will be demonstrated and subsequently practiced. 2. Overhead shots which move opponent(s) forward, back and side to side will be demonstrated including appropriate footwork 3. Back court skills including: <ol style="list-style-type: none"> 1. Defensive/offensive/forehand/backhand overhead clear shots 2. Forehand and backhand overhead drop 3. Forehand/backhand flick 4. Back court smash 4. Middle court skills: <ol style="list-style-type: none"> 1. Drive shots and returns <ol style="list-style-type: none"> 1. Drive shot 2. Block shot 3. Drop shot 2. Forehand and backhand smash 3. Return of smash: Block, cut off, and clear 5. Front court skills: <ol style="list-style-type: none"> 1. Rush, push, block, cut off and clear 2. Net drop, straight, cross, high and low shots 2. Utilize kinesiological analyses of their own badminton strokes to increase or develop force, power consistency and accuracy on an advanced level. <ol style="list-style-type: none"> 1. Jumping smash, drop and clear 2. Slice drop and smash 3. Fake skills 3. Develop a variety of serving, forehand, backhand, and overhead shots and strategies to move opponent(s) with sound court balance for singles and doubles play, appropriate for an advanced level. <ol style="list-style-type: none"> 1. Defensive and offensive clear serves and returns 2. Forehand/backhand short serve and returns 3. Forehand/backhand drive serves and returns 4. Forehand/backhand flick serve and returns 5. Chasing serve 6. Hitting lines and angles 7. Serving tactics in single and double games 8. Returning tactics in single and double games 9. Rally tactics in single and double games 4. Assess a competitive game and determine the strengths and weaknesses of opponent(s) playing at an advanced level. <ol style="list-style-type: none"> 1. Observation of opponent(s) movement 2. Observation of opponent(s) skill level and ability to return deep or forward shots 3. Observation of opponent(s) ability to use entire court 4. Observation of opponent(s) ability to use fake shots 5. Examine and employ nutritional requirements, aerobic, anaerobic strength and flexibility concepts 	<ol style="list-style-type: none"> 1. Demonstrate advanced skills, utilizing proper stroke and footwork techniques. <ol style="list-style-type: none"> 1. The backhand stroke and crossover footwork to insure correct body position will be demonstrated and subsequently practiced. 2. Overhead shots which move opponent(s) forward, back and side to side will be demonstrated including appropriate footwork 3. Back court skills including: <ol style="list-style-type: none"> 1. Defensive/offensive/forehand/backhand overhead clear shots 2. Forehand and backhand overhead drop 3. Forehand/backhand flick 4. Back court smash 4. Middle court skills: <ol style="list-style-type: none"> 1. Drive shots and returns <ol style="list-style-type: none"> 1. Drive shot 2. Block shot 3. Drop shot 2. Forehand and backhand smash 3. Return of smash: Block, cut off, and clear 5. Front court skills: <ol style="list-style-type: none"> 1. Rush, push, block, cut off and clear 2. Net drop, straight, cross, high and low shots 2. Utilize kinesiological analyses of their own badminton strokes to increase or develop force, power consistency and accuracy on an advanced level. <ol style="list-style-type: none"> 1. Jumping smash, drop and clear 2. Slice drop and smash 3. Fake skills 3. Develop a variety of serving, forehand, backhand, and overhead shots and strategies to move opponent(s) with sound court balance for singles and doubles play, appropriate for an advanced level. <ol style="list-style-type: none"> 1. Defensive and offensive clear serves and returns 2. Forehand/backhand short serve and returns 3. Forehand/backhand drive serves and returns 4. Forehand/backhand flick serve and returns 5. Chasing serve 6. Hitting lines and angles 7. Serving tactics in single and double games 8. Returning tactics in single and double games 9. Rally tactics in single and double games 4. Assess a competitive game and determine the strengths and weaknesses of opponent(s) playing at an advanced level. <ol style="list-style-type: none"> 1. Observation of opponent(s) movement 2. Observation of opponent(s) skill level and ability to return deep or forward shots 3. Observation of opponent(s) ability to use entire court 4. Observation of opponent(s) ability to use fake shots 5. Examine and employ nutritional requirements, aerobic, anaerobic strength and flexibility concepts

Changed Field	Current Version	Proposed Version
	<p>and techniques to increase physical fitness in order to perform at an advanced level of competition.</p> <ol style="list-style-type: none"> 1. Exercise Physiology <ol style="list-style-type: none"> 1. Cardiovascular/Aerobic Exercise Defined 2. Physiological Effects of aerobic exercise <ol style="list-style-type: none"> 1. Immediate 2. Long term (benefits): improved cardiorespiratory function, improved cellular metabolism, improved immune functions, reduced risk of chronic disease, increased bone density 3. Variations characteristic of gender or age groups 4. Variations based on current fitness level 5. FITT Principle (frequency, intensity, time [duration], type) 2. Components of a "healthy lifestyle" and how these concepts can vary based on gender, genetics, or age a participant. <ol style="list-style-type: none"> 1. Definitions of a "healthy lifestyle"- Wellness defined 2. Importance of strength and flexibility components in a "healthy lifestyle" 3. Benefits of strength development <ol style="list-style-type: none"> 1. For males compared to females 2. Age variations 4. Benefits of flexibility <ol style="list-style-type: none"> 1. For males compared to females 2. Age differences 5. Importance of nutrition as a component of wellness/a "healthy lifestyle" <ol style="list-style-type: none"> 1. Definitions of a "balanced diet" 2. Diets: cultural variations and healthy choices, vegan, vegetarian, fad diets 3. Fat loss theories: individual metabolic rates, gender and genetic variations, age variations 6. Assess the key factors in consideration of purchasing badminton equipment for advanced play. <ol style="list-style-type: none"> 1. Type of racket <ol style="list-style-type: none"> 1. Weight 2. Grip 3. String composition 4. Shape 2. Shuttles <ol style="list-style-type: none"> 1. Weight 2. Fight Patterns 3. Natural feathers vs. plastic 4. Shape 7. Examine global, cultural and gender driven influences, landmark events or changes in technology that may have caused significant changes to the game of tennis, its rules, techniques, etiquette or facilities <ol style="list-style-type: none"> 1. 1860 - Badminton finds its roots in India and was played with a paddle and small feathered 	<p>and techniques to increase physical fitness in order to perform at an advanced level of competition.</p> <ol style="list-style-type: none"> 1. Exercise Physiology <ol style="list-style-type: none"> 1. Cardiovascular/Aerobic Exercise Defined 2. Physiological Effects of aerobic exercise <ol style="list-style-type: none"> 1. Immediate 2. Long term (benefits): improved cardiorespiratory function, improved cellular metabolism, improved immune functions, reduced risk of chronic disease, increased bone density 3. Variations characteristic of gender or age groups 4. Variations based on current fitness level 5. FITT Principle (frequency, intensity, time [duration], type) 2. Components of a "healthy lifestyle" and how these concepts can vary based on gender, genetics, or age a participant. <ol style="list-style-type: none"> 1. Definitions of a "healthy lifestyle"- Wellness defined 2. Importance of strength and flexibility components in a "healthy lifestyle" 3. Benefits of strength development <ol style="list-style-type: none"> 1. For males compared to females 2. Age variations 4. Benefits of flexibility <ol style="list-style-type: none"> 1. For males compared to females 2. Age differences 5. Importance of nutrition as a component of wellness/a "healthy lifestyle" <ol style="list-style-type: none"> 1. Definitions of a "balanced diet" 2. Diets: cultural variations and healthy choices, vegan, vegetarian, fad diets 3. Fat loss theories: individual metabolic rates, gender and genetic variations, age variations 6. Assess the key factors in consideration of purchasing badminton equipment for advanced play. <ol style="list-style-type: none"> 1. Type of racket <ol style="list-style-type: none"> 1. Weight 2. Grip 3. String composition 4. Shape 2. Shuttles <ol style="list-style-type: none"> 1. Weight 2. Fight Patterns 3. Natural feathers vs. plastic 4. Shape 7. Examine global, cultural and gender driven influences, landmark events or changes in technology that may have caused significant changes to the game of tennis, its rules, techniques, etiquette or facilities <ol style="list-style-type: none"> 1. 1860 - Badminton finds its roots in India and was played with a paddle and small feathered

Changed	Field	Current Version	Proposed Version
		<p>cork, a net and was called "poona."</p> <ol style="list-style-type: none"> 2. 1870 - British Army officers introduce the new sport in England as it was played in India. 3. 1893 - The Badminton Association of England was founded as the first national governing body. 4. 1899 - The first All-England championship was held. 5. 1908 - The Badminton Health Club of Boston was founded, and grew to more than 300 members by 1925. 6. 1934 - The International Badminton Federation was founded. 7. 1935 -The American Badminton Association (ABA) was founded. 8. 1949 - The first world championship tournament took place. 9. 1954 to 1967 - Judy Devlin Hashman, a native of Manitoba, won more than 50 major championships, including 12 U.S. national titles and 100 All-England championships. 10. 1972 - Badminton was staged as a demonstration sport at the Olympics. 11. 1978 - ABA was renamed the U.S. Badminton Association. 12. 1989 - U.S. Badminton Association became a full-fledged member of the U.S Olympic Committee. 13. 1992 - Badminton added to the Olympics with singles and doubles competition for men and women. 14. 1996 - Mixed doubles badminton was added to the Olympics. 15. 1996 - Badminton World Federation adopts 21 point rally scoring system in best-of-three match format. 16. 2018 - Badminton World Federation adopts 1.15 meter service rule. 	<p>cork, a net and was called "poona."</p> <ol style="list-style-type: none"> 2. 1870 - British Army officers introduce the new sport in England as it was played in India. 3. 1893 - The Badminton Association of England was founded as the first national governing body. 4. 1899 - The first All-England championship was held. 5. 1908 - The Badminton Health Club of Boston was founded, and grew to more than 300 members by 1925. 6. 1934 - The International Badminton Federation was founded. 7. 1935 -The American Badminton Association (ABA) was founded. 8. 1949 - The first world championship tournament took place. 9. 1954 to 1967 - Judy Devlin Hashman, a native of Manitoba, won more than 50 major championships, including 12 U.S. national titles and 100 All-England championships. 10. 1972 - Badminton was staged as a demonstration sport at the Olympics. 11. 1978 - ABA was renamed the U.S. Badminton Association. 12. 1989 - U.S. Badminton Association became a full-fledged member of the U.S Olympic Committee. 13. 1992 - Badminton added to the Olympics with singles and doubles competition for men and women. 14. 1996 - Mixed doubles badminton was added to the Olympics. 15. 1996 - Badminton World Federation adopts 21 point rally scoring system in best-of-three match format. 16. 2018 - Badminton World Federation adopts 1.15 meter service rule.
	Lab Component in this Course	No	No
	Lab Outline	No value	No value

Req/Adv


Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	KNES D031B or KNES D31BX, or permission of instructor	KNES D031B or KNES D31BX, or permission of instructor
	Corequisite(s):	No Value	No Value
	Advisory(ies):	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005.	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005.

Changed	Questions	Current Version	Proposed Version
	Advisory(ies) - Other:	No Value	No Value
	Limitation(s) on Enrollment:	No Value	No Value
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	(See general education pages for the requirements this course meets.)	(See general education pages for the requirements this course meets.)
	General Course Statement(s) - Other:	No Value	No Value

Curriculum Office

Changed	Questions	Current Version	Proposed Version
!	Banner Start Term (202122)	202222	No Value
!	Banner Division	2PE	No Value
!	Catalog Term (21-22)	23-24	No Value
!	5 Year Revision Year (2021)	2021	No Value
!	Effective Quarter	Fall	No Value
!	Effective Year (2021)	2023	No Value
	Sort ID (00 < 10; 0 < 100)	KNES 031C	KNES 031C
	Course Status	Non-substantial	Non-substantial
!	Course Status Code	A	No Value
!	Banner Department	KNES	No Value
!	Course Level	DU	No Value
!	College Code	DA	No Value
	Course Characteristics	NA	NA
	Cross-Listed/Related Course Information	Related Parent	Related Parent

Changed	Questions	Current Version	Proposed Version
	Cross-Listed/Related Course ID's	No Value	No Value
!	CTE Status	No	No Value
!	DL Approval Date (MM/DD/YYYY)	10/27/2020	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
!	Emergency Approval	No	No Value
!	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)	N	No Value
!	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)	F	No Value
!	Noncredit Enhanced Funding Indicator	N	No Value
!	In Service Indicator	N	No Value
!	Sports/Physical Education Course Indicator	Y	No Value
!	COA Code	C	No Value
!	Fund Code	114000	No Value
!	Organization Code	236002	No Value
!	Account Code	1320	No Value
!	Program Code	083500	No Value
!	Percent	100	No Value

Changed	Questions	Current Version	Proposed Version
	Curriculum Office Notes	<ul style="list-style-type: none"> (mc-changed 5-yr rev yr from 2010 to 2011 per redistribution) Requisite change appr. 1/17/23 (effect. F23).-cc 	<ul style="list-style-type: none"> (mc-changed 5-yr rev yr from 2010 to 2011 per redistribution) Requisite change appr. 1/17/23 (effect. F23).-cc
	Print/No Print to Catalog	Yes	No Value
	Checklist	No Value	No Value

Summary of Revisions			
Changed	Questions	Current Version	Proposed Version
	Basic Course Information	No Value	No Value
	Units and Hours	No Value	No Value
	Specifications	No Value	No Value
	Outline	No Value	No Value
	Other	No Value	No Value

Blue Form			
Changed	Questions	Current Version	Proposed Version
	For changes to the units and hours tab; 1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.	No Value	No Value
	1. Is the unit(s) change required for articulation?	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.

No Value

No Value

3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.

No Value

No Value

Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

No Value

Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

No Value

Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

No Value

A-Matrix Form

Changed	Questions	Current Version	Proposed Version
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EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value


No Value

Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.

No Value

No Value

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	Methods of Evaluations A- Written midterm on information from the "Fit and Well," textbook, and the Laws of Badminton graded on content.

Changed	Questions	Current Version	Proposed Version
!	Objective 3: Compose and support thesis statements for analytical essays.	No Value	Methods of Evaluations D- Essay on the five components of physical fitness and/or the history of the sport of Badminton evaluated on content and completeness.
	Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.	No Value	No Value
	Objective 5: Identify and practice writing for different audiences and purposes.	No Value	No Value
	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.	No Value	No Value
	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.	No Value	No Value
	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

Blank area for the C-Matrix Form.

Changed	Questions	Current Version	Proposed Version
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ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

No Value

Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.

No Value

No Value

Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.

No Value

No Value

Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.

No Value

No Value

Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.

No Value

No Value

Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.

No Value

No Value

D-Matrix Form

Changed	Questions	Current Version	Proposed Version
	<p>Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.</p>	No Value	No Value
	<p>Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.</p>	No Value	No Value
	<p>Objective 2: Investigate the use of mathematics in real world.</p>	No Value	No Value
	<p>Objective 3: Explore functions.</p>	No Value	No Value
	<p>Objective 4: Develop linear function models.</p>	No Value	No Value
	<p>Objective 5: Use systems of two linear equations to solve real world problems.</p>	No Value	No Value
	<p>Objective 6: Use linear inequalities in one variable to solve real world problems.</p>	No Value	No Value
	<p>Objective 7: Examine exponential expressions and develop exponential function models.</p>	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

Changed **Questions** **Current Version** **Proposed Version**

**Objective 3:
Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.**

No Value

No Value

**Objective 4:
Develop linear function models to solve problems.**

No Value

No Value

Objective 5: Use systems of two linear equations to solve real-world problems.

No Value

No Value

**Objective 6:
Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.**

No Value

No Value

**Objective 7:
Develop quadratic function models to solve problems.**

No Value

No Value

Objective 8: Use inequalities to solve real world problems.

No Value

No Value

**Objective 9:
Explore arithmetic sequences and series.**

No Value

No Value

**Objective 10:
Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.**

No Value

No Value

Changed	Questions	Current Version	Proposed Version
	<p>Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.</p>	No Value	No Value
	<p>Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.</p>	No Value	No Value
	<p>Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.</p>	No Value	No Value
	<p>Objective 3: Apply the order of operations to evaluate signed numerical expressions.</p>	No Value	No Value
	<p>Objective 4: Solve problems involving operations with signed numbers.</p>	No Value	No Value
	<p>Objective 5: Explore the characteristics and properties of real numbers.</p>	No Value	No Value
	<p>Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.</p>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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Objective 7: Explore rates and ratios and use proportions to solve problems.

No Value

No Value

Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.

No Value

No Value

Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.

No Value

No Value

Objective 10: Solve linear equations in one variable numerically and algebraically.

No Value

No Value

Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.

No Value

No Value

Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

No Value

G-Matrix Form

Changed	Questions	Current Version	Proposed Version
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If the requisite does not fall under an A-F Matrix, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. If a requisite falling under Matrix G is being removed, provide an explanation as to why.

No Value

No Value

H-Matrix Form

Changed	Questions	Current Version	Proposed Version
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Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.

No Value

No Value

Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.

No Value

No Value

Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.

No Value

No Value

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
	<p>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.)</p>	No Value	Methods of Evaluation D- Essay on the five components of physical fitness and/or the history of the sport of Badminton evaluated on content and completeness.
	<p>Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	Methods of Evaluations- A- Written midterm on information from the "Fit and Well," textbook, and the Laws of Badminton graded on content. E- Weekly collaborative group workouts. Evaluated based on performance and completion.
	<p>Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	Methods of Evaluations D-Essay on the five components of physical fitness and/or the history of the sport of Badminton evaluated on content and completeness.



Changed	Questions	Current Version	Proposed Version
	<p>Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	Outline G- Examine global, cultural and gender driven influences, landmark events or technological changes that may have caused significant changes to the game of tennis, its rules, techniques, etiquette or facilities.
	<p>Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	Outline E.2. Components of a "healthy lifestyle" and how these concepts can vary based on gender, genetics, or age a participant.
	<p>Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	Outline E- Examine and employ nutritional requirements, aerobic, anaerobic strength and flexibility concepts and techniques to increase physical fitness in order to perform at an advanced level of competition.

De Anza GE - ESGC Form

Changed	Questions	Current Version	Proposed Version
	<p>Criteria 1: Explain the interconnectivity of economic prosperity, social equity and environmental quality.</p>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Criteria 2: Identify the most serious environmental, equity, and social justice problems globally and locally and explain their underlying causes and possible consequences.	No Value	No Value
	Criteria 3: Explain some significant ways students can make a difference in making a positive impact, locally, at a state level, or globally in making the world more environmentally sustainable and socially just.	No Value	No Value
	Criteria 4: Analyze how the well being of human society is dependent on sustainable social and ecological systems.	No Value	No Value
	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

Changed	Questions	Current Version	Proposed Version					
	Stage 4: Division Dean	No Value	No Value					
	Stage 5: SLO Coordinator	No Value	No Value					
	Stage 7: Content Review Matrix Liaison	No Value	Date	Name - Role OR Tab	Part - Type of Field Edit	Edit	Initiator - Indicate "Y" When Completed	
			3/25/24	Zack Judson	Matrix Required	Complete Matrix G for your KNES prerequisite. Then upload the pdf under the Basic Course Information tab. Your Matrix still lists ESL 272 as the requisite course. The objectives in the left hand column seem to be coming from the right place, but they do not match what you have listed in the right hand column. Please feel free to email me if you need additional assistance.	see comments on KNES 31CX	
			4/8/24	Zack Judson	Matrix Required			
			4/8/24					
	Stage 8: AVP - Instruction	No Value	Date	Name - Role OR Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
			4/25/24	Gabriela Nocito	Specifications - Suggested for AVPI Reading List	Required	Please delete the Suggested Reading List as this part is reserved for English classes only.	
	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	KNESD031C
	Distance Education Approved	Yes
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	
	Time to Next Review	Sep 1, 2026 12:00:00 AM
	External Review Approval Date	Sep 1, 2021 12:00:00 AM
	Course Control Number	CCC000581866

Articulation

Changed	Field	Current Version
	Course Crosswalk CRS-DEPT-NAME	
	Course Crosswalk CRS-NUMBER	

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Type (CB27)
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Transferability & Gen. Ed. Options	GE Information
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
Learning Outcomes and Objectives	CSLOs
Curriculum Office	Banner Start Term (202122)
Curriculum Office	Banner Division
Curriculum Office	Catalog Term (21-22)
Curriculum Office	5 Year Revision Year (2021)
Curriculum Office	Effective Quarter
Curriculum Office	Effective Year (2021)
Curriculum Office	Course Status Code
Curriculum Office	Banner Department
Curriculum Office	Course Level
Curriculum Office	College Code
Curriculum Office	CTE Status
Curriculum Office	DL 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)

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
B-Matrix Form	Objective 2: Develop analytical ideas and topics for essays.
B-Matrix Form	Objective 3: Compose and support thesis statements for analytical essays.
De Anza GE Form	Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
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De Anza GE Form	Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
Comments	Stage 7: Content Review Matrix Liaison
Comments	Stage 9: Articulation Officer
CTE Course	Is this a CTE (Career Technical Education) course?
Honors/Non-honors Course	Is this an honors/non-honors course?

Section	Changed field
Mirrored Credit/Noncredit Course	Is this a mirrored credit/noncredit course?
Cross-listed Course	Is this a cross-listed course?

General Information			
Changed	Field	Current Version	Proposed Version
!	Faculty Initiator	<ul style="list-style-type: none"> Mi Chang 	<ul style="list-style-type: none"> Rachel Catuiza Damjanovic, Jason
	Course ID (CB01A and CB01B)	KNESD31CX	KNESD31CX
	Course Control Number	CCC000581864	CCC000581864
	Course Title (CB02)	Advanced Badminton	Advanced Badminton
	Short Course Title	ADVANCED BADMINTON	ADVANCED BADMINTON
	TOP Code (CB03)	0835.00	0835.00 Physical Education
	CIP Code	Health and Physical Education/Fitness, General	31.0501 Health and Physical Education/Fitness, General
	Department	KNES - Kinesiology	KNES - Kinesiology
!	Effective Term	Fall 2023	Fall 2023 <u>2025</u>
	SAM Priority Code (CB09)	Non-Occupational	Non-Occupational
	Course Description	<p>This course is a further examination of Kinesiology through the sport of badminton, including an in-depth study of the sport at an advanced level and rules, equipment, facilities, etiquette, and advanced skills and strategy as related to competitive play. Basic exercise physiology, nutrition, flexibility, and strength concepts to improve the physical condition in order to play at a more advanced level will be covered. The skills portion of the course will encourage an understanding of how to adapt the game and conventional techniques to age, gender, and physical conditions.</p>	<p>This course is a further examination of Kinesiology through the sport of badminton, including an in-depth study of the sport at an advanced level and rules, equipment, facilities, etiquette, and advanced skills and strategy as related to competitive play. Basic exercise physiology, nutrition, flexibility, and strength concepts to improve the physical condition in order to play at a more advanced level will be covered. The skills portion of the course will encourage an understanding of how to adapt the game and conventional techniques to age, gender, and physical conditions.</p>
!	Course Type (CB27)	No value	<ul style="list-style-type: none"> Lower Division
!	Mode of Delivery	<ul style="list-style-type: none"> Online 	<ul style="list-style-type: none"> In person ONLY

Faculty Requirements			
Changed	Field	Current Version	Proposed Version
!	Discipline 1	No value	<ul style="list-style-type: none"> Physical Education

Changed	Field	Current Version	Proposed Version
	Discipline 2	No value	No value
	Discipline 3	No value	No value
!	FSA	No value	<ul style="list-style-type: none"> FHDA FSA - PHYSICAL EDUCATION

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	(Formerly P E D013C and P E D13CX respectively.)	(Formerly P E D013C and P E D13CX respectively.)

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This course meets the requirements for De Anza and CSU GE, area E. Advanced Badminton also is transferable to the CSU and UC systems. This course offers advanced level badminton skills, strategies, techniques, and competition that help students gain power while developing a competitive edge.	This course meets the requirements for De Anza and CSU GE, area E. Advanced Badminton also is transferable to the CSU and UC systems. This course offers advanced level badminton skills, strategies, techniques, and competition that help students gain power while developing a competitive edge.

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	

Changed	Field	Current Version	Proposed Version
	Does the course have a Foothill equivalent?	No	No

CTE Course

Changed	Field	Current Version	Proposed Version
!	Is this a CTE (Career Technical Education) course?	No value	<u>No</u>

Honors/Non-honors Course

Changed	Field	Current Version	Proposed Version
!	Is this an honors/non-honors course?	No value	<u>No</u>

Mirrored Credit/Noncredit Course

Changed	Field	Current Version	Proposed Version
!	Is this a mirrored credit/noncredit course?	No value	<u>No</u>

Cross-listed Course

Changed	Field	Current Version	Proposed Version
!	Is this a cross-listed course?	No value	<u>No</u>

More Options

Changed	Field	Current Version	Proposed Version
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.
	Course Prior To College Level	Not applicable.	Not applicable.
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.

Changed	Field	Current Version	Proposed Version
	Course Support Status (CB26)	Course is not a support course	Course is not a support course
	Repeat Limit	0	0
	Grade Options	<ul style="list-style-type: none"> • Letter Grade • Pass/No Pass 	<ul style="list-style-type: none"> • Letter Grade • Pass/No Pass
	Allow Students to Gain Credit by Exam/Challenge	<input type="checkbox"/>	<input type="checkbox"/>
	Repeatability Statement	(This course is included in the Individual Sports 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 Individual Sports Family of activity courses. Please see the rules on "Repeating Courses" in the College Policies section of the catalog.)

Associated Programs

Empty area for associated programs.

Changed Field

Current Version

Proposed Version

Course is part of a program

Associated Program	Kinesiology for Transfer (In Development)	Associated Program	Kinesiology for Transfer (In Development)
Award Type	Associate in Arts for Transfer (A.A.-T.) Degree	Award Type	Associate in Arts for Transfer (A.A.-T.) Degree
Associated Program	CSU GE	Associated Program	CSU GE
Award Type	Certificate of Achievement-Advanced (COA-A)	Award Type	Certificate of Achievement-Advanced (COA-A)
Associated Program	CSU GE	Associated Program	CSU GE
Award Type	Certificate of Achievement-Advanced (COA-A)	Award Type	Certificate of Achievement-Advanced (COA-A)
Associated Program	CSU GE	Associated Program	CSU GE
Award Type	Certificate of Achievement-Advanced (COA-A)	Award Type	Certificate of Achievement-Advanced (COA-A)
Associated Program	Associate in Arts in Kinesiology for Transfer	Associated Program	Associate in Arts in Kinesiology for Transfer
Award Type	Associate in Arts for Transfer (A.A.-T.) Degree	Award Type	Associate in Arts for Transfer (A.A.-T.) Degree
Associated Program	Kinesiology for Transfer	Associated Program	Kinesiology for Transfer
Award Type	Associate in Arts for Transfer (A.A.-T.) Degree	Award Type	Associate in Arts for Transfer (A.A.-T.) Degree


Transferability & Gen. Ed. Options

Changed Field

Current Version

Proposed Version

Transfer Status (CB05)	Transferable to both UC and CSU	Transferable to both UC and CSU
Course General Education Status (CB25)	Y	Y
Transfer Status	Approved	Approved

Changed	Field	Current Version	Proposed Version																		
	GE Information	<table border="1"> <tr> <td>System/Institution</td> <td>De Anza GE</td> </tr> <tr> <td>Area(s)</td> <td>• 2GEP - Approved.</td> </tr> <tr> <td>-</td> <td>No value</td> </tr> </table> <table border="1"> <tr> <td>System/Institution</td> <td>CSU GE</td> </tr> <tr> <td>Area(s)</td> <td>• CGEP - Approved.</td> </tr> <tr> <td>-</td> <td>No value</td> </tr> </table>	System/Institution	De Anza GE	Area(s)	• 2GEP - Approved.	-	No value	System/Institution	CSU GE	Area(s)	• CGEP - Approved.	-	No value	<table border="1"> <tr> <td>System/Institution</td> <td>De Anza GE</td> </tr> <tr> <td>Area(s)</td> <td>• 2GEP - Approved.</td> </tr> <tr> <td>-</td> <td>No value</td> </tr> </table>	System/Institution	De Anza GE	Area(s)	• 2GEP - Approved.	-	No value
System/Institution	De Anza GE																				
Area(s)	• 2GEP - Approved.																				
-	No value																				
System/Institution	CSU GE																				
Area(s)	• CGEP - Approved.																				
-	No value																				
System/Institution	De Anza GE																				
Area(s)	• 2GEP - Approved.																				
-	No value																				

Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	0	0
	Lecture Hours - Out of Class	0	0
	Laboratory Hours - In Class	3	3
	Laboratory Hours - Out of Class	0	0
	NA Hours - In Class	0	0
	NA Hours - Out of Class	0	0

Course Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	36	36
	Lecture Hours - Course In-Class (Contact) per Term	0	0

Changed	Field	Current Version	Proposed Version
	Lecture Hours - Course Out-of-Class per Term	0	0
	Laboratory Hours - Course In-Class (Contact) per Term	36	36
	Laboratory Hours - Course Out-of-Class per Term	0	0
	NA Hours - Course In-Class (Contact) per Term	0	0
	NA Hours - Course Out-of-Class per Term	0	0
	Total - Course In-Class (Contact) Hours	36	36
	Total - Course Out-of-Class Hours	0	0
	Total Credit Units - Minimum Credit Units	1	1
	Total Credit Units - Maximum Credit Units	1	1

Speciality Hours

Changed	Field	Current Version	Proposed Version
	Speciality Hours	No value	No value

Credit / Non-Credit Options

Changed	Field	Current Version	Proposed Version
	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.
	Course Credit Status (CB04)	Credit - Degree Applicable	Credit - Degree Applicable
	Course Non Credit Category (CB22)	Credit Course.	Credit Course.
	Funding Agency Category (CB23)	Not Applicable.	Not Applicable.

Changed	Field	Current Version	Proposed Version
	Cooperative Work Experience Education Status (CB10)	<input type="checkbox"/>	<input type="checkbox"/>
	Variable Credit Course	<input type="checkbox"/>	<input type="checkbox"/>


Credit Units

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	-	0
	Total Laboratory Hours per Term	36	36
	Total Contact Hours per Term	-	0
	Total Credit Units	1	1
	Minimum Credit Units	1	1
	Maximum Credit Units	1	1

SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

Changed	Field	Current Version	Proposed Version
	Methods of Instruction	<p>Methods of Instruction</p> <p>Methods of Instruction Visual aids Discussion and problem solving performed in class In-class exploration of Internet sites Field observation and field trips Collaborative learning and small group exercises</p>	<p>Methods of Instruction Methods of Instruction</p> <p>Methods of Instruction Visual aids Discussion and problem solving performed in class In-class exploration of Internet sites Field observation and field trips Collaborative learning and small group exercises</p>



Assignments

1. Reading
 1. Assigned reading from the textbook "Fit and Well," including, the five components of fitness.
 2. Assigned reading and understanding of the Laws of Badminton.
 3. Media sources, including, sites showing high school, college and international badminton competitions.
2. An essay examining the relationship of cardiovascular fitness, muscular strength, muscular endurance and flexibility in the sport of badminton
3. Skill acquisition
 1. Verbal peer evaluation of skills acquisition in a variety of different training methods.
 2. Partner and small group practice of intermediate badminton skills
 3. Performance-based skills practice in a variety of contexts

1. Reading
 1. Assigned reading from the textbook "Fit and Well," including, the five components of fitness.
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 3. Performance-based skills practice in a variety of contexts
4. Collaborative Group Workouts



Methods of Evaluation

Methods of Evaluation	
Methods of Evaluation	<ol style="list-style-type: none"> 1. Written midterm on information from the "Fit and Well," textbook, and the Laws of Badminton graded on content. 2. Cumulative final exam based upon information from "Fit and Well," The Laws of Badminton, and lectures. 3. Skills test based upon techniques for individual and doubles play, the mental game and ability to use the court. 4. Essay on the five components of physical fitness and/or the history of the sport of Badminton evaluated on content and completeness.

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Methods of Evaluation	<ol style="list-style-type: none"> 1. Written midterm on information from the "Fit and Well," textbook, and the Laws of Badminton graded on content. 2. Cumulative final exam based upon information from "Fit and Well," The Laws of Badminton, and lectures. 3. Skills test based upon techniques for individual and doubles play, the mental game and ability to use the court. 4. Essay on the five components of physical fitness and/or the history of the sport of Badminton evaluated on content and completeness. 5. Weekly collaborative group workouts. Evaluated based on performance and completion.

Changed Field**Current Version****Proposed Version****Essential Student Materials/Essential College Facilities****Essential Student Materials:**

- Athletic attire, court shoes, shuttlecocks as described by instructor

Essential College Facilities:

- Badminton courts with nets, shuttlecocks and rackets

Essential Student Materials:

- Athletic attire, court shoes, shuttlecocks as described by instructor

Essential College Facilities:

- Badminton courts with nets, shuttlecocks and rackets

**Examples of Primary Texts and References**

Title	No value
Author	*Fahey, Thomas, Insel, Paul and Roth, Walton. Fit and Well. 13th Brief Edition: McGraw - Hill, San Francisco, CA, 2019.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	Fit and Well
Author	*Fahey, Thomas, Insel, Paul and Roth, Walton.
Publisher	McGraw-Hill, San Francisco, Ca
Date/Edition	15th Brief Edition, 2022
ISBN	No value

**Suggested Reading List**

Reading List	The Laws of Badminton: http://www.worldbadminton.com/rules/
May include, but are not limited to	No value
Reading List	Chen, Gong & Chen, Carol, "Coaching Badminton 101", Monterey, CA, Coaches Choice, 2009.
May include, but are not limited to	No value
Reading List	Sweeting, R. & Wilson, J. BADMINTON: Basic Skills & Drills. Mtn. View, CA. Mayfield Publishers, 1992.
May include, but are not limited to	No value

No value

Learning Outcomes and Objectives

Changed Field

Current Version

Proposed Version

Course Objectives

- | | |
|--|--|
| <ul style="list-style-type: none"> • Demonstrate advanced skills, utilizing proper stroke and footwork techniques. • Utilize kinesiological analyses of their own badminton strokes to increase or develop force, power consistency and accuracy on an advanced level. • Develop a variety of serving, forehand, backhand, and overhead shots and strategies to move opponent(s) with sound court balance for singles and doubles play, appropriate for an advanced level. • Assess a competitive game and determine the strengths and weaknesses of opponent(s) playing at an advanced level. • Examine and employ nutritional requirements, aerobic, anaerobic strength and flexibility concepts and techniques to increase physical fitness in order to perform at an advanced level of competition. • Assess the key factors in consideration of purchasing badminton equipment for advanced play. • Examine global, cultural and gender driven influences, landmark events or changes in technology that may have caused significant changes to the game of tennis, its rules, techniques, etiquette or facilities | <ul style="list-style-type: none"> • Demonstrate advanced skills, utilizing proper stroke and footwork techniques. • Utilize kinesiological analyses of their own badminton strokes to increase or develop force, power consistency and accuracy on an advanced level. • Develop a variety of serving, forehand, backhand, and overhead shots and strategies to move opponent(s) with sound court balance for singles and doubles play, appropriate for an advanced level. • Assess a competitive game and determine the strengths and weaknesses of opponent(s) playing at an advanced level. • Examine and employ nutritional requirements, aerobic, anaerobic strength and flexibility concepts and techniques to increase physical fitness in order to perform at an advanced level of competition. • Assess the key factors in consideration of purchasing badminton equipment for advanced play. • Examine global, cultural and gender driven influences, landmark events or changes in technology that may have caused significant changes to the game of tennis, its rules, techniques, etiquette or facilities |
|--|--|



CSLOs

CSLOs	Perform with increased proficiency the skills, footwork, and strategies of the sport of badminton.	CSLOs	Perform with increased proficiency the skills, footwork, and strategies of the sport of badminton.
Expected SLO Performance	0.0	Expected SLO Performance	0.0
CSLOs	Apply knowledge of basic fitness concepts as they apply to health and wellness.	CSLOs	Apply knowledge of basic fitness concept to health and wellness.
Expected SLO Performance	0.0	Expected SLO Performance	0.0

Course Outline

Changed	Field	Current Version	Proposed Version
!	Course Content	<ol style="list-style-type: none"> 1. Demonstrate advanced skills, utilizing proper stroke and footwork techniques. <ol style="list-style-type: none"> 1. The backhand stroke and crossover footwork to insure correct body position will be demonstrated and subsequently practiced. 2. Overhead shots which move opponent(s) forward, back and side to side will be demonstrated including appropriate footwork 3. Back court skills including: <ol style="list-style-type: none"> 1. Defensive/offensive/forehand/backhand overhead clear shots 2. Forehand and backhand overhead drop 3. Forehand/backhand flick 4. Back court smash 4. Middle court skills: <ol style="list-style-type: none"> 1. Drive shots and returns <ol style="list-style-type: none"> 1. Drive shot 2. Block shot 3. Drop shot 2. Forehand and backhand smash 3. Return of smash: Block, cut off, and clear 5. Front court skills: <ol style="list-style-type: none"> 1. Rush, push, block, cut off and clear 2. Net drop, straight, cross, high and low shots 2. Utilize kinesiological analyses of their own badminton strokes to increase or develop force, power consistency and accuracy on an advanced level. <ol style="list-style-type: none"> 1. Jumping smash, drop and clear 2. Slice drop and smash 3. Fake skills 3. Develop a variety of serving, forehand, backhand, and overhead shots and strategies to move opponent(s) with sound court balance for singles and doubles play, appropriate for an advanced level. <ol style="list-style-type: none"> 1. Defensive and offensive clear serves and returns 2. Forehand/backhand short serve and returns 3. Forehand/backhand drive serves and returns 4. Forehand/backhand flick serve and returns 5. Chasing serve 6. Hitting lines and angles 7. Serving tactics in single and double games 8. Returning tactics in single and double games 9. Rally tactics in single and double games 4. Assess a competitive game and determine the strengths and weaknesses of opponent(s) playing at an advanced level. <ol style="list-style-type: none"> 1. Observation of opponent(s) movement 2. Observation of opponent(s) skill level and ability to return deep or forward shots 3. Observation of opponent(s) ability to use entire court 4. Observation of opponent(s) ability to use fake shots 5. Examine and employ nutritional requirements, aerobic, anaerobic strength and flexibility concepts 	<ol style="list-style-type: none"> 1. Demonstrate advanced skills, utilizing proper stroke and footwork techniques. <ol style="list-style-type: none"> 1. The backhand stroke and crossover footwork to insure correct body position will be demonstrated and subsequently practiced. 2. Overhead shots which move opponent(s) forward, back and side to side will be demonstrated including appropriate footwork 3. Back court skills including: <ol style="list-style-type: none"> 1. Defensive/offensive/forehand/backhand overhead clear shots 2. Forehand and backhand overhead drop 3. Forehand/backhand flick 4. Back court smash 4. Middle court skills: <ol style="list-style-type: none"> 1. Drive shots and returns <ol style="list-style-type: none"> 1. Drive shot 2. Block shot 3. Drop shot 2. Forehand and backhand smash 3. Return of smash: Block, cut off, and clear 5. Front court skills: <ol style="list-style-type: none"> 1. Rush, push, block, cut off and clear 2. Net drop, straight, cross, high and low shots 2. Utilize kinesiological analyses of their own badminton strokes to increase or develop force, power consistency and accuracy on an advanced level. <ol style="list-style-type: none"> 1. Jumping smash, drop and clear 2. Slice drop and smash 3. Fake skills 3. Develop a variety of serving, forehand, backhand, and overhead shots and strategies to move opponent(s) with sound court balance for singles and doubles play, appropriate for an advanced level. <ol style="list-style-type: none"> 1. Defensive and offensive clear serves and returns 2. Forehand/backhand short serve and returns 3. Forehand/backhand drive serves and returns 4. Forehand/backhand flick serve and returns 5. Chasing serve 6. Hitting lines and angles 7. Serving tactics in single and double games 8. Returning tactics in single and double games 9. Rally tactics in single and double games 4. Assess a competitive game and determine the strengths and weaknesses of opponent(s) playing at an advanced level. <ol style="list-style-type: none"> 1. Observation of opponent(s) movement 2. Observation of opponent(s) skill level and ability to return deep or forward shots 3. Observation of opponent(s) ability to use entire court 4. Observation of opponent(s) ability to use fake shots 5. Examine and employ nutritional requirements, aerobic, anaerobic strength and flexibility concepts

Changed Field	Current Version	Proposed Version
	<p>and techniques to increase physical fitness in order to perform at an advanced level of competition.</p> <ol style="list-style-type: none"> 1. Exercise Physiology <ol style="list-style-type: none"> 1. Cardiovascular/Aerobic Exercise Defined 2. Physiological Effects of aerobic exercise <ol style="list-style-type: none"> 1. Immediate 2. Long term (benefits): improved cardiorespiratory function, improved cellular metabolism, improved immune functions, reduced risk of chronic disease, increased bone density 3. Variations characteristic of gender or age groups 4. Variations based on current fitness level 5. FITT Principle (frequency, intensity, time [duration], type) 2. Components of a "healthy lifestyle" and how these concepts can vary based on gender, genetics, or age a participant. <ol style="list-style-type: none"> 1. Definitions of a "healthy lifestyle"- Wellness defined 2. Importance of strength and flexibility components in a "healthy lifestyle" 3. Benefits of strength development <ol style="list-style-type: none"> 1. For males compared to females 2. Age variations 4. Benefits of flexibility <ol style="list-style-type: none"> 1. For males compared to females 2. Age differences 5. Importance of nutrition as a component of wellness/a "healthy lifestyle" <ol style="list-style-type: none"> 1. Definitions of a "balanced diet" 2. Diets: cultural variations and healthy choices, vegan, vegetarian, fad diets 3. Fat loss theories: individual metabolic rates, gender and genetic variations, age variations 6. Assess the key factors in consideration of purchasing badminton equipment for advanced play. <ol style="list-style-type: none"> 1. Type of racket <ol style="list-style-type: none"> 1. Weight 2. Grip 3. String composition 4. Shape 2. Shuttles <ol style="list-style-type: none"> 1. Weight 2. Fight Patterns 3. Natural feathers vs. plastic 4. Shape 7. Examine global, cultural and gender driven influences, landmark events or changes in technology that may have caused significant changes to the game of tennis, its rules, techniques, etiquette or facilities <ol style="list-style-type: none"> 1. 1860 - Badminton finds its roots in India and was played with a paddle and small feathered 	<p>and techniques to increase physical fitness in order to perform at an advanced level of competition.</p> <ol style="list-style-type: none"> 1. Exercise Physiology <ol style="list-style-type: none"> 1. Cardiovascular/Aerobic Exercise Defined 2. Physiological Effects of aerobic exercise <ol style="list-style-type: none"> 1. Immediate 2. Long term (benefits): improved cardiorespiratory function, improved cellular metabolism, improved immune functions, reduced risk of chronic disease, increased bone density 3. Variations characteristic of gender or age groups 4. Variations based on current fitness level 5. FITT Principle (frequency, intensity, time [duration], type) 2. Components of a "healthy lifestyle" and how these concepts can vary based on gender, genetics, or age a participant. <ol style="list-style-type: none"> 1. Definitions of a "healthy lifestyle"- Wellness defined 2. Importance of strength and flexibility components in a "healthy lifestyle" 3. Benefits of strength development <ol style="list-style-type: none"> 1. For males compared to females 2. Age variations 4. Benefits of flexibility <ol style="list-style-type: none"> 1. For males compared to females 2. Age differences 5. Importance of nutrition as a component of wellness/a "healthy lifestyle" <ol style="list-style-type: none"> 1. Definitions of a "balanced diet" 2. Diets: cultural variations and healthy choices, vegan, vegetarian, fad diets 3. Fat loss theories: individual metabolic rates, gender and genetic variations, age variations 6. Assess the key factors in consideration of purchasing badminton equipment for advanced play. <ol style="list-style-type: none"> 1. Type of racket <ol style="list-style-type: none"> 1. Weight 2. Grip 3. String composition 4. Shape 2. Shuttles <ol style="list-style-type: none"> 1. Weight 2. Fight Patterns 3. Natural feathers vs. plastic 4. Shape 7. Examine global, cultural and gender driven influences, landmark events or technological changes that may have caused significant changes to the game of tennis, its rules, techniques, etiquette or facilities <ol style="list-style-type: none"> 1. 1860 - Badminton finds its roots in India and was played with a paddle and small feathered

Changed	Field	Current Version	Proposed Version
		<p>cork, a net and was called "poona."</p> <ol style="list-style-type: none"> 2. 1870 - British Army officers introduce the new sport in England as it was played in India. 3. 1893 - The Badminton Association of England was founded as the first national governing body. 4. 1899 - The first All-England championship was held. 5. 1908 - The Badminton Health Club of Boston was founded, and grew to more than 300 members by 1925. 6. 1934 - The International Badminton Federation was founded. 7. 1935 -The American Badminton Association (ABA) was founded. 8. 1949 - The first world championship tournament took place. 9. 1954 to 1967 - Judy Devlin Hashman, a native of Manitoba, won more than 50 major championships, including 12 U.S. national titles and 100 All-England championships. 10. 1972 - Badminton was staged as a demonstration sport at the Olympics. 11. 1978 - ABA was renamed the U.S. Badminton Association. 12. 1989 - U.S. Badminton Association became a full-fledged member of the U.S Olympic Committee. 13. 1992 - Badminton added to the Olympics with singles and doubles competition for men and women. 14. 1996 - Mixed doubles badminton was added to the Olympics. 15. 1996 - Badminton World Federation adopts 21 point rally scoring system in best-of-three match format. 16. 2018 - Badminton World Federation adopts 1.15 meter service rule. 	<p>cork, a net and was called "poona."</p> <ol style="list-style-type: none"> 2. 1870 - British Army officers introduce the new sport in England as it was played in India. 3. 1893 - The Badminton Association of England was founded as the first national governing body. 4. 1899 - The first All-England championship was held. 5. 1908 - The Badminton Health Club of Boston was founded, and grew to more than 300 members by 1925. 6. 1934 - The International Badminton Federation was founded. 7. 1935 -The American Badminton Association (ABA) was founded. 8. 1949 - The first world championship tournament took place. 9. 1954 to 1967 - Judy Devlin Hashman, a native of Manitoba, won more than 50 major championships, including 12 U.S. national titles and 100 All-England championships. 10. 1972 - Badminton was staged as a demonstration sport at the Olympics. 11. 1978 - ABA was renamed the U.S. Badminton Association. 12. 1989 - U.S. Badminton Association became a full-fledged member of the U.S Olympic Committee. 13. 1992 - Badminton added to the Olympics with singles and doubles competition for men and women. 14. 1996 - Mixed doubles badminton was added to the Olympics. 15. 1996 - Badminton World Federation adopts 21 point rally scoring system in best-of-three match format. 16. 2018 - Badminton World Federation adopts 1.15 meter service rule.
	Lab Component in this Course	No	No
	Lab Outline	No value	No value

Req/Adv


Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	KNES D031B or KNES D31BX, or permission of instructor	KNES D031B or KNES D31BX, or permission of instructor
	Corequisite(s):	No Value	No Value
	Advisory(ies):	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005.	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005.

