



SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY COLLEGE • MESA COLLEGE • MIRAMAR COLLEGE • CONTINUING EDUCATION

BP 4070

Board Policy
Chapter 4 – Academic Affairs

BP 4070 COURSE AUDITING AND AUDITING FEES

Reference:

Education Code Section 76370

Auditing courses is not permitted under any circumstance. Students must be officially enrolled in all classes which they attend.

[The auditing policy shall be published in District Colleges and Continuing Education publications available to students.](#)

References:

~~Education Code Section 76370~~

Adopted: 5/27/10

NOTE: This policy is **legally advised** and recommended by the Policy & Procedure Service and its legal counsel (Liebert Cassidy Whitmore). The language in **black ink** is from current SDCCD BP 5070 titled Auditing Courses and Auditing Fees adopted on May 27, 2010. The language in **blue ink** is included for consideration.

Adopted: May 27, 2010

Revised:

(Replaces current