Changed	Questions	Current Version	Proposed Version
	Advisory(ies) - Other:	No Value	No Value
	Limitation(s) on Enrollment:	No Value	No Value
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	(See general education pages for the requirements this course meets.)	(See general education pages for the requirements this course meets.)
	General Course Statement(s) - Other:	No Value	No Value

Curriculum Office

Changed	Questions	Current Version	Proposed Version
!	Banner Start Term (202122)	202122	No Value
!	Banner Division	2PE	No Value
!	Catalog Term (21-22)	23-24	No Value
!	5 Year Revision Year (2021)	2021	No Value
!	Effective Quarter	Fall	No Value
!	Effective Year (2021)	2023	No Value
	Sort ID (00 < 10; 0 < 100)	KNES 031CX	KNES 031CX
	Course Status	Non-substantial	Non-substantial
!	Course Status Code	A	No Value
!	Banner Department	KNES	No Value
!	Course Level	DU	No Value
!	College Code	DA	No Value
	Course Characteristics	NA	NA
	Cross-Listed/Related Course Information	Related Child	Related Child

Changed	Questions	Current Version	Proposed Version
	Cross-Listed/Related Course ID's	KNES 31C	KNES 31C
!	CTE Status	No	No Value
!	DL Approval Date (MM/DD/YYYY)	10/27/2020	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
!	Emergency Approval	No	No Value
!	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)	N	No Value
!	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)	F	No Value
!	Noncredit Enhanced Funding Indicator	N	No Value
!	In Service Indicator	N	No Value
!	Sports/Physical Education Course Indicator	Y	No Value
!	COA Code	C	No Value
!	Fund Code	114000	No Value
!	Organization Code	236002	No Value
!	Account Code	1320	No Value
!	Program Code	083500	No Value
!	Percent	100	No Value

Changed	Questions	Current Version	Proposed Version
	Curriculum Office Notes	<ul style="list-style-type: none"> (mc-changed 5-yr rev yr from 2010 to 2011 per redistribution) Requisite change appr. 1/17/23 (effect. F23).-cc 	<ul style="list-style-type: none"> (mc-changed 5-yr rev yr from 2010 to 2011 per redistribution) Requisite change appr. 1/17/23 (effect. F23).-cc
	Print/No Print to Catalog	Yes	No Value
	Checklist	No Value	No Value

Summary of Revisions			
Changed	Questions	Current Version	Proposed Version
	Basic Course Information	No Value	No Value
	Units and Hours	No Value	No Value
	Specifications	No Value	No Value
	Outline	No Value	No Value
	Other	No Value	No Value

Blue Form			
Changed	Questions	Current Version	Proposed Version
	For changes to the units and hours tab; 1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.	No Value	No Value
	1. Is the unit(s) change required for articulation?	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.

No Value

No Value

3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.

No Value

No Value

Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

No Value

Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

No Value

Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

No Value

A-Matrix Form

Changed	Questions	Current Version	Proposed Version
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EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value


No Value

Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.

No Value

No Value

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	Methods of Evaluations A- Written midterm on information from the "Fit and Well," textbook, and the Laws of Badminton graded on content.

Changed	Questions	Current Version	Proposed Version
	<p>ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.</p>	No Value	No Value
	<p>Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.</p>	No Value	No Value
	<p>Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.</p>	No Value	No Value
	<p>Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.</p>	No Value	No Value
	<p>Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.</p>	No Value	No Value
	<p>Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.</p>	No Value	No Value

D-Matrix Form

Changed	Questions	Current Version	Proposed Version
	<p>Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.</p>	No Value	No Value
	<p>Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.</p>	No Value	No Value
	<p>Objective 2: Investigate the use of mathematics in real world.</p>	No Value	No Value
	<p>Objective 3: Explore functions.</p>	No Value	No Value
	<p>Objective 4: Develop linear function models.</p>	No Value	No Value
	<p>Objective 5: Use systems of two linear equations to solve real world problems.</p>	No Value	No Value
	<p>Objective 6: Use linear inequalities in one variable to solve real world problems.</p>	No Value	No Value
	<p>Objective 7: Examine exponential expressions and develop exponential function models.</p>	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

Changed Questions Current Version Proposed Version

**Objective 3:
Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.**

No Value

No Value

**Objective 4:
Develop linear function models to solve problems.**

No Value

No Value

Objective 5: Use systems of two linear equations to solve real-world problems.

No Value

No Value

**Objective 6:
Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.**

No Value

No Value

**Objective 7:
Develop quadratic function models to solve problems.**

No Value

No Value

Objective 8: Use inequalities to solve real world problems.

No Value

No Value

**Objective 9:
Explore arithmetic sequences and series.**

No Value

No Value

**Objective 10:
Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.**

No Value

No Value

Changed	Questions	Current Version	Proposed Version
	<p>Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.</p>	No Value	No Value
	<p>Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.</p>	No Value	No Value
	<p>Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.</p>	No Value	No Value
	<p>Objective 3: Apply the order of operations to evaluate signed numerical expressions.</p>	No Value	No Value
	<p>Objective 4: Solve problems involving operations with signed numbers.</p>	No Value	No Value
	<p>Objective 5: Explore the characteristics and properties of real numbers.</p>	No Value	No Value
	<p>Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.</p>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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Objective 7: Explore rates and ratios and use proportions to solve problems.

No Value

No Value

Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.

No Value

No Value

Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.

No Value

No Value

Objective 10: Solve linear equations in one variable numerically and algebraically.

No Value

No Value

Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.

No Value

No Value

Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

No Value

G-Matrix Form

Changed	Questions	Current Version	Proposed Version
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If the requisite does not fall under an A-F Matrix, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. If a requisite falling under Matrix G is being removed, provide an explanation as to why.

No Value

No Value

H-Matrix Form

Changed	Questions	Current Version	Proposed Version
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Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.

No Value

No Value

Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.

No Value

No Value

Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.

No Value

No Value

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
!	<p>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.)</p>	No Value	<p>Methods of Evaluation D- Essay on the five components of physical fitness and/or the history of the sport of Badminton evaluated on content and completeness.</p>
!	<p>Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	<p>Methods of Evaluations- A- Written midterm on information from the "Fit and Well," textbook, and the Laws of Badminton graded on content. E- Weekly collaborative group workouts. Evaluated based on performance and completion.</p>
!	<p>Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	<p>Methods of Evaluations D-Essay on the five components of physical fitness and/or the history of the sport of Badminton evaluated on content and completeness.</p>

Changed	Questions	Current Version	Proposed Version
	<p>Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	Outline G- Examine global, cultural and gender driven influences, landmark events or technological changes that may have caused significant changes to the game of tennis, its rules, techniques, etiquette or facilities.
	<p>Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	Outline E.2. Components of a "healthy lifestyle" and how these concepts can vary based on gender, genetics, or age a participant.
	<p>Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	Outline E- Examine and employ nutritional requirements, aerobic, anaerobic strength and flexibility concepts and techniques to increase physical fitness in order to perform at an advanced level of competition.

De Anza GE - ESGC Form

Changed	Questions	Current Version	Proposed Version
	<p>Criteria 1: Explain the interconnectivity of economic prosperity, social equity and environmental quality.</p>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Criteria 2: Identify the most serious environmental, equity, and social justice problems globally and locally and explain their underlying causes and possible consequences.	No Value	No Value
	Criteria 3: Explain some significant ways students can make a difference in making a positive impact, locally, at a state level, or globally in making the world more environmentally sustainable and socially just.	No Value	No Value
	Criteria 4: Analyze how the well being of human society is dependent on sustainable social and ecological systems.	No Value	No Value
	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	Date	Name - Role OR Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
			3/25/24	Zack Judson	Matrix G	Required	Complete Matrix G for your KNES prerequisite and upload the pdf under the Basic Course Information tab	
			3/27/24	Zack Judson	Matrix G	Required	Clarify whether KNES is a prerequisite or an advisory	incomplete 4/5/24 - zj
			3/27/24	zj	Matrix G	Required	Indicate the correct KNES course as the requisite	incomplete 4/5/24 - zj
			3/27/24	zj	Matrix G	Required	The activities/assignments/assessments listed in the right hand column do not seem to match the objectives listed in the right hand column	incomplete 4/5/24 - zj
			3/27/24	zj	Matrix G	Recommended	You do not need to list all of the objectives for the requisite course in the left hand column, only those objectives related to the activities/assignments/assessments listed in the right hand column	
	Stage 8: AVP - Instruction	No Value	No Value					
!	Stage 9: Articulation Officer	No Value	Date	Name - Role OR Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
			04/30/24	Christa Steiner- articulation Officer	Primary Texts	Requested	The textbook will be out of date before the next review cycle. You may want to consider finding a more up-to-date text to ensure that you are using a textbook that is within 7 years throughout the entirety of the review cycle	
	Stage 11: ESGC Faculty Coordinator	No Value	No Value					
	Stage 14: Curriculum Committee	No Value	No Value					

Course Administration Codes

Articulation occurs after course approval. The following fields will not show a Proposed Version.

Changed	Field	Current Version
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	Curriculum ID	KNESD31CX
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	Distance Education Approved	Yes
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	Board of Trustees Approval Date	
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	Curriculum Committee Approval Date	
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	Time to Next Review	Sep 1, 2026 12:00:00 AM
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	External Review Approval Date	Sep 1, 2021 12:00:00 AM
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	Course Control Number	CCC000581864
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Articulation

Changed	Field	Current Version
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	Course Crosswalk CRS-DEPT-NAME	
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	Course Crosswalk CRS-NUMBER	
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De Anza College
Change Report
08/01/2024


Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Description
General Information	Course Type (CB27)
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	Discipline 2
Faculty Requirements	FSA
Transferability & Gen. Ed. Options	GE Information
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
Learning Outcomes and Objectives	CSLOs
Curriculum Office	Banner Start Term (202122)
Curriculum Office	Banner Division
Curriculum Office	Catalog Term (21-22)
Curriculum Office	5 Year Revision Year (2021)
Curriculum Office	Effective Quarter
Curriculum Office	Effective Year (2021)
Curriculum Office	Course Status Code
Curriculum Office	Banner Department
Curriculum Office	Course Level
Curriculum Office	College Code

Section	Changed field
Curriculum Office	CTE Status
Curriculum Office	DL Approval Date (MM/DD/YYYY)
Curriculum Office	Emergency Approval
Curriculum Office	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)
Curriculum Office	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)
Curriculum Office	Noncredit Enhanced Funding Indicator
Curriculum Office	In Service Indicator
Curriculum Office	Sports/Physical Education Course Indicator
Curriculum Office	COA Code
Curriculum Office	Fund Code
Curriculum Office	Organization Code
Curriculum Office	Account Code
Curriculum Office	Program Code
Curriculum Office	Percent
Curriculum Office	Print/No Print to Catalog
Summary of Revisions	Basic Course Information
Summary of Revisions	Specifications
Summary of Revisions	Outline
B-Matrix Form	Objective 2: Develop analytical ideas and topics for essays.
B-Matrix Form	Objective 3: Compose and support thesis statements for analytical essays.
De Anza GE Form	Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

Section	Changed field
De Anza GE Form	Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
Comments	Stage 7: Content Review Matrix Liaison
CTE Course	Is this a CTE (Career Technical Education) course?
Honors/Non-honors Course	Is this an honors/non-honors course?
Mirrored Credit/Noncredit Course	Is this a mirrored credit/noncredit course?
Cross-listed Course	Is this a cross-listed course?

General Information

Changed	Field	Current Version	Proposed Version
	Faculty Initiator	<ul style="list-style-type: none"> Mi Chang 	<ul style="list-style-type: none"> Rachel Catuiza Mattis, Nick
	Course ID (CB01A and CB01B)	KNESD032B	KNESD032B
	Course Control Number	CCC000581861	CCC000581861
	Course Title (CB02)	Advanced Beginning Tennis	Advanced Beginning Tennis

Changed	Field	Current Version	Proposed Version
	Short Course Title	ADVANCED BEGINNING TENNIS	ADVANCED BEGINNING TENNIS
	TOP Code (CB03)	0835.00	0835.00 Physical Education
	CIP Code	Health and Physical Education/Fitness, General	31.0501 Health and Physical Education/Fitness, General
	Department	KNES - Kinesiology	KNES - Kinesiology
!	Effective Term	Fall 2023	Fall 2023 <u>2025</u>
	SAM Priority Code (CB09)	Non-Occupational	Non-Occupational
!	Course Description	A continuing introduction to the discipline of Kinesiology through the rules, equipment, facilities, etiquette, and basic strokes - volley, lob and overhead and with further development of the forehand, backhand, serve. Instructors will emphasize conventional skill development, but also encourage adaptations based on physical ability, age, strength, gender and/or genetics. A brief historical examination of how the game of tennis has changed due to the influence of individual men, women, and children, of various countries, and their styles of play or strategies. Students will review and apply basic exercise physiology, nutrition, flexibility and strength concepts to improve their physical condition in order to play tennis at a more advanced level.	A <u>This course is a</u> continuing introduction to the discipline of Kinesiology through the rules, equipment, facilities, etiquette, and basic strokes - volley, lob and overhead and with further development of the forehand, backhand, serve. Instructors will emphasize conventional skill development, but also encourage adaptations based on physical ability, age, strength, gender and/or genetics. A brief historical examination of how the game of tennis has changed due to the influence of individual men, women, and children, of various countries, and their styles of play or strategies. Students will review and apply basic exercise physiology, nutrition, flexibility and strength concepts to improve their physical condition in order to play tennis at a more advanced level. <u>level.</u>
!	Course Type (CB27)	No value	<ul style="list-style-type: none"> Lower Division
!	Mode of Delivery	<ul style="list-style-type: none"> Online 	<ul style="list-style-type: none"> In person ONLY

Faculty Requirements

Changed	Field	Current Version	Proposed Version
!	Discipline 1	No value	<ul style="list-style-type: none"> Physical Education
!	Discipline 2	No value	<ul style="list-style-type: none"> Coaching
	Discipline 3	No value	No value

Changed **Field**

Current Version

Proposed Version



FSA

No value

• FHDA FSA - PHYSICAL EDUCATION

Formerly Statement

Changed **Field**

Current Version

Proposed Version

**Formerly
Statement**

(Formerly P E D021B and P E D21BX
respectively.)

(Formerly P E D021B and P E D21BX
respectively.)

Course Justification

Changed **Field**

Current Version

Proposed Version

**Course
Justification**

The course is CSU and UC transferable.
This course meets a general education
requirement for De Anza and CSUGE. This
course will introduce greater tennis
adaptations and ultimately lead to a broader
set of rules, styles and player awareness.

The course is CSU and UC transferable.
This course meets a general education
requirement for De Anza and CSUGE. This
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set of rules, styles and player awareness.

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	PHED F026A	PHED F026A
	Does the course have a Foothill equivalent?	Yes	Yes


CTE Course

Changed	Field	Current Version	Proposed Version
	Is this a CTE (Career Technical Education) course?	No value	<u>No</u>

Honors/Non-honors Course


Changed	Field	Current Version	Proposed Version
	Is this an honors/non-honors course?	No value	<u>No</u>

Mirrored Credit/Noncredit Course

Changed	Field	Current Version	Proposed Version
	Is this a mirrored credit/noncredit course?	No value	<u>No</u>

Cross-listed Course

Changed	Field	Current Version	Proposed Version
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Changed	Field	Current Version	Proposed Version
	Is this a cross-listed course?	No value	<u>No</u>

More Options

Changed	Field	Current Version	Proposed Version
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.
	Course Prior To College Level	Not applicable.	Not applicable.
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.
	Course Support Status (CB26)	Course is not a support course	Course is not a support course
	Repeat Limit	0	0
	Grade Options	<ul style="list-style-type: none"> • Letter Grade • Pass/No Pass 	<ul style="list-style-type: none"> • Letter Grade • Pass/No Pass
	Allow Students to Gain Credit by Exam/Challenge	<input type="checkbox"/>	<input type="checkbox"/>
	Repeatability Statement	(This course is included in the Individual Sports 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 Individual Sports Family of activity courses. Please see the rules on "Repeating Courses" in the College Policies section of the catalog.)

Associated Programs

Changed Field

Current Version

Proposed Version

Course is part of a program

Associated Program	Kinesiology for Transfer (In Development)	Associated Program	Kinesiology for Transfer (In Development)
Award Type	Associate in Arts for Transfer (A.A.-T.) Degree	Award Type	Associate in Arts for Transfer (A.A.-T.) Degree
Associated Program	CSU GE	Associated Program	CSU GE
Award Type	Certificate of Achievement-Advanced (COA-A)	Award Type	Certificate of Achievement-Advanced (COA-A)
Associated Program	CSU GE	Associated Program	CSU GE
Award Type	Certificate of Achievement-Advanced (COA-A)	Award Type	Certificate of Achievement-Advanced (COA-A)
Associated Program	CSU GE	Associated Program	CSU GE
Award Type	Certificate of Achievement-Advanced (COA-A)	Award Type	Certificate of Achievement-Advanced (COA-A)
Associated Program	Associate in Arts in Kinesiology for Transfer	Associated Program	Associate in Arts in Kinesiology for Transfer
Award Type	Associate in Arts for Transfer (A.A.-T.) Degree	Award Type	Associate in Arts for Transfer (A.A.-T.) Degree
Associated Program	Kinesiology for Transfer	Associated Program	Kinesiology for Transfer
Award Type	Associate in Arts for Transfer (A.A.-T.) Degree	Award Type	Associate in Arts for Transfer (A.A.-T.) Degree

Transferability & Gen. Ed. Options

Changed Field

Current Version

Proposed Version

Transfer Status (CB05)

Transferable to both UC and CSU

Transferable to both UC and CSU

Changed	Field	Current Version	Proposed Version
	Course General Education Status (CB25)	Y	Y
	Transfer Status	Approved	Approved



GE Information

System/Institution	De Anza GE
Area(s)	<ul style="list-style-type: none"> • 2GEP - Approved.
-	No value

System/Institution	De Anza GE
Area(s)	<ul style="list-style-type: none"> • 2GEP - Approved.
-	No value

System/Institution	CSU GE
Area(s)	<ul style="list-style-type: none"> • CGEP - Approved.
-	No value

Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	0	0
	Lecture Hours - Out of Class	0	0
	Laboratory Hours - In Class	2	2
	Laboratory Hours - Out of Class	0	0
	NA Hours - In Class	0	0
	NA Hours - Out of Class	0	0

Course Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	24	24
	Lecture Hours - Course In-Class (Contact) per Term	0	0
	Lecture Hours - Course Out-of-Class per Term	0	0
	Laboratory Hours - Course In-Class (Contact) per Term	24	24
	Laboratory Hours - Course Out-of-Class per Term	0	0
	NA Hours - Course In-Class (Contact) per Term	0	0
	NA Hours - Course Out-of-Class per Term	0	0
	Total - Course In-Class (Contact) Hours	24	24
	Total - Course Out-of-Class Hours	0	0
	Total Credit Units - Minimum Credit Units	0.5	0.5

Changed	Field	Current Version	Proposed Version
	Total Credit Units - Maximum Credit Units	0.5	0.5

Speciality Hours

Changed	Field	Current Version	Proposed Version
	Speciality Hours	No value	No value

Credit / Non-Credit Options

Changed	Field	Current Version	Proposed Version
	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.
	Course Credit Status (CB04)	Credit - Degree Applicable	Credit - Degree Applicable
	Course Non Credit Category (CB22)	Credit Course.	Credit Course.
	Funding Agency Category (CB23)	Not Applicable.	Not Applicable.
	Cooperative Work Experience Education Status (CB10)	<input type="checkbox"/>	<input type="checkbox"/>
	Variable Credit Course	<input type="checkbox"/>	<input type="checkbox"/>

Credit Units


Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	-	0

Changed	Field	Current Version	Proposed Version
	Total Laboratory Hours per Term	24	24
	Total Contact Hours per Term	-	0
	Total Credit Units	0.5	0.5
	Minimum Credit Units	0.5	0.5
	Maximum Credit Units	0.5	0.5

SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

Changed	Field	Current Version	Proposed Version
	Methods of Instruction	<p>Methods of Instruction</p> <p>Methods of Instruction Visual aids Discussion of assigned reading Discussion and problem solving performed in class In-class essays Quiz and examination review performed in class Collaborative learning and small group exercises</p>	<p>Methods of Instruction Methods of Instruction</p> <p>Methods of Instruction Visual aids Discussion of assigned reading Discussion and problem solving performed in class In-class essays Quiz and examination review performed in class Collaborative learning and small group exercises</p>

Changed Field**Current Version****Proposed Version****Assignments**

1. Reading
 1. specific assignments in textbook
 2. media sources such as "USTA magazine," "Tennis Today"
 3. handouts
2. Writing
 1. Compose a one page essay analyzing how one of the 5 components of fitness are applied to the game of tennis.
 2. Written Final Exam
3. Practice Skill Development
 1. Verbal peer evaluation on skills acquisition of various advanced beginner tennis swings.
 2. Applicable practice of tennis skills and drills in partner or small groups activities.

1. Reading
 1. Assigned reading from the class text "Fit and Well".
 2. Review of instructor generated handouts
2. Writing: Essay on one of the 5 components of fitness from the class text "Fit and Well" with a critical analysis of tennis training on the chosen component.
3. Skill Acquisition
 1. Practice advanced beginning tennis skills in partner or small groups activities.
 2. Verbal peer evaluation on skills acquisition of various advanced beginner tennis swings.



Methods of Evaluation

Methods of Evaluation

- Methods of Evaluation**
1. Various skills demonstrations on ball handling graded on completeness.
 2. Skills performance test will be conducted and evaluated based on all motor aspects of tennis play at the advanced beginning level graded on completeness.
 3. Essay analyzing how one of the 5 components of fitness is applied to the game of tennis evaluated on accurate content and completeness.
 4. Written final will be used to evaluate knowledge of skills acquired and ability to apply knowledge of basic fitness concepts based on readings, discussions, and visual aids.
 5. Verbal peer evaluations graded on completeness.

Methods of Evaluation

Methods of Evaluation

- Methods of Evaluation**
1. Various skills demonstrations on advanced beginning tennis skills graded on completion.
 2. Skills performance test will be conducted and evaluated based on all motor aspects of tennis play at the advanced beginning level graded on completeness.
 3. Essay analyzing how one of the 5 components of fitness is applied to the game of tennis evaluated on accurate content and completeness.
 4. Written final will be used to evaluate knowledge of skills acquired and ability to apply knowledge of basic fitness concepts based on readings, discussions, and visual aids.
 5. Verbal peer evaluations graded on completeness

Essential Student Materials/Essential College Facilities

Essential Student Materials:

- Tennis racquet, tennis shoes, appropriate attire, two cans of new tennis balls

Essential College Facilities:

- Tennis court, tennis balls

Essential Student Materials:

- Tennis racquet, tennis shoes, appropriate attire, two cans of new tennis balls

Essential College Facilities:

- Tennis court, tennis balls

Changed Field

Current Version

Proposed Version



**Examples of
Primary Texts and
References**

Title	No value
Author	Fahey, T., Insel, P., Roth, W. Fit and Well. 12th ed. San Francisco, CA, McGraw-Hill Publishing Co., 2015.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	Fit and Well Brief Edition
Author	Fahey, T., Insel, P., Roth, W.
Publisher	McGraw-Hill Publishing Co. San Francisco
Date/Edition	15th Edition, 2023.
ISBN	No value



Suggested Reading List

No value

Reading List Claxton, David. Winning Edge Series, Tennis. Boston, MA: WCB McGraw-Hill, 1999.

May include, but are not limited to No value

Reading List USTA Magazine

May include, but are not limited to No value

Reading List Tennis Today Magazines

May include, but are not limited to No value

Reading List Gould, Dick. Tennis, Anyone? 6th ed. Mountain View, CA: Mayfield Publishing, 2000.

May include, but are not limited to No value

Reading List Internet

Changed Field**Current Version****Proposed Version**

May include, but are not limited to No value

Reading List United States Tennis Association, Tennis Rules and Case Decisions. Garden City, NY: Doubleday & Co., 2017.

May include, but are not limited to No value

Reading List Bryant, James. "Game Set Match", 8th ed. Belmont, CA: Wadsworth/Cengage Learning, 2012.

May include, but are not limited to No value

Learning Outcomes and Objectives

Changed	Field	Current Version	Proposed Version
	Course Objectives	<ul style="list-style-type: none"> • Practice conventional techniques, and make adaptations based on individual strength, flexibility and coordination. • Recognize, identify and apply the rules of the game, scoring, etiquette/social behaviors. • Develop knowledge of applied physics relative to force development and stroke mechanics as they perform drills to formulate the volley, lob, and overhead. • Examine significant events in world history which have influenced the development of the game of tennis and creation of rules for the physically challenged. • Examine and apply basic exercise physiology, nutrition, flexibility and strength concepts to improve their physical condition in order to play at a more advanced level with consideration for the variables which occur due to physical condition, gender and age. 	<ul style="list-style-type: none"> • Practice conventional techniques, and make adaptations based on individual strength, flexibility and coordination. • Recognize, identify and apply the rules of the game, scoring, etiquette/social behaviors. • Develop knowledge of applied physics relative to force development and stroke mechanics as they perform drills to formulate the volley, lob, and overhead. • Examine significant events in world history which have influenced the development of the game of tennis and creation of rules for the physically challenged. • Examine and apply basic exercise physiology, nutrition, flexibility and strength concepts to improve their physical condition in order to play at a more advanced level with consideration for the variables which occur due to physical condition, gender and age.

Changed Field**Current Version****Proposed Version****CSLOs**

CSLOs Perform with increasing proficiency the skills and footwork of the game of tennis.

Expected SLO Performance 0.0

CSLOs Perform with increasing proficiency the skills and footwork of the game of tennis.

Expected SLO Performance 0.0

CSLOs Apply knowledge of basic fitness concepts as they apply to health and wellness.

Expected SLO Performance 0.0

CSLOs Apply knowledge of basic fitness concepts as they apply to health and wellness.

Expected SLO Performance 0.0

CSLOs Apply knowledge of basic fitness concepts to health and wellness.

Expected SLO Performance 0.0

Course Outline

Changed	Field	Current Version	Proposed Version
!	Course Content	<p>1. Practice conventional techniques, and make adaptations based on individual strength, flexibility and coordination.</p> <ol style="list-style-type: none"> 1. Fundamental description, skills acquisition and stroke mechanics. <ol style="list-style-type: none"> 1. cueing/"tennis lingo" and vocabulary 2. volley, lob and foot positioning. <ol style="list-style-type: none"> 1. grips 2. stroke mechanics 3. footworks 3. forehand, backhand groundstrokes and the service to increase consistency 4. drills <ol style="list-style-type: none"> 1. large group 2. small groups 3. partner 4. individual 5. ball machine 6. wall 7. visualization without hitting 2. Adaptive mechanics for individual limitations <p>2. Recognize, identify and apply the rules of the game, scoring, etiquette/social behaviors.</p> <ol style="list-style-type: none"> 1. Scoring systems <ol style="list-style-type: none"> 1. Regular or traditional scoring 2. No-Ad scoring 2. Basic Rules <ol style="list-style-type: none"> 1. Singles <ol style="list-style-type: none"> 1. boundaries 2. regarding the service 3. regarding the net 4. overall object of the game 5. overall object of the game 2. Doubles <ol style="list-style-type: none"> 1. boundaries 2. regarding the service 3. regarding the net 4. overall object of the game 5. what constitutes a point 3. USTA rules verses ITA rules 4. Specific rules for wheelchair tennis 3. Court etiquette 	<p>1. Practice conventional techniques, and make adaptations based on individual strength, flexibility and coordination at an advanced beginning level.</p> <ol style="list-style-type: none"> 1. Fundamental description, skills acquisition and stroke mechanics. <ol style="list-style-type: none"> 1. cueing/"tennis lingo" and vocabulary 2. volley, lob and foot positioning. <ol style="list-style-type: none"> 1. grips 2. stroke mechanics 3. footworks 3. forehand, backhand groundstrokes and the service to increase consistency 4. drills <ol style="list-style-type: none"> 1. large group 2. small groups 3. partner 4. individual 5. ball machine 6. wall 7. visualization without hitting 2. Adaptive mechanics for individual limitations <p>2. Recognize, identify and apply the rules of the game, scoring, etiquette/social behaviors.</p> <ol style="list-style-type: none"> 1. Scoring systems <ol style="list-style-type: none"> 1. Regular or traditional scoring 2. No-Ad scoring 2. Basic Rules <ol style="list-style-type: none"> 1. Singles <ol style="list-style-type: none"> 1. boundaries 2. regarding the service 3. regarding the net 4. overall object of the game 5. overall object of the game 2. Doubles <ol style="list-style-type: none"> 1. boundaries 2. regarding the service 3. regarding the net 4. overall object of the game 5. what constitutes a point 3. USTA rules verses ITA rules 4. Specific rules for wheelchair tennis

Changed Field**Current Version****Proposed Version**

1. calling score
2. retrieving balls in another persons court
3. calling "out" balls
3. Develop knowledge of applied physics relative to force development and stroke mechanics as they perform drills to formulate the volley, lob, and overhead.
 1. Simple applied physics - transfer of momentum
 1. swing speed and creating power
 2. weight shifts, trunk rotations
 3. swing patterns and how they change the flight of the ball
 2. preparation for oncoming ball sets up a foundation for the transfer of momentum
 3. dynamics of how follow through imparts lift and spin to the ball
 4. direction of force translating to direction of ball
4. Examine significant events in world history which have influenced the development of the game of tennis and creation of rules for the physically challenged.
 1. Increased leisure time for wealthy-historical review and analysis.
 2. Air travel and how it made international events possible
 1. Davis Cup competition-international team event
 2. Grand Slam competition-international individual tournament series
 3. World Tennis-professional co-ed tennis league
 4. Olympics-professional and amateurs compete to represent their countries
 3. Female participation in competition
 1. Bobby Riggs vs. Billie Jean King.
 2. Chris Evert utilizes the two handed stroke.
 3. Althea Gibson (August 25, 1927 – September 28, 2003) was an American tennis player and professional golfer, and the first black athlete to cross the color line of international tennis. In 1956, she became the first person of color to win a Grand Slam

3. Court etiquette
 1. calling score
 2. retrieving balls in another persons court
 3. calling "out" balls
3. Develop knowledge of applied physics relative to force development and stroke mechanics as they perform drills to formulate the volley, lob, and overhead.
 1. Simple applied physics - transfer of momentum
 1. swing speed and creating power
 2. weight shifts, trunk rotations
 3. swing patterns and how they change the flight of the ball
 2. preparation for oncoming ball sets up a foundation for the transfer of momentum
 3. dynamics of how follow through imparts lift and spin to the ball
 4. direction of force translating to direction of ball
4. Examine significant events in world history which have influenced the development of the game of tennis and creation of rules for the physically challenged.
 1. Increased leisure time for wealthy-historical review and analysis.
 2. Air travel and how it made international events possible
 1. Davis Cup competition-international team event
 2. Grand Slam competition-international individual tournament series
 3. World Tennis-professional co-ed tennis league
 4. Olympics-professional and amateurs compete to represent their countries
 3. Female participation in competition
 1. Bobby Riggs vs. Billie Jean King.
 2. Chris Evert utilizes the two handed stroke.
 3. Althea Gibson (August 25, 1927 – September 28, 2003) was an American tennis player and professional golfer, and the first black athlete to cross the color line of international tennis. In 1956, she became the first person

Changed Field**Current Version****Proposed Version**

title (the French Open). The following year she won both Wimbledon and the U.S. Nationals (precursor of the U.S. Open), then won both again in 1958, and was voted Female Athlete of the Year by the Associated Press in both years. In all, she won 11 Grand Slam tournaments, including six doubles titles, and was inducted into the International Tennis Hall of Fame and the International Women's Sports Hall of Fame. [1] In the early 1960s she also became the first black player to compete on the women's professional golf tour.

4. Venus and Serena Williams

4. Influence of television and increased winnings

1. introduction of no-ad scoring-changes the strategy and mental approach to the game
2. increased exposure spurs growth of game-more people are exposed to the game

1. development of wheelchair tennis rules-people realize that small rule changes can make wheelchair bound persons very competitive

2. development of international wheelchair competition-Special Olympics bring international exposure to game and thus popularity.

5. Analyze the changes in the strategies, stroke mechanics and pace of the game due to the influence of technological changes in equipment and how it has changed the way in which children, adults and older adults play the game.

1. Changes in materials/ Racket Composition

1. Weight

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1. Changes in materials/ Racket Composition

Changed Field**Current Version****Proposed Version**

-
- | | |
|---|--|
| <p>2. Flexibility</p> <p>2. Implications-how the game has changed</p> <ol style="list-style-type: none">1. young and older/weaker players can swing rackets faster2. racket composition imparts more power with less effort-all players have the ability to "hit winners". Game style and mental approach can be more aggressive.3. backcourt play with lots of top spin is more prevalent4. introduction of extreme western grip-many players choose this grip in order to return the high top spin balls <p>5. Examine and apply basic exercise physiology, nutrition, flexibility and strength concepts to improve their physical condition in order to play at a more advanced level with consideration for the variables which occur due to physical condition, gender and age.</p> <ol style="list-style-type: none">1. Theories of anaerobic exercise<ol style="list-style-type: none">1. Fartlak training for well-conditioned players2. court drills for players of all levels2. Nutritional concepts with special notes regarding specific needs for various populations: youth, adults, older adults, highly trained athletes no matter what age, males and females.<ol style="list-style-type: none">1. balanced diet for wellness2. pre-class meals3. pre-competition meals3. Flexibility concepts with special notes regarding specific needs for various populations: youth, adults, older adults, highly trained athletes no matter what age, males and females.<ol style="list-style-type: none">1. techniques for overall flexibility2. techniques specifically for tennis players | <ol style="list-style-type: none">1. Weight2. Flexibility <p>2. Implications-how the game has changed</p> <ol style="list-style-type: none">1. young and older/weaker players can swing rackets faster2. racket composition imparts more power with less effort-all players have the ability to "hit winners". Game style and mental approach can be more aggressive.3. backcourt play with lots of top spin is more prevalent4. introduction of extreme western grip-many players choose this grip in order to return the high top spin balls <p>5. Examine and apply basic exercise physiology, nutrition, flexibility and strength concepts to improve their physical condition in order to play at a more advanced level with consideration for the variables which occur due to physical condition, gender and age.</p> <ol style="list-style-type: none">1. Theories of anaerobic exercise<ol style="list-style-type: none">1. Fartlak training for well-conditioned players2. court drills for players of all levels2. Nutritional concepts with special notes regarding specific needs for various populations: youth, adults, older adults, highly trained athletes no matter what age, males and females.<ol style="list-style-type: none">1. balanced diet for wellness2. pre-class meals3. pre-competition meals3. Flexibility concepts with special notes regarding specific needs for various populations: youth, adults, older adults, highly trained athletes no matter what age, males and females.<ol style="list-style-type: none">1. techniques for overall flexibility |
|---|--|

Changed	Field	Current Version	Proposed Version
		3. techniques for individuals based on physical limitations 4. theories about stretching during warm-up 5. theories about stretching post-play 4. Strength concepts with special notes regarding specific needs for various populations: youth, adults, older adults, highly trained athletes no matter what age, males and females. 1. techniques for overall strength on the court 2. techniques specifically for tennis 3. techniques to avoid common injuries	2. techniques specifically for tennis players 3. techniques for individuals based on physical limitations 4. theories about stretching during warm-up 5. theories about stretching post-play 4. Strength concepts with special notes regarding specific needs for various populations: youth, adults, older adults, highly trained athletes no matter what age, males and females. 1. techniques for overall strength on the court 2. techniques specifically for tennis 3. techniques to avoid common injuries
	Lab Component in this Course	No	No
	Lab Outline	No value	No value

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	KNES D032A or KNES D32AX, or equivalent skills	KNES D032A or KNES D32AX, or equivalent skills
	Corequisite(s):	No Value	No Value
	Advisory(ies):	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005.	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005.
	Advisory(ies) - Other:	No Value	No Value
	Limitation(s) on Enrollment:	No Value	No Value
	Limitation(s) on Enrollment - Other:	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	(See general education pages for the requirements this course meets.)	(See general education pages for the requirements this course meets.)
	General Course Statement(s) - Other:	No Value	No Value

Curriculum Office


Changed	Questions	Current Version	Proposed Version
!	Banner Start Term (202122)	202122	No Value
!	Banner Division	2PE	No Value
!	Catalog Term (21-22)	23-24	No Value
!	5 Year Revision Year (2021)	2018	No Value
!	Effective Quarter	Fall	No Value
!	Effective Year (2021)	2023	No Value
	Sort ID (00 < 10; 0 < 100)	KNES 032B	KNES 032B
	Course Status	Non-substantial	Non-substantial
!	Course Status Code	A	No Value
!	Banner Department	KNES	No Value
!	Course Level	DU	No Value
!	College Code	DA	No Value
	Course Characteristics	NA	NA

Changed	Questions	Current Version	Proposed Version
	Cross-Listed/Related Course Information	Related Master	Related Master
	Cross-Listed/Related Course ID's	No Value	No Value
!	CTE Status	No	No Value
!	DL Approval Date (MM/DD/YYYY)	11/10/2020	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
!	Emergency Approval	No	No Value
!	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)	N	No Value
!	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)	F	No Value

Changed	Questions	Current Version	Proposed Version
!	Noncredit Enhanced Funding Indicator	N	No Value
!	In Service Indicator	N	No Value
!	Sports/Physical Education Course Indicator	Y	No Value
!	COA Code	C	No Value
!	Fund Code	114000	No Value
!	Organization Code	236002	No Value
!	Account Code	1320	No Value
!	Program Code	083500	No Value
!	Percent	100	No Value
	Curriculum Office Notes	<ul style="list-style-type: none"> • DE updated 08/30/2022.MK. • Requisite change appr. 1/17/23 (effect. F23).-cc 	<ul style="list-style-type: none"> • DE updated 08/30/2022.MK. • Requisite change appr. 1/17/23 (effect. F23).-cc
!	Print/No Print to Catalog	Yes	No Value
	Checklist	No Value	No Value

Summary of Revisions

Changed	Questions	Current Version	Proposed Version
!	Basic Course Information	No Value	Description update
	Units and Hours	No Value	No Value
!	Specifications	No Value	<p>Updated methods of instruction to reflect how course content is taught</p> <p>Updated assignments to align with SLO's and/or course objectives</p> <p>Aligned methods of evaluation with SLO's and/or course objectives</p> <p>Updated textbooks and references to reflect current publications</p>

Changed	Questions	Current Version	Proposed Version
	 Outline	No Value	SLO's update
	Other	No Value	No Value

Blue Form

Changed	Questions	Current Version	Proposed Version
	For changes to the units and hours tab; 1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.	No Value	No Value
	1. Is the unit(s) change required for articulation?	No Value	No Value
	2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.	No Value	No Value
	3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.	No Value	No Value
	Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

No Value

Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

No Value

A-Matrix Form

Changed	Questions	Current Version	Proposed Version
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EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

No Value

Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.

No Value

No Value

Objective 2: Compose essays drawn from personal experience and assigned texts.

No Value

No Value

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

Changed	Questions	Current Version	Proposed Version
!	Objective 2: Develop analytical ideas and topics for essays.	No Value	Assignment B: Students must learn about each of the 5 components of fitness and analyze the effects of tennis on each component and then select the topic for their essay.
!	Objective 3: Compose and support thesis statements for analytical essays.	No Value	Assignment B: Compose an essay on one of the 5 components of fitness from the class text "Fit and Well" with a critical analysis of the effects of tennis training on the chosen component.
	Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.	No Value	No Value
	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
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**Objective 3:
Produce written
work using a
cyclical process
of multiples
drafts and
revisions.**

No Value

No Value

**Objective 4:
Demonstrate the
ability to include
a variety of
sentence
structures in
writing.**

No Value

No Value

**Objective 5: Edit
compositions to
correct errors in
the major
conventions of
Standard Written
English.**

No Value

No Value

D-Matrix Form

Changed	Questions	Current Version	Proposed Version
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**Intermediate
algebra or
equivalent (or
higher), or
appropriate
placement
beyond
intermediate
algebra. If this is
the requisite for
the course,
complete the
objective(s)
below. If this
requisite is being
removed,
provide an
explanation as to
why.**

No Value

No Value

Changed	Questions	Current Version	Proposed Version
	Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.	No Value	No Value
	Objective 2: Investigate the use of mathematics in real world.	No Value	No Value
	Objective 3: Explore functions.	No Value	No Value
	Objective 4: Develop linear function models.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real world problems.	No Value	No Value
	Objective 6: Use linear inequalities in one variable to solve real world problems.	No Value	No Value
	Objective 7: Examine exponential expressions and develop exponential function models.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 8: Examine logarithmic expressions and develop logarithmic function models.	No Value	No Value
	Objective 9: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 10: Investigate the characteristics of rational expressions.	No Value	No Value
	Objective 11: Develop skills to work with radical expressions.	No Value	No Value

E-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.	No Value	No Value
	Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.	No Value	No Value
	Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 4: Develop linear function models to solve problems.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real-world problems.	No Value	No Value
	Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 7: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 8: Use inequalities to solve real world problems.	No Value	No Value
	Objective 9: Explore arithmetic sequences and series.	No Value	No Value
	Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

F-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.	No Value	No Value
	Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.	No Value	No Value
	Objective 3: Apply the order of operations to evaluate signed numerical expressions.	No Value	No Value
	Objective 4: Solve problems involving operations with signed numbers.	No Value	No Value
	Objective 5: Explore the characteristics and properties of real numbers.	No Value	No Value
	Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.	No Value	No Value
	Objective 7: Explore rates and ratios and use proportions to solve problems.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.	No Value	No Value
	Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.	No Value	No Value
	Objective 10: Solve linear equations in one variable numerically and algebraically.	No Value	No Value
	Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.	No Value	No Value
	Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

G-Matrix Form

Changed	Questions	Current Version	Proposed Version
	If the requisite does not fall under an A-F Matrix, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. If a requisite falling under Matrix G is being removed, provide an explanation as to why.	No Value	No Value

H-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.	No Value	No Value
	Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.	No Value	No Value
	Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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Objective 4: For Prerequisites based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills, i.e. such as a course.

No Value

No Value

De Anza GE Form

Changed	Questions	Current Version	Proposed Version
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Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Outline E: Examine and apply basic exercise physiology, nutrition, flexibility and strength concepts to improve their physical condition in order to play at a more advanced level with consideration for the variables which occur due to physical condition, gender and age.




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

Writing: Assignments: B: Essay on one of the 5 components of fitness from the class text "Fit and Well" with a critical analysis of tennis training on the chosen component. Collaborative: C.1. Practice advanced beginning tennis skills in partner or small groups activities Oral: Assignments C.2. Verbal peer evaluation on skills acquisition of various advanced beginner tennis swings.

Changed	Questions	Current Version	Proposed Version
!	<p>Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	<p>Assignments: B: Essay on one of the 5 components of fitness from the class text "Fit and Well" with a critical analysis of tennis training on the chosen component.</p>
!	<p>Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	<p>Outline E: Examine and apply basic exercise physiology, nutrition, flexibility and strength concepts to improve their physical condition in order to play at a more advanced level with consideration for the variables which occur due to physical condition, gender and age.</p>
!	<p>Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	<p>Outline D: Examine significant events in world history which have influenced the development of the game of tennis and creation of rules for the physically challenged.</p>

Changed	Questions	Current Version	Proposed Version
	Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	Outline A: Practice conventional techniques, and make adaptations based on individual strength, flexibility and coordination.


De Anza GE - ESGC Form

Changed	Questions	Current Version	Proposed Version
	Criteria 1: Explain the interconnectivity of economic prosperity, social equity and environmental quality.	No Value	No Value
	Criteria 2: Identify the most serious environmental, equity, and social justice problems globally and locally and explain their underlying causes and possible consequences.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Criteria 3: Explain some significant ways students can make a difference in making a positive impact, locally, at a state level, or globally in making the world more environmentally sustainable and socially just.	No Value	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	<table border="1"> <thead> <tr> <th>Date</th> <th>Name - Role OR Tab</th> <th>Part - Type of Field Edit</th> <th>Edit</th> <th>Initiator - Indicate "Y" When Completed</th> </tr> </thead> <tbody> <tr> <td>3/25/24</td> <td>Zack Judson</td> <td>Matrix G</td> <td>Required Please submit a pdf of the most current form of Matrix G. The entries in the left hand column need to come from the objectives of the prerequisite course.</td> <td>Y</td> </tr> <tr> <td>4/4/24</td> <td>Zack Judson</td> <td>Matrix G</td> <td>Required</td> <td></td> </tr> </tbody> </table>	Date	Name - Role OR Tab	Part - Type of Field Edit	Edit	Initiator - Indicate "Y" When Completed	3/25/24	Zack Judson	Matrix G	Required Please submit a pdf of the most current form of Matrix G. The entries in the left hand column need to come from the objectives of the prerequisite course.	Y	4/4/24	Zack Judson	Matrix G	Required	
Date	Name - Role OR Tab	Part - Type of Field Edit	Edit	Initiator - Indicate "Y" When Completed														
3/25/24	Zack Judson	Matrix G	Required Please submit a pdf of the most current form of Matrix G. The entries in the left hand column need to come from the objectives of the prerequisite course.	Y														
4/4/24	Zack Judson	Matrix G	Required															
	Stage 8: AVP - Instruction	No Value	No Value															
	Stage 9: Articulation Officer	No Value	No Value															
	Stage 11: ESGC Faculty Coordinator	No Value	No Value															
	Stage 14: Curriculum Committee	No Value	No Value															

Course Administration Codes

Articulation occurs after course approval. The following fields will not show a Proposed Version.

Changed	Field	Current Version
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	Curriculum ID	KNESD032B
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	Distance Education Approved	No
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	Board of Trustees Approval Date	
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	Curriculum Committee Approval Date	
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	Time to Next Review	Sep 1, 2023 12:00:00 AM
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	External Review Approval Date	Sep 1, 2018 12:00:00 AM
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	Course Control Number	CCC000581861
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Articulation

Changed	Field	Current Version
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	Course Crosswalk CRS-DEPT-NAME	
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	Course Crosswalk CRS-NUMBER	
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De Anza College
Change Report
08/01/2024


Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Description
General Information	Course Type (CB27)
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	Discipline 2
Faculty Requirements	FSA
Transferability & Gen. Ed. Options	GE Information
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
Learning Outcomes and Objectives	CSLOs
Curriculum Office	Banner Start Term (202122)
Curriculum Office	Banner Division
Curriculum Office	Catalog Term (21-22)
Curriculum Office	5 Year Revision Year (2021)
Curriculum Office	Effective Quarter
Curriculum Office	Effective Year (2021)
Curriculum Office	Course Status Code
Curriculum Office	Banner Department
Curriculum Office	Course Level
Curriculum Office	College Code

Section	Changed field
Curriculum Office	CTE Status
Curriculum Office	Emergency Approval
Curriculum Office	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)
Curriculum Office	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)
Curriculum Office	Noncredit Enhanced Funding Indicator
Curriculum Office	In Service Indicator
Curriculum Office	Sports/Physical Education Course Indicator
Curriculum Office	COA Code
Curriculum Office	Fund Code
Curriculum Office	Organization Code
Curriculum Office	Account Code
Curriculum Office	Program Code
Curriculum Office	Percent
Curriculum Office	Print/No Print to Catalog
Summary of Revisions	Basic Course Information
Summary of Revisions	Specifications
Summary of Revisions	Outline
B-Matrix Form	Objective 2: Develop analytical ideas and topics for essays.
B-Matrix Form	Objective 3: Compose and support thesis statements for analytical essays.
G-Matrix Form	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.
De Anza GE Form	Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

Section	Changed field
De Anza GE Form	Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
Comments	Stage 7: Content Review Matrix Liaison
CTE Course	Is this a CTE (Career Technical Education) course?
Honors/Non-honors Course	Is this an honors/non-honors course?
Mirrored Credit/Noncredit Course	Is this a mirrored credit/noncredit course?
Cross-listed Course	Is this a cross-listed course?


General Information

Changed	Field	Current Version	Proposed Version
	Faculty Initiator	<ul style="list-style-type: none"> Mi Chang 	<ul style="list-style-type: none"> Rachel Catuiza Mattis, Nick
	Course ID (CB01A and CB01B)	KNESD32BX	KNESD32BX
	Course Control Number	CCC000581856	CCC000581856
	Course Title (CB02)	Advanced Beginning Tennis	Advanced Beginning Tennis

Changed	Field	Current Version	Proposed Version
	Short Course Title	ADVANCED BEGINNING TENNIS	ADVANCED BEGINNING TENNIS
	TOP Code (CB03)	0835.00	0835.00 Physical Education
	CIP Code	Health and Physical Education/Fitness, General	31.0501 Health and Physical Education/Fitness, General
	Department	KNES - Kinesiology	KNES - Kinesiology
!	Effective Term	Fall 2023	Fall 2023 <u>2025</u>
	SAM Priority Code (CB09)	Non-Occupational	Non-Occupational
!	Course Description	A continuing introduction to the discipline of Kinesiology through the rules, equipment, facilities, etiquette, and basic strokes - volley, lob and overhead and with further development of the forehand, backhand, serve. Instructors will emphasize conventional skill development, but also encourage adaptations based on physical ability, age, strength, gender and/or genetics. A brief historical examination of how the game of tennis has changed due to the influence of individual men, women, and children, of various countries, and their styles of play or strategies. Students will review and apply basic exercise physiology, nutrition, flexibility and strength concepts to improve their physical condition in order to play tennis at a more advanced level.	A <u>This course is a</u> continuing introduction to the discipline of Kinesiology through the rules, equipment, facilities, etiquette, and basic strokes - volley, lob and overhead and with further development of the forehand, backhand, serve. Instructors will emphasize conventional skill development, but also encourage adaptations based on physical ability, age, strength, gender and/or genetics. A brief historical examination of how the game of tennis has changed due to the influence of individual men, women, and children, of various countries, and their styles of play or strategies. Students will review and apply basic exercise physiology, nutrition, flexibility and strength concepts to improve their physical condition in order to play tennis at a more advanced level. <u>level.</u>
!	Course Type (CB27)	No value	<ul style="list-style-type: none"> • Lower Division
!	Mode of Delivery	• NA	<ul style="list-style-type: none"> • In person ONLY

Faculty Requirements

Changed	Field	Current Version	Proposed Version
!	Discipline 1	No value	<ul style="list-style-type: none"> • Physical Education
!	Discipline 2	No value	<ul style="list-style-type: none"> • Coaching
	Discipline 3	No value	No value

Changed	Field	Current Version	Proposed Version
	FSA	No value	<ul style="list-style-type: none"> FHDA FSA - PHYSICAL EDUCATION

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	(Formerly P E D021B and P E D21BX respectively.)	(Formerly P E D021B and P E D21BX respectively.)

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	The course is CSU and UC transferable. This course meets a general education requirement for De Anza and CSUGE. This course will introduce greater tennis adaptations and ultimately lead to a broader set of rules, styles and player awareness.	The course is CSU and UC transferable. This course meets a general education requirement for De Anza and CSUGE. This course will introduce greater tennis adaptations and ultimately lead to a broader set of rules, styles and player awareness.

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


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Changed	Field	Current Version	Proposed Version
	Foothill Faculty Consultation Name	No value	
	Foothill Course ID	PHED F026A	PHED F026A
	Does the course have a Foothill equivalent?	Yes	Yes


CTE Course

Changed	Field	Current Version	Proposed Version
	Is this a CTE (Career Technical Education) course?	No value	<u>No</u>

Honors/Non-honors Course


Changed	Field	Current Version	Proposed Version
	Is this an honors/non-honors course?	No value	<u>No</u>

Mirrored Credit/Noncredit Course

Changed	Field	Current Version	Proposed Version
	Is this a mirrored credit/noncredit course?	No value	<u>No</u>

Cross-listed Course

Changed	Field	Current Version	Proposed Version
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Changed	Field	Current Version	Proposed Version
	Is this a cross-listed course?	No value	<u>No</u>

More Options

Changed	Field	Current Version	Proposed Version
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.
	Course Prior To College Level	Not applicable.	Not applicable.
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.
	Course Support Status (CB26)	Course is not a support course	Course is not a support course
	Repeat Limit	0	0
	Grade Options	<ul style="list-style-type: none"> • Letter Grade • Pass/No Pass 	<ul style="list-style-type: none"> • Letter Grade • Pass/No Pass
	Allow Students to Gain Credit by Exam/Challenge	<input type="checkbox"/>	<input type="checkbox"/>
	Repeatability Statement	(This course is included in the Individual Sports 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 Individual Sports Family of activity courses. Please see the rules on "Repeating Courses" in the College Policies section of the catalog.)

Associated Programs

Changed Field**Current Version****Proposed Version****Course is part of a program****Associated Program** Kinesiology for Transfer (In Development)**Award Type** Associate in Arts for Transfer (A.A.-T.) Degree**Associated Program** Kinesiology for Transfer (In Development)**Award Type** Associate in Arts for Transfer (A.A.-T.) Degree**Associated Program** CSU GE**Award Type** Certificate of Achievement-Advanced (COA-A)**Associated Program** CSU GE**Award Type** Certificate of Achievement-Advanced (COA-A)**Associated Program** CSU GE**Award Type** Certificate of Achievement-Advanced (COA-A)**Associated Program** CSU GE**Award Type** Certificate of Achievement-Advanced (COA-A)**Associated Program** CSU GE**Award Type** Certificate of Achievement-Advanced (COA-A)**Associated Program** CSU GE**Award Type** Certificate of Achievement-Advanced (COA-A)**Associated Program** Associate in Arts in Kinesiology for Transfer**Award Type** Associate in Arts for Transfer (A.A.-T.) Degree**Associated Program** Associate in Arts in Kinesiology for Transfer**Award Type** Associate in Arts for Transfer (A.A.-T.) Degree**Associated Program** Kinesiology for Transfer**Award Type** Associate in Arts for Transfer (A.A.-T.) Degree**Associated Program** Kinesiology for Transfer**Award Type** Associate in Arts for Transfer (A.A.-T.) Degree**Transferability & Gen. Ed. Options****Changed Field****Current Version****Proposed Version****Transfer Status (CB05)**

Transferable to both UC and CSU

Transferable to both UC and CSU

Changed	Field	Current Version	Proposed Version
	Course General Education Status (CB25)	Y	Y
	Transfer Status	Approved	Approved



GE Information

System/Institution	De Anza GE
Area(s)	<ul style="list-style-type: none"> • 2GEP - Approved.
-	No value

System/Institution	De Anza GE
Area(s)	<ul style="list-style-type: none"> • 2GEP - Approved.
-	No value

System/Institution	CSU GE
Area(s)	<ul style="list-style-type: none"> • CGEP - Approved.
-	No value

Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	0	0
	Lecture Hours - Out of Class	0	0
	Laboratory Hours - In Class	3	3
	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

Changed	Field	Current Version	Proposed Version
	Total Credit Units - Maximum Credit Units	1	1

Speciality Hours

Changed	Field	Current Version	Proposed Version
	Speciality Hours	No value	No value

Credit / Non-Credit Options

Changed	Field	Current Version	Proposed Version
	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.
	Course Credit Status (CB04)	Credit - Degree Applicable	Credit - Degree Applicable
	Course Non Credit Category (CB22)	Credit Course.	Credit Course.
	Funding Agency Category (CB23)	Not Applicable.	Not Applicable.
	Cooperative Work Experience Education Status (CB10)	<input type="checkbox"/>	<input type="checkbox"/>
	Variable Credit Course	<input type="checkbox"/>	<input type="checkbox"/>

Credit Units


Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	-	0

Changed	Field	Current Version	Proposed Version
	Total Laboratory Hours per Term	36	36
	Total Contact Hours per Term	-	0
	Total Credit Units	1	1
	Minimum Credit Units	1	1
	Maximum Credit Units	1	1

SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

Changed	Field	Current Version	Proposed Version
	Methods of Instruction	<p>Methods of Instruction</p> <p>Methods of Instruction Visual aids Discussion of assigned reading Discussion and problem solving performed in class In-class essays Quiz and examination review performed in class Collaborative learning and small group exercises</p>	<p>Methods of Instruction Methods of Instruction</p> <p>Methods of Instruction Visual aids Discussion of assigned reading Discussion and problem solving performed in class In-class essays Quiz and examination review performed in class Collaborative learning and small group exercises</p>

Changed Field**Current Version****Proposed Version****Assignments**

1. Reading
 1. specific assignments in textbook
 2. media sources such as "USTA magazine," "Tennis Today"
 3. handouts
2. Writing
 1. Compose a one page essay analyzing how one of the 5 components of fitness are applied to the game of tennis.
 2. Written Final Exam
3. Practice Skill Development
 1. Verbal peer evaluation on skills acquisition of various advanced beginner tennis swings.
 2. Applicable practice of tennis skills and drills in partner or small groups activities.

1. Reading
 1. Assigned reading from the class text "Fit and Well".
 2. Review of instructor generated handouts
2. Writing: Essay on one of the 5 components of fitness from the class text "Fit and Well" with a critical analysis of tennis training on the chosen component.
3. Skill Acquisition
 1. Practice advanced beginning tennis skills in partner or small groups activities.
 2. Verbal peer evaluation on skills acquisition of various advanced beginner tennis swings.



Methods of Evaluation

Methods of Evaluation

- Methods of Evaluation**
1. Various skills demonstrations on ball handling graded on completeness.
 2. Skills performance test will be conducted and evaluated based on all motor aspects of tennis play at the advanced beginning level graded on completeness.
 3. Essay analyzing how one of the 5 components of fitness is applied to the game of tennis evaluated on accurate content and completeness.
 4. Written final will be used to evaluate knowledge of skills acquired and ability to apply knowledge of basic fitness concepts based on readings, discussions, and visual aids.
 5. Verbal peer evaluations graded on completeness.

Methods of Evaluation

Methods of Evaluation

- Methods of Evaluation**
1. Various skills demonstrations on advanced beginning tennis skills graded on completion.
 2. Skills performance test will be conducted and evaluated based on all motor aspects of tennis play at the advanced beginning level graded on completeness.
 3. Essay analyzing how one of the 5 components of fitness is applied to the game of tennis evaluated on accurate content and completeness.
 4. Written final will be used to evaluate knowledge of skills acquired and ability to apply knowledge of basic fitness concepts based on readings, discussions, and visual aids.
 5. Verbal peer evaluations graded on completeness.

Essential Student Materials/Essential College Facilities

Essential Student Materials:

- Tennis racquet, tennis shoes, appropriate attire, two cans of new tennis balls

Essential College Facilities:

- Tennis court, tennis balls

Essential Student Materials:

- Tennis racquet, tennis shoes, appropriate attire, two cans of new tennis balls

Essential College Facilities:

- Tennis court, tennis balls

Changed Field

Current Version

Proposed Version



**Examples of
Primary Texts and
References**

Title	No value
Author	Fahey, T., Insel, P., Roth, W. Fit and Well. 12th ed. San Francisco, CA, McGraw-Hill Publishing Co., 2015.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	Fit and Well Brief Edition
Author	Fahey, T., Insel, P., Roth, W.
Publisher	McGraw-Hill Publishing Co. San Francisco
Date/Edition	15th Edition, 2023.
ISBN	No value



Suggested Reading List

No value

Reading List Claxton, David. Winning Edge Series, Tennis. Boston, MA: WCB McGraw-Hill, 1999.

May include, but are not limited to No value

Reading List USTA Magazine

May include, but are not limited to No value

Reading List Tennis Today Magazines

May include, but are not limited to No value

Reading List Gould, Dick. Tennis, Anyone? 6th ed. Mountain View, CA: Mayfield Publishing, 2000.

May include, but are not limited to No value

Reading List Internet

Changed Field**Current Version****Proposed Version**

May include, but are not limited to No value

Reading List United States Tennis Association, Tennis Rules and Case Decisions. Garden City, NY: Doubleday & Co., 2017.

May include, but are not limited to No value

Reading List Bryant, James. "Game Set Match", 8th ed. Belmont, CA: Wadsworth/Cengage Learning, 2012.

May include, but are not limited to No value

Learning Outcomes and Objectives

Changed	Field	Current Version	Proposed Version
	Course Objectives	<ul style="list-style-type: none"> • Practice conventional techniques, and make adaptations based on individual strength, flexibility and coordination. • Recognize, identify and apply the rules of the game, scoring, etiquette/social behaviors. • Develop knowledge of applied physics relative to force development and stroke mechanics as they perform drills to formulate the volley, lob, and overhead. • Examine significant events in world history which have influenced the development of the game of tennis and creation of rules for the physically challenged. • Examine and apply basic exercise physiology, nutrition, flexibility and strength concepts to improve their physical condition in order to play at a more advanced level with consideration for the variables which occur due to physical condition, gender and age. 	<ul style="list-style-type: none"> • Practice conventional techniques, and make adaptations based on individual strength, flexibility and coordination. • Recognize, identify and apply the rules of the game, scoring, etiquette/social behaviors. • Develop knowledge of applied physics relative to force development and stroke mechanics as they perform drills to formulate the volley, lob, and overhead. • Examine significant events in world history which have influenced the development of the game of tennis and creation of rules for the physically challenged. • Examine and apply basic exercise physiology, nutrition, flexibility and strength concepts to improve their physical condition in order to play at a more advanced level with consideration for the variables which occur due to physical condition, gender and age.

Changed Field**Current Version****Proposed Version****CSLOs**

CSLOs Perform with increasing proficiency the skills and footwork of the game of tennis.

Expected SLO Performance 0.0

CSLOs Perform with increasing proficiency the skills and footwork of the game of tennis.

Expected SLO Performance 0.0

CSLOs Apply knowledge of basic fitness concepts as they apply to health and wellness.

Expected SLO Performance 0.0

CSLOs Apply knowledge of basic fitness concepts as they apply to health and wellness.

Expected SLO Performance 0.0

CSLOs Apply knowledge of basic fitness concepts to health and wellness.

Expected SLO Performance 0.0

Course Outline

Changed	Field	Current Version	Proposed Version
!	Course Content	<p>1. Practice conventional techniques, and make adaptations based on individual strength, flexibility and coordination.</p> <p>1. Fundamental description, skills acquisition and stroke mechanics.</p> <ol style="list-style-type: none"> 1. cueing/"tennis lingo" and vocabulary 2. volley, lob and foot positioning. <ol style="list-style-type: none"> 1. grips 2. stroke mechanics 3. footworks 3. forehand, backhand groundstrokes and the service to increase consistency 4. drills <ol style="list-style-type: none"> 1. large group 2. small groups 3. partner 4. individual 5. ball machine 6. wall 7. visualization without hitting <p>2. Adaptive mechanics for individual limitations</p> <p>2. Recognize, identify and apply the rules of the game, scoring, etiquette/social behaviors.</p> <ol style="list-style-type: none"> 1. Scoring systems <ol style="list-style-type: none"> 1. Regular or traditional scoring 2. No-Ad scoring 2. Basic Rules <ol style="list-style-type: none"> 1. Singles <ol style="list-style-type: none"> 1. boundaries 2. regarding the service 3. regarding the net 4. overall object of the game 5. overall object of the game 2. Doubles <ol style="list-style-type: none"> 1. boundaries 2. regarding the service 3. regarding the net 4. overall object of the game 5. what constitutes a point 3. USTA rules verses ITA rules 4. Specific rules for wheelchair tennis 3. Court etiquette 	<p>1. Practice conventional techniques, and make adaptations based on individual strength, flexibility and coordination at an advanced beginning level.</p> <p>1. Fundamental description, skills acquisition and stroke mechanics.</p> <ol style="list-style-type: none"> 1. drills <ol style="list-style-type: none"> 1. large group 2. small groups 3. partner 4. individual 5. ball machine 6. wall 7. visualization without hitting 2. forehand, backhand groundstrokes and the service to increase consistency 3. volley, lob and foot positioning. <ol style="list-style-type: none"> 1. grips 2. stroke mechanics 3. footworks 4. cueing/"tennis lingo" and vocabulary 5. Adaptive mechanics for individual limitations <p>2. Recognize, identify and apply the rules of the game, scoring, etiquette/social behaviors.</p> <ol style="list-style-type: none"> 1. Scoring systems <ol style="list-style-type: none"> 1. Regular or traditional scoring 2. No-Ad scoring 2. Basic Rules <ol style="list-style-type: none"> 1. Singles <ol style="list-style-type: none"> 1. boundaries 2. regarding the service 3. regarding the net 4. overall object of the game 5. overall object of the game 2. Doubles <ol style="list-style-type: none"> 1. boundaries 2. regarding the service 3. regarding the net 4. overall object of the game 5. what constitutes a point 3. USTA rules verses ITA rules 4. Specific rules for wheelchair tennis

Changed Field**Current Version****Proposed Version**

1. calling score
2. retrieving balls in another persons court
3. calling "out" balls
3. Develop knowledge of applied physics relative to force development and stroke mechanics as they perform drills to formulate the volley, lob, and overhead.
 1. Simple applied physics - transfer of momentum
 1. swing speed and creating power
 2. weight shifts, trunk rotations
 3. swing patterns and how they change the flight of the ball
 2. preparation for oncoming ball sets up a foundation for the transfer of momentum
 3. dynamics of how follow through imparts lift and spin to the ball
 4. direction of force translating to direction of ball
4. Examine significant events in world history which have influenced the development of the game of tennis and creation of rules for the physically challenged.
 1. Increased leisure time for wealthy-historical review and analysis.
 2. Air travel and how it made international events possible
 1. Davis Cup competition-international team event
 2. Grand Slam competition-international individual tournament series
 3. World Tennis-professional co-ed tennis league
 4. Olympics-professional and amateurs compete to represent their countries
 3. Female participation in competition
 1. Bobby Riggs vs. Billie Jean King.
 2. Chris Evert utilizes the two handed stroke.
 3. Althea Gibson (August 25, 1927 – September 28, 2003) was an American tennis player and professional golfer, and the first black athlete to cross the color line of international tennis. In 1956, she became the first person of color to win a Grand Slam

3. Court etiquette
 1. calling score
 2. retrieving balls in another persons court
 3. calling "out" balls
3. Develop knowledge of applied physics relative to force development and stroke mechanics as they perform drills to formulate the volley, lob, and overhead.
 1. Simple applied physics - transfer of momentum
 1. swing speed and creating power
 2. weight shifts, trunk rotations
 3. swing patterns and how they change the flight of the ball
 2. preparation for oncoming ball sets up a foundation for the transfer of momentum
 3. dynamics of how follow through imparts lift and spin to the ball
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 1. Increased leisure time for wealthy-historical review and analysis.
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 3. Althea Gibson (August 25, 1927 – September 28, 2003) was an American tennis player and professional golfer, and the first black athlete to cross the color line of international tennis. In 1956, she became the first person

Changed Field**Current Version****Proposed Version**

	<p>title (the French Open). The following year she won both Wimbledon and the U.S. Nationals (precursor of the U.S. Open), then won both again in 1958, and was voted Female Athlete of the Year by the Associated Press in both years. In all, she won 11 Grand Slam tournaments, including six doubles titles, and was inducted into the International Tennis Hall of Fame and the International Women's Sports Hall of Fame. [1] In the early 1960s she also became the first black player to compete on the women's professional golf tour.</p> <p>4. Venus and Serena Williams</p> <p>4. Influence of television and increased winnings</p> <ol style="list-style-type: none"> 1. introduction of no-ad scoring-changes the strategy and mental approach to the game 2. increased exposure spurs growth of game-more people are exposed to the game <ol style="list-style-type: none"> 1. development of wheelchair tennis rules-people realize that small rule changes can make wheelchair bound personsverycompetitive 2. development of international wheelchair competition-Special Olympics bring international exposure to game and thus popularity. <p>5. Analyze the changes in the strategies, stroke mechanics and pace of the game due to the influence of technological changes in equipment and how it has changed the way in which children, adults and older adults play the game.</p> <ol style="list-style-type: none"> 1. Changes in materials/ Racket Composition <ol style="list-style-type: none"> 1. Weight 	<p>of color to win a Grand Slam title (the French Open). The following year she won both Wimbledon and the U.S. Nationals (precursor of the U.S. Open), then won both again in 1958, and was voted Female Athlete of the Year by the Associated Press in both years. In all, she won 11 Grand Slam tournaments, including six doubles titles, and was inducted into the International Tennis Hall of Fame and the International Women's Sports Hall of Fame. [1] In the early 1960s she also became the first black player to compete on the women's professional golf tour.</p> <p>4. Venus and Serena Williams</p> <p>4. Influence of television and increased winnings</p> <ol style="list-style-type: none"> 1. introduction of no-ad scoring-changes the strategy and mental approach to the game 2. increased exposure spurs growth of game-more people are exposed to the game <ol style="list-style-type: none"> 1. development of wheelchair tennis rules-people realize that small rule changes can make wheelchair bound personsverycompetitive 2. development of international wheelchair competition-Special Olympics bring international exposure to game and thus popularity. <p>5. Analyze the changes in the strategies, stroke mechanics and pace of the game due to the influence of technological changes in equipment and how it has changed the way in which children, adults and older adults play the game.</p> <ol style="list-style-type: none"> 1. Changes in materials/ Racket Composition
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Changed Field**Current Version****Proposed Version**

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- | | |
|--|--|
| <ul style="list-style-type: none">2. Flexibility2. Implications-how the game has changed<ul style="list-style-type: none">1. young and older/weaker players can swing rackets faster2. racket composition imparts more power with less effort-all players have the ability to "hit winners". Game style and mental approach can be more aggressive.3. backcourt play with lots of top spin is more prevalent4. introduction of extreme western grip-many players choose this grip in order to return the high top spin balls5. Examine and apply basic exercise physiology, nutrition, flexibility and strength concepts to improve their physical condition in order to play at a more advanced level with consideration for the variables which occur due to physical condition, gender and age.<ul style="list-style-type: none">1. Theories of anaerobic exercise<ul style="list-style-type: none">1. Fartlak training for well-conditioned players2. court drills for players of all levels2. Nutritional concepts with special notes regarding specific needs for various populations: youth, adults, older adults, highly trained athletes no matter what age, males and females.<ul style="list-style-type: none">1. balanced diet for wellness2. pre-class meals3. pre-competition meals3. Flexibility concepts with special notes regarding specific needs for various populations: youth, adults, older adults, highly trained athletes no matter what age, males and females.<ul style="list-style-type: none">1. techniques for overall flexibility2. techniques specifically for tennis players | <ul style="list-style-type: none">1. Weight2. Flexibility2. Implications-how the game has changed<ul style="list-style-type: none">1. young and older/weaker players can swing rackets faster2. racket composition imparts more power with less effort-all players have the ability to "hit winners". Game style and mental approach can be more aggressive.3. backcourt play with lots of top spin is more prevalent4. introduction of extreme western grip-many players choose this grip in order to return the high top spin balls5. Examine and apply basic exercise physiology, nutrition, flexibility and strength concepts to improve their physical condition in order to play at a more advanced level with consideration for the variables which occur due to physical condition, gender and age.<ul style="list-style-type: none">1. Theories of anaerobic exercise<ul style="list-style-type: none">1. Fartlak training for well-conditioned players2. court drills for players of all levels2. Nutritional concepts with special notes regarding specific needs for various populations: youth, adults, older adults, highly trained athletes no matter what age, males and females.<ul style="list-style-type: none">1. balanced diet for wellness2. pre-class meals3. pre-competition meals3. Flexibility concepts with special notes regarding specific needs for various populations: youth, adults, older adults, highly trained athletes no matter what age, males and females.<ul style="list-style-type: none">1. techniques for overall flexibility |
|--|--|

Changed	Field	Current Version	Proposed Version
		3. techniques for individuals based on physical limitations 4. theories about stretching during warm-up 5. theories about stretching post-play 4. Strength concepts with special notes regarding specific needs for various populations: youth, adults, older adults, highly trained athletes no matter what age, males and females. 1. techniques for overall strength on the court 2. techniques specifically for tennis 3. techniques to avoid common injuries	2. techniques specifically for tennis players 3. techniques for individuals based on physical limitations 4. theories about stretching during warm-up 5. theories about stretching post-play 4. Strength concepts with special notes regarding specific needs for various populations: youth, adults, older adults, highly trained athletes no matter what age, males and females. 1. techniques for overall strength on the court 2. techniques specifically for tennis 3. techniques to avoid common injuries
	Lab Component in this Course	No	No
	Lab Outline	No value	No value

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	KNES D032A or KNES D32AX, or equivalent skills	KNES D032A or KNES D32AX, or equivalent skills
	Corequisite(s):	No Value	No Value
	Advisory(ies):	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005.	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005.
	Advisory(ies) - Other:	No Value	No Value
	Limitation(s) on Enrollment:	No Value	No Value
	Limitation(s) on Enrollment - Other:	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	(See general education pages for the requirements this course meets.)	(See general education pages for the requirements this course meets.)
	General Course Statement(s) - Other:	No Value	No Value

Curriculum Office

Changed	Questions	Current Version	Proposed Version
!	Banner Start Term (202122)	202122	No Value
!	Banner Division	2PE	No Value
!	Catalog Term (21-22)	23-24	No Value
!	5 Year Revision Year (2021)	2018	No Value
!	Effective Quarter	Fall	No Value
!	Effective Year (2021)	2023	No Value
	Sort ID (00 < 10; 0 < 100)	KNES 032BX	KNES 032BX
	Course Status	Non-substantial	Non-substantial
!	Course Status Code	A	No Value
!	Banner Department	KNES	No Value
!	Course Level	DU	No Value
!	College Code	DA	No Value
	Course Characteristics	NA	NA

Changed	Questions	Current Version	Proposed Version
	Cross-Listed/Related Course Information	Related Child	Related Child
	Cross-Listed/Related Course ID's	KNES 32B	KNES 32B
!	CTE Status	No	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
!	Emergency Approval	No	No Value
!	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)	N	No Value
!	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)	F	No Value

Changed	Questions	Current Version	Proposed Version
!	Noncredit Enhanced Funding Indicator	N	No Value
!	In Service Indicator	N	No Value
!	Sports/Physical Education Course Indicator	Y	No Value
!	COA Code	C	No Value
!	Fund Code	114000	No Value
!	Organization Code	236002	No Value
!	Account Code	1320	No Value
!	Program Code	083500	No Value
!	Percent	100	No Value
	Curriculum Office Notes	<ul style="list-style-type: none"> Requisite change appr. 1/17/23 (effect. F23).-cc 	<ul style="list-style-type: none"> Requisite change appr. 1/17/23 (effect. F23).-cc
!	Print/No Print to Catalog	Yes	No Value
	Checklist	No Value	No Value

Summary of Revisions

Changed	Questions	Current Version	Proposed Version
!	Basic Course Information	No Value	Description update
	Units and Hours	No Value	No Value
!	Specifications	No Value	<p>Updated methods of instruction to reflect how course content is taught</p> <p>Updated assignments to align with SLO's and/or course objectives</p> <p>Aligned methods of evaluation with SLO's and/or course objectives</p> <p>Updated textbooks and references to reflect current publications</p>
!	Outline	No Value	SLO's update

Changed	Questions	Current Version	Proposed Version
	Other	No Value	No Value

Blue Form

Changed	Questions	Current Version	Proposed Version
	<p>For changes to the units and hours tab; 1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.</p>	No Value	No Value
	<p>1. Is the unit(s) change required for articulation?</p>	No Value	No Value
	<p>2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.</p>	No Value	No Value
	<p>3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.</p>	No Value	No Value
	<p>Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.</p>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

No Value

Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

No Value

A-Matrix Form

Changed	Questions	Current Version	Proposed Version
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EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

No Value

Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.

No Value

No Value

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

Changed	Questions	Current Version	Proposed Version
!	Objective 2: Develop analytical ideas and topics for essays.	No Value	Assignment B: Students must learn about each of the 5 components of fitness and analyze the effects of tennis on each component and then select the topic for their essay.
!	Objective 3: Compose and support thesis statements for analytical essays.	No Value	Assignment B: Compose an essay on one of the 5 components of fitness from the class text "Fit and Well" with a critical analysis of the effects of tennis training on the chosen component.
	Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.	No Value	No Value
	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
	<p>ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.</p>	No Value	No Value
	<p>Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.</p>	No Value	No Value
	<p>Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.</p>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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**Objective 3:
Produce written
work using a
cyclical process
of multiples
drafts and
revisions.**

No Value

No Value

**Objective 4:
Demonstrate the
ability to include
a variety of
sentence
structures in
writing.**

No Value

No Value

**Objective 5: Edit
compositions to
correct errors in
the major
conventions of
Standard Written
English.**

No Value

No Value

D-Matrix Form

Changed	Questions	Current Version	Proposed Version
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**Intermediate
algebra or
equivalent (or
higher), or
appropriate
placement
beyond
intermediate
algebra. If this is
the requisite for
the course,
complete the
objective(s)
below. If this
requisite is being
removed,
provide an
explanation as to
why.**

No Value

No Value

Changed	Questions	Current Version	Proposed Version
	Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self- efficacy through the practice of self-regulated learning.	No Value	No Value
	Objective 2: Investigate the use of mathematics in real world.	No Value	No Value
	Objective 3: Explore functions.	No Value	No Value
	Objective 4: Develop linear function models.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real world problems.	No Value	No Value
	Objective 6: Use linear inequalities in one variable to solve real world problems.	No Value	No Value
	Objective 7: Examine exponential expressions and develop exponential function models.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 8: Examine logarithmic expressions and develop logarithmic function models.	No Value	No Value
	Objective 9: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 10: Investigate the characteristics of rational expressions.	No Value	No Value
	Objective 11: Develop skills to work with radical expressions.	No Value	No Value

E-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.	No Value	No Value
	Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.	No Value	No Value
	Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 4: Develop linear function models to solve problems.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real-world problems.	No Value	No Value
	Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 7: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 8: Use inequalities to solve real world problems.	No Value	No Value
	Objective 9: Explore arithmetic sequences and series.	No Value	No Value
	Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value


F-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.	No Value	No Value
	Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.	No Value	No Value
	Objective 3: Apply the order of operations to evaluate signed numerical expressions.	No Value	No Value
	Objective 4: Solve problems involving operations with signed numbers.	No Value	No Value
	Objective 5: Explore the characteristics and properties of real numbers.	No Value	No Value
	Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.	No Value	No Value
	Objective 7: Explore rates and ratios and use proportions to solve problems.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.	No Value	No Value
	Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.	No Value	No Value
	Objective 10: Solve linear equations in one variable numerically and algebraically.	No Value	No Value
	Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.	No Value	No Value
	Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

G-Matrix Form

Changed	Questions	Current Version	Proposed Version
	If the requisite does not fall under an A-F Matrix, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. If a requisite falling under Matrix G is being removed, provide an explanation as to why.	No Value	Practice conventional techniques, and make adaptations based on individual strength, flexibility and coordination at an advanced beginning level.

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
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Objective 4: For Prerequisites based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills, i.e. such as a course.

No Value

No Value

De Anza GE Form

Changed	Questions	Current Version	Proposed Version
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Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Outline E: Examine and apply basic exercise physiology, nutrition, flexibility and strength concepts to improve their physical condition in order to play at a more advanced level with consideration for the variables which occur due to physical condition, gender and age.




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

Writing: Assignments: B: Essay on one of the 5 components of fitness from the class text "Fit and Well" with a critical analysis of tennis training on the chosen component. Collaborative: C.1. Practice advanced beginning tennis skills in partner or small groups activities Oral: Assignments: C2 Verbal peer evaluation on skills acquisition of various advanced beginner tennis swings.

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: Essay on one of the 5 components of fitness from the class text "Fit and Well" with a critical analysis of tennis training on the chosen component.
!	Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	Outline E: Examine and apply basic exercise physiology, nutrition, flexibility and strength concepts to improve their physical condition in order to play at a more advanced level with consideration for the variables which occur due to physical condition, gender and age.
!	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: Examine significant events in world history which have influenced the development of the game of tennis and creation of rules for the physically challenged.

Changed	Questions	Current Version	Proposed Version
	Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	Outline A: Practice conventional techniques, and make adaptations based on individual strength, flexibility and coordination.


De Anza GE - ESGC Form

Changed	Questions	Current Version	Proposed Version
	Criteria 1: Explain the interconnectivity of economic prosperity, social equity and environmental quality.	No Value	No Value
	Criteria 2: Identify the most serious environmental, equity, and social justice problems globally and locally and explain their underlying causes and possible consequences.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Criteria 3: Explain some significant ways students can make a difference in making a positive impact, locally, at a state level, or globally in making the world more environmentally sustainable and socially just.	No Value	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	<table border="1"> <thead> <tr> <th>Date</th> <th>Name - Role OR Tab</th> <th>Part - Type of Field Edit</th> <th>Edit</th> <th>Initiator - Indicate "Y" When Completed</th> </tr> </thead> <tbody> <tr> <td>3/25/24</td> <td>Zack JudsonG</td> <td>Matrix Required</td> <td>Upload a pdf of the most current form of Matrix G The entries in the left hand column need to come from the objectives of the prerequisite course</td> <td>Y</td> </tr> <tr> <td>4/4/24</td> <td>Zack JudsonG</td> <td>Matrix Required</td> <td></td> <td></td> </tr> <tr> <td>4/4/24</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Date	Name - Role OR Tab	Part - Type of Field Edit	Edit	Initiator - Indicate "Y" When Completed	3/25/24	Zack JudsonG	Matrix Required	Upload a pdf of the most current form of Matrix G The entries in the left hand column need to come from the objectives of the prerequisite course	Y	4/4/24	Zack JudsonG	Matrix Required			4/4/24				
Date	Name - Role OR Tab	Part - Type of Field Edit	Edit	Initiator - Indicate "Y" When Completed																			
3/25/24	Zack JudsonG	Matrix Required	Upload a pdf of the most current form of Matrix G The entries in the left hand column need to come from the objectives of the prerequisite course	Y																			
4/4/24	Zack JudsonG	Matrix Required																					
4/4/24																							
	Stage 8: AVP - Instruction	No Value	No Value																				
	Stage 9: Articulation Officer	No Value	No Value																				
	Stage 11: ESGC Faculty Coordinator	No Value	No Value																				
	Stage 14: Curriculum Committee	No Value	No Value																				

Course Administration Codes

Articulation occurs after course approval. The following fields will not show a Proposed Version.

Changed	Field	Current Version
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	Curriculum ID	KNESD32BX
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	Distance Education Approved	No
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	Board of Trustees Approval Date	
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	Curriculum Committee Approval Date	
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	Time to Next Review	Sep 1, 2023 12:00:00 AM
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	External Review Approval Date	Sep 1, 2018 12:00:00 AM
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	Course Control Number	CCC000581856
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Articulation

Changed	Field	Current Version
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	Course Crosswalk CRS-DEPT-NAME	
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	Course Crosswalk CRS-NUMBER	
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De Anza College
Change Report
08/01/2024

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Description
General Information	Course Type (CB27)
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Transferability & Gen. Ed. Options	GE Information
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
Learning Outcomes and Objectives	CSLOs
Curriculum Office	Banner Start Term (202122)
Curriculum Office	Banner Division
Curriculum Office	Catalog Term (21-22)
Curriculum Office	5 Year Revision Year (2021)
Curriculum Office	Effective Quarter
Curriculum Office	Effective Year (2021)
Curriculum Office	Course Status Code
Curriculum Office	Banner Department

Section	Changed field
Curriculum Office	Course Level
Curriculum Office	College Code
Curriculum Office	CTE Status
Curriculum Office	Emergency Approval
Curriculum Office	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)
Curriculum Office	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)
Curriculum Office	Noncredit Enhanced Funding Indicator
Curriculum Office	In Service Indicator
Curriculum Office	Sports/Physical Education Course Indicator
Curriculum Office	COA Code
Curriculum Office	Fund Code
Curriculum Office	Organization Code
Curriculum Office	Account Code
Curriculum Office	Program Code
Curriculum Office	Percent
Curriculum Office	Print/No Print to Catalog
B-Matrix Form	Objective 2: Develop analytical ideas and topics for essays.
B-Matrix Form	Objective 3: Compose and support thesis statements for analytical essays.
De Anza GE Form	Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

Section**Changed field**

De Anza GE Form

Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

De Anza GE Form

Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

De Anza GE Form

Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

De Anza GE Form

Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

De Anza GE Form

Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

Comments

Stage 7: Content Review Matrix Liaison

Comments

Stage 8: AVP - Instruction

Foothill Equivalency

Does the course have a Foothill equivalent?

CTE Course

Is this a CTE (Career Technical Education) course?

Honors/Non-honors Course

Is this an honors/non-honors course?



Mirrored Credit/Noncredit Course

Is this a mirrored credit/noncredit course?

Cross-listed Course

Is this a cross-listed course?

General Information

Changed	Field	Current Version	Proposed Version
	Faculty Initiator	• Catherina Wong	• Nick Mattis
	Course ID (CB01A and CB01B)	KNESD032C	KNESD032C
	Course Control Number	CCC000581860	CCC000581860
	Course Title (CB02)	Intermediate Tennis	Intermediate Tennis
	Short Course Title	INTERMEDIATE TENNIS	INTERMEDIATE TENNIS
	TOP Code (CB03)	0835.00	0835.00 Physical Education
	CIP Code	Health and Physical Education/Fitness, General	31.0501 Health and Physical Education/Fitness, General
	Department	KNES - Kinesiology	KNES - Kinesiology
	Effective Term	Fall 2023	Fall 2023 <u>2025</u>
	SAM Priority Code (CB09)	Non-Occupational	Non-Occupational

Changed	Field	Current Version	Proposed Version
!	Course Description	An introduction to the discipline of Kinesiology through tennis. Development of consistency, accuracy and control for forehand, backhand ground-strokes, serve, volley, lob and overhead skills utilizing fundamental theories of physics. Introducing elements of changing the dynamics of the game with spins and drop shots or by approaching the net; basic singles and doubles strategies. A brief historical examination of how the game of tennis has changed due to the influence of individual men, women, and children, of various countries, and their styles of play or strategies. Students will review and apply basic exercise physiology, nutrition, flexibility and strength concepts to improve their physical condition in order to play tennis at a more advanced level.	An <u>This class is an</u> introduction to the discipline of Kinesiology through tennis. Development of consistency, accuracy and control for forehand, backhand ground-strokes, serve, volley, lob and overhead skills utilizing fundamental theories of physics. Introducing elements of changing the dynamics of the game with spins and drop shots or by approaching the net; basic singles and doubles strategies. A brief historical examination of how the game of tennis has changed due to the influence of individual men, women, and children, of various countries, and their styles of play or strategies. Students will review and apply basic exercise physiology, nutrition, flexibility and strength concepts to improve their physical condition in order to play tennis at a more advanced level.
!	Course Type (CB27)	No value	<ul style="list-style-type: none"> Lower Division
!	Mode of Delivery	<ul style="list-style-type: none"> NA 	<ul style="list-style-type: none"> In person ONLY

Faculty Requirements

Changed	Field	Current Version	Proposed Version
!	Discipline 1	No value	<ul style="list-style-type: none"> Physical Education
	Discipline 2	No value	No value
	Discipline 3	No value	No value
!	FSA	No value	<ul style="list-style-type: none"> FHDA FSA - PHYSICAL EDUCATION

Formerly Statement


Changed	Field	Current Version	Proposed Version
	Formerly Statement	(Formerly P E D021C and P E D21CX respectively.)	(Formerly P E D021C and P E D21CX respectively.)

Course Justification			
Changed	Field	Current Version	Proposed Version
	Course Justification	The course is CSU and UC transferable. This course meets a general education requirement for De Anza and CSUGE. This course begins to develop previous skills into serious reflective competitive play.	The course is CSU and UC transferable. This course meets a general education requirement for De Anza and CSUGE. This course begins to develop previous skills into serious reflective competitive play.


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	

Changed	Field	Current Version	Proposed Version
	Foothill Course ID	PHED F026A	PHED F026A
	Does the course have a Foothill equivalent?	Yes	Yes <u>No</u>


CTE Course

Changed	Field	Current Version	Proposed Version
	Is this a CTE (Career Technical Education) course?	No value	<u>No</u>

Honors/Non-honors Course

Changed	Field	Current Version	Proposed Version
	Is this an honors/non-honors course?	No value	<u>No</u>

Mirrored Credit/Noncredit Course

Changed	Field	Current Version	Proposed Version
	Is this a mirrored credit/noncredit course?	No value	<u>No</u>

Cross-listed Course

Changed	Field	Current Version	Proposed Version
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Changed	Field	Current Version	Proposed Version
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	Is this a cross-listed course?	No value	<u>No</u>
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More Options

Changed	Field	Current Version	Proposed Version
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	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.
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	Course Prior To College Level	Not applicable.	Not applicable.
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	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.
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	Course Support Status (CB26)	Course is not a support course	Course is not a support course
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	Repeat Limit	0	0
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	Grade Options	<ul style="list-style-type: none"> • Letter Grade • Pass/No Pass 	<ul style="list-style-type: none"> • Letter Grade • Pass/No Pass
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	Allow Students to Gain Credit by Exam/Challenge	<input type="checkbox"/>	<input type="checkbox"/>
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	Repeatability Statement	(This course is included in the Individual Sports 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 Individual Sports Family of activity courses. Please see the rules on "Repeating Courses" in the College Policies section of the catalog.)
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Associated Programs

Changed Field**Current Version****Proposed Version****Course is part of a program****Associated Program** Kinesiology for Transfer (In Development)**Award Type** Associate in Arts for Transfer (A.A.-T.) Degree**Associated Program** Kinesiology for Transfer (In Development)**Award Type** Associate in Arts for Transfer (A.A.-T.) Degree**Associated Program** CSU GE**Award Type** Certificate of Achievement-Advanced (COA-A)**Associated Program** CSU GE**Award Type** Certificate of Achievement-Advanced (COA-A)**Associated Program** CSU GE**Award Type** Certificate of Achievement-Advanced (COA-A)**Associated Program** CSU GE**Award Type** Certificate of Achievement-Advanced (COA-A)**Associated Program** CSU GE**Award Type** Certificate of Achievement-Advanced (COA-A)**Associated Program** CSU GE**Award Type** Certificate of Achievement-Advanced (COA-A)**Associated Program** Associate in Arts in Kinesiology for Transfer**Award Type** Associate in Arts for Transfer (A.A.-T.) Degree**Associated Program** Associate in Arts in Kinesiology for Transfer**Award Type** Associate in Arts for Transfer (A.A.-T.) Degree**Associated Program** Kinesiology for Transfer**Award Type** Associate in Arts for Transfer (A.A.-T.) Degree**Associated Program** Kinesiology for Transfer**Award Type** Associate in Arts for Transfer (A.A.-T.) Degree

Changed Field

Current Version

Proposed Version

Transferability & Gen. Ed. Options

Changed

Field

Current Version

Proposed Version

Transfer Status (CB05)

Transferable to both UC and CSU

Transferable to both UC and CSU

Course General Education Status (CB25)

Y

Y

Transfer Status

Approved

Approved



GE Information

System/Institution De Anza GE

Area(s) • 2GEP - Approved.

- No value

System/Institution De Anza GE

Area(s) • 2GEP - Approved.

- No value

System/Institution CSU GE

Area(s) • CGEP - Approved.

- No value

Weekly Student Hours - Profile Name: Default Profile

Changed

Field

Current Version

Proposed Version

Lecture Hours - In Class

0

0

Changed	Field	Current Version	Proposed Version
	Lecture Hours - Out of Class	0	0
	Laboratory Hours - In Class	2	2
	Laboratory Hours - Out of Class	0	0
	NA Hours - In Class	0	0
	NA Hours - Out of Class	0	0

Course Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	24	24
	Lecture Hours - Course In- Class (Contact) per Term	0	0
	Lecture Hours - Course Out- of-Class per Term	0	0

Changed	Field	Current Version	Proposed Version
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	Laboratory Hours - Course In-Class (Contact) per Term	24	24
--	--	----	----

	Laboratory Hours - Course Out-of-Class per Term	0	0
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	NA Hours - Course In-Class (Contact) per Term	0	0
--	--	---	---

	NA Hours - Course Out-of-Class per Term	0	0
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	Total - Course In-Class (Contact) Hours	24	24
--	--	----	----

	Total - Course Out-of-Class Hours	0	0
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	Total Credit Units - Minimum Credit Units	0.5	0.5
--	--	-----	-----

	Total Credit Units - Maximum Credit Units	0.5	0.5
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Speciality Hours

Changed	Field	Current Version	Proposed Version
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	Speciality Hours	No value	No value
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Credit / Non-Credit Options

Changed	Field	Current Version	Proposed Version
	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.
	Course Credit Status (CB04)	Credit - Degree Applicable	Credit - Degree Applicable
	Course Non Credit Category (CB22)	Credit Course.	Credit Course.
	Funding Agency Category (CB23)	Not Applicable.	Not Applicable.
	Cooperative Work Experience Education Status (CB10)	<input type="checkbox"/>	<input type="checkbox"/>
	Variable Credit Course	<input type="checkbox"/>	<input type="checkbox"/>

Credit Units


Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	-	0
	Total Laboratory Hours per Term	24	24
	Total Contact Hours per Term	-	0

Changed	Field	Current Version	Proposed Version
	Total Credit Units	0.5	0.5
	Minimum Credit Units	0.5	0.5
	Maximum Credit Units	0.5	0.5

SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

Changed	Field	Current Version	Proposed Version
	Methods of Instruction	<p>Methods of Instruction</p> <p>Methods of Instruction Visual aids Discussion of assigned reading Discussion and problem solving performed in class In-class essays Quiz and examination review performed in class Collaborative learning and small group exercises</p>	<p>Methods of Instruction Methods of Instruction</p> <p>Methods of Instruction Visual aids Discussion of assigned reading Discussion and problem solving performed in class Quiz and examination review performed in class Collaborative learning and small group exercises Demonstration and skill practice</p>

Changed Field**Current Version****Proposed Version****Assignments**

1. Reading
 1. Specific assignments in textbook
 2. Media sources such as "USTA Magazine," "Tennis Today"
 3. Handouts
2. Writing
 1. Compose a one-page essay regarding an aspect of the history of tennis utilizing internet, media and/or text sources
 2. Written Final Exam
3. Practical Skills Development
 1. Verbal peer evaluations on skill acquisition of tennis swings.
 2. Partner play, or doubles tennis, utilizing strategies for collaborative use of tennis skills.

1. Reading
 1. Specific assignments in textbook
 2. Online media sources
2. Writing
 1. Compose a one-page essay regarding an aspect of the 5 components of Fitness from the "Fit and Well" Text.
 2. Written Final Exam
 3. Peer evaluations through collaborative practice in intermediate tennis.
3. Practical Skills Development
 1. Verbal peer evaluations on skill acquisition of tennis swings.
 2. Partner play, or doubles tennis, utilizing strategies for collaborative use of tennis skills.



Methods of Evaluation

Methods of Evaluation	
Methods of Evaluation	<ol style="list-style-type: none"> 1. Skills performance test will be conducted and evaluated based on all motor aspects of tennis play at the intermediate level graded on completeness. 2. Essay on one aspect of the history of tennis will be evaluated for completeness. 3. Written final will be used to evaluate knowledge of skills acquired and ability to apply knowledge of basic fitness concepts based on readings from the class texts, handouts, and demonstrations in class.

Methods of Evaluation	
Methods of Evaluation	<ol style="list-style-type: none"> 1. Skills assessment will be conducted and evaluated based on all motor aspects of tennis play at the intermediate level graded on completeness. 2. Written final will be used to evaluate knowledge of skills acquired and ability to apply knowledge of basic fitness concepts based on readings from the class texts. 3. Essay on one of the five components of fitness evaluated on content and completeness.

Changed Field**Current Version****Proposed Version****Essential Student Materials/Essential College Facilities****Essential Student Materials:**

- Tennis racquet, tennis shoes, appropriate attire, two cans of new tennis balls

Essential College Facilities:

- Tennis court, tennis balls

Essential Student Materials:

- Tennis racquet, tennis shoes, appropriate attire, two cans of new tennis balls

Essential College Facilities:

- Tennis court, tennis balls

**Examples of Primary Texts and References**

Title	No value
Author	*Fahey, T., Insel, P., Roth, W. "Fit and Well" brief edition, San Francisco, CA, McGraw-Hill Publishing Co., 2015.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	Fit and Well Brief Edition
Author	Fahey, T., Insel, P., Roth, W.
Publisher	McGraw-Hill Publishing Co. San Francisco
Date/Edition	15th Edition, 2023.
ISBN	No value



Suggested Reading List

No value

Reading List	Claxton, David. Winning Edge Series, Tennis. Boston, MA: WCB McGraw-Hill, 1999.
May include, but are not limited to	No value

Reading List	USTA
May include, but are not limited to	No value

Reading List	Tennis Today magazines
May include, but are not limited to	No value

Reading List	Gould, Dick. Tennis, Anyone?, 6th ed., Mtn. View, CA: Mayfield Publishing, 2000.
May include, but are not limited to	No value

Changed Field**Current Version****Proposed Version**

Reading List Internet

May include, but are not limited to No value

Reading List United States Tennis Association, Tennis Rules and Case Decisions, Garden City, NY: Doubleday & Co., 2016.

May include, but are not limited to No value

Reading List Bryant, James. Game, Set, Match, 8th ed. Belmont, CA: Wadworth/Cengage Learning., 2004.

May include, but are not limited to No value

Learning Outcomes and Objectives

Changed	Field	Current Version	Proposed Version
	Course Objectives	<ul style="list-style-type: none"> • Practice conventional techniques, and make adaptations based on individual strength, flexibility and coordination • Recognize, identify and apply the rules of the game, scoring, etiquette/social behaviors • Develop knowledge of applied physics relative to force development and stroke mechanics as they perform drills to formulate drop shots, topspin and backspin • Examine significant events in world history which have influenced the development of the game of tennis, and creation of rules for the physically challenged. • Examine and apply basic exercise physiology, nutrition, flexibility and strength concepts to improve physical condition in order to play at a more advanced level with consideration for the variables which occur due to physical condition, gender and age 	<ul style="list-style-type: none"> • Practice conventional techniques, and make adaptations based on individual strength, flexibility and coordination • Recognize, identify and apply the rules of the game, scoring, etiquette/social behaviors • Develop knowledge of applied physics relative to force development and stroke mechanics as they perform drills to formulate drop shots, topspin and backspin • Examine significant events in world history which have influenced the development of the game of tennis, and creation of rules for the physically challenged. • Examine and apply basic exercise physiology, nutrition, flexibility and strength concepts to improve physical condition in order to play at a more advanced level with consideration for the variables which occur due to physical condition, gender and age

Changed Field

Current Version

Proposed Version



CSLOs

CSLOs Implement with increasing proficiency the skills and footwork of the game of tennis.

Expected SLO Performance 0.0

CSLOs Apply knowledge of basic fitness concepts as they relate to health and wellness.

Expected SLO Performance 0.0

CSLOs Apply knowledge of basic fitness concepts as they apply to health and wellness.

Expected SLO Performance 0.0

CSLOs Implement with increasing proficiency the skills and footwork of the game of tennis.

Expected SLO Performance 0.0

Course Outline

Changed	Field	Current Version	Proposed Version
Course Content		<ol style="list-style-type: none"> 1. Practice conventional techniques, and make adaptations based on individual strength, flexibility and coordination <ol style="list-style-type: none"> 1. Stroke mechanics <ol style="list-style-type: none"> 1. Grips 2. Topspin and underspin forehand and backhand groundstrokes, top spin and slice serves, half-volley/approach shot skills 2. Cueing "tennis lingo" and vocabulary 3. Drills for stroke improvement and acquisition of accuracy, consistency and power <ol style="list-style-type: none"> 1. Footwork 2. Ball machine 3. Large group 4. Small groups 5. Partner 6. Individual 7. Wall 8. Visualization without hitting 9. Drills to learn singles strategies and shot selection 10. Drills to learn basic doubles strategies and shot selection 4. Adaptive mechanics for individual limitations 5. Game play offensive and defensive strategies 2. Recognize, identify and apply the rules of the game, scoring, etiquette/social behaviors <ol style="list-style-type: none"> 1. Scoring systems <ol style="list-style-type: none"> 1. Regular or traditional scoring 2. No-Ad scoring 2. Basic rules <ol style="list-style-type: none"> 1. Singles 	<ol style="list-style-type: none"> 1. Practice conventional techniques, and make adaptations based on individual strength, flexibility and coordination <ol style="list-style-type: none"> 1. Stroke mechanics <ol style="list-style-type: none"> 1. Grips 2. Topspin and underspin forehand and backhand groundstrokes, top spin and slice serves, half-volley/approach shot skills 2. Cueing "tennis lingo" and vocabulary 3. Drills for stroke improvement and acquisition of accuracy, consistency and power <ol style="list-style-type: none"> 1. Footwork 2. Ball machine 3. Large group 4. Small groups 5. Partner 6. Individual 7. Wall 8. Visualization without hitting 9. Drills to learn singles strategies and shot selection 10. Drills to learn basic doubles strategies and shot selection 4. Adaptive mechanics for individual limitations 5. Game play offensive and defensive strategies 2. Recognize, identify and apply the rules of the game, scoring, etiquette/social behaviors <ol style="list-style-type: none"> 1. Scoring systems <ol style="list-style-type: none"> 1. Regular or traditional scoring 2. No-Ad scoring 2. Basic rules <ol style="list-style-type: none"> 1. Singles

Changed Field**Current Version****Proposed Version**

	<ol style="list-style-type: none">1. Boundaries2. Regarding the service3. Regarding the net4. Overall object of the game5. What constitutes a point	<ol style="list-style-type: none">1. Boundaries2. Regarding the service3. Regarding the net4. Overall object of the game5. What constitutes a point
	<ol style="list-style-type: none">2. Doubles<ol style="list-style-type: none">1. Boundaries2. Regarding the service3. Regarding the net4. Overall object of the game5. What constitutes a point	<ol style="list-style-type: none">2. Doubles<ol style="list-style-type: none">1. Boundaries2. Regarding the service3. Regarding the net4. Overall object of the game5. What constitutes a point
	<ol style="list-style-type: none">3. US Tennis Association rules versus International Tennis Association rules4. Specific rules for wheelchair tennis	<ol style="list-style-type: none">3. US Tennis Association rules versus International Tennis Association rules4. Specific rules for wheelchair tennis
	<ol style="list-style-type: none">3. Court etiquette<ol style="list-style-type: none">1. Calling score2. Retrieving balls in another persons court3. Calling "out" balls4. Cheering	<ol style="list-style-type: none">3. Court etiquette<ol style="list-style-type: none">1. Calling score2. Retrieving balls in another persons court3. Calling "out" balls4. Cheering
	<ol style="list-style-type: none">3. Develop knowledge of applied physics relative to force development and stroke mechanics as they perform drills to formulate drop shots, topspin and backspin<ol style="list-style-type: none">1. Simple applied physics<ol style="list-style-type: none">1. Transfer of momentum2. Swing speed and creating power3. Weight shifts, trunk rotations	<ol style="list-style-type: none">3. Develop knowledge of applied physics relative to force development and stroke mechanics as they perform drills to formulate drop shots, topspin and backspin<ol style="list-style-type: none">1. Simple applied physics<ol style="list-style-type: none">1. Transfer of momentum2. Swing speed and creating power3. Weight shifts, trunk rotations

Changed Field**Current Version****Proposed Version**

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- | | |
|--|--|
| 4. Swing patterns and how they change the flight of the ball | 4. Swing patterns and how they change the flight of the ball |
| 2. Preparation for oncoming ball sets up a foundation for the transfer of momentum | 2. Preparation for oncoming ball sets up a foundation for the transfer of momentum |
| 3. Dynamics of how follow-through imparts lift and spin to the ball | 3. Dynamics of how follow-through imparts lift and spin to the ball |
| 4. Direction of force translating to direction of ball | 4. Direction of force translating to direction of ball |
| 4. Examine significant events in world history which have influenced the development of the game of tennis, and creation of rules for the physically challenged. | 4. Examine significant events in world history which have influenced the development of the game of tennis, and creation of rules for the physically challenged. |
| 1. Increased leisure time for wealthy-a historical review and analysis | 1. Increased leisure time for wealthy-a historical review and analysis |
| 1. Air travel and how it made international events possible | 1. Air travel and how it made international events possible |
| 2. Davis Cup competition-international team event | 2. Davis Cup competition-international team event |
| 3. World Tennis-professional co-ed tennis league | 3. World Tennis-professional co-ed tennis league |
| 4. Olympics-professional amateurs compete to represent their countries | 4. Olympics-professional amateurs compete to represent their countries |
| 2. Female participation in competition | 2. Female participation in competition |
| 1. Bobby Riggs vs. Billie Jean King. | 1. Bobby Riggs vs. Billie Jean King. |
| 2. Chris Evert | 2. Chris Evert |
| 3. Althea Gibson (August 25, 1927 – September 28, 2003) was an American tennis player and professional golfer, | 3. Althea Gibson (August 25, 1927 – September 28, 2003) was an American tennis player and professional golfer, |

Changed Field**Current Version****Proposed Version**

and the first black athlete to cross the color line of international tennis. In 1956, she became the first person of color to win a Grand Slam title (the French Open). The following year she won both Wimbledon and the U.S. Nationals (precursor of the U.S. Open), then won both again in 1958, and was voted Female Athlete of the Year by the Associated Press in both years. In all, she won 11 Grand Slam tournaments, including six doubles titles, and was inducted into the International Tennis Hall of Fame and the International Women's Sports Hall of Fame. [1] In the early 1960s she also became the first black player to compete on the women's professional golf tour.

4. Venus and Serena Williams

3. Influence of television and increased winnings

1. Introduction of no-ad scoring-changes the strategy and mental approach to the game

2. Increased exposure spurs growth of

and the first black athlete to cross the color line of international tennis. In 1956, she became the first person of color to win a Grand Slam title (the French Open). The following year she won both Wimbledon and the U.S. Nationals (precursor of the U.S. Open), then won both again in 1958, and was voted Female Athlete of the Year by the Associated Press in both years. In all, she won 11 Grand Slam tournaments, including six doubles titles, and was inducted into the International Tennis Hall of Fame and the International Women's Sports Hall of Fame. [1] In the early 1960s she also became the first black player to compete on the women's professional golf tour.

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3. Influence of television and increased winnings

1. Introduction of no-ad scoring-changes the strategy and mental approach to the game

2. Increased exposure spurs growth of

Changed Field**Current Version****Proposed Version**

game-more people are exposed to the game

1. Development of wheelchair tennis rules-people realize that small rule changes can make wheelchair bound persons very competitive

2. Development of international wheelchair competition-Special Olympics bring international exposure to game and thus popularity

4. Analyze the changes in the strategies, stroke mechanics and pace of the game due to the influence of technological changes in equipment and how it has changed the way in which children, adults and older adults play the game

1. Changes in materials/racket composition
 1. Weight
 2. Flexibility
2. Implications-how the game has changed
 1. Young and older/weaker players can swing rackets faster

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1. Development of wheelchair tennis rules-people realize that small rule changes can make wheelchair bound persons very competitive

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1. Changes in materials/racket composition
 1. Weight
 2. Flexibility
2. Implications-how the game has changed
 1. Young and older/weaker players can swing rackets faster

Changed Field**Current Version****Proposed Version**

	2. Racket composition imparts more power with less effort-all players have the ability to "hit winners." Game style and mental approach can be more aggressive	2. Racket composition imparts more power with less effort-all players have the ability to "hit winners." Game style and mental approach can be more aggressive
	3. Backcourt play with lots of top spin is more prevalent	3. Backcourt play with lots of top spin is more prevalent
	4. Introduction of extreme western grip- many players choose this grip in order to return the high top spin balls	4. Introduction of extreme western grip- many players choose this grip in order to return the high top spin balls
	5. Examine and apply basic exercise physiology, nutrition, flexibility and strength concepts to improve physical condition in order to play at a more advanced level with consideration for the variables which occur due to physical condition, gender and age	5. Examine and apply basic exercise physiology, nutrition, flexibility and strength concepts to improve physical condition in order to play at a more advanced level with consideration for the variables which occur due to physical condition, gender and age
	1. Theories of anaerobic exercise	1. Theories of anaerobic exercise
	1. Fartlak training for well-conditioned players	1. Fartlak training for well-conditioned players
	2. Court drills for players of all levels	2. Court drills for players of all levels
	2. Nutritional concepts with special notes regarding specific needs for various populations: youth, adults, older adults, highly trained	2. Nutritional concepts with special notes regarding specific needs for various populations: youth, adults, older adults, highly trained

Changed Field**Current Version****Proposed Version**

- | | | |
|--|--|--|
| <p>athletes no matter what age, males and females</p> <ol style="list-style-type: none"> 1. Balanced diet for wellness 2. Pre-class meals 3. Pre-competition meals <p>3. Flexibility concepts with special notes regarding specific needs for various populations: youth, adults, older adults, highly trained athletes no matter what age, males and females</p> <ol style="list-style-type: none"> 1. Techniques for overall flexibility 2. Techniques specifically for tennis players 3. Techniques for individuals based on physical limitations 4. Theories about stretching during warm-up 5. Theories about stretching post-play <p>4. Strength concepts with special notes regarding specific needs for various populations: youth, adults, older adults, highly trained athletes no matter what age, males and females</p> <ol style="list-style-type: none"> 1. Techniques for overall strength on the court 2. Techniques specifically for tennis 3. Techniques to avoid common injuries | | <p>athletes no matter what age, males and females</p> <ol style="list-style-type: none"> 1. Balanced diet for wellness 2. Pre-class meals 3. Pre-competition meals <p>3. Flexibility concepts with special notes regarding specific needs for various populations: youth, adults, older adults, highly trained athletes no matter what age, males and females</p> <ol style="list-style-type: none"> 1. Techniques for overall flexibility 2. Techniques specifically for tennis players 3. Techniques for individuals based on physical limitations 4. Theories about stretching during warm-up 5. Theories about stretching post-play <p>4. Strength concepts with special notes regarding specific needs for various populations: youth, adults, older adults, highly trained athletes no matter what age, males and females</p> <ol style="list-style-type: none"> 1. Techniques for overall strength on the court 2. Techniques specifically for tennis 3. Techniques to avoid common injuries |
|--|--|--|

Lab Component in this Course

No

No

Lab Outline

No value

No value

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	KNES D032B or KNES D32BX, or equivalent skills	KNES D032B or KNES D32BX, or equivalent skills
	Corequisite(s):	No Value	No Value
	Advisory(ies):	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005.	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005.
	Advisory(ies) - Other:	No Value	No Value
	Limitation(s) on Enrollment:	No Value	No Value
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	(See general education pages for the requirements this course meets.)	(See general education pages for the requirements this course meets.)
	General Course Statement(s) - Other:	No Value	No Value

Curriculum Office

Changed	Questions	Current Version	Proposed Version
	Banner Start Term (202122)	202122	No Value
	Banner Division	2PE	No Value

Changed	Questions	Current Version	Proposed Version
!	Catalog Term (21-22)	23-24	No Value
!	5 Year Revision Year (2021)	2018	No Value
!	Effective Quarter	Fall	No Value
!	Effective Year (2021)	2023	No Value
	Sort ID (00 < 10; 0 < 100)	KNES 032C	KNES 032C
	Course Status	Non-substantial	Non-substantial
!	Course Status Code	A	No Value
!	Banner Department	KNES	No Value
!	Course Level	DU	No Value
!	College Code	DA	No Value
	Course Characteristics	NA	NA
	Cross- Listed/Related Course Information	Related Parent	Related Parent
	Cross- Listed/Related Course ID's	No Value	No Value
!	CTE Status	No	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value

Changed	Questions	Current Version	Proposed Version
!	Emergency Approval	No	No Value
!	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)	N	No Value
!	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)	F	No Value
!	Noncredit Enhanced Funding Indicator	N	No Value
!	In Service Indicator	N	No Value
!	Sports/Physical Education Course Indicator	Y	No Value
!	COA Code	C	No Value

Changed	Questions	Current Version	Proposed Version
!	Fund Code	114000	No Value
!	Organization Code	236002	No Value
!	Account Code	1320	No Value
!	Program Code	083500	No Value
!	Percent	100	No Value
	Curriculum Office Notes	<ul style="list-style-type: none"> Requisite change appr. 1/17/23 (effect. F23).-cc 	<ul style="list-style-type: none"> Requisite change appr. 1/17/23 (effect. F23).-cc
!	Print/No Print to Catalog	Yes	No Value
	Checklist	No Value	No Value

Summary of Revisions

Changed	Questions	Current Version	Proposed Version
	Basic Course Information	No Value	No Value
	Units and Hours	No Value	No Value
	Specifications	No Value	No Value
	Outline	No Value	No Value
	Other	No Value	No Value

Blue Form

Changed	Questions	Current Version	Proposed Version
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**For changes to the units and hours tab;
1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.**

No Value

No Value

1. Is the unit(s) change required for articulation?

No Value

No Value

2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.

No Value

No Value

3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.

No Value

No Value

Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

No Value

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
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Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

No Value

A-Matrix Form

Changed	Questions	Current Version	Proposed Version
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EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

No Value

Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.

No Value

No Value

Objective 2: Compose essays drawn from personal experience and assigned texts.

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.	No Value	No Value
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	Objective 4: Create syntactically varied sentences that are free of mechanical errors.	No Value	No Value
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	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.	No Value	No Value
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B-Matrix Form

Changed	Questions	Current Version	Proposed Version
	<p>ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.</p>	No Value	No Value
	<p>Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.</p>	No Value	No Value
!	<p>Objective 2: Develop analytical ideas and topics for essays.</p>	No Value	<p>Assignment B: Students must learn about each of the 5 components of fitness and analyze the effects of tennis on each component and then select the topic for their essay.</p>
!	<p>Objective 3: Compose and support thesis statements for analytical essays.</p>	No Value	<p>Assignment B: Compose an essay on one of the 5 components of fitness from the class text "Fit and Well" with a critical analysis of the effects of tennis training on the chosen component.</p>
	<p>Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.</p>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 5: Identify and practice writing for different audiences and purposes.	No Value	No Value
	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.	No Value	No Value
	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.	No Value	No Value
	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.	No Value	No Value
	Objective 9: Demonstrate appropriate grammar usage and mechanics.	No Value	No Value

C-Matrix Form

Changed	Questions	Current Version	Proposed Version
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ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

No Value

**Objective 1:
Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.**

No Value

No Value

**Objective 2:
Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.**

No Value

No Value

Changed	Questions	Current Version	Proposed Version
	Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.	No Value	No Value
	Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.	No Value	No Value
	Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.	No Value	No Value

D-Matrix Form

Changed	Questions	Current Version	Proposed Version
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Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

No Value

**Objective 1:
Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.**

No Value

No Value

**Objective 2:
Investigate the use of mathematics in real world.**

No Value

No Value

**Objective 3:
Explore functions.**

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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**Objective 4:
Develop linear
function
models.**

No Value

No Value

**Objective 5:
Use systems of
two linear
equations to
solve real
world
problems.**

No Value

No Value

**Objective 6:
Use linear
inequalities in
one variable to
solve real
world
problems.**

No Value

No Value

**Objective 7:
Examine
exponential
expressions
and develop
exponential
function
models.**

No Value

No Value

**Objective 8:
Examine
logarithmic
expressions
and develop
logarithmic
function
models.**

No Value

No Value

**Objective 9:
Develop
quadratic
function
models to
solve
problems.**

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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	Objective 10: Investigate the characteristics of rational expressions.	No Value	No Value
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	Objective 11: Develop skills to work with radical expressions.	No Value	No Value
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E-Matrix Form

Changed	Questions	Current Version	Proposed Version
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	Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
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	Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.	No Value	No Value
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Changed	Questions	Current Version	Proposed Version
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Objective 2:
Explore the function concept algebraically, numerically, verbally and graphically.

No Value

No Value

Objective 3:
Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.

No Value

No Value

Objective 4:
Develop linear function models to solve problems.

No Value

No Value

Objective 5:
Use systems of two linear equations to solve real-world problems.

No Value

No Value

Objective 6:
Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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Objective 7:
Develop
quadratic
function
models to
solve
problems.

No Value

No Value

Objective 8:
Use
inequalities to
solve real
world
problems.

No Value

No Value

Objective 9:
Explore
arithmetic
sequences and
series.

No Value

No Value

Objective 10:
Investigate,
throughout the
course as
applicable,
how
mathematics
has developed
as a human
activity around
the world.

No Value

No Value

F-Matrix Form

Changed	Questions	Current Version	Proposed Version
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Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

No Value

**Objective 1:
Develop, throughout the course as applicable, systematic problem solving methods.**

No Value

No Value

**Objective 2:
Solve problems involving arithmetic operations, including fractions, percents and decimals.**

No Value

No Value

**Objective 3:
Apply the order of operations to evaluate signed numerical expressions.**

No Value

No Value

Changed	Questions	Current Version	Proposed Version
	Objective 4: Solve problems involving operations with signed numbers.	No Value	No Value
	Objective 5: Explore the characteristics and properties of real numbers.	No Value	No Value
	Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.	No Value	No Value
	Objective 7: Explore rates and ratios and use proportions to solve problems.	No Value	No Value
	Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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**Objective 9:
Explore the use
of variables in
expressions
and evaluate
algebraic
expressions.**

No Value

No Value

**Objective 10:
Solve linear
equations in
one variable
numerically
and
algebraically.**

No Value

No Value

**Objective 11:
Graph linear
relationships
on a Cartesian
coordinate by
plotting
ordered pairs.**

No Value

No Value

**Objective 12:
Investigate,
throughout the
course as
applicable, how
mathematics
has developed
as a human
activity around
the world.**

No Value

No Value

G-Matrix Form

Changed	Questions	Current Version	Proposed Version
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If the requisite does not fall under an A-F Matrix, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. If a requisite falling under Matrix G is being removed, provide an explanation as to why.

No Value

No Value

H-Matrix Form

Changed	Questions	Current Version	Proposed Version
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Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.

No Value

No Value

Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.

No Value

No Value

Objective 4: For Prerequisites based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills, i.e. such as a course.

No Value

No Value

De Anza GE Form

Changed	Questions	Current Version	Proposed Version
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Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Outline A. Practice conventional techniques, and make adaptations based on individual strength, flexibility and coordination

Changed	Questions	Current Version	Proposed Version
	<p>! Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	<p>No Value</p>	<p>Methods of Evaluation D. Essay on one of the five components of fitness evaluated on content and completeness. Assignments: C. 1. Verbal peer evaluations through collaborativ practice of tennis at an intermediate level.</p>
	<p>! Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	<p>No Value</p>	<p>Outline B. Recognize, identify and apply the rules of the game, scoring, etiquette/social behaviors</p>

Changed	Questions	Current Version	Proposed Version
	<p>Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	Outline E. Examine and apply basic exercise physiology, nutrition, flexibility and strength concepts to improve physical condition in order to play at a more advanced level with consideration for the variables which occur due to physical condition, gender and age
	<p>Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	Outline D. Examine significant events in world history which have influenced the development of the game of tennis, and creation of rules for the physically challenged.

Changed	Questions	Current Version	Proposed Version
	<p>! Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	Outline B. Recognize, identify and apply the rules of the game, scoring, etiquette/social behaviors

De Anza GE - ESGC Form

Changed	Questions	Current Version	Proposed Version
	<p>Criteria 1: Explain the interconnectivity of economic prosperity, social equity and environmental quality.</p>	No Value	No Value

Changed

Questions

Current Version

Proposed Version

**Criteria 2:
Identify the most serious environmental, equity, and social justice problems globally and locally and explain their underlying causes and possible consequences.**

No Value

No Value

**Criteria 3:
Explain some significant ways students can make a difference in making a positive impact, locally, at a state level, or globally in making the world more environmentally sustainable and socially just.**

No Value

No Value

**Criteria 4:
Analyze how the well being of human society is dependent on sustainable social and ecological systems.**

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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	<p>Criteria 5: Demonstrate an understanding of how the student's personal activities impact the environment and communities by participating in actions to create a more environmentally sustainable and equitable future.</p>	No Value	No Value
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Comments

Changed	Questions	Current Version	Proposed Version
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	<p>Stage 2: Department Chair</p>	No Value	No Value
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	<p>Stage 3: Division Curriculum Representative</p>	No Value	No Value
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	<p>Stage 4: Division Dean</p>	No Value	No Value
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	<p>Stage 5: SLO Coordinator</p>	No Value	No Value
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Changed	Questions	Current Version	Proposed Version				Initiator - Indicate "Y" When Completed	
!	Stage 7: Content Review Matrix Liaison	No Value	Date	Name - Role OR Tab	Part - Type of Field Edit	Edit		
			5/1/24	Zack Judson G	Matrix Required		The first entry in both the left and right column do not appear to be in the respective courses. Please complete the form using material directly from the curriculum	
!	Stage 8: AVP - Instruction	No Value	Date	Name - Role OR Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
			5/13/24	Gabriela Nocito	Basic Information - Proposal for AVPI Details - Attachments	Required		Please attach the Course Hybrid Delivery Request form.
	Stage 9: Articulation Officer	No Value	No Value					
	Stage 11: ESGC Faculty Coordinator	No Value	No Value					
	Stage 14: Curriculum Committee	No Value	No Value					

Course Administration Codes

Articulation occurs after course approval. The following fields will not show a Proposed Version.

Changed	Field	Current Version
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	Curriculum ID	KNESD032C
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	Distance Education Approved	No
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	Board of Trustees Approval Date	
--	--	--

	Curriculum Committee Approval Date	
--	---	--

	Time to Next Review	Sep 1, 2023 12:00:00 AM
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	External Review Approval Date	Sep 1, 2018 12:00:00 AM
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	Course Control Number	CCC000581860
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Articulation

Changed	Field	Current Version
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	Course Crosswalk CRS-DEPT-NAME	
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	Course Crosswalk CRS-NUMBER	
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De Anza College
Change Report
08/01/2024

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Description
General Information	Course Type (CB27)
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Transferability & Gen. Ed. Options	GE Information
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
Learning Outcomes and Objectives	CSLOs
Curriculum Office	Banner Start Term (202122)
Curriculum Office	Banner Division
Curriculum Office	Catalog Term (21-22)
Curriculum Office	5 Year Revision Year (2021)
Curriculum Office	Effective Quarter
Curriculum Office	Effective Year (2021)
Curriculum Office	Course Status Code
Curriculum Office	Banner Department

Section	Changed field
Curriculum Office	Course Level
Curriculum Office	College Code
Curriculum Office	CTE Status
Curriculum Office	Emergency Approval
Curriculum Office	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)
Curriculum Office	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)
Curriculum Office	Noncredit Enhanced Funding Indicator
Curriculum Office	In Service Indicator
Curriculum Office	Sports/Physical Education Course Indicator
Curriculum Office	COA Code
Curriculum Office	Fund Code
Curriculum Office	Organization Code
Curriculum Office	Account Code
Curriculum Office	Program Code
Curriculum Office	Percent
Curriculum Office	Print/No Print to Catalog
B-Matrix Form	Objective 2: Develop analytical ideas and topics for essays.
B-Matrix Form	Objective 3: Compose and support thesis statements for analytical essays.
De Anza GE Form	Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

Section**Changed field**

De Anza GE Form

Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

De Anza GE Form

Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

De Anza GE Form

Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

De Anza GE Form

Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

De Anza GE Form

Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

Comments

Stage 7: Content Review Matrix Liaison

Comments

Stage 8: AVP - Instruction

Foothill Equivalency

Does the course have a Foothill equivalent?

CTE Course

Is this a CTE (Career Technical Education) course?

Honors/Non-honors Course

Is this an honors/non-honors course?



Mirrored Credit/Noncredit Course

Is this a mirrored credit/noncredit course?

Cross-listed Course

Is this a cross-listed course?

General Information

Changed	Field	Current Version	Proposed Version
	Faculty Initiator	• Catherina Wong	• Nick Mattis
	Course ID (CB01A and CB01B)	KNESD32CX	KNESD32CX
	Course Control Number	CCC000581857	CCC000581857
	Course Title (CB02)	Intermediate Tennis	Intermediate Tennis
	Short Course Title	INTERMEDIATE TENNIS	INTERMEDIATE TENNIS
	TOP Code (CB03)	0835.00	0835.00 Physical Education
	CIP Code	Kinesiology and Exercise Science	31.0505 Kinesiology and Exercise Science
	Department	KNES - Kinesiology	KNES - Kinesiology
	Effective Term	Fall 2023	Fall 2023 <u>2025</u>
	SAM Priority Code (CB09)	Non-Occupational	Non-Occupational

Changed	Field	Current Version	Proposed Version
!	Course Description	An introduction to the discipline of Kinesiology through tennis. Development of consistency, accuracy and control for forehand, backhand ground-strokes, serve, volley, lob and overhead skills utilizing fundamental theories of physics. Introducing elements of changing the dynamics of the game with spins and drop shots or by approaching the net; basic singles and doubles strategies. A brief historical examination of how the game of tennis has changed due to the influence of individual men, women, and children, of various countries, and their styles of play or strategies. Students will review and apply basic exercise physiology, nutrition, flexibility and strength concepts to improve their physical condition in order to play tennis at a more advanced level.	An <u>This class is an</u> introduction to the discipline of Kinesiology through tennis. Development of consistency, accuracy and control for forehand, backhand ground-strokes, serve, volley, lob and overhead skills utilizing fundamental theories of physics. Introducing elements of changing the dynamics of the game with spins and drop shots or by approaching the net; basic singles and doubles strategies. A brief historical examination of how the game of tennis has changed due to the influence of individual men, women, and children, of various countries, and their styles of play or strategies. Students will review and apply basic exercise physiology, nutrition, flexibility and strength concepts to improve their physical condition in order to play tennis at a more advanced level.
!	Course Type (CB27)	No value	<ul style="list-style-type: none"> Lower Division
!	Mode of Delivery	<ul style="list-style-type: none"> NA 	<ul style="list-style-type: none"> In person ONLY

Faculty Requirements

Changed	Field	Current Version	Proposed Version
!	Discipline 1	No value	<ul style="list-style-type: none"> Physical Education
	Discipline 2	No value	No value
	Discipline 3	No value	No value
!	FSA	No value	<ul style="list-style-type: none"> FHDA FSA - PHYSICAL EDUCATION

Formerly Statement


Changed	Field	Current Version	Proposed Version
	Formerly Statement	(Formerly P E D021C and P E D21CX respectively.)	(Formerly P E D021C and P E D21CX respectively.)

Course Justification			
Changed	Field	Current Version	Proposed Version
	Course Justification	The course is CSU and UC transferable. This course meets a general education requirement for De Anza and CSUGE. This course begins to develop previous skills into serious reflective competitive play.	The course is CSU and UC transferable. This course meets a general education requirement for De Anza and CSUGE. This course begins to develop previous skills into serious reflective competitive play.


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	

Changed	Field	Current Version	Proposed Version
	Foothill Course ID	PHED F026A	PHED F026A
	Does the course have a Foothill equivalent?	Yes	Yes <u>No</u>


CTE Course

Changed	Field	Current Version	Proposed Version
	Is this a CTE (Career Technical Education) course?	No value	<u>No</u>

Honors/Non-honors Course

Changed	Field	Current Version	Proposed Version
	Is this an honors/non-honors course?	No value	<u>No</u>

Mirrored Credit/Noncredit Course

Changed	Field	Current Version	Proposed Version
	Is this a mirrored credit/noncredit course?	No value	<u>No</u>

Cross-listed Course

Changed	Field	Current Version	Proposed Version
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Changed	Field	Current Version	Proposed Version
---------	-------	-----------------	------------------



	Is this a cross-listed course?	No value	<u>No</u>
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More Options

Changed	Field	Current Version	Proposed Version
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	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.
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	Course Prior To College Level	Not applicable.	Not applicable.
--	--------------------------------------	-----------------	-----------------

	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
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	Repeat Limit	0	0
--	---------------------	---	---

	Grade Options	<ul style="list-style-type: none"> • Letter Grade • Pass/No Pass 	<ul style="list-style-type: none"> • Letter Grade • Pass/No Pass
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	Allow Students to Gain Credit by Exam/Challenge	<input type="checkbox"/>	<input type="checkbox"/>
--	--	--------------------------	--------------------------

	Repeatability Statement	(This course is included in the Individual Sports 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 Individual Sports Family of activity courses. Please see the rules on "Repeating Courses" in the College Policies section of the catalog.)
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Associated Programs

Changed Field**Current Version****Proposed Version****Course is part of a program****Associated Program** Kinesiology for Transfer (In Development)**Award Type** Associate in Arts for Transfer (A.A.-T.) Degree**Associated Program** Kinesiology for Transfer (In Development)**Award Type** Associate in Arts for Transfer (A.A.-T.) Degree**Associated Program** CSU GE**Award Type** Certificate of Achievement-Advanced (COA-A)**Associated Program** CSU GE**Award Type** Certificate of Achievement-Advanced (COA-A)**Associated Program** CSU GE**Award Type** Certificate of Achievement-Advanced (COA-A)**Associated Program** CSU GE**Award Type** Certificate of Achievement-Advanced (COA-A)**Associated Program** CSU GE**Award Type** Certificate of Achievement-Advanced (COA-A)**Associated Program** CSU GE**Award Type** Certificate of Achievement-Advanced (COA-A)**Associated Program** Associate in Arts in Kinesiology for Transfer**Award Type** Associate in Arts for Transfer (A.A.-T.) Degree**Associated Program** Associate in Arts in Kinesiology for Transfer**Award Type** Associate in Arts for Transfer (A.A.-T.) Degree**Associated Program** Kinesiology for Transfer**Award Type** Associate in Arts for Transfer (A.A.-T.) Degree**Associated Program** Kinesiology for Transfer**Award Type** Associate in Arts for Transfer (A.A.-T.) Degree

Changed Field

Current Version

Proposed Version

Transferability & Gen. Ed. Options

Changed

Field

Current Version

Proposed Version

Transfer Status (CB05)

Transferable to both UC and CSU

Transferable to both UC and CSU

Course General Education Status (CB25)

Y

Y

Transfer Status

Approved

Approved



GE Information

System/Institution De Anza GE

Area(s) • 2GEP - Approved.

- No value

System/Institution De Anza GE

Area(s) • 2GEP - Approved.

- No value

System/Institution CSU GE

Area(s) • CGEP - Approved.

- No value

Weekly Student Hours - Profile Name: Default Profile

Changed

Field

Current Version

Proposed Version

Lecture Hours - In Class

0

0

Changed	Field	Current Version	Proposed Version
	Lecture Hours - Out of Class	0	0
	Laboratory Hours - In Class	3	3
	Laboratory Hours - Out of Class	0	0
	NA Hours - In Class	0	0
	NA Hours - Out of Class	0	0

Course Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	36	36
	Lecture Hours - Course In- Class (Contact) per Term	0	0
	Lecture Hours - Course Out- of-Class per Term	0	0

Changed	Field	Current Version	Proposed Version
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	Laboratory Hours - Course In-Class (Contact) per Term	36	36
--	---	----	----

	Laboratory Hours - Course Out-of-Class per Term	0	0
--	---	---	---

	NA Hours - Course In-Class (Contact) per Term	0	0
--	---	---	---

	NA Hours - Course Out-of-Class per Term	0	0
--	---	---	---

	Total - Course In-Class (Contact) Hours	36	36
--	---	----	----

	Total - Course Out-of-Class Hours	0	0
--	-----------------------------------	---	---

	Total Credit Units - Minimum Credit Units	1	1
--	---	---	---

	Total Credit Units - Maximum Credit Units	1	1
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Speciality Hours

Changed	Field	Current Version	Proposed Version
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	Speciality Hours	No value	No value
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Credit / Non-Credit Options

Changed	Field	Current Version	Proposed Version
	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.
	Course Credit Status (CB04)	Credit - Degree Applicable	Credit - Degree Applicable
	Course Non Credit Category (CB22)	Credit Course.	Credit Course.
	Funding Agency Category (CB23)	Not Applicable.	Not Applicable.
	Cooperative Work Experience Education Status (CB10)	<input type="checkbox"/>	<input type="checkbox"/>
	Variable Credit Course	<input type="checkbox"/>	<input type="checkbox"/>

Credit Units


Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	-	0
	Total Laboratory Hours per Term	36	36
	Total Contact Hours per Term	-	0

Changed	Field	Current Version	Proposed Version
	Total Credit Units	1	1
	Minimum Credit Units	1	1
	Maximum Credit Units	1	1

SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

Changed	Field	Current Version	Proposed Version
	Methods of Instruction	<p>Methods of Instruction</p> <p>Methods of Instruction Visual aids Discussion of assigned reading Discussion and problem solving performed in class In-class essays Quiz and examination review performed in class Collaborative learning and small group exercises</p>	<p>Methods of Instruction Methods of Instruction</p> <p>Methods of Instruction Visual aids Discussion of assigned reading Discussion and problem solving performed in class In-class essays Quiz and examination review performed in class Collaborative learning and small group exercises</p>

Changed Field**Current Version****Proposed Version****Assignments**

1. Reading
 1. Specific assignments in textbook
 2. Media sources such as "USTA Magazine," "Tennis Today"
 3. Handouts
2. Writing
 1. Compose a one-page essay regarding an aspect of the history of tennis utilizing internet, media and/or text sources
 2. Written Final Exam
3. Practical Skills Development
 1. Verbal peer evaluations on skill acquisition of tennis swings.
 2. Partner play, or doubles tennis, utilizing strategies for collaborative use of tennis skills.

1. Reading
 1. Specific assignments in textbook
 2. Online Media sources
2. Writing
 1. Compose a one-page essay regarding an aspect of the 5 components of Fitness from the "Fit and Well" Text.
 2. Written Final Exam
 3. Peer evaluations through collaborative practice in intermediate tennis.
3. Practical Skills Development
 1. Verbal peer evaluations through collaborativ practice of tennis at an intermediate level.
 2. Partner play, or doubles tennis, utilizing strategies for collaborative use of tennis skills.



Methods of Evaluation

Methods of Evaluation	
Methods of Evaluation	<ol style="list-style-type: none"> 1. Skills performance test will be conducted and evaluated based on all motor aspects of tennis play at the intermediate level graded on completeness. 2. Essay on one aspect of the history of tennis will be evaluated for completeness. 3. Written final will be used to evaluate knowledge of skills acquired and ability to apply knowledge of basic fitness concepts based on readings from the class texts, handouts, and demonstrations in class.

Methods of Evaluation	
Methods of Evaluation	<ol style="list-style-type: none"> 1. Skills performance test will be conducted and evaluated based on all motor aspects of tennis play at the intermediate level graded on completeness 2. Written final will be used to evaluate knowledge of skills acquired and ability to apply knowledge of basic fitness concepts based on readings from the class texts, handouts, and demonstrations in class. 3. Essay on one of the five components of fitness evaluated on content and completeness.

Changed Field**Current Version****Proposed Version****Essential Student Materials/Essential College Facilities****Essential Student Materials:**

- Tennis racquet, tennis shoes, appropriate attire, two cans of new tennis balls

Essential College Facilities:

- Tennis court, tennis balls

Essential Student Materials:

- Tennis racquet, tennis shoes, appropriate attire, two cans of new tennis balls

Essential College Facilities:

- Tennis court, tennis balls

**Examples of Primary Texts and References**

Title	No value
Author	*Fahey, T., Insel, P., Roth, W. "Fit and Well" brief edition, San Francisco, CA, McGraw-Hill Publishing Co., 2015.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	Fit and Well Brief Edition
Author	Fahey, T., Insel, P., Roth, W.
Publisher	McGraw-Hill Publishing Co. San Francisco
Date/Edition	15th Edition, 2023.
ISBN	No value



Suggested Reading List

No value

Reading List	Claxton, David. Winning Edge Series, Tennis. Boston, MA: WCB McGraw-Hill, 1999.
May include, but are not limited to	No value

Reading List	USTA
May include, but are not limited to	No value

Reading List	Tennis Today magazines
May include, but are not limited to	No value

Reading List	Gould, Dick. Tennis, Anyone?, 6th ed., Mtn. View, CA: Mayfield Publishing, 2000.
May include, but are not limited to	No value

Changed Field

Current Version

Proposed Version

Reading List Internet

May include, but are not limited to No value

Reading List United States Tennis Association, Tennis Rules and Case Decisions, Garden City, NY: Doubleday & Co., 2016.

May include, but are not limited to No value

Reading List Bryant, James. Game, Set, Match, 8th ed. Belmont, CA: Wadworth/Cengage Learning., 2004.

May include, but are not limited to No value

Learning Outcomes and Objectives

Changed	Field	Current Version	Proposed Version
	Course Objectives	<ul style="list-style-type: none"> • Practice conventional techniques, and make adaptations based on individual strength, flexibility and coordination • Recognize, identify and apply the rules of the game, scoring, etiquette/social behaviors • Develop knowledge of applied physics relative to force development and stroke mechanics as they perform drills to formulate drop shots, topspin and backspin • Examine significant events in world history which have influenced the development of the game of tennis, and creation of rules for the physically challenged. • Examine and apply basic exercise physiology, nutrition, flexibility and strength concepts to improve physical condition in order to play at a more advanced level with consideration for the variables which occur due to physical condition, gender and age 	<ul style="list-style-type: none"> • Practice conventional techniques, and make adaptations based on individual strength, flexibility and coordination • Recognize, identify and apply the rules of the game, scoring, etiquette/social behaviors • Develop knowledge of applied physics relative to force development and stroke mechanics as they perform drills to formulate drop shots, topspin and backspin • Examine significant events in world history which have influenced the development of the game of tennis, and creation of rules for the physically challenged. • Examine and apply basic exercise physiology, nutrition, flexibility and strength concepts to improve physical condition in order to play at a more advanced level with consideration for the variables which occur due to physical condition, gender and age

Changed Field

Current Version

Proposed Version



CSLOs

CSLOs Implement with increasing proficiency the skills and footwork of the game of tennis.

Expected SLO Performance 0.0

CSLOs Apply knowledge of basic fitness concepts as they relate to health and wellness.

Expected SLO Performance 0.0

CSLOs Apply knowledge of basic fitness concepts as they apply to health and wellness.

Expected SLO Performance 0.0

CSLOs Implement with increasing proficiency the skills and footwork of the game of tennis.

Expected SLO Performance 0.0

Course Outline

Changed	Field	Current Version	Proposed Version
Course Content		<ol style="list-style-type: none"> 1. Practice conventional techniques, and make adaptations based on individual strength, flexibility and coordination <ol style="list-style-type: none"> 1. Stroke mechanics <ol style="list-style-type: none"> 1. Grips 2. Topspin and underspin forehand and backhand groundstrokes, top spin and slice serves, half-volley/approach shot skills 2. Cueing "tennis lingo" and vocabulary 3. Drills for stroke improvement and acquisition of accuracy, consistency and power <ol style="list-style-type: none"> 1. Footwork 2. Ball machine 3. Large group 4. Small groups 5. Partner 6. Individual 7. Wall 8. Visualization without hitting 9. Drills to learn singles strategies and shot selection 10. Drills to learn basic doubles strategies and shot selection 4. Adaptive mechanics for individual limitations 5. Game play offensive and defensive strategies 2. Recognize, identify and apply the rules of the game, scoring, etiquette/social behaviors <ol style="list-style-type: none"> 1. Scoring systems <ol style="list-style-type: none"> 1. Regular or traditional scoring 2. No-Ad scoring 2. Basic rules <ol style="list-style-type: none"> 1. Singles 	<ol style="list-style-type: none"> 1. Practice conventional techniques, and make adaptations based on individual strength, flexibility and coordination <ol style="list-style-type: none"> 1. Stroke mechanics <ol style="list-style-type: none"> 1. Grips 2. Topspin and underspin forehand and backhand groundstrokes, top spin and slice serves, half-volley/approach shot skills 2. Cueing "tennis lingo" and vocabulary 3. Drills for stroke improvement and acquisition of accuracy, consistency and power <ol style="list-style-type: none"> 1. Footwork 2. Ball machine 3. Large group 4. Small groups 5. Partner 6. Individual 7. Wall 8. Visualization without hitting 9. Drills to learn singles strategies and shot selection 10. Drills to learn basic doubles strategies and shot selection 4. Adaptive mechanics for individual limitations 5. Game play offensive and defensive strategies 2. Recognize, identify and apply the rules of the game, scoring, etiquette/social behaviors <ol style="list-style-type: none"> 1. Scoring systems <ol style="list-style-type: none"> 1. Regular or traditional scoring 2. No-Ad scoring 2. Basic rules <ol style="list-style-type: none"> 1. Singles

Changed Field**Current Version****Proposed Version**

	<ol style="list-style-type: none">1. Boundaries2. Regarding the service3. Regarding the net4. Overall object of the game5. What constitutes a point	<ol style="list-style-type: none">1. Boundaries2. Regarding the service3. Regarding the net4. Overall object of the game5. What constitutes a point
	<ol style="list-style-type: none">2. Doubles<ol style="list-style-type: none">1. Boundaries2. Regarding the service3. Regarding the net4. Overall object of the game5. What constitutes a point	<ol style="list-style-type: none">2. Doubles<ol style="list-style-type: none">1. Boundaries2. Regarding the service3. Regarding the net4. Overall object of the game5. What constitutes a point
	<ol style="list-style-type: none">3. US Tennis Association rules versus International Tennis Association rules4. Specific rules for wheelchair tennis	<ol style="list-style-type: none">3. US Tennis Association rules versus International Tennis Association rules4. Specific rules for wheelchair tennis
	<ol style="list-style-type: none">3. Court etiquette<ol style="list-style-type: none">1. Calling score2. Retrieving balls in another persons court3. Calling "out" balls4. Cheering	<ol style="list-style-type: none">3. Court etiquette<ol style="list-style-type: none">1. Calling score2. Retrieving balls in another persons court3. Calling "out" balls4. Cheering
	<ol style="list-style-type: none">3. Develop knowledge of applied physics relative to force development and stroke mechanics as they perform drills to formulate drop shots, topspin and backspin<ol style="list-style-type: none">1. Simple applied physics<ol style="list-style-type: none">1. Transfer of momentum2. Swing speed and creating power3. Weight shifts, trunk rotations	<ol style="list-style-type: none">3. Develop knowledge of applied physics relative to force development and stroke mechanics as they perform drills to formulate drop shots, topspin and backspin<ol style="list-style-type: none">1. Simple applied physics<ol style="list-style-type: none">1. Transfer of momentum2. Swing speed and creating power3. Weight shifts, trunk rotations

Changed Field**Current Version****Proposed Version**

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- | | |
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| 4. Swing patterns and how they change the flight of the ball | 4. Swing patterns and how they change the flight of the ball |
| 2. Preparation for oncoming ball sets up a foundation for the transfer of momentum | 2. Preparation for oncoming ball sets up a foundation for the transfer of momentum |
| 3. Dynamics of how follow-through imparts lift and spin to the ball | 3. Dynamics of how follow-through imparts lift and spin to the ball |
| 4. Direction of force translating to direction of ball | 4. Direction of force translating to direction of ball |
| 4. Examine significant events in world history which have influenced the development of the game of tennis, and creation of rules for the physically challenged. | 4. Examine significant events in world history which have influenced the development of the game of tennis, and creation of rules for the physically challenged. |
| 1. Increased leisure time for wealthy-a historical review and analysis | 1. Increased leisure time for wealthy-a historical review and analysis |
| 1. Air travel and how it made international events possible | 1. Air travel and how it made international events possible |
| 2. Davis Cup competition-international team event | 2. Davis Cup competition-international team event |
| 3. World Tennis-professional co-ed tennis league | 3. World Tennis-professional co-ed tennis league |
| 4. Olympics-professional amateurs compete to represent their countries | 4. Olympics-professional amateurs compete to represent their countries |
| 2. Female participation in competition | 2. Female participation in competition |
| 1. Bobby Riggs vs. Billie Jean King. | 1. Bobby Riggs vs. Billie Jean King. |
| 2. Chris Evert | 2. Chris Evert |
| 3. Althea Gibson (August 25, 1927 – September 28, 2003) was an American tennis player and professional golfer, | 3. Althea Gibson (August 25, 1927 – September 28, 2003) was an American tennis player and professional golfer, |

Changed Field**Current Version****Proposed Version**

and the first black athlete to cross the color line of international tennis. In 1956, she became the first person of color to win a Grand Slam title (the French Open). The following year she won both Wimbledon and the U.S. Nationals (precursor of the U.S. Open), then won both again in 1958, and was voted Female Athlete of the Year by the Associated Press in both years. In all, she won 11 Grand Slam tournaments, including six doubles titles, and was inducted into the International Tennis Hall of Fame and the International Women's Sports Hall of Fame. [1] In the early 1960s she also became the first black player to compete on the women's professional golf tour.

4. Venus and Serena Williams

3. Influence of television and increased winnings

1. Introduction of no-ad scoring-changes the strategy and mental approach to the game

2. Increased exposure spurs growth of

and the first black athlete to cross the color line of international tennis. In 1956, she became the first person of color to win a Grand Slam title (the French Open). The following year she won both Wimbledon and the U.S. Nationals (precursor of the U.S. Open), then won both again in 1958, and was voted Female Athlete of the Year by the Associated Press in both years. In all, she won 11 Grand Slam tournaments, including six doubles titles, and was inducted into the International Tennis Hall of Fame and the International Women's Sports Hall of Fame. [1] In the early 1960s she also became the first black player to compete on the women's professional golf tour.

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3. Influence of television and increased winnings

1. Introduction of no-ad scoring-changes the strategy and mental approach to the game

2. Increased exposure spurs growth of

Changed Field**Current Version****Proposed Version**

game-more people are exposed to the game

1. Development of wheelchair tennis rules-people realize that small rule changes can make wheelchair bound persons very competitive

2. Development of international wheelchair competition-Special Olympics bring international exposure to game and thus popularity

4. Analyze the changes in the strategies, stroke mechanics and pace of the game due to the influence of technological changes in equipment and how it has changed the way in which children, adults and older adults play the game

1. Changes in materials/racket composition
 1. Weight
 2. Flexibility
2. Implications-how the game has changed
 1. Young and older/weaker players can swing rackets faster

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1. Changes in materials/racket composition
 1. Weight
 2. Flexibility
2. Implications-how the game has changed
 1. Young and older/weaker players can swing rackets faster

Changed Field**Current Version****Proposed Version**

	2. Racket composition imparts more power with less effort-all players have the ability to "hit winners." Game style and mental approach can be more aggressive	2. Racket composition imparts more power with less effort-all players have the ability to "hit winners." Game style and mental approach can be more aggressive
	3. Backcourt play with lots of top spin is more prevalent	3. Backcourt play with lots of top spin is more prevalent
	4. Introduction of extreme western grip- many players choose this grip in order to return the high top spin balls	4. Introduction of extreme western grip- many players choose this grip in order to return the high top spin balls
	5. Examine and apply basic exercise physiology, nutrition, flexibility and strength concepts to improve physical condition in order to play at a more advanced level with consideration for the variables which occur due to physical condition, gender and age	5. Examine and apply basic exercise physiology, nutrition, flexibility and strength concepts to improve physical condition in order to play at a more advanced level with consideration for the variables which occur due to physical condition, gender and age
	1. Theories of anaerobic exercise	1. Theories of anaerobic exercise
	1. Fartlak training for well-conditioned players	1. Fartlak training for well-conditioned players
	2. Court drills for players of all levels	2. Court drills for players of all levels
	2. Nutritional concepts with special notes regarding specific needs for various populations: youth, adults, older adults, highly trained	2. Nutritional concepts with special notes regarding specific needs for various populations: youth, adults, older adults, highly trained

Changed Field**Current Version****Proposed Version**

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| <p>athletes no matter what age, males and females</p> <ol style="list-style-type: none"> 1. Balanced diet for wellness 2. Pre-class meals 3. Pre-competition meals <p>3. Flexibility concepts with special notes regarding specific needs for various populations: youth, adults, older adults, highly trained athletes no matter what age, males and females</p> <ol style="list-style-type: none"> 1. Techniques for overall flexibility 2. Techniques specifically for tennis players 3. Techniques for individuals based on physical limitations 4. Theories about stretching during warm-up 5. Theories about stretching post-play <p>4. Strength concepts with special notes regarding specific needs for various populations: youth, adults, older adults, highly trained athletes no matter what age, males and females</p> <ol style="list-style-type: none"> 1. Techniques for overall strength on the court 2. Techniques specifically for tennis 3. Techniques to avoid common injuries | <p>athletes no matter what age, males and females</p> <ol style="list-style-type: none"> 1. Balanced diet for wellness 2. Pre-class meals 3. Pre-competition meals <p>3. Flexibility concepts with special notes regarding specific needs for various populations: youth, adults, older adults, highly trained athletes no matter what age, males and females</p> <ol style="list-style-type: none"> 1. Techniques for overall flexibility 2. Techniques specifically for tennis players 3. Techniques for individuals based on physical limitations 4. Theories about stretching during warm-up 5. Theories about stretching post-play <p>4. Strength concepts with special notes regarding specific needs for various populations: youth, adults, older adults, highly trained athletes no matter what age, males and females</p> <ol style="list-style-type: none"> 1. Techniques for overall strength on the court 2. Techniques specifically for tennis 3. Techniques to avoid common injuries |
|--|--|

Lab Component in this Course

No

No

Lab Outline



No value

No value

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	KNES D032B or KNES D32BX, or equivalent skills	KNES D032B or KNES D32BX, or equivalent skills
	Corequisite(s):	No Value	No Value
	Advisory(ies):	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005.	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005.
	Advisory(ies) - Other:	No Value	No Value
	Limitation(s) on Enrollment:	No Value	No Value
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	(See general education pages for the requirements this course meets.)	(See general education pages for the requirements this course meets.)
	General Course Statement(s) - Other:	No Value	No Value

Curriculum Office

Changed	Questions	Current Version	Proposed Version
	Banner Start Term (202122)	202122	No Value
	Banner Division	2PE	No Value

Changed	Questions	Current Version	Proposed Version
!	Catalog Term (21-22)	23-24	No Value
!	5 Year Revision Year (2021)	2018	No Value
!	Effective Quarter	Fall	No Value
!	Effective Year (2021)	2023	No Value
	Sort ID (00 < 10; 0 < 100)	KNES 032CX	KNES 032CX
	Course Status	Non-substantial	Non-substantial
!	Course Status Code	A	No Value
!	Banner Department	KNES	No Value
!	Course Level	DU	No Value
!	College Code	DA	No Value
	Course Characteristics	NA	NA
	Cross-Listed/Related Course Information	Related Child	Related Child
	Cross-Listed/Related Course ID's	KNES 32C	KNES 32C
!	CTE Status	No	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value

Changed	Questions	Current Version	Proposed Version
!	Emergency Approval	No	No Value
!	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)	N	No Value
!	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)	F	No Value
!	Noncredit Enhanced Funding Indicator	N	No Value
!	In Service Indicator	N	No Value
!	Sports/Physical Education Course Indicator	Y	No Value
!	COA Code	C	No Value

Changed	Questions	Current Version	Proposed Version
!	Fund Code	114000	No Value
!	Organization Code	236002	No Value
!	Account Code	1320	No Value
!	Program Code	083500	No Value
!	Percent	100	No Value
	Curriculum Office Notes	<ul style="list-style-type: none"> Requisite change appr. 1/17/23 (effect. F23).-cc 	<ul style="list-style-type: none"> Requisite change appr. 1/17/23 (effect. F23).-cc
!	Print/No Print to Catalog	Yes	No Value
	Checklist	No Value	No Value

Summary of Revisions

Changed	Questions	Current Version	Proposed Version
	Basic Course Information	No Value	No Value
	Units and Hours	No Value	No Value
	Specifications	No Value	No Value
	Outline	No Value	No Value
	Other	No Value	No Value

Blue Form

Changed	Questions	Current Version	Proposed Version
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**For changes to the units and hours tab;
1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.**

No Value

No Value

1. Is the unit(s) change required for articulation?

No Value

No Value

2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.

No Value

No Value

3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.

No Value

No Value

Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

No Value

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
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Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

No Value

A-Matrix Form

Changed	Questions	Current Version	Proposed Version
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EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

No Value

Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.

No Value

No Value

Objective 2: Compose essays drawn from personal experience and assigned texts.

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.	No Value	No Value
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	Objective 4: Create syntactically varied sentences that are free of mechanical errors.	No Value	No Value
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	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.	No Value	No Value
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B-Matrix Form

Changed	Questions	Current Version	Proposed Version
	<p>ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.</p>	No Value	No Value
	<p>Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.</p>	No Value	No Value
!	<p>Objective 2: Develop analytical ideas and topics for essays.</p>	No Value	<p>Assignment B: Students must learn about each of the 5 components of fitness and analyze the effects of tennis on each component and then select the topic for their essay.</p>
!	<p>Objective 3: Compose and support thesis statements for analytical essays.</p>	No Value	<p>Assignment B: Compose an essay on one of the 5 components of fitness from the class text "Fit and Well" with a critical analysis of the effects of tennis training on the chosen component.</p>
	<p>Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.</p>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 5: Identify and practice writing for different audiences and purposes.	No Value	No Value
	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.	No Value	No Value
	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.	No Value	No Value
	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.	No Value	No Value
	Objective 9: Demonstrate appropriate grammar usage and mechanics.	No Value	No Value

C-Matrix Form

Changed	Questions	Current Version	Proposed Version
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**ESL D261. and
ESL D265., or
ESL D461. and
ESL D465., or
eligibility for
EWRT D001A
or EWRT
D01AH or ESL
D005. If this is
the requisite
for the course,
complete the
objective(s)
below. If this
requisite is
being
removed,
provide an
explanation as
to why.**

No Value

No Value

**Objective 1:
Create
compositions
about fiction
and non-fiction
texts from
many cultural
and social
perspectives in
a variety of
genres.**

No Value

No Value

**Objective 2:
Compose a
focused,
purposeful,
developed
paper of 500
words or more
that engages
with, responds
to, or is
inspired by
written or
visual texts.**

No Value

No Value

Changed	Questions	Current Version	Proposed Version
	Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.	No Value	No Value
	Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.	No Value	No Value
	Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.	No Value	No Value

D-Matrix Form

Changed	Questions	Current Version	Proposed Version
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Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

No Value

**Objective 1:
Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.**

No Value

No Value

**Objective 2:
Investigate the use of mathematics in real world.**

No Value

No Value

**Objective 3:
Explore functions.**

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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**Objective 4:
Develop linear
function
models.**

No Value

No Value

**Objective 5:
Use systems of
two linear
equations to
solve real
world
problems.**

No Value

No Value

**Objective 6:
Use linear
inequalities in
one variable to
solve real
world
problems.**

No Value

No Value

**Objective 7:
Examine
exponential
expressions
and develop
exponential
function
models.**

No Value

No Value

**Objective 8:
Examine
logarithmic
expressions
and develop
logarithmic
function
models.**

No Value

No Value

**Objective 9:
Develop
quadratic
function
models to
solve
problems.**

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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	Objective 10: Investigate the characteristics of rational expressions.	No Value	No Value
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	Objective 11: Develop skills to work with radical expressions.	No Value	No Value
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E-Matrix Form

Changed	Questions	Current Version	Proposed Version
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	Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
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	Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.	No Value	No Value
--	---	----------	----------

Changed	Questions	Current Version	Proposed Version
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**Objective 2:
Explore the
function
concept
algebraically,
numerically,
verbally and
graphically.**

No Value

No Value

**Objective 3:
Explore the
graphical and
numerical
characteristics
of linear
relationships
and describe
their meaning
in the context
of a problem.**

No Value

No Value

**Objective 4:
Develop linear
function
models to
solve
problems.**

No Value

No Value

**Objective 5:
Use systems of
two linear
equations to
solve real-
world
problems.**

No Value

No Value

**Objective 6:
Explore the
graphical and
numerical
characteristics
of quadratic
relationships
and describe
their meaning
in the context
of a problem.**

No Value

No Value

Changed	Questions	Current Version	Proposed Version
	Objective 7: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 8: Use inequalities to solve real world problems.	No Value	No Value
	Objective 9: Explore arithmetic sequences and series.	No Value	No Value
	Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

F-Matrix Form

Changed	Questions	Current Version	Proposed Version
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Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

No Value

**Objective 1:
Develop, throughout the course as applicable, systematic problem solving methods.**

No Value

No Value

**Objective 2:
Solve problems involving arithmetic operations, including fractions, percents and decimals.**

No Value

No Value

**Objective 3:
Apply the order of operations to evaluate signed numerical expressions.**

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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**Objective 4:
Solve problems
involving
operations with
signed
numbers.**

No Value

No Value

**Objective 5:
Explore the
characteristics
and properties
of real
numbers.**

No Value

No Value

**Objective 6:
Use estimation
to determine
approximate
solutions and
to check the
reasonableness
of answers.**

No Value

No Value

**Objective 7:
Explore rates
and ratios and
use
proportions to
solve
problems.**

No Value

No Value

**Objective 8:
Explore, as
applicable
throughout the
course, the
geometry of
mathematical
measurements
and solve
problems
involving
geometric
figures and
formulas.**

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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**Objective 9:
Explore the use
of variables in
expressions
and evaluate
algebraic
expressions.**

No Value

No Value

**Objective 10:
Solve linear
equations in
one variable
numerically
and
algebraically.**

No Value

No Value

**Objective 11:
Graph linear
relationships
on a Cartesian
coordinate by
plotting
ordered pairs.**

No Value

No Value

**Objective 12:
Investigate,
throughout the
course as
applicable, how
mathematics
has developed
as a human
activity around
the world.**

No Value

No Value

G-Matrix Form

Changed	Questions	Current Version	Proposed Version
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If the requisite does not fall under an A-F Matrix, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. If a requisite falling under Matrix G is being removed, provide an explanation as to why.

No Value

No Value

H-Matrix Form

Changed	Questions	Current Version	Proposed Version
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Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.

No Value

No Value

Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.

No Value

No Value

Objective 4: For Prerequisites based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills, i.e. such as a course.

No Value

No Value

De Anza GE Form

Changed	Questions	Current Version	Proposed Version
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Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Outline A. Practice conventional techniques, and make adaptations based on individual strength, flexibility and coordination

Changed	Questions	Current Version	Proposed Version
	<p>! Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	<p>No Value</p>	<p>Methods of Evaluation D. Essay on one of the five components of fitness evaluated on content and completeness. Assignments: C. 1. Verbal peer evaluations through collaborativ practice of tennis at an intermediate level.</p>
	<p>! Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	<p>No Value</p>	<p>Outline C. Develop knowledge of applied physics relative to force development and stroke mechanics as they perform drills to formulate drop shots, topspin and backspin</p>

Changed	Questions	Current Version	Proposed Version
	Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	Outline E. Examine and apply basic exercise physiology, nutrition, flexibility and strength concepts to improve physical condition in order to play at a more advanced level with consideration for the variables which occur due to physical condition, gender and age
	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. Examine significant events in world history which have influenced the development of the game of tennis, and creation of rules for the physically challenged.

Changed	Questions	Current Version	Proposed Version
	<p>! Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	Outline B. Recognize, identify and apply the rules of the game, scoring, etiquette/social behaviors

De Anza GE - ESGC Form

Changed	Questions	Current Version	Proposed Version
	<p>Criteria 1: Explain the interconnectivity of economic prosperity, social equity and environmental quality.</p>	No Value	No Value

Changed

Questions

Current Version

Proposed Version

**Criteria 2:
Identify the most serious environmental, equity, and social justice problems globally and locally and explain their underlying causes and possible consequences.**

No Value

No Value

**Criteria 3:
Explain some significant ways students can make a difference in making a positive impact, locally, at a state level, or globally in making the world more environmentally sustainable and socially just.**

No Value

No Value

**Criteria 4:
Analyze how the well being of human society is dependent on sustainable social and ecological systems.**

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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	<p>Criteria 5: Demonstrate an understanding of how the student's personal activities impact the environment and communities by participating in actions to create a more environmentally sustainable and equitable future.</p>	No Value	No Value
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Comments

Changed	Questions	Current Version	Proposed Version
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	<p>Stage 2: Department Chair</p>	No Value	No Value
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	<p>Stage 3: Division Curriculum Representative</p>	No Value	No Value
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	<p>Stage 4: Division Dean</p>	No Value	No Value
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	<p>Stage 5: SLO Coordinator</p>	No Value	No Value
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Changed	Questions	Current Version	Proposed Version				Initiator - Indicate "Y" When Completed	
!	Stage 7: Content Review Matrix Liaison	No Value	Date	Name - Role OR Tab	Part - Field	Type of Edit	Edit	
			5/7/24	Zack Judson G	Matrix	Required		The entries in the left hand column need to come from the Objectives of KNES 32B
!	Stage 8: AVP - Instruction	No Value	Date	Name - Role OR Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
			5/13/24	Gabriel Nocito	Basic Information - Proposal Details - Attachments	Required		Please attach the Course Hybrid Delivery Request form.
	Stage 9: Articulation Officer	No Value	No Value					
	Stage 11: ESGC Faculty Coordinator	No Value	No Value					
	Stage 14: Curriculum Committee	No Value	No Value					

Course Administration Codes

Articulation occurs after course approval. The following fields will not show a Proposed Version.

Changed	Field	Current Version
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	Curriculum ID	KNESD32CX
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Changed	Field	Current Version
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	Distance Education Approved	No
--	--	----

	Board of Trustees Approval Date	
--	--	--

	Curriculum Committee Approval Date	
--	---	--

	Time to Next Review	Sep 1, 2023 12:00:00 AM
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	External Review Approval Date	Sep 1, 2018 12:00:00 AM
--	--	-------------------------

	Course Control Number	CCC000581857
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Articulation

Changed	Field	Current Version
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	Course Crosswalk CRS-DEPT- NAME	
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	Course Crosswalk CRS-NUMBER	
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De Anza College
Change Report
 08/01/2024





Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Type (CB27)
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Transferability & Gen. Ed. Options	GE Information
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
Learning Outcomes and Objectives	CSLOs
Curriculum Office	Banner Start Term (202122)
Curriculum Office	Banner Division
Curriculum Office	Catalog Term (21-22)
Curriculum Office	5 Year Revision Year (2021)
Curriculum Office	Effective Quarter
Curriculum Office	Effective Year (2021)
Curriculum Office	Course Status Code
Curriculum Office	Banner Department
Curriculum Office	Course Level
Curriculum Office	College Code
Curriculum Office	CTE Status
Curriculum Office	Hybrid Approval Date (MM/DD/YYYY)
Curriculum Office	Emergency Approval
Curriculum Office	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)

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
B-Matrix Form	Objective 2: Develop analytical ideas and topics for essays.
B-Matrix Form	Objective 3: Compose and support thesis statements for analytical essays.
De Anza GE Form	Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
Comments	Stage 5: SLO Coordinator
Comments	Stage 8: AVP - Instruction

Section	Changed field
CTE Course	Is this a CTE (Career Technical Education) course?
Honors/Non-honors Course	Is this an honors/non-honors course?
Mirrored Credit/Noncredit Course	Is this a mirrored credit/noncredit course?
Cross-listed Course	Is this a cross-listed course?

General Information

Changed	Field	Current Version	Proposed Version
	Faculty Initiator	<ul style="list-style-type: none"> Catherina Wong 	<ul style="list-style-type: none"> Rachel Catuiza Owiesny, Cheryl
	Course ID (CB01A and CB01B)	KNESD037A	KNESD037A
	Course Control Number	CCC000581854	CCC000581854
	Course Title (CB02)	Soccer	Soccer
	Short Course Title	SOCCER	SOCCER
	TOP Code (CB03)	0835.00	0835.00 Physical Education
	CIP Code	Health and Physical Education/Fitness, General	31.0501 Health and Physical Education/Fitness, General
	Department	KNES - Kinesiology	KNES - Kinesiology
	Effective Term	Fall 2023	Fall 2023 <u>2025</u>
	SAM Priority Code (CB09)	Non-Occupational	Non-Occupational
	Course Description	<p>An introductory course to enhance skills used in the game of soccer, including a global perspective and the contributions of both male and female soccer experts and players. Emphasis will be placed upon the four major pillars of the game: technical ability, tactical understanding, physical fitness, and the mental approach necessary to compete successfully in match play. Strategies and tactics of the game will also be discussed and performed. There will be an introduction to the laws of the game, equipment, fair play, flexibility, nutrition, and the nuances of the game. Use of the Internet and other media sources will be encouraged to further understand the world's most popular game.</p>	<p>An introductory course to enhance skills used in the game of soccer, including a global perspective and the contributions of both male and female soccer experts and players. Emphasis will be placed upon the four major pillars of the game: technical ability, tactical understanding, physical fitness, and the mental approach necessary to compete successfully in match play. Strategies and tactics of the game will also be discussed and performed. There will be an introduction to the laws of the game, equipment, fair play, flexibility, nutrition, and the nuances of the game. Use of the Internet and other media sources will be encouraged to further understand the world's most popular game.</p>
	Course Type (CB27)	No value	<ul style="list-style-type: none"> Lower Division
	Mode of Delivery	<ul style="list-style-type: none"> Hybrid 	<ul style="list-style-type: none"> In person ONLY

Faculty Requirements

Changed	Field	Current Version	Proposed Version
	Discipline 1	No value	<ul style="list-style-type: none">Physical Education
	Discipline 2	No value	No value
	Discipline 3	No value	No value
	FSA	No value	<ul style="list-style-type: none">FHDA FSA - PHYSICAL EDUCATION

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	(Formerly P E D033A and P E D33AX respectively.)	(Formerly P E D033A and P E D33AX respectively.)

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	The course is CSU and UC transferable. This course meets a general education requirement for De Anza and CSUGE. This course is the entry point into successful Soccer development. It is the study of physical and mental awareness needed for adult soccer success.	The course is CSU and UC transferable. This course meets a general education requirement for De Anza and CSUGE. This course is the entry point into successful Soccer development. It is the study of physical and mental awareness needed for adult soccer success.

Stand-Alone Statement

Changed	Field	Current Version	Proposed Version
	Stand-Alone Statement	No value	


Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	


Foothill Equivalency

Changed	Field	Current Version	Proposed Version
	Foothill Faculty Consultation Name	No value	
	Foothill Course ID	No value	
	Does the course have a Foothill equivalent?	No	No


CTE Course

Changed	Field	Current Version	Proposed Version
	Is this a CTE (Career Technical Education) course?	No value	<u>No</u>

Honors/Non-honors Course

Changed	Field	Current Version	Proposed Version
	Is this an honors/non-honors course?	No value	<u>No</u>

Mirrored Credit/Noncredit Course

Changed	Field	Current Version	Proposed Version
	Is this a mirrored credit/noncredit course?	No value	<u>No</u>

Cross-listed Course

Changed	Field	Current Version	Proposed Version
	Is this a cross-listed course?	No value	<u>No</u>

More Options

Changed	Field	Current Version	Proposed Version
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.
	Course Prior To College Level	Not applicable.	Not applicable.
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.
	Course Support Status (CB26)	Course is not a support course	Course is not a support course
	Repeat Limit	0	0
	Grade Options	<ul style="list-style-type: none"> • Letter Grade • Pass/No Pass 	<ul style="list-style-type: none"> • Letter Grade • Pass/No Pass
	Allow Students to Gain Credit by Exam/Challenge	<input type="checkbox"/>	<input type="checkbox"/>
	Repeatability Statement	(This course is included in the Team Sports 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 Team Sports Family of activity courses. Please see the rules on "Repeating Courses" in the College Policies section of the catalog.)

Associated Programs

Changed Field

Current Version

Proposed Version

Course is part of a program

Associated Program Kinesiology for Transfer (In Development)
Award Type Associate in Arts for Transfer (A.A.-T.) Degree

Associated Program Kinesiology for Transfer (In Development)
Award Type Associate in Arts for Transfer (A.A.-T.) Degree

Associated Program CSU GE
Award Type Certificate of Achievement-Advanced (COA-A)

Associated Program CSU GE
Award Type Certificate of Achievement-Advanced (COA-A)

Associated Program CSU GE
Award Type Certificate of Achievement-Advanced (COA-A)

Associated Program CSU GE
Award Type Certificate of Achievement-Advanced (COA-A)

Associated Program CSU GE
Award Type Certificate of Achievement-Advanced (COA-A)

Associated Program CSU GE
Award Type Certificate of Achievement-Advanced (COA-A)

Associated Program Associate in Arts in Kinesiology for Transfer
Award Type Associate in Arts for Transfer (A.A.-T.) Degree

Associated Program Associate in Arts in Kinesiology for Transfer
Award Type Associate in Arts for Transfer (A.A.-T.) Degree

Associated Program Kinesiology for Transfer
Award Type Associate in Arts for Transfer (A.A.-T.) Degree

Associated Program Kinesiology for Transfer
Award Type Associate in Arts for Transfer (A.A.-T.) Degree

Transferability & Gen. Ed. Options

Changed Field

Current Version

Proposed Version

Transfer Status (CB05) Transferable to both UC and CSU

Transferable to both UC and CSU


Course General Education Status (CB25)

Y

Y

Transfer Status Approved

Approved

Changed	Field	Current Version	Proposed Version																		
	GE Information	<table border="1"> <tr> <td>System/Institution</td> <td>De Anza GE</td> </tr> <tr> <td>Area(s)</td> <td>• 2GEP - Approved.</td> </tr> <tr> <td>-</td> <td>No value</td> </tr> </table> <table border="1"> <tr> <td>System/Institution</td> <td>CSU GE</td> </tr> <tr> <td>Area(s)</td> <td>• CGEP - Approved.</td> </tr> <tr> <td>-</td> <td>No value</td> </tr> </table>	System/Institution	De Anza GE	Area(s)	• 2GEP - Approved.	-	No value	System/Institution	CSU GE	Area(s)	• CGEP - Approved.	-	No value	<table border="1"> <tr> <td>System/Institution</td> <td>De Anza GE</td> </tr> <tr> <td>Area(s)</td> <td>• 2GEP - Approved.</td> </tr> <tr> <td>-</td> <td>No value</td> </tr> </table>	System/Institution	De Anza GE	Area(s)	• 2GEP - Approved.	-	No value
System/Institution	De Anza GE																				
Area(s)	• 2GEP - Approved.																				
-	No value																				
System/Institution	CSU GE																				
Area(s)	• CGEP - Approved.																				
-	No value																				
System/Institution	De Anza GE																				
Area(s)	• 2GEP - Approved.																				
-	No value																				

Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	0	0
	Lecture Hours - Out of Class	0	0
	Laboratory Hours - In Class	2	2
	Laboratory Hours - Out of Class	0	0
	NA Hours - In Class	0	0
	NA Hours - Out of Class	0	0

Course Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	24	24
	Lecture Hours - Course In-Class (Contact) per Term	0	0

Changed	Field	Current Version	Proposed Version
	Lecture Hours - Course Out-of-Class per Term	0	0
	Laboratory Hours - Course In-Class (Contact) per Term	24	24
	Laboratory Hours - Course Out-of-Class per Term	0	0
	NA Hours - Course In-Class (Contact) per Term	0	0
	NA Hours - Course Out-of-Class per Term	0	0
	Total - Course In-Class (Contact) Hours	24	24
	Total - Course Out-of-Class Hours	0	0
	Total Credit Units - Minimum Credit Units	0.5	0.5
	Total Credit Units - Maximum Credit Units	0.5	0.5

Speciality Hours

Changed	Field	Current Version	Proposed Version
	Speciality Hours	No value	No value

Credit / Non-Credit Options

Changed	Field	Current Version	Proposed Version
	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.
	Course Credit Status (CB04)	Credit - Degree Applicable	Credit - Degree Applicable
	Course Non Credit Category (CB22)	Credit Course.	Credit Course.

Changed	Field	Current Version	Proposed Version
	Funding Agency Category (CB23)	Not Applicable.	Not Applicable.
	Cooperative Work Experience Education Status (CB10)	<input type="checkbox"/>	<input type="checkbox"/>
	Variable Credit Course	<input type="checkbox"/>	<input type="checkbox"/>

Credit Units			
Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	-	0
	Total Laboratory Hours per Term	24	24
	Total Contact Hours per Term	-	0
	Total Credit Units	0.5	0.5
	Minimum Credit Units	0.5	0.5
	Maximum Credit Units	0.5	0.5

SKIP			
Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications			

! **Methods of Instruction**

Methods of Instruction	
Methods of Instruction	<ul style="list-style-type: none"> Visual aids Discussion of assigned reading Discussion and problem solving performed in class In-class essays Demonstration Collaborative learning and small group exercises

Methods of Instruction	Methods of Instruction
Methods of Instruction	<ul style="list-style-type: none"> Visual aids Discussion of assigned reading Discussion and problem solving performed in class In-class essays Demonstration Collaborative learning and small group exercises

! **Assignments**

1. Readings
 1. Readings from the textbook "Fit and Well" by Fahey, et al.
 2. Media Sources
 1. NSCAA Soccer Journal
 2. Success in Soccer Magazine
 3. FIFA Laws of the game
2. Peer Evaluation
 1. Verbal evaluation of soccer skills assessments conducted in class.
 2. Partner drills and soccer skills application in various drills
3. Essay on one of the five components of fitness analyzing how that component relates to fitness requirements for the game of soccer.
4. Practical
 1. Practice skills and techniques for dribbling and passing the soccer ball.
 2. Practice drills for team strategies while setting up to make a goal.
 3. Practice skills for obtaining knowledge and ability to maximize the use of the soccer field.

1. Readings
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 2. Practice drills for team strategies while setting up to make a goal.
 3. Practice skills for obtaining knowledge and ability to maximize the use of the soccer field.



Methods of Evaluation

Methods of Evaluation	
Methods of Evaluation	<ol style="list-style-type: none"> 1. Practical skills demonstration and assessment of soccer techniques and field knowledge evaluated on completeness. 2. Essays based on one of the 5 components of fitness and how it applies to soccer evaluated graded on content and completeness. 3. Written comprehensive final examination based upon the textbook readings from "Fit and Well," handouts and FIFA rules. 4. Verbal peer evaluation on skills assessments graded on completeness. 5. Partner drills evaluated on completeness.

Methods of Evaluation	Methods of Evaluation
Methods of Evaluation	<ol style="list-style-type: none"> 1. Practical skills demonstration and assessment of soccer techniques and field knowledge evaluated on completeness. 2. Essays based on one of the 5 components of fitness and how it applies to soccer evaluated graded on content and completeness. 3. Written comprehensive final examination based upon the textbook readings, handouts and FIFA rules. 4. Verbal peer evaluation on skills assessments graded on completeness. 5. Partner drills evaluated on completeness.

Essential Student Materials/Essential College Facilities

Essential Student Materials:

- T-shirt, shorts, long socks, shinguards & soccer shoes

Essential College Facilities:

- Soccerfield, classroom, big soccer goals (with nets), cones, small soccer goals (with nets), and soccerballs

Essential Student Materials:

- T-shirt, shorts, long socks, shinguards & soccer shoes

Essential College Facilities:

- Soccerfield, classroom, big soccer goals (with nets), cones, small soccer goals (with nets), and soccerballs

Changed Field**Current Version****Proposed Version****Examples of
Primary Texts and
References**

Title	No value
Author	Fahey, Insel, and Roth, "Fit and Well, Brief 12th Edition, McGraw-Hill Publishing Co., San Francisco, CA, 2015.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	https://getlibraryhelp.highlands.edu/PHED1010
Author	Lisa Jellum, Angelyn Riaz, Althea Moser, Jonathan Howard, Jason Hitzeman
Publisher	Georgia Highlands College
Date/Edition	March 2023
ISBN	ZTC



Suggested Reading List

No value

Reading List NSCAA, The Soccer Coaching Bible, Kansas City, MO NSCAA 2011.

May include, but are not limited to

Reading List FIFA. FIFA Laws of the Game. Zurich, Switzerland: Federation de International Football Association, 2011.

May include, but are not limited to

Reading List Chyzowych, W. The Official Soccer Book Of the United States Soccer Federation. Chicago, Illinois: Rand McNally & Company, 1984.

May include, but are not limited to

Reading List Heddergott, K. New Football Manual. Hamburg. Germany: Limpert, 2004.

May include, but are not limited to

Changed	Field	Current Version	Proposed Version
		<p>Reading List Hughes, C. Soccer Tactics and Skills. London, England: British Broadcasting Company and Macdonald & Company Ltd. 1998.</p>	
		<p>May include, but are not limited to No value</p>	
		<p>Reading List Internet: FALearning.com, US Soccer.com</p>	
		<p>May include, but are not limited to No value</p>	

Learning Outcomes and Objectives			
Changed	Field	Current Version	Proposed Version
	Course Objectives	<ul style="list-style-type: none"> • Demonstrate the techniques (skills) necessary to play soccer. • Recognize and apply simple tactics and strategies of soccer. • Analyze and employ the proper training methods including warm up, cool down, and prescribe to good nutritional habits. • Employ cognitive as well as physical skill awareness during soccer play. • Apply the Federation Internationale de Football Association (FIFA) Laws of the Game in an effective manner. • Examine global, cultural, and gender driven influences, landmark events or changes in technology that may have caused significant changes to the sport of soccer, its rules, techniques, etiquette or facilities. • Examine advances in equipment technology that have led to a better game. 	<ul style="list-style-type: none"> • Demonstrate the techniques (skills) necessary to play soccer. • Recognize and apply simple tactics and strategies of soccer. • Analyze and employ the proper training methods including warm up, cool down, and prescribe to good nutritional habits. • Employ cognitive as well as physical skill awareness during soccer play. • Apply the Federation Internationale de Football Association (FIFA) Laws of the Game in an effective manner. • Examine global, cultural, and gender driven influences, landmark events or changes in technology that may have caused significant changes to the sport of soccer, its rules, techniques, etiquette or facilities. • Examine advances in equipment technology that have led to a better game.

Changed Field**Current Version****Proposed Version****CSLOs**

CSLOs Perform with increased proficiency the skills, footwork, and strategies of the sport of soccer.

Expected SLO Performance 0.0

CSLOs Apply knowledge of basic fitness concepts as they apply to health and wellness.

Expected SLO Performance 0.0

CSLOs Apply knowledge of basic fitness concepts as they relate to health and wellness.

Expected SLO Performance 0.0

CSLOs Perform with increased proficiency the skills, footwork, and strategies of the sport of soccer.

Expected SLO Performance 0.0

Course Outline

Course Content

- | | |
|---|---|
| <ol style="list-style-type: none"> 1. Demonstrate the techniques (skills) necessary to play soccer. <ol style="list-style-type: none"> 1. Dribbling using the inside/outside of the foot 2. Shielding 3. Heading - attacking and defensive 4. Passing/distributing with either foot 5. Crossing 6. Receiving with foot, thigh, chest, and head 7. Shooting 8. Tackling - block and poke 9. Goalkeeping 2. Recognize and apply simple tactics and strategies of soccer. <ol style="list-style-type: none"> 1. 1 vs. 1, 2 vs. 2, 3 vs. 3 use of support and communication 2. Combinations - wall pass, overlaps, and takeovers 3. Systems of play 4. Restarts 5. Principals of defense - Goalside, Pressure, Cover, Balance 6. Roles and responsibilities of players <ol style="list-style-type: none"> 1. Goalkeepers 2. Backs 3. Midfielders 4. Forwards 3. Analyze and employ the proper training methods including warm up, cool down, and prescribe to good nutritional habits. <ol style="list-style-type: none"> 1. Review/preview 2. Warm-up 3. Static stretching 4. Individual, group, team activities 5. Cool down 6. Nutrition <ol style="list-style-type: none"> 1. Protein, carbohydrates, and fat 2. Replenishing the body with proper fluids (water) 4. Employ cognitive as well as physical skill awareness during soccer play. <ol style="list-style-type: none"> 1. Power, Speed and Agility 2. Cardiovascular Endurance 3. Flexibility 4. Quicknes 5. Muscular Endurance and Strength 6. Mental <ol style="list-style-type: none"> 1. Attitude, Determination, Discipline, Enthusiasm 2. Communication 3. Concentration Organization 4. Punctuality 5. Apply the Federation Internationale de Football Association (FIFA) Laws of the Game in an effective manner. <ol style="list-style-type: none"> 1. The field of play (dimensions) including equipment | <ol style="list-style-type: none"> 1. Demonstrate the techniques (skills) necessary to play soccer. <ol style="list-style-type: none"> 1. Dribbling using the inside/outside of the foot 2. Shielding 3. Heading - attacking and defensive 4. Passing/distributing with either foot 5. Crossing 6. Receiving with foot, thigh, chest, and head 7. Shooting 8. Tackling - block and poke 9. Goalkeeping 2. Recognize and apply simple tactics and strategies of soccer. <ol style="list-style-type: none"> 1. 1 vs. 1, 2 vs. 2, 3 vs. 3 use of support and communication 2. Combinations - wall pass, overlaps, and takeovers 3. Systems of play 4. Restarts 5. Principals of defense - Goalside, Pressure, Cover, Balance 6. Roles and responsibilities of players <ol style="list-style-type: none"> 1. Goalkeepers 2. Backs 3. Midfielders 4. Forwards 3. Analyze and employ the proper training methods including warm up, cool down, and prescribe to good nutritional habits. <ol style="list-style-type: none"> 1. Review/preview 2. Warm-up 3. Static stretching 4. Individual, group, team activities 5. Cool down 6. Nutrition <ol style="list-style-type: none"> 1. Protein, carbohydrates, and fat 2. Replenishing the body with proper fluids (water) 4. Employ cognitive as well as physical skill awareness during soccer play. <ol style="list-style-type: none"> 1. Power, Speed and Agility 2. Cardiovascular Endurance 3. Flexibility 4. Quicknes 5. Muscular Endurance and Strength 6. Mental <ol style="list-style-type: none"> 1. Attitude, Determination, Discipline, Enthusiasm 2. Communication 3. Concentration Organization 4. Punctuality 5. Apply the Federation Internationale de Football Association (FIFA) Laws of the Game in an effective manner. <ol style="list-style-type: none"> 1. The field of play (dimensions) including equipment |
|---|---|

Changed Field**Current Version****Proposed Version**

- | Changed Field | Current Version | Proposed Version |
|---------------|---|---|
| | <ul style="list-style-type: none">2. Responsibilities of the officials3. Fouls and misconduct4. Restart; direct and indirect | <ul style="list-style-type: none">2. Responsibilities of the officials3. Fouls and misconduct4. Restart; direct and indirect |
| | <ul style="list-style-type: none">6. Examine global, cultural, and gender driven influences, landmark events or changes in technology that may have caused significant changes to the sport of soccer, its rules, techniques, etiquette or facilities. | <ul style="list-style-type: none">6. Examine global, cultural, and gender driven influences, landmark events or changes in technology that may have caused significant changes to the sport of soccer, its rules, techniques, etiquette or facilities. |
| | <ul style="list-style-type: none">1. FIFA (Federation de Internationale de Football Association)2. United States Soccer Federation (USSF)<ul style="list-style-type: none">1. Major League Soccer (MLS) men2. National Women's Soccer League (NWSL)3. Foundations of all levels of soccer in the United States<ul style="list-style-type: none">1. Increase in youth soccer participation2. Increase in high school and college soccer programs4. Significant changes for female athletes due to increased college scholarships, opportunities, and Title IX.<ul style="list-style-type: none">1. Women's World Cup2. 1996 Olympics3. WUSA/NWSL4. US Women's soccer players sued US Soccer for equality in 2016.5. Male and Female Soccer role models and what they have contributed to the sport.<ul style="list-style-type: none">1. Pele (Brazil, 1956-1977)
Worlds greatest player, led the Brazilian national soccer team to three World Cup victories in 1958, 1962, and 1970; 1978 recipient of the International Peace Award, and in 1980 he was named athlete of the century2. Sissi (Brazil, 1990's-present)
Prominent international female player3. Michelle Akers (USA, 1980-1990's) First great female player of all time4. Mia Hamm (USA, 1987-present) holds all-time international scoring record for men and women, FIFA Women's World Player of the Year for 2001 and 2002, youngest player to play for US National team, NCAA Champion, Olympic Gold | <ul style="list-style-type: none">1. FIFA (Federation de Internationale de Football Association)2. United States Soccer Federation (USSF)<ul style="list-style-type: none">1. Major League Soccer (MLS) men2. National Women's Soccer League (NWSL)3. Foundations of all levels of soccer in the United States<ul style="list-style-type: none">1. Increase in youth soccer participation2. Increase in high school and college soccer programs4. Significant changes for female athletes due to increased college scholarships, opportunities, and Title IX.<ul style="list-style-type: none">1. Women's World Cup2. 1996 Olympics3. WUSA/NWSL4. US Women's soccer players sued US Soccer for equality in 2016.5. Male and Female Soccer role models and what they have contributed to the sport.<ul style="list-style-type: none">1. Pele (Brazil, 1956-1977)
Worlds greatest player, led the Brazilian national soccer team to three World Cup victories in 1958, 1962, and 1970; 1978 recipient of the International Peace Award, and in 1980 he was named athlete of the century2. Sissi (Brazil, 1990's-present)
Prominent international female player3. Michelle Akers (USA, 1980-1990's) First great female player of all time4. Mia Hamm (USA, 1987-present) holds all-time international scoring record for men and women, FIFA Women's World Player of the Year for 2001 and 2002, youngest player to play for US National team, NCAA Champion, Olympic Gold |

Changed Field**Current Version****Proposed Version**

- | | | |
|--|---|---|
| | Medalist 1986, World Cup
Champion 1991 and 1999
5. Carli Lloyd (USA, 2005-present) One of the World's finest midfielders. FIFA Women's World Cup Champion, 2015 FIFA Player of the Year, 2016 FIFA Player of the year and two-time Olympic Gold medalist.
6. Landon Donovan (USA, 2000-present) U.S. Soccer's Chevrolet Male Athlete of the Year, future of US men's soccer program,
7. Mallory Pugh, Rose Lavelle (USA, 2016-present) Rising young female
6. The influence of the media and technology on the growth of US Soccer for men and women
1. Women's opportunities in color commentary, television broadcasting
2. Increased popularity as a spectator sport in the USA.
7. An historical review of significant rule changes
1. Shin guards
2. Off sides rule
3. Goal keeper rule changes
4. Goal-line technology
7. Examine advances in equipment technology that have led to a better game.
1. Field surface
2. Goal structure
3. Ball craftsmanship
4. Shoe changes
5. Uniforms and materials
6. Goalkeeper gloves
7. Shin guards
8. Full ninety head gear/guard | Medalist 1986, World Cup
Champion 1991 and 1999
5. Carli Lloyd (USA, 2005-present) One of the World's finest midfielders. FIFA Women's World Cup Champion, 2015 FIFA Player of the Year, 2016 FIFA Player of the year and two-time Olympic Gold medalist.
6. Landon Donovan (USA, 2000-present) U.S. Soccer's Chevrolet Male Athlete of the Year, future of US men's soccer program,
7. Mallory Pugh, Rose Lavelle (USA, 2016-present) Rising young female
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1. Women's opportunities in color commentary, television broadcasting
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1. Shin guards
2. Off sides rule
3. Goal keeper rule changes
4. Goal-line technology
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1. Field surface
2. Goal structure
3. Ball craftsmanship
4. Shoe changes
5. Uniforms and materials
6. Goalkeeper gloves
7. Shin guards
8. Full ninety head gear/guard |
|--|---|---|

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.	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005.
	Advisory(ies) - Other:	No Value	No Value
	Limitation(s) on Enrollment:	No Value	No Value
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	(See general education pages for the requirements this course meets.)	(See general education pages for the requirements this course meets.)
	General Course Statement(s) - Other:	No Value	No Value

Curriculum Office

Changed	Questions	Current Version	Proposed Version
!	Banner Start Term (202122)	202122	No Value
!	Banner Division	2PE	No Value
!	Catalog Term (21-22)	23-24	No Value
!	5 Year Revision Year (2021)	2018	No Value
!	Effective Quarter	Fall	No Value
!	Effective Year (2021)	2023	No Value
	Sort ID (00 < 10; 0 < 100)	KNES 037A	KNES 037A
	Course Status	Non-substantial	Non-substantial
!	Course Status Code	A	No Value
!	Banner Department	KNES	No Value
!	Course Level	DU	No Value

Changed	Questions	Current Version	Proposed Version
!	College Code	DA	No Value
	Course Characteristics	NA	NA
	Cross-Listed/Related Course Information	Related Parent	Related Parent
	Cross-Listed/Related Course ID's	No Value	No Value
!	CTE Status	No	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
!	Hybrid Approval Date (MM/DD/YYYY)	10/27/2020	No Value
!	Emergency Approval	No	No Value
!	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)	N	No Value
!	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)	F	No Value
!	Noncredit Enhanced Funding Indicator	N	No Value
!	In Service Indicator	N	No Value

Changed	Questions	Current Version	Proposed Version
!	Sports/Physical Education Course Indicator	Y	No Value
!	COA Code	C	No Value
!	Fund Code	114000	No Value
!	Organization Code	236002	No Value
!	Account Code	1320	No Value
!	Program Code	083500	No Value
!	Percent	100	No Value
	Curriculum Office Notes	<ul style="list-style-type: none"> Requisite change appr. 1/17/23 (effect. F23).-cc 	<ul style="list-style-type: none"> Requisite change appr. 1/17/23 (effect. F23).-cc
!	Print/No Print to Catalog	Yes	No Value
	Checklist	No Value	No Value

Summary of Revisions

Changed	Questions	Current Version	Proposed Version
	Basic Course Information	No Value	No Value
	Units and Hours	No Value	No Value
	Specifications	No Value	No Value
	Outline	No Value	No Value
	Other	No Value	No Value

Blue Form

Blank area for the Blue Form content.

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
	<p>ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.</p>	No Value	No Value
	<p>Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.</p>	No Value	No Value
!	<p>Objective 2: Develop analytical ideas and topics for essays.</p>	No Value	<p>Course Outline: F. Examine global, cultural, and gender driven influences, landmark events or changes in technology that may have caused significant changes to the sport of soccer, its rules, techniques, etiquette or facilities.</p>
!	<p>Objective 3: Compose and support thesis statements for analytical essays.</p>	No Value	<p>Methods of Evaluation: B. Essays based on one of the 5 components of fitness and how it applies to soccer evaluated graded on content and completeness.</p>
	<p>Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.</p>	No Value	No Value
	<p>Objective 5: Identify and practice writing for different audiences and purposes.</p>	No Value	No Value
	<p>Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.</p>	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
multiple drafts
and revisions.**

No Value

No Value

**Objective 4:
Demonstrate the
ability to include a
variety of sentence
structures in
writing.**

No Value

No Value

**Objective 5: Edit
compositions to
correct errors in
the major
conventions of
Standard Written
English.**

No Value

No Value

D-Matrix Form

Changed Questions Current Version Proposed Version

**Intermediate
algebra or
equivalent (or
higher), or
appropriate
placement beyond
intermediate
algebra. If this is
the requisite for
the course,
complete the
objective(s) below.
If this requisite is
being removed,
provide an
explanation as to
why.**

No Value

No Value

Changed	Questions	Current Version	Proposed Version
	Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.	No Value	No Value
	Objective 2: Investigate the use of mathematics in real world.	No Value	No Value
	Objective 3: Explore functions.	No Value	No Value
	Objective 4: Develop linear function models.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real world problems.	No Value	No Value
	Objective 6: Use linear inequalities in one variable to solve real world problems.	No Value	No Value
	Objective 7: Examine exponential expressions and develop exponential function models.	No Value	No Value
	Objective 8: Examine logarithmic expressions and develop logarithmic function models.	No Value	No Value
	Objective 9: Develop quadratic function models to solve problems.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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	Objective 10: Investigate the characteristics of rational expressions.	No Value	No Value
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	Objective 11: Develop skills to work with radical expressions.	No Value	No Value
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E-Matrix Form

Changed	Questions	Current Version	Proposed Version
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	Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
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	Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.	No Value	No Value
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	Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.	No Value	No Value
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Changed	Questions	Current Version	Proposed Version
	Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 4: Develop linear function models to solve problems.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real-world problems.	No Value	No Value
	Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 7: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 8: Use inequalities to solve real world problems.	No Value	No Value
	Objective 9: Explore arithmetic sequences and series.	No Value	No Value
	Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

F-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.	No Value	No Value
	Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.	No Value	No Value
	Objective 3: Apply the order of operations to evaluate signed numerical expressions.	No Value	No Value
	Objective 4: Solve problems involving operations with signed numbers.	No Value	No Value
	Objective 5: Explore the characteristics and properties of real numbers.	No Value	No Value

Changed Questions Current Version Proposed Version

Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.

No Value

No Value

Objective 7: Explore rates and ratios and use proportions to solve problems.

No Value

No Value

Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.

No Value

No Value

Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.

No Value

No Value

Objective 10: Solve linear equations in one variable numerically and algebraically.

No Value

No Value

Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.

No Value

No Value

Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

No Value

G-Matrix Form

Changed	Questions	Current Version	Proposed Version
	If the requisite does not fall under an A-F Matrix, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. If a requisite falling under Matrix G is being removed, provide an explanation as to why.	No Value	No Value

H-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.	No Value	No Value
	Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.	No Value	No Value
	Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.	No Value	No Value
	Objective 4: For Prerequisites based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills, i.e. such as a course.	No Value	No Value

De Anza GE Form

Changed	Questions	Current Version	Proposed Version
!	Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	Outline A. Demonstrate the techniques (skills) necessary to play soccer. B. Recognize and apply simple tactics and strategies of soccer.
!	Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	Methods of Evaluation B. Essays based on one of the 5 components of fitness and how it applies to soccer evaluated graded on content and completeness. D. Verbal peer evaluation on skills assessments graded on completeness. E. Partner drills evaluated on completeness.
!	Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	Outline E. Apply the Federation Internationale de Football Association (FIFA) Laws of the Game in an effective manner.

Changed	Questions	Current Version	Proposed Version
❗	Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	Outline F. Examine global, cultural, and gender driven influences, landmark events or changes in technology that may have caused significant changes to the sport of soccer, its rules, techniques, etiquette or facilities.
❗	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 F. Examine global, cultural, and gender driven influences, landmark events or changes in technology that may have caused significant changes to the sport of soccer, its rules, techniques, etiquette or facilities. F. 4. Significant changes for female athletes due to increased college scholarships, opportunities, and Title IX.
❗	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 F. 6. The influence of the media and technology on the growth of US Soccer for men and women

De Anza GE - ESGC Form

Changed Questions Current Version Proposed Version

Criteria 1: Explain the interconnectivity of economic prosperity, social equity and environmental quality.

No Value

No Value

Criteria 2: Identify the most serious environmental, equity, and social justice problems globally and locally and explain their underlying causes and possible consequences.

No Value

No Value

Criteria 3: Explain some significant ways students can make a difference in making a positive impact, locally, at a state level, or globally in making the world more environmentally sustainable and socially just.

No Value

No Value

Criteria 4: Analyze how the well being of human society is dependent on sustainable social and ecological systems.

No Value


No Value

Criteria 5: Demonstrate an understanding of how the student's personal activities impact the environment and communities by participating in actions to create a more environmentally sustainable and equitable future.

No Value

No Value

Comments

Changed	Questions	Current Version	Proposed Version												
	Stage 2: Department Chair	No Value	No Value												
	Stage 3: Division Curriculum Representative	No Value	No Value												
	Stage 4: Division Dean	No Value	No Value												
	Stage 5: SLO Coordinator	No Value	<table border="1"> <thead> <tr> <th>DATE</th> <th>Name - Role OR Tab</th> <th>Part - Field</th> <th>Type of Edit</th> <th>Edit</th> <th>Initiator - Indicate "Y" When Completed</th> </tr> </thead> <tbody> <tr> <td>3/13/2024</td> <td>Mary Pape SLO Coordinator</td> <td>Learning Outcomes - CSLO #1</td> <td>Required</td> <td>Reword so the word 'apply' is not repeated twice. Suggestion: "Apply knowledge of basic fitness concepts as they relate to health and wellness."</td> <td></td> </tr> </tbody> </table>	DATE	Name - Role OR Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed	3/13/2024	Mary Pape SLO Coordinator	Learning Outcomes - CSLO #1	Required	Reword so the word 'apply' is not repeated twice. Suggestion: "Apply knowledge of basic fitness concepts as they relate to health and wellness."	
DATE	Name - Role OR Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed										
3/13/2024	Mary Pape SLO Coordinator	Learning Outcomes - CSLO #1	Required	Reword so the word 'apply' is not repeated twice. Suggestion: "Apply knowledge of basic fitness concepts as they relate to health and wellness."											
	Stage 7: Content Review Matrix Liaison	No Value	No Value												

Changed	Questions	Current Version	Proposed Version																				
!	Stage 8: AVP - Instruction	No Value	<table border="1"> <thead> <tr> <th>Date</th> <th>Name - Role OR Part - Field Tab</th> <th>Type of Edit</th> <th>Edit</th> <th>Initiator - Indicate "Y" When Completed</th> </tr> </thead> <tbody> <tr> <td>3/27/24</td> <td>Gabriela Nocito - Basic Information - Proposal for AVPI Details - Attachments</td> <td>Required</td> <td>Please attach the Course Hybrid Delivery Request form.</td> <td></td> </tr> <tr> <td>4/18/24</td> <td>Gabriela Nocito - Basic Information - Proposal for AVPI Details - Attachments</td> <td>Required</td> <td>Course Hybrid Delivery request form is still not attached.</td> <td></td> </tr> <tr> <td>4/22/24</td> <td>Gabriela Nocito - Basic Information - Proposal for AVPI Details - Attachments</td> <td>Required</td> <td>Course Hybrid Delivery request form is still not attached. If this class is not Hybrid, then Mode of Delivery must be corrected.</td> <td></td> </tr> </tbody> </table>	Date	Name - Role OR Part - Field Tab	Type of Edit	Edit	Initiator - Indicate "Y" When Completed	3/27/24	Gabriela Nocito - Basic Information - Proposal for AVPI Details - Attachments	Required	Please attach the Course Hybrid Delivery Request form.		4/18/24	Gabriela Nocito - Basic Information - Proposal for AVPI Details - Attachments	Required	Course Hybrid Delivery request form is still not attached.		4/22/24	Gabriela Nocito - Basic Information - Proposal for AVPI Details - Attachments	Required	Course Hybrid Delivery request form is still not attached. If this class is not Hybrid, then Mode of Delivery must be corrected.	
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	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	KNESD037A
	Distance Education Approved	No
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	

Changed	Field	Current Version
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	Time to Next Review	Sep 1, 2023 12:00:00 AM
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	External Review Approval Date	Sep 1, 2018 12:00:00 AM
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	Course Control Number	CCC000581854
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Articulation

Changed	Field	Current Version
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	Course Crosswalk CRS-DEPT-NAME	
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	Course Crosswalk CRS-NUMBER	
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De Anza College
Change Report
08/01/2024

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Type (CB27)
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Transferability & Gen. Ed. Options	GE Information
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
Learning Outcomes and Objectives	CSLOs
Curriculum Office	Banner Start Term (202122)
Curriculum Office	Banner Division
Curriculum Office	Catalog Term (21-22)
Curriculum Office	5 Year Revision Year (2021)
Curriculum Office	Effective Quarter
Curriculum Office	Effective Year (2021)
Curriculum Office	Course Status Code
Curriculum Office	Banner Department
Curriculum Office	Course Level

Section	Changed field
Curriculum Office	College Code
Curriculum Office	CTE Status
Curriculum Office	Hybrid Approval Date (MM/DD/YYYY)
Curriculum Office	Emergency Approval
Curriculum Office	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)
Curriculum Office	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)
Curriculum Office	Noncredit Enhanced Funding Indicator
Curriculum Office	In Service Indicator
Curriculum Office	Sports/Physical Education Course Indicator
Curriculum Office	COA Code
Curriculum Office	Fund Code
Curriculum Office	Organization Code
Curriculum Office	Account Code
Curriculum Office	Program Code
Curriculum Office	Percent
Curriculum Office	Print/No Print to Catalog
B-Matrix Form	Objective 2: Develop analytical ideas and topics for essays.
B-Matrix Form	Objective 3: Compose and support thesis statements for analytical essays.
De Anza GE Form	Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

Section**Changed field**

De Anza GE Form

Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

De Anza GE Form

Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

De Anza GE Form

Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

De Anza GE Form

Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

De Anza GE Form

Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

Comments

Stage 5: SLO Coordinator

Comments

Stage 8: AVP - Instruction

CTE Course

Is this a CTE (Career Technical Education) course?

Honors/Non-honors Course

Is this an honors/non-honors course?

Mirrored Credit/Noncredit Course

Is this a mirrored credit/noncredit course?

Cross-listed Course

Is this a cross-listed course?

General Information**Changed****Field****Current Version****Proposed Version**

**Faculty
Initiator**

- Catherina Wong

- Rachel Catuiza
- Owiesny, Cheryl

Changed	Field	Current Version	Proposed Version
	Course ID (CB01A and CB01B)	KNESD37AX	KNESD37AX
	Course Control Number	CCC000581849	CCC000581849
	Course Title (CB02)	Soccer	Soccer
	Short Course Title	SOC CER	SOC CER
	TOP Code (CB03)	0835.00	0835.00 Physical Education
	CIP Code	Health and Physical Education/Fitness, General	31.0501 Health and Physical Education/Fitness, General
	Department	KNES - Kinesiology	KNES - Kinesiology
!	Effective Term	Fall 2023	Fall 2023 <u>2025</u>
	SAM Priority Code (CB09)	Non-Occupational	Non-Occupational
	Course Description	<p>An introductory course to enhance skills used in the game of soccer, including a global perspective and the contributions of both male and female soccer experts and players. Emphasis will be placed upon the four major pillars of the game: technical ability, tactical understanding, physical fitness, and the mental approach necessary to compete successfully in match play. Strategies and tactics of the game will also be discussed and performed. There will be an introduction to the laws of the game, equipment, fair play, flexibility, nutrition, and the nuances of the game. Use of the Internet and other media sources will be encouraged to further understand the world's most popular game.</p>	<p>An introductory course to enhance skills used in the game of soccer, including a global perspective and the contributions of both male and female soccer experts and players. Emphasis will be placed upon the four major pillars of the game: technical ability, tactical understanding, physical fitness, and the mental approach necessary to compete successfully in match play. Strategies and tactics of the game will also be discussed and performed. There will be an introduction to the laws of the game, equipment, fair play, flexibility, nutrition, and the nuances of the game. Use of the Internet and other media sources will be encouraged to further understand the world's most popular game.</p>
!	Course Type (CB27)	No value	<ul style="list-style-type: none"> Lower Division

Changed	Field	Current Version	Proposed Version
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Mode of Delivery

• Hybrid

• In person ONLY

Faculty Requirements

Changed	Field	Current Version	Proposed Version
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Discipline 1

No value

• Physical Education

Discipline 2

No value

No value

Discipline 3

No value

No value



FSA

No value

• FHDA FSA - PHYSICAL EDUCATION

Formerly Statement

Changed	Field	Current Version	Proposed Version
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Formerly Statement

(Formerly P E D033A and P E D33AX respectively.)

(Formerly P E D033A and P E D33AX respectively.)

Course Justification

Changed	Field	Current Version	Proposed Version
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Course Justification

The course is CSU and UC transferable. This course meets a general education requirement for De Anza and CSUGE. This course is the entry point into successful Soccer development. It is the study of physical and mental awareness needed for adult soccer success.

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Stand-Alone Statement

Changed	Field	Current Version	Proposed Version
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	Stand-Alone Statement	No value	
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Course Philosophy

Changed	Field	Current Version	Proposed Version
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	Course Philosophy	No value	
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Foothill Equivalency

Changed	Field	Current Version	Proposed Version
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	Foothill Faculty Consultation Name	No value	
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	Foothill Course ID	No value	
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	Does the course have a Foothill equivalent?	No	No
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CTE Course

Changed	Field	Current Version	Proposed Version
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	Is this a CTE (Career Technical Education) course?	No value	<u>No</u>
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Honors/Non-honors Course

Changed	Field	Current Version	Proposed Version
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	Is this an honors/non-honors course?	No value	<u>No</u>
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Mirrored Credit/Noncredit Course

Changed	Field	Current Version	Proposed Version
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	Is this a mirrored credit/noncredit course?	No value	<u>No</u>
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Cross-listed Course

Changed	Field	Current Version	Proposed Version
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	Is this a cross-listed course?	No value	<u>No</u>
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More Options

Changed	Field	Current Version	Proposed Version
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	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.
--	----------------------------------	--------------------------------------	--------------------------------------

	Course Prior To College Level	Not applicable.	Not applicable.
--	--------------------------------------	-----------------	-----------------

	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.
--	---	--------------------------------	--------------------------------

	Course Support Status (CB26)	Course is not a support course	Course is not a support course
--	-------------------------------------	--------------------------------	--------------------------------

	Repeat Limit	0	0
--	---------------------	---	---

Changed**Field****Current Version****Proposed Version****Grade Options**

- Letter Grade
- Pass/No Pass

- Letter Grade
- Pass/No Pass

**Allow Students
to Gain Credit
by
Exam/Challenge****Repeatability
Statement**

(This course is included in the Team Sports 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 Team Sports Family of activity courses. Please see the rules on "Repeating Courses" in the College Policies section of the catalog.)

Associated Programs

Changed Field

Current Version

Proposed Version

Course is part of a program

Associated Program	Kinesiology for Transfer (In Development)
Award Type	Associate in Arts for Transfer (A.A.-T.) Degree

Associated Program	Kinesiology for Transfer (In Development)
Award Type	Associate in Arts for Transfer (A.A.-T.) Degree

Associated Program	CSU GE
Award Type	Certificate of Achievement-Advanced (COA-A)

Associated Program	CSU GE
Award Type	Certificate of Achievement-Advanced (COA-A)

Associated Program	CSU GE
Award Type	Certificate of Achievement-Advanced (COA-A)

Associated Program	CSU GE
Award Type	Certificate of Achievement-Advanced (COA-A)

Associated Program	CSU GE
Award Type	Certificate of Achievement-Advanced (COA-A)

Associated Program	CSU GE
Award Type	Certificate of Achievement-Advanced (COA-A)

Associated Program	Associate in Arts in Kinesiology for Transfer
Award Type	Associate in Arts for Transfer (A.A.-T.) Degree

Associated Program	Associate in Arts in Kinesiology for Transfer
Award Type	Associate in Arts for Transfer (A.A.-T.) Degree

Associated Program	Kinesiology for Transfer
Award Type	Associate in Arts for Transfer (A.A.-T.) Degree

Associated Program	Kinesiology for Transfer
Award Type	Associate in Arts for Transfer (A.A.-T.) Degree

Changed Field

Current Version

Proposed Version

Transferability & Gen. Ed. Options

Changed

Field

Current Version

Proposed Version

Transfer Status (CB05)

Transferable to both UC and CSU

Transferable to both UC and CSU

Course General Education Status (CB25)

Y

Y

Transfer Status

Approved

Approved



GE Information

System/Institution De Anza GE

Area(s) • 2GEP - Approved.

- No value

System/Institution De Anza GE

Area(s) • 2GEP - Approved.

- No value

System/Institution CSU GE

Area(s) • CGEP - Approved.

- No value

Weekly Student Hours - Profile Name: Default Profile

Changed

Field

Current Version

Proposed Version

Lecture Hours - In Class

0

0

Changed	Field	Current Version	Proposed Version
	Lecture Hours - Out of Class	0	0
	Laboratory Hours - In Class	3	3
	Laboratory Hours - Out of Class	0	0
	NA Hours - In Class	0	0
	NA Hours - Out of Class	0	0

Course Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	36	36
	Lecture Hours - Course In- Class (Contact) per Term	0	0
	Lecture Hours - Course Out- of-Class per Term	0	0

Changed	Field	Current Version	Proposed Version
	Laboratory Hours - Course In-Class (Contact) per Term	36	36
	Laboratory Hours - Course Out-of-Class per Term	0	0
	NA Hours - Course In-Class (Contact) per Term	0	0
	NA Hours - Course Out-of-Class per Term	0	0
	Total - Course In-Class (Contact) Hours	36	36
	Total - Course Out-of-Class Hours	0	0
	Total Credit Units - Minimum Credit Units	1	1
	Total Credit Units - Maximum Credit Units	1	1

Speciality Hours

Changed	Field	Current Version	Proposed Version
	Speciality Hours	No value	No value

Credit / Non-Credit Options

Changed	Field	Current Version	Proposed Version
	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.
	Course Credit Status (CB04)	Credit - Degree Applicable	Credit - Degree Applicable
	Course Non Credit Category (CB22)	Credit Course.	Credit Course.
	Funding Agency Category (CB23)	Not Applicable.	Not Applicable.
	Cooperative Work Experience Education Status (CB10)	<input type="checkbox"/>	<input type="checkbox"/>
	Variable Credit Course	<input type="checkbox"/>	<input type="checkbox"/>

Credit Units


Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	-	0
	Total Laboratory Hours per Term	36	36
	Total Contact Hours per Term	-	0

Changed	Field	Current Version	Proposed Version
	Total Credit Units	1	1
	Minimum Credit Units	1	1
	Maximum Credit Units	1	1

SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

Changed	Field	Current Version	Proposed Version
	Methods of Instruction	<p>Methods of Instruction</p> <p>Methods of Instruction Visual aids Discussion of assigned reading Discussion and problem solving performed in class In-class essays Demonstration Collaborative learning and small group exercises</p>	<p>Methods of Instruction Methods of Instruction</p> <p>Methods of Instruction Visual aids Discussion of assigned reading Discussion and problem solving performed in class In-class essays Demonstration Collaborative learning and small group exercises</p>

Changed Field**Current Version****Proposed Version****Assignments**

-
- | Changed Field | Current Version | Proposed Version |
|----------------------|---|---|
| Assignments | <ol style="list-style-type: none">1. Readings<ol style="list-style-type: none">1. Readings from the textbook "Fit and Well" by Fahey, et al.2. Media Sources<ol style="list-style-type: none">1. NSCAA Soccer Journal2. Success in Soccer Magazine3. FIFA Laws of the game2. Peer Evaluation<ol style="list-style-type: none">1. Verbal evaluation of soccer skills assessments conducted in class.2. Partner drills and soccer skills application in various drills3. Essay on one of the five components of fitness analyzing how that component relates to fitness requirements for the game of soccer.4. Practical<ol style="list-style-type: none">1. Practice skills and techniques for dribbling and passing the soccer ball.2. Practice drills for team strategies while setting up to make a goal.3. Practice skills for obtaining knowledge and ability to maximize the use of the soccer field. | <ol style="list-style-type: none">1. Readings<ol style="list-style-type: none">1. Readings from the textbook "Fit and Well" by Fahey, et al.2. Media Sources<ol style="list-style-type: none">1. NSCAA Soccer Journal2. Success in Soccer Magazine3. FIFA Laws of the game2. Peer Evaluation<ol style="list-style-type: none">1. Verbal evaluation of soccer skills assessments conducted in class.2. Partner drills and soccer skills application in various drills3. Essay on one of the five components of fitness analyzing how that component relates to fitness requirements for the game of soccer.4. Practical<ol style="list-style-type: none">1. Practice skills and techniques for dribbling and passing the soccer ball.2. Practice drills for team strategies while setting up to make a goal.3. Practice skills for obtaining knowledge and ability to maximize the use of the soccer field. |
-



Methods of Evaluation

Methods of Evaluation		Methods of Evaluation	Methods of Evaluation
Methods of Evaluation	<ol style="list-style-type: none"> 1. Practical skills demonstration and assessment of soccer techniques and field knowledge evaluated on completeness. 2. Essays based on one of the 5 components of fitness and how it applies to soccer evaluated graded on content and completeness. 3. Written comprehensive final examination based upon the textbook readings from "Fit and Well," handouts and FIFA rules. 4. Verbal peer evaluation on skills assessments graded on completeness. 5. Partner drills evaluated on completeness. 	Methods of Evaluation	<ol style="list-style-type: none"> 1. Practical skills demonstration and assessment of soccer techniques and field knowledge evaluated on completeness. 2. Essays based on one of the 5 components of fitness and how it applies to soccer evaluated graded on content and completeness. 3. Written comprehensive final examination based upon the textbook readings from "Fit and Well," handouts and FIFA rules. 4. Verbal peer evaluation on skills assessments graded on completeness. 5. Partner drills evaluated on completeness.

Changed Field**Current Version****Proposed Version****Essential Student Materials/Essential College Facilities****Essential Student Materials:**

- T-shirt, shorts, long socks, shinguards & soccer shoes

Essential College Facilities:

- Soccerfield, classroom, big soccer goals (with nets), cones, small soccer goals (with nets), and soccerballs

Essential Student Materials:

- T-shirt, shorts, long socks, shinguards & soccer shoes

Essential College Facilities:

- Soccerfield, classroom, big soccer goals (with nets), cones, small soccer goals (with nets), and soccerballs

**Examples of Primary Texts and References**

Title	No value
Author	Fahey, Insel, and Roth, "Fit and Well, Brief 12th Edition, McGraw-Hill Publishing Co., San Francisco, CA, 2015.
Publisher	No value
Date/Edition	No value
ISBN	No value

No value



Suggested Reading List

No value

Reading List	NSCAA, The Soccer Coaching Bible, Kansas City, MO NSCAA 2011.
May include, but are not limited to	No value

Reading List	FIFA. FIFA Laws of the Game. Zurich, Switzerland: Federation de International Football Association, 2011.
May include, but are not limited to	No value

Reading List	Chyzowych, W. The Official Soccer Book Of the United States Soccer Federation. Chicago, Illinois: Rand McNally & Company, 1984.
May include, but are not limited to	No value

Reading List	Heddergott, K. New Football Manual. Hamburg. Germany: Limpert, 2004.
May include, but are not limited to	No value

Changed Field**Current Version****Proposed Version**

May include, but are not limited to No value

Reading List Hughes, C. Soccer Tactics and Skills. London, England: British Broadcasting Company and Macdonald & Company Ltd. 1998.

May include, but are not limited to No value

Reading List Internet: FALearning.com, US Soccer.com

May include, but are not limited to No value

Learning Outcomes and Objectives

Changed	Field	Current Version	Proposed Version
	Course Objectives	<ul style="list-style-type: none"> • Demonstrate the techniques (skills) necessary to play soccer. • Recognize and apply simple tactics and strategies of soccer. • Analyze and employ the proper training methods including warm up, cool down, and prescribe to good nutritional habits. • Employ cognitive as well as physical skill awareness during soccer play. • Apply the Federation Internationale de Football Association (FIFA) Laws of the Game in an effective manner. • Examine global, cultural, and gender driven influences, landmark events or changes in technology that may have caused significant changes to the sport of soccer, its rules, techniques, etiquette or facilities. • Examine advances in equipment technology that have led to a better game. 	<ul style="list-style-type: none"> • Demonstrate the techniques (skills) necessary to play soccer. • Recognize and apply simple tactics and strategies of soccer. • Analyze and employ the proper training methods including warm up, cool down, and prescribe to good nutritional habits. • Employ cognitive as well as physical skill awareness during soccer play. • Apply the Federation Internationale de Football Association (FIFA) Laws of the Game in an effective manner. • Examine global, cultural, and gender driven influences, landmark events or changes in technology that may have caused significant changes to the sport of soccer, its rules, techniques, etiquette or facilities. • Examine advances in equipment technology that have led to a better game.

Changed Field

Current Version

Proposed Version



CSLOs

CSLOs Perform with increased proficiency the skills, footwork, and strategies of the sport of soccer.

Expected SLO Performance 0.0

CSLOs Apply knowledge of basic fitness concepts as they apply to health and wellness.

Expected SLO Performance 0.0

CSLOs Apply knowledge of basic fitness concepts as they relate to health and wellness.

Expected SLO Performance 0.0

CSLOs Perform with increased proficiency the skills, footwork, and strategies of the sport of soccer.

Expected SLO Performance 0.0

Course Outline

Empty area for Course Outline content.

Changed	Field	Current Version	Proposed Version
Course Content		<ol style="list-style-type: none"> 1. Demonstrate the techniques (skills) necessary to play soccer. <ol style="list-style-type: none"> 1. Dribbling using the inside/outside of the foot 2. Shielding 3. Heading - attacking and defensive 4. Passing/distributing with either foot 5. Crossing 6. Receiving with foot, thigh, chest, and head 7. Shooting 8. Tackling - block and poke 9. Goalkeeping 2. Recognize and apply simple tactics and strategies of soccer. <ol style="list-style-type: none"> 1. 1 vs. 1, 2 vs. 2, 3 vs. 3 use of support and communication 2. Combinations - wall pass, overlaps, and takeovers 3. Systems of play 4. Restarts 5. Principals of defense - Goalside, Pressure, Cover, Balance 6. Roles and responsibilities of players <ol style="list-style-type: none"> 1. Goalkeepers 2. Backs 3. Midfielders 4. Forwards 3. Analyze and employ the proper training methods including warm up, cool down, and prescribe to good nutritional habits. <ol style="list-style-type: none"> 1. Review/preview 2. Warm-up 3. Static stretching 4. Individual, group, team activities 5. Cool down 6. Nutrition <ol style="list-style-type: none"> 1. Protein, carbohydrates, and fat 	<ol style="list-style-type: none"> 1. Demonstrate the techniques (skills) necessary to play soccer. <ol style="list-style-type: none"> 1. Dribbling using the inside/outside of the foot 2. Shielding 3. Heading - attacking and defensive 4. Passing/distributing with either foot 5. Crossing 6. Receiving with foot, thigh, chest, and head 7. Shooting 8. Tackling - block and poke 9. Goalkeeping 2. Recognize and apply simple tactics and strategies of soccer. <ol style="list-style-type: none"> 1. 1 vs. 1, 2 vs. 2, 3 vs. 3 use of support and communication 2. Combinations - wall pass, overlaps, and takeovers 3. Systems of play 4. Restarts 5. Principals of defense - Goalside, Pressure, Cover, Balance 6. Roles and responsibilities of players <ol style="list-style-type: none"> 1. Goalkeepers 2. Backs 3. Midfielders 4. Forwards 3. Analyze and employ the proper training methods including warm up, cool down, and prescribe to good nutritional habits. <ol style="list-style-type: none"> 1. Review/preview 2. Warm-up 3. Static stretching 4. Individual, group, team activities 5. Cool down 6. Nutrition <ol style="list-style-type: none"> 1. Protein, carbohydrates, and fat

Changed Field**Current Version****Proposed Version**

-
- | | |
|--|--|
| 2. Replenishing the body with proper fluids (water) | 2. Replenishing the body with proper fluids (water) |
| 4. Employ cognitive as well as physical skill awareness during soccer play. | 4. Employ cognitive as well as physical skill awareness during soccer play. |
| 1. Power, Speed and Agility | 1. Power, Speed and Agility |
| 2. Cardiovascular Endurance | 2. Cardiovascular Endurance |
| 3. Flexibility | 3. Flexibility |
| 4. Quicknes | 4. Quicknes |
| 5. Muscular Endurance and Strength | 5. Muscular Endurance and Strength |
| 6. Mental | 6. Mental |
| 1. Attitude, Determination, Discipline, Enthusiasm | 1. Attitude, Determination, Discipline, Enthusiasm |
| 2. Communication | 2. Communication |
| 3. Concentration Organization | 3. Concentration Organization |
| 4. Punctuality | 4. Punctuality |
| 5. Apply the Federation Internationale de Football Association (FIFA) Laws of the Game in an effective manner. | 5. Apply the Federation Internationale de Football Association (FIFA) Laws of the Game in an effective manner. |
| 1. The field of play (dimensions) including equipment | 1. The field of play (dimensions) including equipment |
| 2. Responsibilities of the officials | 2. Responsibilities of the officials |
| 3. Fouls and misconduct | 3. Fouls and misconduct |
| 4. Restart; direct and indirect | 4. Restart; direct and indirect |
| 6. Examine global, cultural, and gender driven influences, landmark events or changes in technology that may have caused significant changes to the sport of soccer, its rules, techniques, etiquette or facilities. | 6. Examine global, cultural, and gender driven influences, landmark events or changes in technology that may have caused significant changes to the sport of soccer, its rules, techniques, etiquette or facilities. |
| 1. FIFA (Federation de Internationale de Football Association) | 1. FIFA (Federation de Internationale de Football Association) |
| 2. United States Soccer Federation (USSF) | 2. United States Soccer Federation (USSF) |
| 1. Major League Soccer (MLS) men | 1. Major League Soccer (MLS) men |
| 2. National Women's Soccer League (NWSL) | 2. National Women's Soccer League (NWSL) |

Changed Field**Current Version****Proposed Version**

- | Changed Field | Current Version | Proposed Version |
|---------------|---|---|
| | <p>3. Foundations of all levels of soccer in the United States</p> <ol style="list-style-type: none">1. Increase in youth soccer participation2. Increase in high school and college soccer programs <p>4. Significant changes for female athletes due to increased college scholarships, opportunities, and Title IX.</p> <ol style="list-style-type: none">1. Women's World Cup2. 1996 Olympics3. WUSA/NWSL4. US Women's soccer players sued US Soccer for equality in 2016. <p>5. Male and Female Soccer role models and what they have contributed to the sport.</p> <ol style="list-style-type: none">1. Pele (Brazil, 1956-1977) Worlds greatest player, led the Brazilian national soccer team to three World Cup victories in 1958, 1962, and 1970; 1978 recipient of the International Peace Award, and in 1980 he was named athlete of the century2. Sissi (Brazil, 1990's-present) Prominent international female player3. Michelle Akers (USA, 1980-1990's) First great female player of all time | <p>3. Foundations of all levels of soccer in the United States</p> <ol style="list-style-type: none">1. Increase in youth soccer participation2. Increase in high school and college soccer programs <p>4. Significant changes for female athletes due to increased college scholarships, opportunities, and Title IX.</p> <ol style="list-style-type: none">1. Women's World Cup2. 1996 Olympics3. WUSA/NWSL4. US Women's soccer players sued US Soccer for equality in 2016. <p>5. Male and Female Soccer role models and what they have contributed to the sport.</p> <ol style="list-style-type: none">1. Pele (Brazil, 1956-1977) Worlds greatest player, led the Brazilian national soccer team to three World Cup victories in 1958, 1962, and 1970; 1978 recipient of the International Peace Award, and in 1980 he was named athlete of the century2. Sissi (Brazil, 1990's-present) Prominent international female player3. Michelle Akers (USA, 1980-1990's) First great female player of all time4. Mia Hamm (USA, 1987-present) holds |

Changed Field**Current Version****Proposed Version**

-
- | | |
|---|---|
| 4. Mia Hamm (USA, 1987-present) holds all-time international scoring record for men and women, FIFA Women's World Player of the Year for 2001 and 2002, youngest player to play for US National team, NCAA Champion, Olympic Gold Medalist 1986, World Cup Champion 1991 and 1999 | all-time international scoring record for men and women, FIFA Women's World Player of the Year for 2001 and 2002, youngest player to play for US National team, NCAA Champion, Olympic Gold Medalist 1986, World Cup Champion 1991 and 1999 |
| 5. Carli Lloyd (USA, 2005-present) One of the World's finest midfielders. FIFA Women's World Cup Champion, 2015 FIFA Player of the Year, 2016 FIFA Player of the year and two-time Olympic Gold medalist. | 5. Carli Lloyd (USA, 2005-present) One of the World's finest midfielders. FIFA Women's World Cup Champion, 2015 FIFA Player of the Year, 2016 FIFA Player of the year and two-time Olympic Gold medalist. |
| 6. Landon Donovan (USA, 2000-present) U.S. Soccer's Chevrolet Male Athlete of the Year, future of US men's soccer program, | 6. Landon Donovan (USA, 2000-present) U.S. Soccer's Chevrolet Male Athlete of the Year, future of US men's soccer program, |
| 7. Mallory Pugh, Rose Lavelle (USA, 2016-present) Rising young female | 7. Mallory Pugh, Rose Lavelle (USA, 2016-present) Rising young female |
| 6. The influence of the media and technology on the growth of US Soccer for men and women | 6. The influence of the media and technology on the growth of US Soccer for men and women |
| 1. Women's opportunities in color commentary, | 1. Women's opportunities in color commentary, television broadcasting |

Changed	Field	Current Version	Proposed Version
		television broadcasting 2. Increased popularity as a spectator sport in the USA. 7. An historical review of significant rule changes 1. Shin guards 2. Off sides rule 3. Goal keeper rule changes 4. Goal-line technology 7. Examine advances in equipment technology that have led to a better game. 1. Field surface 2. Goal structure 3. Ball craftsmanship 4. Shoe changes 5. Uniforms and materials 6. Goalkeeper gloves 7. Shin guards 8. Full ninety head gear/guard	2. Increased popularity as a spectator sport in the USA. 7. An historical review of significant rule changes 1. Shin guards 2. Off sides rule 3. Goal keeper rule changes 4. Goal-line technology 7. Examine advances in equipment technology that have led to a better game. 1. Field surface 2. Goal structure 3. Ball craftsmanship 4. Shoe changes 5. Uniforms and materials 6. Goalkeeper gloves 7. Shin guards 8. Full ninety head gear/guard
	Lab Component in this Course	No	No
	Lab Outline	No value	No value

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	No Value	No Value
	Corequisite(s):	No Value	No Value
	Advisory(ies):	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005.	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005.

Changed	Questions	Current Version	Proposed Version
	Advisory(ies) - Other:	No Value	No Value
	Limitation(s) on Enrollment:	No Value	No Value
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	(See general education pages for the requirements this course meets.)	(See general education pages for the requirements this course meets.)
	General Course Statement(s) - Other:	No Value	No Value

Curriculum Office

Changed	Questions	Current Version	Proposed Version
!	Banner Start Term (202122)	202122	No Value
!	Banner Division	2PE	No Value
!	Catalog Term (21-22)	23-24	No Value
!	5 Year Revision Year (2021)	2018	No Value
!	Effective Quarter	Fall	No Value
!	Effective Year (2021)	2023	No Value
	Sort ID (00 < 10; 0 < 100)	KNES 037AX	KNES 037AX

Changed	Questions	Current Version	Proposed Version
	Course Status	Non-substantial	Non-substantial
!	Course Status Code	A	No Value
!	Banner Department	KNES	No Value
!	Course Level	DU	No Value
!	College Code	DA	No Value
	Course Characteristics	NA	NA
	Cross-Listed/Related Course Information	Related Child	Related Child
	Cross-Listed/Related Course ID's	KNES 37A	KNES 37A
!	CTE Status	No	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
!	Hybrid Approval Date (MM/DD/YYYY)	10/27/2020	No Value
!	Emergency Approval	No	No Value

Changed	Questions	Current Version	Proposed Version
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Repeat Status
 (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)

N

No Value



Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)

F

No Value



Noncredit Enhanced Funding Indicator

N

No Value



In Service Indicator

N

No Value



Sports/Physical Education Course Indicator

Y

No Value



COA Code

C

No Value



Fund Code

114000

No Value

Changed	Questions	Current Version	Proposed Version
!	Organization Code	236002	No Value
!	Account Code	1320	No Value
!	Program Code	083500	No Value
!	Percent	100	No Value
	Curriculum Office Notes	<ul style="list-style-type: none"> Requisite change appr. 1/17/23 (effect. F23).-cc 	<ul style="list-style-type: none"> Requisite change appr. 1/17/23 (effect. F23).-cc
!	Print/No Print to Catalog	Yes	No Value
	Checklist	No Value	No Value

Summary of Revisions

Changed	Questions	Current Version	Proposed Version
	Basic Course Information	No Value	No Value
	Units and Hours	No Value	No Value
	Specifications	No Value	No Value
	Outline	No Value	No Value
	Other	No Value	No Value

Blue Form

Blue Form content area (empty).

Changed	Questions	Current Version	Proposed Version
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**For changes to the units and hours tab;
1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.**

No Value

No Value

1. Is the unit(s) change required for articulation?

No Value

No Value

2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.

No Value

No Value

3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.

No Value

No Value

Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

No Value

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
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Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

No Value

A-Matrix Form

Changed	Questions	Current Version	Proposed Version
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EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

No Value

Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.

No Value

No Value

Objective 2: Compose essays drawn from personal experience and assigned texts.

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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**Objective 3:
Utilize MLA
guidelines to
format essays,
cite sources,
and compile a
works cited
page.**

No Value

No Value

**Objective 4:
Create
syntactically
varied
sentences that
are free of
mechanical
errors.**

No Value

No Value

**Objective 5:
Distinguish,
compare, and
evaluate the
multiplicity and
ambiguity of
perspectives.**

No Value

No Value

B-Matrix Form

Changed	Questions	Current Version	Proposed Version
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**ESL D272. and ESL
D273., or ESL D472.
and ESL D473., or
eligibility for EWRT
D001A or EWRT
D01AH or ESL D005.
If this is the
requisite for the
course, complete
the objective(s)
below. If this
requisite is being
removed, provide an
explanation as to
why.**

No Value

No Value

Changed	Questions	Current Version	Proposed Version
	Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.	No Value	No Value
!	Objective 2: Develop analytical ideas and topics for essays.	No Value	Course Outline: F. Examine global, cultural, and gender driven influences, landmark events or changes in technology that may have caused significant changes to the sport of soccer, its rules, techniques, etiquette or facilities.
!	Objective 3: Compose and support thesis statements for analytical essays.	No Value	Methods of Evaluation: B. Essays based on one of the 5 components of fitness and how it applies to soccer evaluated graded on content and completeness.
	Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.	No Value	No Value
	Objective 5: Identify and practice writing for different audiences and purposes.	No Value	No Value
	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.	No Value	No Value
	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.

No Value

No Value

Objective 9: Demonstrate appropriate grammar usage and mechanics.

No Value

No Value

C-Matrix Form

Changed	Questions	Current Version	Proposed Version
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ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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Objective 1:
Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.

No Value

No Value

Objective 2:
Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.

No Value

No Value

Objective 3:
Produce written work using a cyclical process of multiples drafts and revisions.

No Value

No Value

Objective 4:
Demonstrate the ability to include a variety of sentence structures in writing.

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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	Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.	No Value	No Value
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D-Matrix Form

Changed	Questions	Current Version	Proposed Version
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	Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
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Changed	Questions	Current Version	Proposed Version
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Objective 1:
Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.

No Value

No Value

Objective 2:
Investigate the use of mathematics in real world.

No Value

No Value

Objective 3:
Explore functions.

No Value

No Value

Objective 4:
Develop linear function models.

No Value

No Value

Objective 5:
Use systems of two linear equations to solve real world problems.

No Value

No Value

Objective 6:
Use linear inequalities in one variable to solve real world problems.

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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Objective 7:
Examine exponential expressions and develop exponential function models.

No Value

No Value

Objective 8:
Examine logarithmic expressions and develop logarithmic function models.

No Value

No Value

Objective 9:
Develop quadratic function models to solve problems.

No Value

No Value

Objective 10:
Investigate the characteristics of rational expressions.

No Value

No Value

Objective 11:
Develop skills to work with radical expressions.

No Value

No Value

E-Matrix Form

Changed	Questions	Current Version	Proposed Version
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Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

No Value

Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.

No Value

No Value

Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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Objective 3:
Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.

No Value

No Value

Objective 4:
Develop linear function models to solve problems.

No Value

No Value

Objective 5:
Use systems of two linear equations to solve real-world problems.

No Value

No Value

Objective 6:
Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.

No Value

No Value

Objective 7:
Develop quadratic function models to solve problems.

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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**Objective 8:
Use
inequalities to
solve real
world
problems.**

No Value

No Value

**Objective 9:
Explore
arithmetic
sequences and
series.**

No Value

No Value

**Objective 10:
Investigate,
throughout the
course as
applicable,
how
mathematics
has developed
as a human
activity around
the world.**

No Value

No Value

F-Matrix Form

Changed	Questions	Current Version	Proposed Version
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**Pre-algebra or
equivalent (or
higher), or
appropriate
placement
beyond pre-
algebra. If this
is the requisite
for the course,
complete the
objective(s)
below. If this
requisite is
being removed,
provide an
explanation as
to why.**

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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**Objective 1:
Develop,
throughout the
course as
applicable,
systematic
problem
solving
methods.**

No Value

No Value

**Objective 2:
Solve problems
involving
arithmetic
operations,
including
fractions,
percents and
decimals.**

No Value

No Value

**Objective 3:
Apply the order
of operations to
evaluate signed
numerical
expressions.**

No Value

No Value

**Objective 4:
Solve problems
involving
operations with
signed
numbers.**

No Value

No Value

**Objective 5:
Explore the
characteristics
and properties
of real
numbers.**

No Value

No Value

**Objective 6:
Use estimation
to determine
approximate
solutions and
to check the
reasonableness
of answers.**

No Value

No Value

Changed	Questions	Current Version	Proposed Version
----------------	------------------	------------------------	-------------------------

**Objective 7:
Explore rates
and ratios and
use
proportions to
solve
problems.**

No Value

No Value

**Objective 8:
Explore, as
applicable
throughout the
course, the
geometry of
mathematical
measurements
and solve
problems
involving
geometric
figures and
formulas.**

No Value

No Value

**Objective 9:
Explore the use
of variables in
expressions
and evaluate
algebraic
expressions.**

No Value

No Value

**Objective 10:
Solve linear
equations in
one variable
numerically
and
algebraically.**

No Value

No Value

**Objective 11:
Graph linear
relationships
on a Cartesian
coordinate by
plotting
ordered pairs.**

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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	Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value
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G-Matrix Form

Changed	Questions	Current Version	Proposed Version
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	If the requisite does not fall under an A-F Matrix, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. If a requisite falling under Matrix G is being removed, provide an explanation as to why.	No Value	No Value
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H-Matrix Form

Changed	Questions	Current Version	Proposed Version
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Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.

No Value

No Value

Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.

No Value

No Value

Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.

No Value



No Value

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
	<p>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.)</p>	No Value	Outline A. Demonstrate the techniques (skills) necessary to play soccer. B. Recognize and apply simple tactics and strategies of soccer.
	<p>Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	Methods of Evaluation B. Essays based on one of the 5 components of fitness and how it applies to soccer evaluated graded on content and completeness. D. Verbal peer evaluation on skills assessments graded on completeness. E. Partner drills evaluated on completeness.

Changed	Questions	Current Version	Proposed Version
	<p>! Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	<p>No Value</p>	<p>Outline E. Apply the Federation Internationale de Football Association (FIFA) Laws of the Game in an effective manner.</p>
	<p>! Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	<p>No Value</p>	<p>Outline F. Examine global, cultural, and gender driven influences, landmark events or changes in technology that may have caused significant changes to the sport of soccer, its rules, techniques, etiquette or facilities.</p>
	<p>! Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	<p>No Value</p>	<p>Outline F. Examine global, cultural, and gender driven influences, landmark events or changes in technology that may have caused significant changes to the sport of soccer, its rules, techniques, etiquette or facilities. F. 4. Significant changes for female athletes due to increased college scholarships, opportunities, and Title IX.</p>

Changed	Questions	Current Version	Proposed Version
	<p>! Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	Outline F. 6. The influence of the media and technology on the growth of US Soccer for men and women

De Anza GE - ESGC Form

Changed	Questions	Current Version	Proposed Version
	<p>Criteria 1: Explain the interconnectivity of economic prosperity, social equity and environmental quality.</p>	No Value	No Value

Changed

Questions

Current Version

Proposed Version

**Criteria 2:
Identify the most serious environmental, equity, and social justice problems globally and locally and explain their underlying causes and possible consequences.**

No Value

No Value

**Criteria 3:
Explain some significant ways students can make a difference in making a positive impact, locally, at a state level, or globally in making the world more environmentally sustainable and socially just.**

No Value

No Value

**Criteria 4:
Analyze how the well being of human society is dependent on sustainable social and ecological systems.**

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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**Criteria 5:
Demonstrate an understanding of how the student's personal activities impact the environment and communities by participating in actions to create a more environmentally sustainable and equitable future.**

No Value

No Value

Comments

Changed	Questions	Current Version	Proposed Version
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**Stage 2:
Department
Chair**

No
Value

No Value

**Stage 3:
Division
Curriculum
Representative**

No
Value

No Value

**Stage 4:
Division Dean**

No
Value

No Value

Changed Questions **Current Version** **Proposed Version**



Stage 5: SLO Coordinator

No Value

DATE	Name - Role OR Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
3/13/2024	Mary Pape - SLO Coordinator	Learning Outcomes - CSLO #1	Required	Reword so the word "apply" is not repeated twice. Suggestion: "Apply knowledge of basic fitness concepts as they relate to health and wellness."	

Stage 7: Content Review Matrix Liaison

No Value

No Value



Stage 8: AVP - Instruction

No Value

Date	Name - Role OR Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
3/27/24	Gabriela Nocito for AVPI	Basic Information - Proposal Details - Attachments	Required	Please attach the Course Hybrid Delivery Request form.	

Stage 9: Articulation Officer

No Value

No Value

Stage 11: ESGC Faculty Coordinator

No Value

No Value

Stage 14: Curriculum Committee

No Value

No Value

Course Administration Codes

Articulation occurs after course approval. The following fields will not show a Proposed Version.

Changed	Field	Current Version
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	Curriculum ID	KNESD37AX
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	Distance Education Approved	Yes
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	Board of Trustees Approval Date	
--	---------------------------------	--

	Curriculum Committee Approval Date	
--	------------------------------------	--

	Time to Next Review	Sep 1, 2023 12:00:00 AM
--	---------------------	-------------------------

	External Review Approval Date	Sep 1, 2018 12:00:00 AM
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	Course Control Number	CCC000581849
--	-----------------------	--------------

Articulation

Changed	Field	Current Version
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	Course Crosswalk CRS-DEPT-NAME	
--	--------------------------------	--



	Course Crosswalk CRS-NUMBER	
--	-----------------------------	--

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Type (CB27)
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	Discipline 2
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
Learning Outcomes and Objectives	CSLOs
Req/Adv	Prerequisite(s):
Req/Adv	Limitation(s) on Enrollment - Other:
Curriculum Office	Banner Start Term (202122)
Curriculum Office	Banner Division
Curriculum Office	Catalog Term (21-22)
Curriculum Office	5 Year Revision Year (2021)
Curriculum Office	Effective Quarter
Curriculum Office	Effective Year (2021)
Curriculum Office	Course Status Code
Curriculum Office	Banner Department
Curriculum Office	Course Level
Curriculum Office	College Code
Curriculum Office	CTE Status
Curriculum Office	Hybrid Approval Date (MM/DD/YYYY)
Curriculum Office	Emergency Approval
Curriculum Office	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)
Curriculum Office	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)
Curriculum Office	Noncredit Enhanced Funding Indicator

Section	Changed field
Curriculum Office	In Service Indicator
Curriculum Office	Sports/Physical Education Course Indicator
Curriculum Office	COA Code
Curriculum Office	Fund Code
Curriculum Office	Organization Code
Curriculum Office	Account Code
Curriculum Office	Program Code
Curriculum Office	Percent
Curriculum Office	Print/No Print to Catalog
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.
H-Matrix Form	Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.
Comments	Stage 5: SLO Coordinator
Comments	Stage 7: Content Review Matrix Liaison
Comments	Stage 8: AVP - Instruction
CTE Course	Is this a CTE (Career Technical Education) course?
Honors/Non-honors Course	Is this an honors/non-honors course?
Mirrored Credit/Noncredit Course	Is this a mirrored credit/noncredit course?
Cross-listed Course	Is this a cross-listed course?

General Information

Changed	Field	Current Version	Proposed Version
	Faculty Initiator	<ul style="list-style-type: none"> Renee Augenstein 	<ul style="list-style-type: none"> Rachel Catuiza Landefeld, Mark
	Course ID (CB01A and CB01B)	P ED099.	P ED099.
	Course Control Number	CCC000549355	CCC000549355
	Course Title (CB02)	Orientation to Athletics	Orientation to Athletics
	Short Course Title	ORIENTATION TO ATHLETICS	ORIENTATION TO ATHLETICS
	TOP Code (CB03)	0835.00	0835.00 Physical Education
	CIP Code	Health and Physical Education/Fitness, General	31.0501 Health and Physical Education/Fitness, General
	Department	P E - Physical Education	P E - Physical Education
	Effective Term	Fall 2023	Fall 2023 2025
	SAM Priority Code (CB09)	Non-Occupational	Non-Occupational

Changed	Field	Current Version	Proposed Version
	Course Description	An introduction to De Anza College Intercollegiate Athletics. An orientation to the De Anza College Physical Education and Athletics Division programs, policies, services, requirements, transfer, etc. Topics discussed will be eligibility, decorum, team rules, college rules, NCAA rules, CCCAA rules, medical information, insurance, nutrition, alcohol awareness, drug education, prevention of violence in our communities with an emphasis on the prevention of violence against women and other marginalized populations, team work, leadership, time management and study skills. Academic and athletic success will be the focus.	An introduction to De Anza College Intercollegiate Athletics. An orientation to the De Anza College Physical Education and Athletics Division programs, policies, services, requirements, transfer, etc. Topics discussed will be eligibility, decorum, team rules, college rules, NCAA rules, CCCAA rules, medical information, insurance, nutrition, alcohol awareness, drug education, prevention of violence in our communities with an emphasis on the prevention of violence against women and other marginalized populations, team work, leadership, time management and study skills. Academic and athletic success will be the focus.
!	Course Type (CB27)	No value	<ul style="list-style-type: none"> Lower Division
!	Mode of Delivery	<ul style="list-style-type: none"> Hybrid 	<ul style="list-style-type: none"> In person ONLY

Faculty Requirements			
Changed	Field	Current Version	Proposed Version
!	Discipline 1	No value	<ul style="list-style-type: none"> Physical Education
!	Discipline 2	No value	<ul style="list-style-type: none"> Kinesiology
	Discipline 3	No value	No value
!	FSA	No value	<ul style="list-style-type: none"> FHDA FSA - PHYSICAL EDUCATION

Formerly Statement			
Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Course Justification			
Changed	Field	Current Version	Proposed Version
	Course Justification	This is a stand-alone course which provides compliance and rules of conduct while enrolling in Intercollegiate Athletics. This course is CSU transferable.	This is a stand-alone course which provides compliance and rules of conduct while enrolling in Intercollegiate Athletics. This course is CSU transferable.


Stand-Alone Statement			
Changed	Field	Current Version	Proposed Version
	Stand-Alone Statement	No value	

Course Philosophy			
Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	


Foothill Equivalency

Changed	Field	Current Version	Proposed Version
	Does the course have a Foothill equivalent?	No	No
	Foothill Faculty Consultation Name	No value	
	Foothill Course ID	No value	


CTE Course

Changed	Field	Current Version	Proposed Version
	Is this a CTE (Career Technical Education) course?	No value	<u>No</u>


Honors/Non-honors Course

Changed	Field	Current Version	Proposed Version
	Is this an honors/non-honors course?	No value	<u>No</u>

Mirrored Credit/Noncredit Course

Changed	Field	Current Version	Proposed Version
	Is this a mirrored credit/noncredit course?	No value	<u>No</u>

Cross-listed Course

Changed	Field	Current Version	Proposed Version
	Is this a cross-listed course?	No value	<u>No</u>

More Options

Changed	Field	Current Version	Proposed Version
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.
	Course Prior To College Level	Not applicable.	Not applicable.
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.
	Course Support Status (CB26)	Course is not a support course	Course is not a support course
	Repeat Limit	0	0

Changed	Field	Current Version	Proposed Version
	Grade Options	• Pass/No Pass	• Pass/No Pass
	Allow Students to Gain Credit by Exam/Challenge	<input type="checkbox"/>	<input type="checkbox"/>
	Repeatability Statement	No value	

Associated Programs			
Changed	Field	Current Version	Proposed Version
	Course is part of a program	No value	No value

Transferability & Gen. Ed. Options			
Changed	Field	Current Version	Proposed Version
	Transfer Status (CB05)	Transferable to CSU only	Transferable to CSU only
	Course General Education Status (CB25)	Y	Y
	Transfer Status	Approved	Approved
	GE Information	No value	No value

Weekly Student Hours - Profile Name: Default Profile			
Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	1	1
	Lecture Hours - Out of Class	2	2
	Laboratory Hours - In Class	0	0
	Laboratory Hours - Out of Class	0	0
	NA Hours - In Class	0	0
	NA Hours - Out of Class	0	0

Course Student Hours - Profile Name: Default Profile			
Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	36	36

Changed	Field	Current Version	Proposed Version
	Lecture Hours - Course In-Class (Contact) per Term	12	12
	Lecture Hours - Course Out-of-Class per Term	24	24
	Laboratory Hours - Course In-Class (Contact) per Term	0	0
	Laboratory Hours - Course Out-of-Class per Term	0	0
	NA Hours - Course In-Class (Contact) per Term	0	0
	NA Hours - Course Out-of-Class per Term	0	0
	Total - Course In-Class (Contact) Hours	12	12
	Total - Course Out-of-Class Hours	24	24
	Total Credit Units - Minimum Credit Units	1	1
	Total Credit Units - Maximum Credit Units	1	1

Speciality Hours

Changed	Field	Current Version	Proposed Version
	Speciality Hours	No value	No value

Credit / Non-Credit Options

Changed	Field	Current Version	Proposed Version
	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.
	Course Credit Status (CB04)	Credit - Degree Applicable	Credit - Degree Applicable
	Course Non Credit Category (CB22)	Credit Course.	Credit Course.
	Funding Agency Category (CB23)	Not Applicable.	Not Applicable.
	Cooperative Work Experience Education Status (CB10)	<input type="checkbox"/>	<input type="checkbox"/>
	Variable Credit Course	<input type="checkbox"/>	<input type="checkbox"/>

Credit Units

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Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	36	36
	Total Laboratory Hours per Term	-	0
	Total Contact Hours per Term	-	0
	Total Credit Units	1	1
	Minimum Credit Units	1	1
	Maximum Credit Units	1	1

SKIP			
Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications			
Changed	Field	Current Version	Proposed Version
i	Methods of Instruction	<p>Methods of Instruction</p> <p>Methods of Instruction Lecture and visual aids Discussion of assigned reading and videos Discussion and problem solving performed in class Guest speakers Collaborative learning and small group exercises Collaborative projects</p>	<p>Methods of Instruction Methods of Instruction</p> <hr/> <p>Methods of Instruction Lecture and visual aids Discussion of assigned reading and videos Discussion and problem solving performed in class Guest speakers Collaborative learning and small group exercises Collaborative projects</p>
i	Assignments	<p>1. Readings:</p> <ol style="list-style-type: none"> 1. CCCAA Forms 2. De Anza College Medical and Insurance Forms 3. Handouts 4. Mentors in Violence Prevention materials 5. Video recorded material on women's roles in athletics, social identity and education <p>2. Writing:</p> <ol style="list-style-type: none"> 1. Requisite development and understanding of educational plan 2. Short writing exercises to summarize major ideas from class lectures and readings. 	<p>1. Readings:</p> <ol style="list-style-type: none"> 1. CCCAA Forms 2. De Anza College Medical and Insurance Forms 3. Handouts 4. Mentors in Violence Prevention materials 5. Video recorded material on women's roles in athletics, social identity and education <p>2. Writing:</p> <ol style="list-style-type: none"> 1. Requisite development and understanding of educational plan 2. Short group writing exercises to summarize major ideas from class lectures and readings.

! **Methods of Evaluation**

Methods of Evaluation	
Methods of Evaluation	<ol style="list-style-type: none"> 1. Accurate completion of CCCAA Forms 2. Accurate completion of medical and insurance forms 3. Accurate completion of De Anza College forms and completion of educational plan for athletic eligibility. 4. Final exam based on lectures, readings, and other class materials. 5. Completion of Mentors in Violence (MVP) Worksheets.

Methods of Evaluation	Methods of Evaluation
Methods of Evaluation	<ol style="list-style-type: none"> 1. Accurate completion of CCCAA Forms 2. Accurate completion of medical and insurance forms 3. Accurate completion of De Anza College forms and completion of educational plan for athletic eligibility. 4. Final exam based on lectures, readings, and other class materials. 5. Completion of Mentors in Violence (MVP) Worksheets.

! **Essential Student Materials/Essential College Facilities**

Essential Student Materials:

- None.

Essential College Facilities:

- None.

Essential Student Materials:

- None


Essential College Facilities:

- None

! **Examples of Primary Texts and References**

Title	No value
Author	Street, Scott. "Life Skills for the Student Athlete." Mountain View, CA: Mayfield Publishing Company, 2008
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	NCAA Guide for Two Year Transfers
Author	National Collegiate Athletic Association
Publisher	No value
Date/Edition	No value
ISBN	http://fs.ncaa.org/Docs/eligibility_center/Transfer/TwoYearGuide.pdf

Changed	Field	Current Version	Proposed Version
	Suggested Reading List	<p>Reading List COA Constitution and Bylaws, Sacramento, CA:2016</p> <p>May include, but are not limited to</p> <p>Reading List Fahey, Thomas D., Paul M. Insel, and Walton T. Roth. "Fit and Well, Fitness ed, 12th Ed.," Mountain View, CA: Mayfield Publishing Company, 2015</p> <p>May include, but are not limited to</p> <p>Reading List Video: ESPN: 9 for IX, "The 99ers" (2013)</p> <p>May include, but are not limited to</p> <p>Reading List Video: The Representation Project, "The Mask You Live In" (2015)</p> <p>May include, but are not limited to</p>	No value

Learning Outcomes and Objectives

Changed	Field	Current Version	Proposed Version
	Course Objectives	<ul style="list-style-type: none"> • Discuss student-athlete eligibility and decorum • Review student-athlete medical exams and insurance policies/procedures • Explore foundations to success and smart decision making • Commit to academic achievement • Develop an understanding of Athletic rules for performance and transfer • Apply personal development and responsibility. • Develop, understand and apply sexual responsibility • Create team work and leadership 	<ul style="list-style-type: none"> • Discuss student-athlete eligibility and decorum • Review student-athlete medical exams and insurance policies/procedures • Explore foundations to success and smart decision making • Commit to academic achievement • Develop an understanding of Athletic rules for performance and transfer • Apply personal development and responsibility. • Develop, understand and apply sexual responsibility • Create team work and leadership

Changed Field

Current Version

Proposed Version



CSLOs

CSLOs The students will demonstrate knowledge of the CCCAA eligibility rules pertaining to full-time academic student status while competing during the Intercollegiate season.

Expected SLO Performance 0.0

CSLOs Demonstrate knowledge of the CCCAA eligibility rules pertaining to full-time academic student status while competing during the Intercollegiate season.

Expected SLO Performance 0.0

CSLOs The students will demonstrate knowledge of the CCCAA eligibility rules pertaining to the second season of competition in Intercollegiate athletics.

Expected SLO Performance 0.0

CSLOs

Expected SLO Performance 0.0

Course Outline

Course Content

- | | |
|--|--|
| <ol style="list-style-type: none"> 1. Discuss student-athlete eligibility and decorum <ol style="list-style-type: none"> 1. De Anza College Athletic Code of Conduct 2. Form 1 Student athlete eligibility form 3. Form 2 Student athlete tracer report 4. Form C Out-of-Recruitment area student contact record 5. Form 4 Injury / illness waiver request 6. Felony disclosure form 2. Review student-athlete medical exams and insurance policies/procedures <ol style="list-style-type: none"> 1. Insurance and Physical forms 2. Physical examination information 3. Use of the athletics training room and policies 4. Recovery from injury 3. Explore foundations to success and smart decision making <ol style="list-style-type: none"> 1. Code of ethics 2. Why College? 3. High School vs College 4. Athletes as role models 5. Manners, etiquette and interaction with others 4. Commit to academic achievement <ol style="list-style-type: none"> 1. Time management and goal setting 2. Learning study skills and proper study habits 3. Orientation and assessment 4. Tutoring availability and structured study 5. Counseling and advising assistance 6. Academic awards, honors, recognition, and scholarship 5. Develop an understanding of Athletic rules for performance and transfer <ol style="list-style-type: none"> 1. NCAA and NAIA rules 2. NCAA Clearing House 3. California Community Colleges and Transfer 4. Understanding College coaching level 5. Athletics support staff <ol style="list-style-type: none"> 1. Athletic Trainers 2. Equipment Managers 3. Athletics Academic Advisor and Athletics Counselor 4. Coaching Staff and Physical Education Instructors 5. Director of Athletics 6. Apply personal development and responsibility. <ol style="list-style-type: none"> 1. Nutrition <ol style="list-style-type: none"> 1. Smart eating choices 2. Eating disorders 2. Alcohol and drug awareness <ol style="list-style-type: none"> 1. Understanding alcohol 2. Cigarettes 3. Drugs 4. Performance enhancing drugs 3. Steroids and growth hormones. 4. Stress management 5. Community service 6. Understand departmental norms for social media use related to athletic participation 7. Develop, understand and apply sexual responsibility <ol style="list-style-type: none"> 1. Personal relationships 2. Understanding the law <ol style="list-style-type: none"> 1. Rape, date rape, and statutory rape 2. Consent 3. Doing the right thing 3. Violence prevention 4. Mentors in violence prevention (MVP) 5. DeAnza College Health Services 8. Create team work and leadership <ol style="list-style-type: none"> 1. Teamwork Leadership Institute (TLI) 2. Mentors in Violence Prevention (MVP) | <ol style="list-style-type: none"> 1. Discuss student-athlete eligibility and decorum <ol style="list-style-type: none"> 1. De Anza College Athletic Code of Conduct 2. Form 1 Student athlete eligibility form 3. Form 2 Student athlete tracer report 4. Form C Out-of-Recruitment area student contact record 5. Form 4 Injury / illness waiver request 6. Felony disclosure form 2. Review student-athlete medical exams and insurance policies/procedures <ol style="list-style-type: none"> 1. Insurance and Physical forms 2. Physical examination information 3. Use of the athletics training room and policies 4. Recovery from injury 3. Explore foundations to success and smart decision making <ol style="list-style-type: none"> 1. Code of ethics 2. Why College? 3. High School vs College 4. Athletes as role models 5. Manners, etiquette and interaction with others 4. Commit to academic achievement <ol style="list-style-type: none"> 1. Time management and goal setting 2. Learning study skills and proper study habits 3. Orientation and assessment 4. Tutoring availability and structured study 5. Counseling and advising assistance 6. Academic awards, honors, recognition, and scholarship 5. Develop an understanding of Athletic rules for performance and transfer <ol style="list-style-type: none"> 1. NCAA and NAIA rules 2. NCAA Clearing House 3. California Community Colleges and Transfer 4. Understanding College coaching level 5. Athletics support staff <ol style="list-style-type: none"> 1. Athletic Trainers 2. Equipment Managers 3. Athletics Academic Advisor and Athletics Counselor 4. Coaching Staff and Physical Education Instructors 5. Director of Athletics 6. Apply personal development and responsibility. <ol style="list-style-type: none"> 1. Nutrition <ol style="list-style-type: none"> 1. Smart eating choices 2. Eating disorders 2. Alcohol and drug awareness <ol style="list-style-type: none"> 1. Understanding alcohol 2. Cigarettes 3. Drugs 4. Performance enhancing drugs 3. Steroids and growth hormones. 4. Stress management 5. Community service 6. Understand departmental norms for social media use related to athletic participation 7. Develop, understand and apply sexual responsibility <ol style="list-style-type: none"> 1. Personal relationships 2. Understanding the law <ol style="list-style-type: none"> 1. Rape, date rape, and statutory rape 2. Consent 3. Doing the right thing 3. Violence prevention 4. Mentors in violence prevention (MVP) 5. DeAnza College Health Services 8. Create team work and leadership <ol style="list-style-type: none"> 1. Teamwork Leadership Institute (TLI) 2. Mentors in Violence Prevention (MVP) |
|--|--|

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):	Competitive athletics experience at a high school or club level; and medical examination.	.
	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	Competitive athletics experience at a high school or club level; and medical examination.
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	No Value	No Value
	General Course Statement(s) - Other:	No Value	No Value

Curriculum Office			
Changed	Questions	Current Version	Proposed Version
!	Banner Start Term (202122)	202122	No Value
!	Banner Division	2PE	No Value
!	Catalog Term (21-22)	23-24	No Value
!	5 Year Revision Year (2021)	2018	No Value
!	Effective Quarter	Fall	No Value
!	Effective Year (2021)	2023	No Value
	Sort ID (00 < 10; 0 < 100)	P E 099	P E 099
	Course Status	Non-substantial	Non-substantial
!	Course Status Code	A	No Value
!	Banner Department	P E	No Value
!	Course Level	DU	No Value
!	College Code	DA	No Value
	Course Characteristics	NA	NA

Changed	Questions	Current Version	Proposed Version
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
!	CTE Status	No	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
!	Hybrid Approval Date (MM/DD/YYYY)	10/27/2020	No Value
!	Emergency Approval	No	No Value
!	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)	N	No Value
!	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)	N	No Value
!	Noncredit Enhanced Funding Indicator	N	No Value
!	In Service Indicator	N	No Value
!	Sports/Physical Education Course Indicator	Y	No Value
!	COA Code	C	No Value
!	Fund Code	114000	No Value
!	Organization Code	236002	No Value
!	Account Code	1320	No Value
!	Program Code	083500	No Value
!	Percent	100	No Value
	Curriculum Office Notes	<ul style="list-style-type: none"> Hybrid appr. 11/28/2017.; DL appr. 10/27/20 (effect. Su20).-mkct Requisite change appr. 1/17/23 (effect. F23).-cc 	<ul style="list-style-type: none"> Hybrid appr. 11/28/2017.; DL appr. 10/27/20 (effect. Su20).-mkct Requisite change appr. 1/17/23 (effect. F23).-cc
!	Print/No Print to Catalog	Yes	No Value
	Checklist	No Value	No Value

Summary of Revisions

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Changed	Questions	Current Version	Proposed Version
	Basic Course Information	No Value	No Value
	Units and Hours	No Value	No Value
	Specifications	No Value	No Value
	Outline	No Value	No Value
	Other	No Value	No Value

Blue Form

Changed	Questions	Current Version	Proposed Version
	For changes to the units and hours tab; 1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.	No Value	No Value
	1. Is the unit(s) change required for articulation?	No Value	No Value
	2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.	No Value	No Value
	3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.	No Value	No Value
	Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value
	Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value
	Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value

A-Matrix Form

Changed	Questions	Current Version	Proposed Version
	EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.	No Value	No Value
	Objective 2: Compose essays drawn from personal experience and assigned texts.	No Value	No Value
	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.	No Value	No Value
	Objective 4: Create syntactically varied sentences that are free of mechanical errors.	No Value	No Value
	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.	No Value	No Value

B-Matrix Form

Changed	Questions	Current Version	Proposed Version
	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.	No Value	No Value
!	Objective 2: Develop analytical ideas and topics for essays.	No Value	Assignments B- Requisite development and understanding of educational plan Short writing exercises to summarize major ideas from class lectures and readings.

Changed	Questions	Current Version	Proposed Version
!	Objective 3: Compose and support thesis statements for analytical essays.	No Value	Methods of Evaluations C Accurate completion of De Anza College forms and completion of educational plan for athletic eligibility.
	Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.	No Value	No Value
	Objective 5: Identify and practice writing for different audiences and purposes.	No Value	No Value
	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.	No Value	No Value
	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.	No Value	No Value
	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.	No Value	No Value
	Objective 9: Demonstrate appropriate grammar usage and mechanics.	No Value	No Value

C-Matrix Form

Changed	Questions	Current Version	Proposed Version
	ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.	No Value	No Value
	Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.	No Value	No Value
	Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.	No Value	No Value
	Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.	No Value	No Value

D-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.	No Value	No Value
	Objective 2: Investigate the use of mathematics in real world.	No Value	No Value
	Objective 3: Explore functions.	No Value	No Value
	Objective 4: Develop linear function models.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real world problems.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 6: Use linear inequalities in one variable to solve real world problems.	No Value	No Value
	Objective 7: Examine exponential expressions and develop exponential function models.	No Value	No Value
	Objective 8: Examine logarithmic expressions and develop logarithmic function models.	No Value	No Value
	Objective 9: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 10: Investigate the characteristics of rational expressions.	No Value	No Value
	Objective 11: Develop skills to work with radical expressions.	No Value	No Value

E-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.	No Value	No Value
	Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.	No Value	No Value
	Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 4: Develop linear function models to solve problems.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real-world problems.	No Value	No Value
	Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 7: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 8: Use inequalities to solve real world problems.	No Value	No Value
	Objective 9: Explore arithmetic sequences and series.	No Value	No Value
	Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

F-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.	No Value	No Value
	Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 3: Apply the order of operations to evaluate signed numerical expressions.	No Value	No Value
	Objective 4: Solve problems involving operations with signed numbers.	No Value	No Value
	Objective 5: Explore the characteristics and properties of real numbers.	No Value	No Value
	Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.	No Value	No Value
	Objective 7: Explore rates and ratios and use proportions to solve problems.	No Value	No Value
	Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.	No Value	No Value
	Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.	No Value	No Value
	Objective 10: Solve linear equations in one variable numerically and algebraically.	No Value	No Value
	Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.	No Value	No Value
	Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

G-Matrix Form

Changed	Questions	Current Version	Proposed Version
	If the requisite does not fall under an A-F Matrix, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. If a requisite falling under Matrix G is being removed, provide an explanation as to why.	No Value	No Value

H-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.	No Value	No Value
i	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	Competitive athletics experience at a high school or club level; and medical examination" from prerequisite to limitation on enrollment
	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
	<p>Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	No Value
	<p>Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	No Value
	<p>Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	No Value
	<p>Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	No Value
	<p>Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	No Value

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																				
!	Stage 5: SLO Coordinator	No Value	<table border="1"> <thead> <tr> <th></th> <th>Name - Role OR Tab</th> <th>Part - Field</th> <th>Type of Edit</th> <th>Edit</th> </tr> </thead> <tbody> <tr> <td>2/23/2024</td> <td>Mary Pape - SLO Coordinator</td> <td>Learning Outcomes - CSLO</td> <td>Required</td> <td>Start the outcome with a Bloom's Taxonomy (https://www.google.com/search?q=bloom%27s+taxonomy&rlz=1C1CHBF_enUS894US894&aq=bloom%28) word. The words "Students will" are understood. Remove those words</td> </tr> </tbody> </table>		Name - Role OR Tab	Part - Field	Type of Edit	Edit	2/23/2024	Mary Pape - SLO Coordinator	Learning Outcomes - CSLO	Required	Start the outcome with a Bloom's Taxonomy (https://www.google.com/search?q=bloom%27s+taxonomy&rlz=1C1CHBF_enUS894US894&aq=bloom%28) word. The words "Students will" are understood. Remove those words										
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!	Stage 7: Content Review Matrix Liaison	No Value	<table border="1"> <thead> <tr> <th>Date</th> <th>Name - Role OR Tab</th> <th>Part - Field</th> <th>Type of Edit</th> <th>Edit</th> </tr> </thead> <tbody> <tr> <td>3/25/24</td> <td>Zack Judson</td> <td>Req/Adv</td> <td>Required</td> <td>Move " Competitive athletics experience at a high school or c</td> </tr> <tr> <td>3/25/24</td> <td>Zack Judson</td> <td>Matrix H</td> <td>Required</td> <td>Complete Matrix H for your limitation on enrollment</td> </tr> </tbody> </table>	Date	Name - Role OR Tab	Part - Field	Type of Edit	Edit	3/25/24	Zack Judson	Req/Adv	Required	Move " Competitive athletics experience at a high school or c	3/25/24	Zack Judson	Matrix H	Required	Complete Matrix H for your limitation on enrollment					
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3/25/24	Zack Judson	Matrix H	Required	Complete Matrix H for your limitation on enrollment																			
!	Stage 8: AVP - Instruction	No Value	<table border="1"> <thead> <tr> <th>Date</th> <th>Name - Role OR Tab</th> <th>Part - Field</th> <th>Type of Edit</th> <th>Edit</th> </tr> </thead> <tbody> <tr> <td>4/16/24</td> <td>Gabriela Nocito for AVPI</td> <td>Basic Information - Proposal Details - Attachments</td> <td>Required</td> <td>Please attach the Co</td> </tr> <tr> <td>4/16/24</td> <td>Gabriela Nocito for AVPI</td> <td>Basic Information - Proposal Details - Attachments</td> <td>Required</td> <td>Please attach the Co</td> </tr> <tr> <td>4/16/24</td> <td>Gabriela Nocito for AVPI</td> <td>Specifications - Suggested Reading List</td> <td>Required</td> <td>Please delete the Su</td> </tr> </tbody> </table>	Date	Name - Role OR Tab	Part - Field	Type of Edit	Edit	4/16/24	Gabriela Nocito for AVPI	Basic Information - Proposal Details - Attachments	Required	Please attach the Co	4/16/24	Gabriela Nocito for AVPI	Basic Information - Proposal Details - Attachments	Required	Please attach the Co	4/16/24	Gabriela Nocito for AVPI	Specifications - Suggested Reading List	Required	Please delete the Su
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4/16/24	Gabriela Nocito for AVPI	Specifications - Suggested Reading List	Required	Please delete the Su																			
	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	P ED099.
	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	CCC000549355

Articulation		
Changed	Field	Current Version
	Course Crosswalk CRS-DEPT-NAME	
	Course Crosswalk CRS-NUMBER	

De Anza College
Change Report
10/21/2024

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Type (CB27)
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Transferability & Gen. Ed. Options	GE Information
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	<u>Examples of Primary Texts and References</u>
Specifications	Suggested Reading List
Req/Adv	Advisory(ies):
Req/Adv	Advisory(ies) - Other:
Curriculum Office	Banner Start Term (202122)
Curriculum Office	Banner Division
Curriculum Office	Catalog Term (21-22)
Curriculum Office	5 Year Revision Year (2021)
Curriculum Office	Effective Quarter
Curriculum Office	Effective Year (2021)
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	Curriculum Office Notes
Curriculum Office	Print/No Print to Catalog
Summary of Revisions	Specifications
A-Matrix Form	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.
A-Matrix Form	Objective 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.

Section**Changed field**

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.

G-Matrix Form

If the requisite does not fall under an A-F Matrix is being removed, provide an explanation as to why.

Comments

Stage 7: Content Review Matrix Liaison

Course Justification

Course Justification

Foothill Equivalency

Foothill Faculty Consultation Name

CTE Course

Is this a CTE (Career Technical Education) course?

Honors/Non-honors Course

Is this an honors/non-honors course?

Mirrored Credit/Noncredit Course

Is this a mirrored credit/noncredit course?

Cross-listed Course

Is this a cross-listed course?

General Information**Changed****Field****Current Version****Proposed Version****Faculty Initiator**

• Mi Chang

• Mark Healy

Course ID (CB01A and CB01B)

PSYCD005.

PSYCD005.

Course Control Number

CCC000263441

CCC000263441

Course Title (CB02)

Introduction to Theories of Personality

Introduction to Theories of Personality

Short Course Title

INTRO THEORIES PERSONLTY

INTRO THEORIES PERSONLTY

TOP Code (CB03)

2001.00

2001.00 Psychology, General

CIP Code

Psychology, General

42.0101 Psychology, General

Changed	Field	Current Version	Proposed Version
	Department	PSYC - Psychology	PSYC - Psychology
!	Effective Term	Fall 2023	Fall 2023 <u>2025</u>
	SAM Priority Code (CB09)	Non-Occupational	Non-Occupational
	Course Description	This course is a survey of major theories and concepts of personality. Topics include Freudian, neo-Freudian, interpersonal, dispositional, behavioral and phenomenological theories.	This course is a survey of major theories and concepts of personality. Topics include Freudian, neo-Freudian, interpersonal, dispositional, behavioral and phenomenological theories.
!	Course Type (CB27)	No value	<ul style="list-style-type: none"> Lower Division
!	Mode of Delivery	<ul style="list-style-type: none"> NA 	<ul style="list-style-type: none"> Online Hybrid

Faculty Requirements

Changed	Field	Current Version	Proposed Version
!	Discipline 1	No value	<ul style="list-style-type: none"> Psychology
	Discipline 2	No value	No value
	Discipline 3	No value	No value
!	FSA	No value	<ul style="list-style-type: none"> FHDA FSA - PSYCHOLOGY

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 a major preparation requirement in Psychology and is CSU and UC transferable. It also meets De Anza GE, CSUGE and IGETC requirements. This course belongs on the Liberal Arts A.A. degree. It is an introduction that surveys basic theories and concepts of personality from a variety of perspectives.	This course is <u>traditionally a very common course at the lower division level, and is</u> a major preparation requirement in Psychology and is CSU and UC transferable. It also meets De Anza GE, CSUGE-GE and IGETC Cal-GETC requirements. This course belongs on the Liberal Arts A.A. degree- degree and Psychology AA-T. It is an introduction that surveys basic theories and concepts of personality from a variety of perspectives.

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	<u>None</u>
	Foothill Course ID	PSYC F033.	PSYC F033.

Changed	Field	Current Version	Proposed Version
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	Does the course have a Foothill equivalent?	Yes	Yes
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CTE Course

Changed	Field	Current Version	Proposed Version
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	Is this a CTE (Career Technical Education) course?	No value	<u>No</u>
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Honors/Non-honors Course

Changed	Field	Current Version	Proposed Version
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	Is this an honors/non-honors course?	No value	<u>No</u>
--	--------------------------------------	----------	-----------

Mirrored Credit/Noncredit Course

Changed	Field	Current Version	Proposed Version
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	Is this a mirrored credit/noncredit course?	No value	<u>No</u>
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Cross-listed Course

Changed	Field	Current Version	Proposed Version
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Is this a cross-listed course?

No value

No

More Options

Changed	Field	Current Version	Proposed Version
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Basic Skill Status (CB08)

Course is not a basic skills course.

Course is not a basic skills course.

Course Prior To College Level

Not applicable.

Not applicable.

Course Special Class Status (CB13)

Course is not a special class.

Course is not a special class.

Course Support Status (CB26)

Course is not a support course

Course is not a support course

Repeat Limit

0

0

Grade Options

- Letter Grade
- Pass/No Pass

- Letter Grade
- Pass/No Pass

Allow Students to Gain Credit by Exam/Challenge

Repeatability Statement

No value

Associated Programs

Changed Field

Current Version

Proposed Version

Course is part of a program

Associated Program	Associate in Arts in Psychology for Transfer
Award Type	Associate in Arts for Transfer (A.A.-T.) Degree

Associated Program	Associate in Arts in Psychology for Transfer
Award Type	Associate in Arts for Transfer (A.A.-T.) Degree

Associated Program	Liberal Arts (Social and Behavioral Sciences Emphasis)
Award Type	Associate in Arts (A.A.) Degree

Associated Program	Liberal Arts (Social and Behavioral Sciences Emphasis)
Award Type	Associate in Arts (A.A.) Degree

Associated Program	Liberal Arts (Social and Behavioral Sciences Emphasis)
Award Type	Associate in Arts (A.A.) Degree

Associated Program	Liberal Arts (Social and Behavioral Sciences Emphasis)
Award Type	Associate in Arts (A.A.) Degree

Associated Program	Psychology for Transfer
Award Type	Associate in Arts for Transfer (A.A.-T.) Degree

Associated Program	Psychology for Transfer
Award Type	Associate in Arts for Transfer (A.A.-T.) Degree

Associated Program	Psychology for Transfer
Award Type	Associate in Arts for Transfer (A.A.-T.) Degree

Associated Program	Psychology for Transfer
Award Type	Associate in Arts for Transfer (A.A.-T.) Degree

Associated Program	CSU GE
Award Type	Certificate of Achievement-Advanced (COA-A)

Associated Program	CSU GE
Award Type	Certificate of Achievement-Advanced (COA-A)

Changed Field**Current Version****Proposed Version****Associated Program** CSU GE**Award Type** Certificate of Achievement-Advanced (COA-A)**Associated Program** CSU GE**Award Type** Certificate of Achievement-Advanced (COA-A)**Associated Program** CSU GE**Award Type** Certificate of Achievement-Advanced (COA-A)**Associated Program** CSU GE**Award Type** Certificate of Achievement-Advanced (COA-A)**Associated Program** IGETC**Award Type** Certificate of Achievement-Advanced (COA-A)**Associated Program** IGETC**Award Type** Certificate of Achievement-Advanced (COA-A)**Associated Program** IGETC**Award Type** Certificate of Achievement-Advanced (COA-A)**Associated Program** IGETC**Award Type** Certificate of Achievement-Advanced (COA-A)**Associated Program** IGETC**Award Type** Certificate of Achievement-Advanced (COA-A)**Associated Program** IGETC**Award Type** Certificate of Achievement-Advanced (COA-A)**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
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	Course General Education Status (CB25)	Y	Y
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	Transfer Status	Approved	Approved
--	------------------------	----------	----------



GE Information	
System/Institution	De Anza GE
Area(s)	<ul style="list-style-type: none"> • 2GDX - Approved.
-	No value

System/Institution	Cal-GETC
Area(s)	<ul style="list-style-type: none"> • CA4X - Approved.
-	No value

System/Institution	IGETC
Area(s)	<ul style="list-style-type: none"> • IG4X - Approved.
-	No value

System/Institution	De Anza GE
Area(s)	<ul style="list-style-type: none"> • 2G4X - Approved.
-	No value

System/Institution	CSU GE
Area(s)	<ul style="list-style-type: none"> • CGDY - Approved.
-	No value

Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
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	Lecture Hours - In Class	4	4
--	---------------------------------	---	---

	Lecture Hours - Out of Class	8	8
--	-------------------------------------	---	---

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

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	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

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Changed	Field	Current Version	Proposed Version
	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.
	Course Credit Status (CB04)	Credit - Degree Applicable	Credit - Degree Applicable
	Course Non Credit Category (CB22)	Credit Course.	Credit Course.
	Funding Agency Category (CB23)	Not Applicable.	Not Applicable.
	Cooperative Work Experience Education Status (CB10)	<input type="checkbox"/>	<input type="checkbox"/>
	Variable Credit Course	<input type="checkbox"/>	<input type="checkbox"/>

Credit Units


Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	144	144
	Total Laboratory Hours per Term	-	0
	Total Contact Hours per Term	-	0
	Total Credit Units	4	4

Changed	Field	Current Version	Proposed Version
	Minimum Credit Units	4	4
	Maximum Credit Units	4	4

SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

Changed	Field	Current Version	Proposed Version
	Methods of Instruction	<p>Methods of Instruction</p> <p>Methods of Instruction Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class Homework and extended projects Collaborative learning and small group exercises</p>	<p>Methods of Instruction Methods of Instruction</p> <p>Methods of Instruction Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class Homework and extended projects Collaborative learning and small group exercises</p>

Changed Field**Current Version****Proposed Version****Assignments**

1. Assigned readings from required text and references
2. A written and oral group report produced by small (5 to 8 students) collaborative groups using the "case method" to critically analyze and evaluate a problem from within the course selected by the student or instructor.
3. A research paper that examines a significant contemporary issue or problem in personality psychology selected by the student or instructor. The focus of the research paper will be on the summary, integration, critical analysis and/or synthesis of the theoretical perspectives and/or body of empirical data germane to the explication of the problem or issue examined. The majority of the source material for the research paper must be derived from primary sources and relevant psychological journal articles. The research paper should be 5 to 10 pages in length and follow the style and format of the American Psychological Publication Manual or other standard research paper format.

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Changed Field

Current Version

Proposed Version



**Methods of
Evaluation**

**Methods
of
Evaluation**

**Methods
of
Evaluation**

Methods of
Evaluation

Changed Field**Current Version****Proposed Version****Methods
of
Evaluation**

1. Mid-term examinations using a combination of objective, short answer and essay questions to evaluate the student's grasp of the theories, core concepts, methods of inquiry and significant empirical data that comprise the course content. The essay component will require critical thinking and analysis and/or synthesis.
2. Collaborative group oral and written report. The written and oral group report produced by small (5 to 8 students) collaborative groups using the "case method" to critically analyze and evaluate a problem from within the course selected by the student or instructor.
3. A research paper that examines a significant contemporary issue or problem in adjustment psychology selected by the student or instructor

**Methods
of
Evaluation**

1. Mid-term examinations using a combination of objective, short answer and essay questions to evaluate the student's grasp of the theories, core concepts, methods of inquiry and significant empirical data that comprise the course content. The essay component will require critical thinking and analysis and/or synthesis.
2. Collaborative group oral and written report. The written and oral group report produced by small (5 to 8 students) collaborative groups using the "case method" to critically analyze and evaluate a problem from within the course selected by the student or instructor.
3. A research paper that

Changed Field**Current Version****Proposed Version**

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4. A two-hour comprehensive final exam including multiple-choice questions and an essay component that will require students to summarize,

examines a significant contemporary issue or problem in adjustment psychology selected by the student or instructor following the format and guidelines described here. The research paper will be on the summary, integration, critical analysis and/or synthesis of the theoretical perspectives and/or body of empirical data germane to the explication of the problem or issue examined. The majority of the source material for the research paper must be derived from primary sources and relevant psychological journal articles. The research paper should be 5 to 10 pages in length and follow the style and format of

Changed Field**Current Version****Proposed Version**

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4. A two-hour comprehensive final exam including multiple-choice questions and an essay component that will require students to summarize, integrate, and critically analyze the major theoretical perspectives, modes of inquiry, and the important core concepts examined throughout the course.

Essential Student Materials/Essential College Facilities

Essential Student Materials:

- None.

Essential College Facilities:

- None.

Essential Student Materials:

- None.

Essential College Facilities:

- None.

Changed Field**Current Version****Proposed Version****Examples of
Primary Texts and
References**

Title	No value
Author	Larsen & Buss. "Personality Psychology: Domains of Knowledge About Human Nature". 6th Ed. Columbus, OH: McGraw Hill, 2018.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Fadiman & Frager "Personality and Personal Growth" Pearson, 7th edition 2013.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	Personality Psychology: Domains of Knowledge about Human Behavior
Author	Randy Larsen & David Buss
Publisher	McGraw-Hill
Date/Edition	2023/8th Edition
ISBN	978-1266174858

Title	Personality Theory in a Cultural Context
Author	Mark D. Kelland
Publisher	OpenStax CNX
Date/Edition	2015
ISBN	No value



Suggested Reading List

No value

Reading List	American Psychiatric Association. Diagnostic and Statistical Manual of Mental Disorders, V. (5th ed.). Washington, D.C: American Psychiatric Association,2013.
May include, but are not limited to	No value

Reading List	Bem, S.L. "Androgyny and gender schema theory: A Conceptual and empirical integration." In T.B. Sonderegger (ed.). Nebraska Symposium on Motivation, 1984: Psychology and Gender. vol. 32. Lincoln, NE.: University of Nebraska Press, 1985.
May include, but are not limited to	No value

Reading List	Biernat, M. "Gender stereotypes and the relationship between masculinity and femininity: A developmental analysis." Journal of Personality and Social Psychology. 61, 351-365, 1991.
May include, but are not limited to	

Changed Field**Current Version****Proposed Version**

May include, but are not limited to No value

Reading List Bugental, J.F.T. The Search for Authenticity: An Existential-Analytical Approach to Psychotherapy. Holt Rinehart & Winston, 1969.

May include, but are not limited to No value

Reading List Burger, J. "Personality". 10th Ed. Belmont, CA: Cengage, 2019.

May include, but are not limited to No value

Reading List Drenth, A.J. "The 16 Personality Types: Profiles, Theory and Type Development." Inquiry, 2013.

May include, but are not limited to No value

Changed Field**Current Version****Proposed Version**

Reading List Donohoe, J."Husserl on Ethics and Intersubjectivity: From Static and Genetic Phenomenology (New Studies in Phenomenology and Hermeneutics)." University of Toronto Press,2016

May include, but are not limited to No value

Reading List Frank, E. "Gender and its Effects on Psychopathology." Arlington, VA: American Psychiatric Publishing, Inc., 2000.

May include, but are not limited to No value

Reading List Frankl, V.E. Man's Search for Meaning. Washington Square Press, 1955.r Psychology. New York: Oxford University Press, 1978.

May include, but are not limited to No value

Changed Field**Current Version****Proposed Version**

Reading List Greenberg,M. "The Stress Proof Brain" New Harbinger, 2016.

May include, but are not limited to No value

Reading List Greening, T.C. "Encounter Groups From the Perspective of Existential Humanism." In T.C. Greening (ed.) Existential Humanistic Psychology. Brooks/Cole, 1976.

May include, but are not limited to No value

Reading List Halpern, Diane F. "Sex Differences in Cognitive Abilities". 4th ed. Hillsdale, NJ: Lawrence Erlbaum, 2011.

May include, but are not limited to No value

Reading List Moir, A. and Jessel, D. "Brain Sex: The real difference between men and women." Wise Owl Secret Publishing, 2015.

Changed Field**Current Version****Proposed Version**

May include, but are not limited to No value

Reading List Magri, E. and Moran, D. "Empathy, Sociality, and Personhood: Essays on Edith Stein's Phenomenological Investigations (Contributions To Phenomenology)." Springer, 2018.

May include, but are not limited to No value

Reading List Rychlak, Joseph F. Personality and Psychotherapy. 2nd ed. Boston: Houghton Mifflin Company, 1981.

May include, but are not limited to No value

Reading List Strelzer, J.(editor) "Culture and Psychopathology: A Guide to Clinical Assessment." New York, NY: Routledge, 2017.

Changed Field**Current Version****Proposed Version**

May include, but are not limited to No value

Reading List Von-Herrmann, F. "Hermeneutics and Reflection: Heidegger and Husserl on the Concept of Phenomenology (New Studies in Phenomenology and Hermeneutics)." University of Toronto Press, 2013

May include, but are not limited to No value

Learning Outcomes and Objectives

Changed Field**Current Version****Proposed Version****Course Objectives**

- | | |
|---|---|
| <ul style="list-style-type: none"> • Recognize the historical and philosophical background of personality psychology, with special recognition of gender and cultural issues, including the contributions and perspectives of women. • Analyze and explain the nature of theory and the methods used of inquiry in personality psychology • Compare and contrast the major theories of personality • Analyze and evaluate the assumptions, principles and theoretical bases regarding the assessment of personality • Compare and contrast the Freudian Neo-Freudian, Behavioral and Humanistic-Existential views of the major psychological disorders and techniques of psychotherapy • Analyze and explain gender differences and stereotypes | <ul style="list-style-type: none"> • Recognize the historical and philosophical background of personality psychology, with special recognition of gender and cultural issues, including the contributions and perspectives of women. • Analyze and explain the nature of theory and the methods used of inquiry in personality psychology • Compare and contrast the major theories of personality • Analyze and evaluate the assumptions, principles and theoretical bases regarding the assessment of personality • Compare and contrast the Freudian Neo-Freudian, Behavioral and Humanistic-Existential views of the major psychological disorders and techniques of psychotherapy • Analyze and explain gender differences and stereotypes |
|---|---|

CSLOs

CSLOs	Describe and apply the major personality theories to oneself, as well as to clinical and social cases.
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Expected SLO Performance	0.0
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CSLOs	Describe and apply the major personality theories to oneself, as well as to clinical and social cases.
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Expected SLO Performance	0.0
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CSLOs	Evaluate the assessment of personality.
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Expected SLO Performance	0.0
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CSLOs	Evaluate the assessment of personality.
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Expected SLO Performance	0.0
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Course Outline

Changed Field**Current Version****Proposed Version****Course
Content**

1. Recognize the historical and philosophical background of personality psychology, with special recognition of gender and cultural issues, including the contributions and perspectives of women.

1. History and philosophical background related to the development of personality psychology

1. The Greek legacy - rationalism, empiricism, idealism, nativism, and mind-body dualism.

2. The emergence of Humanism as a reaction against Scholasticism of British empiricism, John Locke, J. S. Mill, George Berkeley as providing the basis for the emergence of the scientific method.

3. Immanuel Kant's epistemology and humanistic psychology

4. Structuralism, introspection and phenomenology

5. Functionalism, William James and Humanistic psychology

6. Gestalt school - emphasis on the whole person

2. Psychoanalytic and psychodynamic models

1. Freud and psychic determinism

2. Adler and the creative self

3. Jung's emphasis on innate structures and

1. Recognize the historical and philosophical background of personality psychology, with special recognition of gender and cultural issues, including the contributions and perspectives of women.

1. History and philosophical background related to the development of personality psychology

1. The Greek legacy - rationalism, empiricism, idealism, nativism, and mind-body dualism.

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3. Immanuel Kant's epistemology and humanistic psychology

4. Structuralism, introspection and phenomenology

5. Functionalism, William James and Humanistic psychology

6. Gestalt school - emphasis on the whole person

2. Psychoanalytic and psychodynamic models

1. Freud and psychic determinism

2. Adler and the creative self

3. Jung's emphasis on innate structures and

Changed Field**Current Version****Proposed Version**

teleology	teleology
3. Behaviorism and humanism compared	3. Behaviorism and humanism compared
1. Watson's radical environmentalism	1. Watson's radical environmentalism
2. Skinner's descriptive and theoretical behaviorism	2. Skinner's descriptive and theoretical behaviorism
3. Bandura's cognitive behaviorism	3. Bandura's cognitive behaviorism
4. Cognitive Behavioral Therapy (CBT) and behavior analysis (ABA)	4. Cognitive Behavioral Therapy (CBT) and behavior analysis (ABA)
5. Fundamentals of Humanism leading to Positive Psychology	5. Fundamentals of Humanism leading to Positive Psychology
4. Historical development of phenomenology and existentialism	4. Historical development of phenomenology and existentialism
1. Franz Brentano and intentionality	1. Franz Brentano and intentionality
2. S. Kierkegaard emphasis on choice, decision, and alienation	2. S. Kierkegaard emphasis on choice, decision, and alienation
3. Martin Heidegger and C. Jaspers, formal founders of existential philosophy	3. Martin Heidegger and C. Jaspers, formal founders of existential philosophy
4. Edmund Husserl's phenomenological reduction and the Epoche	4. Edmund Husserl's phenomenological reduction and the Epoche
5. Jean-Paul Sartre - existence before essence - choice as the main aspect of human life	5. Jean-Paul Sartre - existence before essence - choice as the main aspect of human life
6. Dasignanalysis, Medard Boss and Ludwig Binswanger	6. Dasignanalysis, Medard Boss and Ludwig Binswanger
7. John Searle, intentionality, Mind, Brains and Programs	7. John Searle, intentionality, Mind, Brains and Programs
5. The development of phenomenological methodology	5. The development of phenomenological methodology

Changed Field**Current Version****Proposed Version**

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|---|--|---|
| 1. Husserl's
phenomenological
method Epoche | 2. Phenomenology
compared to
traditional scientific
methodology | 3. J. F. Rychlak and the
psychology of
rigorous humanism |
| 6. Existentialism and
Humanism | | |
| 1. James Bugental's
emphasis on
authenticity | 2. Rollo May - love and
will | 3. Maslow - self-
actualization |
| 4. Rogers - client-
centered therapy | 5. Fritz Perls and
Gestalt therapy | 6. Victor Frankl,
Logotherapy and
Man's Search for
Meaning |
| 7. Positive psychology
and Martin Seligman | 7. Positive psychology
and Martin Seligman | 7. Positive psychology
and Martin Seligman |
| 7. Eastern thought Personality
and philosophy | | |
| 1. Buddhism | 2. Taoist Philosophy | 3. Hindu |
| 2. Analyze and explain the nature of
theory and the methods used of
inquiry in personality psychology | | |
| 1. The nature of scientific
theory | | |
| 1. Empirically based | 2. Systematic and
precise | 3. The use of
operational
definitions of
concepts and
variables |
| 4. Testability and
verifiability | 4. Testability and
verifiability | 4. Testability and
verifiability |

Changed Field**Current Version****Proposed Version**

5. Falsifiability	5. Falsifiability
6. Parsimonious, Ocam's Razor	6. Parsimonious, Ocam's Razor
7. Use of inductive and deductive logic	7. Use of inductive and deductive logic
2. Observational Methods	2. Observational Methods
1. Naturalistic observation	1. Naturalistic observation
2. Unobtrusive observations	2. Unobtrusive observations
3. Participant observation, idiographic research	3. Participant observation, idiographic research
4. Nomothetic research principles	4. Nomothetic research principles
3. Case History Method	3. Case History Method
1. Biases and selective reporting	1. Biases and selective reporting
2. Clinical and developmental utility	2. Clinical and developmental utility
3. Limitations	3. Limitations
4. Surveys and questionnaires	4. Surveys and questionnaires
1. Representative samples	1. Representative samples
2. Response bias	2. Response bias
3. Questionnaire design issues and problems	3. Questionnaire design issues and problems
5. Correlational Methods	5. Correlational Methods
1. Bivariate approaches using selection rather than manipulation	1. Bivariate approaches using selection rather than manipulation
2. Correlation coefficients	2. Correlation coefficients
3. Cause - effect relationships	3. Cause - effect relationships
4. Third variable problems	4. Third variable problems
5. Multiple correlation and multiple regression techniques	5. Multiple correlation and multiple regression techniques
6. Experimental Methods	6. Experimental Methods
1. Independent variables, dependent variables and intervening variables.	1. Independent variables, dependent variables and intervening variables.
2. Operational definitions	2. Operational definitions

Changed Field**Current Version****Proposed Version**

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|---|---|
| 3. Problems of confounding | 3. Problems of confounding |
| 4. Random selection and random assignment | 4. Random selection and random assignment |
| 5. Placebo effects and experimenter bias | 5. Placebo effects and experimenter bias |
| 6. Single blind, double blind and counterbalancing procedures | 6. Single blind, double blind and counterbalancing procedures |
| 7. Between - subjects designs | 7. Between - subjects designs |
| 8. Matched groups designs | 8. Matched groups designs |
| 9. Repeated measure or within- subjects designs | 9. Repeated measure or within- subjects designs |
| 10. Factorial designs | 10. Factorial designs |
| 11. Single - subject designs | 11. Single - subject designs |
| 12. Research ethics - APA ethical guidelines | 12. Research ethics - APA ethical guidelines |
| 7. Statistical Methods | 7. Statistical Methods |
| 1. Statistical controls | 1. Statistical controls |
| 2. Descriptive statistics | 2. Descriptive statistics |
| 3. Inferential statistics and hypothesis testing | 3. Inferential statistics and hypothesis testing |
| 3. Compare and contrast the major theories of personality | 3. Compare and contrast the major theories of personality |
| 1. Biological basis of personality, Type and trait theories | 1. Biological basis of personality, Type and trait theories |
| 1. Early type theories (humors) | 1. Early type theories (humors) |
| 2. Sheldon's Somata type theory, body form theory | 2. Sheldon's Somata type theory, body form theory |
| 3. Jung's psychological type theory | 3. Jung's psychological type theory |
| 4. Raymond Cattel and Gordon Allport's trait approaches | 4. Raymond Cattel and Gordon Allport's trait approaches |
| 5. Combining types and traits | 5. Combining types and traits |
| 6. Hans Eysenck's Trait theory, and Big Five | 6. Hans Eysenck's Trait theory, and Big Five |

Changed Field**Current Version****Proposed Version**

	Trait Theory	Trait Theory
	7. The consistency paradox with Trait or Dispositional theory	7. The consistency paradox with Trait or Dispositional theory
	8. Enneagram of personality, Oscar Ichazo and Claudia Naranjo	8. Enneagram of personality, Oscar Ichazo and Claudia Naranjo
	2. Psychodynamic theories	2. Psychodynamic theories
	1. Freudian psychoanalytic model	1. Freudian psychoanalytic model
	2. Jungian theory of personality	2. Jungian theory of personality
	3. Post-Freudian theories of A. Adler, Karen Horney, and H. Sullivan	3. Post-Freudian theories of A. Adler, Karen Horney, and H. Sullivan
	3. Ego Psychology and Object Relations Theory	3. Ego Psychology and Object Relations Theory
	1. Anna Freud - The Psychoanalytic Study of the Child	1. Anna Freud - The Psychoanalytic Study of the Child
	2. Heinz Hartman - the autonomous ego	2. Heinz Hartman - the autonomous ego
	3. Melanie Klein - early object relations theory	3. Melanie Klein - early object relations theory
	4. Margaret S. Mahler - symbiosis and individuation	4. Margaret S. Mahler - symbiosis and individuation
	5. Heinz Kohut - Psychoanalytic Self-Theory	5. Heinz Kohut - Psychoanalytic Self-Theory
	4. Erik Erikson - Psychoanalytic Ego Psychology and the psychosocial perspective	4. Erik Erikson - Psychoanalytic Ego Psychology and the psychosocial perspective
	5. Humanistic-Existential theories	5. Humanistic-Existential theories
	1. Roger's Person-centered approach	1. Roger's Person-centered approach
	2. Existential theories of M. Boss, K. Jaspers, J. Bugental and R. May, R. D. Laing	2. Existential theories of M. Boss, K. Jaspers, J. Bugental and R. May, R. D. Laing
	6. Social learning and Cognitive Behavioral Theories	6. Social learning and Cognitive Behavioral Theories

Changed Field**Current Version****Proposed Version**

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|---|--|---|--|--|---|
| 1. G. Kelly's personal construct theory | 2. Cognitive social-learning theory of W. Mischel and A. Bandura | 3. Albert Ellis, Rational Emotive Therapy (RET) | 4. Jean Piaget's Theory of Cognitive Development | 7. Cultural and gender differences in personality by M. Mead and R. Benedict | 4. Analyze and evaluate the assumptions, principles and theoretical bases regarding the assessment of personality |
| | 1. Personality assessment | 1. Standardization, reliability, and validity | 2. Self-report inventories | 1. Minnesota multiphasic Personality Inventory (MMPI-2) | 2. California Psychological Inventory |
| | 2. Projective Techniques | 1. Rorschach inkblot test | 2. Thematic Apperception Test(TAT) | 3. Holtzman Inkblot Technique (HIT) | 4. Sentence completion and draw a person test |
| | 4. Clinical interviews | 1. Structured | | | |
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- | | | | | | |
|---|--|---|--|--|---|
| 1. G. Kelly's personal construct theory | 2. Cognitive social-learning theory of W. Mischel and A. Bandura | 3. Albert Ellis, Rational Emotive Therapy (RET) | 4. Jean Piaget's Theory of Cognitive Development | 7. Cultural and gender differences in personality by M. Mead and R. Benedict | 4. Analyze and evaluate the assumptions, principles and theoretical bases regarding the assessment of personality |
| | 1. Personality assessment | 1. Standardization, reliability, and validity | 2. Self-report inventories | 1. Minnesota multiphasic Personality Inventory (MMPI-2) | 2. California Psychological Inventory |
| | 2. Projective Techniques | 1. Rorschach inkblot test | 2. Thematic Apperception Test(TAT) | 3. Holtzman Inkblot Technique (HIT) | 4. Sentence completion and draw a person test |
| | 4. Clinical interviews | 1. Structured | | | |

Changed Field**Current Version****Proposed Version**

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|---|---|
| 2. Unstructured | 2. Unstructured |
| 5. Direct behavioral assessment, interviewing and observation | 5. Direct behavioral assessment, interviewing and observation |
| 2. Cultural, ethnic and gender biases and prejudices relating to the assessment of intelligence and personality | 2. Cultural, ethnic and gender biases and prejudices relating to the assessment of intelligence and personality |
| 5. Compare and contrast the Freudian Neo-Freudian, Behavioral and Humanistic-Existential views of the major psychological disorders and techniques of psychotherapy | 5. Compare and contrast the Freudian Neo-Freudian, Behavioral and Humanistic-Existential views of the major psychological disorders and techniques of psychotherapy |
| 1. History and criteria relating to psychological disorders | 1. History and criteria relating to psychological disorders |
| 1. Historical treatment and views of "abnormal" behavior | 1. Historical treatment and views of "abnormal" behavior |
| 2. Contemporary views of "abnormal" behavior | 2. Contemporary views of "abnormal" behavior |
| 3. Classify mental disorders according to Diagnostic and Statistical Manual of Mental Disorders 5th Revision (DSM-V). | 3. Classify mental disorders according to Diagnostic and Statistical Manual of Mental Disorders 5th Revision (DSM-V). |
| 2. Anxiety - based disorders (Neuroses) | 2. Anxiety - based disorders (Neuroses) |
| 3. Somatoform Disorders | 3. Somatoform Disorders |
| 4. Dissociative Disorders | 4. Dissociative Disorders |
| 5. Personality Disorders | 5. Personality Disorders |
| 6. Mood Disorders and Suicide | 6. Mood Disorders and Suicide |
| 7. The Schizophrenia and Delusional Disorders | 7. The Schizophrenia and Delusional Disorders |
| 8. Causal factors in Abnormal Behavior | 8. Causal factors in Abnormal Behavior |
| 9. Culture and Abnormal Behavior in DSM 5's new classification of culturally related disorder | 9. Culture and Abnormal Behavior in DSM 5's new classification of culturally related disorder |
| 10. Comparing and contrast the major techniques of psychotherapy | 10. Comparing and contrast the major techniques of psychotherapy |

Changed Field**Current Version****Proposed Version**

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|---|---|
| 1. Classical psychoanalysis | 1. Classical psychoanalysis |
| 2. Neo-Freudian approaches | 2. Neo-Freudian approaches |
| 3. Behavior therapies (CBT) Applied behavior analysis (ABA) | 3. Behavior therapies (CBT) Applied behavior analysis (ABA) |
| 4. Humanistic-existential therapy | 4. Humanistic-existential therapy |
| 5. Gender and cultural differences involving prejudice and bias in the conduct of psychotherapy | 5. Gender and cultural differences involving prejudice and bias in the conduct of psychotherapy |
| 6. Analyze and explain gender differences and stereotypes | 6. Analyze and explain gender differences and stereotypes |
| 1. Gender stereotypes and gender comparison* | 1. Gender stereotypes and gender comparison* |
| 1. Cognitive abilities | 1. Cognitive abilities |
| 2. Personality traits | 2. Personality traits |
| 3. Social behavior | 3. Social behavior |
| 4. Psychological health | 4. Psychological health |
| 2. Biological origins of gender differences | 2. Biological origins of gender differences |
| 1. Brain organization | 1. Brain organization |
| 2. Hormonal influences | 2. Hormonal influences |
| 3. Psychobiology of transexualism and transgenderism | 3. Psychobiology of transexualism and transgenderism |
| 4. De novo mutations and gene research | 4. De novo mutations and gene research |
| 3. Environmental origins of gender differences | 3. Environmental origins of gender differences |
| 1. Process of gender-role socialization | 1. Process of gender-role socialization |
| 2. Sources of gender-role socialization | 2. Sources of gender-role socialization |
| 3. Gender-role socialization in childhood and adolescence | 3. Gender-role socialization in childhood and adolescence |
| 4. Traditional gender roles | 4. Traditional gender roles |
| 1. Role expectations of males | 1. Role expectations of males |
| 2. Problems with male role | 2. Problems with male role |
| 3. Role expectations of females | 3. Role expectations of females |

Changed	Field	Current Version	Proposed Version
		4. Problems with female role 5. Sexism	4. Problems with female role 5. Sexism
	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.	ENGL C1000 or ENGL C1000H or ESL D005.
!	Advisory(ies) - Other:	PSYC D001.	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

Changed	Questions	Current Version	Proposed Version
!	Banner Start Term (202122)	202122	No Value
!	Banner Division	2SS	No Value
!	Catalog Term (21-22)	23-24	No Value
!	5 Year Revision Year (2021)	2018	No Value
!	Effective Quarter	Fall	No Value
!	Effective Year (2021)	2023	No Value
	Sort ID (00 < 10; 0 < 100)	PSYC 005	PSYC 005
	Course Status	Non-substantial	Non-substantial
!	Course Status Code	A	No Value
!	Banner Department	PSYC	No Value
!	Course Level	DU	No Value
!	College Code	DA	No Value
	Course Characteristics	NA	NA
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
!	CTE Status	No	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
!	Emergency Approval	No	No Value
!	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)	N	No Value
!	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)	N	No Value
!	Noncredit Enhanced Funding Indicator	N	No Value
!	In Service Indicator	N	No Value

Changed	Questions	Current Version	Proposed Version
!	Sports/Physical Education Course Indicator	N	No Value
!	COA Code	C	No Value
!	Fund Code	114000	No Value
!	Organization Code	239006	No Value
!	Account Code	1320	No Value
!	Program Code	200100	No Value
!	Percent	100	No Value
!	Curriculum Office Notes	<ul style="list-style-type: none"> (mc-changed 5-yr rev yr from 2020 to 2018 per redistribution) Requisite change appr. 1/17/23 (effect. F23).-cc 	<ul style="list-style-type: none"> (mc-changed 5-yr rev yr from 2020 to 2018 per redistribution) Requisite change appr. 1/17/23 (effect. F23).-cc Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -mc
!	Print/No Print to Catalog	Yes	No Value
	Checklist	No Value	No Value

Summary of Revisions

Changed	Questions	Current Version	Proposed Version
	Basic Course Information	No Value	No Value
	Units and Hours	No Value	No Value
!	Specifications	No Value	Updated textbooks and references to reflect current publications
	Outline	No Value	No Value
	Other	No Value	No Value

Blue Form

Changed	Questions	Current Version	Proposed Version
	For changes to the units and hours tab; 1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.	No Value	No Value
	1. Is the unit(s) change required for articulation?	No Value	No Value
	2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.	No Value	No Value
	3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.	No Value	No Value
	Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

No Value

Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

No Value

A-Matrix Form

Changed	Questions	Current Version	Proposed Version
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EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

No Value



Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.

No Value

Mid-term examinations using a combination of objective, short answer and essay questions to evaluate the student's grasp of the theories, core concepts, methods of inquiry and significant empirical data that comprise the course content. The essay component will require critical thinking and analysis and/or synthesis.

Changed	Questions	Current Version	Proposed Version
	Objective 2: Compose essays drawn from personal experience and assigned texts.	No Value	<p>A research paper that examines a significant contemporary issue or problem in personality psychology selected by the student or instructor. The focus of the research paper will be on the summary, integration, critical analysis and/or synthesis of the theoretical perspectives and/or body of empirical data germane to the explication of the problem or issue examined. The majority of the source material for the research paper must be derived from primary sources and relevant psychological journal articles. The research paper should be 5 to 10 pages in length and follow the style and format of the American Psychological Publication Manual or other standard research paper format.</p>
	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.	No Value	<p>A research paper that examines a significant contemporary issue or problem in personality psychology selected by the student or instructor. The focus of the research paper will be on the summary, integration, critical analysis and/or synthesis of the theoretical perspectives and/or body of empirical data germane to the explication of the problem or issue examined. The majority of the source material for the research paper must be derived from primary sources and relevant psychological journal articles. The research paper should be 5 to 10 pages in length and follow the style and format of the American Psychological Publication Manual or other standard research paper format.</p>

Changed

Questions

Current Version

Proposed Version



**Objective 4:
Create
syntactically
varied
sentences that
are free of
mechanical
errors.**

No Value

A research paper that examines a significant contemporary issue or problem in personality psychology selected by the student or instructor. The focus of the research paper will be on the summary, integration, critical analysis and/or synthesis of the theoretical perspectives and/or body of empirical data germane to the explication of the problem or issue examined. The majority of the source material for the research paper must be derived from primary sources and relevant psychological journal articles. The research paper should be 5 to 10 pages in length and follow the style and format of the American Psychological Publication Manual or other standard research paper format.



**Objective 5:
Distinguish,
compare, and
evaluate the
multiplicity and
ambiguity of
perspectives.**

No Value

A research paper that examines a significant contemporary issue or problem in personality psychology selected by the student or instructor. The focus of the research paper will be on the summary, integration, critical analysis and/or synthesis of the theoretical perspectives and/or body of empirical data germane to the explication of the problem or issue examined. The majority of the source material for the research paper must be derived from primary sources and relevant psychological journal articles. The research paper should be 5 to 10 pages in length and follow the style and format of the American Psychological Publication Manual or other standard research paper format.

B-Matrix Form

Changed	Questions	Current Version	Proposed Version
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ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

No Value

Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.

No Value

No Value

Objective 2: Develop analytical ideas and topics for essays.

No Value

No Value

Objective 3: Compose and support thesis statements for analytical essays.

No Value

No Value

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
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Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.

No Value

No Value

Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.

No Value

No Value

Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.

No Value

No Value

Objective 9: Demonstrate appropriate grammar usage and mechanics.

No Value

No Value

C-Matrix Form

Changed**Questions****Current Version****Proposed Version**

**ESL D261. and
ESL D265., or
ESL D461. and
ESL D465., or
eligibility for
EWRT D001A
or EWRT
D01AH or ESL
D005. If this is
the requisite
for the course,
complete the
objective(s)
below. If this
requisite is
being removed,
provide an
explanation as
to why.**

No Value

No Value

**Objective 1:
Create
compositions
about fiction
and non-fiction
texts from
many cultural
and social
perspectives in
a variety of
genres.**

No Value

No Value

**Objective 2:
Compose a
focused,
purposeful,
developed
paper of 500
words or more
that engages
with, responds
to, or is
inspired by
written or
visual texts.**

No Value

No Value

Changed

Questions

Current Version

Proposed Version

**Objective 3:
Produce
written work
using a cyclical
process of
multiples drafts
and revisions.**

No Value

No Value

**Objective 4:
Demonstrate
the ability to
include a
variety of
sentence
structures in
writing.**

No Value

No Value

**Objective 5:
Edit
compositions
to correct
errors in the
major
conventions of
Standard
Written
English.**

No Value

No Value

D-Matrix Form

Changed	Questions	Current Version	Proposed Version
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Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

No Value

**Objective 1:
Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.**

No Value

No Value

**Objective 2:
Investigate the use of mathematics in real world.**

No Value

No Value

**Objective 3:
Explore functions.**

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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**Objective 4:
Develop linear
function
models.**

No Value

No Value

**Objective 5:
Use systems of
two linear
equations to
solve real
world
problems.**

No Value

No Value

**Objective 6:
Use linear
inequalities in
one variable to
solve real
world
problems.**

No Value

No Value

**Objective 7:
Examine
exponential
expressions
and develop
exponential
function
models.**

No Value

No Value

**Objective 8:
Examine
logarithmic
expressions
and develop
logarithmic
function
models.**

No Value

No Value

**Objective 9:
Develop
quadratic
function
models to
solve
problems.**

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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	Objective 10: Investigate the characteristics of rational expressions.	No Value	No Value
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	Objective 11: Develop skills to work with radical expressions.	No Value	No Value
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E-Matrix Form

Changed	Questions	Current Version	Proposed Version
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	Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
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	Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.	No Value	No Value
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Changed	Questions	Current Version	Proposed Version
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Objective 2:
Explore the function concept algebraically, numerically, verbally and graphically.

No Value

No Value

Objective 3:
Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.

No Value

No Value

Objective 4:
Develop linear function models to solve problems.

No Value

No Value

Objective 5:
Use systems of two linear equations to solve real-world problems.

No Value

No Value

Objective 6:
Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.

No Value

No Value

Changed	Questions	Current Version	Proposed Version
	Objective 7: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 8: Use inequalities to solve real world problems.	No Value	No Value
	Objective 9: Explore arithmetic sequences and series.	No Value	No Value
	Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

F-Matrix Form

Blank area for F-Matrix Form.

Changed	Questions	Current Version	Proposed Version
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Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

No Value

**Objective 1:
Develop, throughout the course as applicable, systematic problem solving methods.**

No Value

No Value

**Objective 2:
Solve problems involving arithmetic operations, including fractions, percents and decimals.**

No Value

No Value

**Objective 3:
Apply the order of operations to evaluate signed numerical expressions.**

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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**Objective 4:
Solve problems
involving
operations with
signed
numbers.**

No Value

No Value

**Objective 5:
Explore the
characteristics
and properties
of real
numbers.**

No Value

No Value

**Objective 6:
Use estimation
to determine
approximate
solutions and
to check the
reasonableness
of answers.**

No Value

No Value

**Objective 7:
Explore rates
and ratios and
use
proportions to
solve
problems.**

No Value

No Value

**Objective 8:
Explore, as
applicable
throughout the
course, the
geometry of
mathematical
measurements
and solve
problems
involving
geometric
figures and
formulas.**

No Value

No Value

Changed	Questions	Current Version	Proposed Version
	Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.	No Value	No Value
	Objective 10: Solve linear equations in one variable numerically and algebraically.	No Value	No Value
	Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.	No Value	No Value
	Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

G-Matrix Form

Changed**Questions****Current Version****Proposed Version**

If the requisite does not fall under an A-F Matrix is being removed, provide an explanation as to why.

No Value

PSYC-001 prerequisite removed due to it not being part of Foothill's course offering nor at any other local CC that offers this course. Also removed on the advice of longtime instructors Daniel Bunce and Harvey Cohen,.

If the requisite does not fall under an A-F Matrix is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an "OR" conjunction statement requires ONE representative G-Matrix; an "AND" conjunction statement requires a separate G-Matrix for EACH course.

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 Requirements 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.	No Value	No Value
	Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.	No Value	No Value
	Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.	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

No Value

**Criteria 2:
Foster oral and
written
communication
and
collaborative
exercises. Note
that this criteria
has three
separate
pieces: oral
communication,
written
communication,
and
collaborative
exercises.
(ONLY using
the Outline,
Assignments or
Methods of
Evaluation
areas, cite,
copy and paste
the area
referenced.)**

No Value

No Value

Changed

Questions

Current Version

Proposed Version

**Criteria 3:
Stimulate
critical thinking.
(ONLY using
the Outline,
Assignments or
Methods of
Evaluation
areas, cite,
copy and paste
the area
referenced.)**

No Value

No Value

**Criteria 4:
Include diverse
perspectives
and
contributions in
the discipline
such as:
gender, culture,
values, and/or
societal
perspectives.
(ONLY using
the Outline,
Assignments or
Methods of
Evaluation
areas, cite,
copy and paste
the area
referenced.)**

No Value

No Value

**Criteria 5:
Provide global
and historical
context. (ONLY
using the
Outline,
Assignments or
Methods of
Evaluation
areas, cite,
copy and paste
the area
referenced.)**

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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	Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value
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De Anza GE - ESGC Form

Changed	Questions	Current Version	Proposed Version
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	Criteria 1: Explain the interconnectivity of economic prosperity, social equity and environmental quality.	No Value	No Value
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Changed

Questions

Current Version

Proposed Version

**Criteria 2:
Identify the most serious environmental, equity, and social justice problems globally and locally and explain their underlying causes and possible consequences.**

No Value

No Value

**Criteria 3:
Explain some significant ways students can make a difference in making a positive impact, locally, at a state level, or globally in making the world more environmentally sustainable and socially just.**

No Value

No Value

**Criteria 4:
Analyze how the well being of human society is dependent on sustainable social and ecological systems.**

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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**Criteria 5:
Demonstrate an understanding of how the student's personal activities impact the environment and communities by participating in actions to create a more environmentally sustainable and equitable future.**

No Value

No Value

Comments

Changed	Questions	Current Version	Proposed Version
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**Stage 2:
Department
Chair**

No
Value

No Value

**Stage 3:
Division
Curriculum
Representative**

No
Value

No Value

**Stage 4:
Division Dean**

No
Value

No Value

**Stage 5: SLO
Coordinator**

No
Value

No Value

Changed	Questions	Current Version	Proposed Version					Initiator - Indicate "Y" When Completed
		No Value	Date	Tab	Part - Field	Type of Edit	Edit	
!	Stage 7: Content Review Matrix Liaison	No Value	6/26/24	Matrix A			Required	Complete Matrix A for your English advisory Complete Matrix G for your PSYC advisory Give the explanation for why the requisite is being removed. (The reason given in the comment left on the Req/Adv tab is sufficient.)
			6/26/24	Basic Course Information	Attachments		Required	
			10/15/24	Matrix G	first field		Required	
	Stage 8: Dean of Online Learning	No Value	No Value					
	Stage 9: Articulation Officer	No Value	No Value					
	Stage 10: De Anza General Education	No Value	No Value					
	Stage 13: Curriculum Committee	No Value	No Value					

Course Administration Codes

Articulation occurs after course approval. The following fields will not show a Proposed Version.

Changed	Field	Current Version
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	Curriculum ID	PSYCD005.
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	Distance Education Approved	No
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	Board of Trustees Approval Date	
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	Curriculum Committee Approval Date	
--	---	--

	Time to Next Review	Sep 1, 2023 12:00:00 AM
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	External Review Approval Date	Sep 1, 2018 12:00:00 AM
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	Course Control Number	CCC000263441
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Articulation

Changed	Field	Current Version
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	Course Crosswalk CRS-DEPT-NAME	
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	Course Crosswalk CRS-NUMBER	
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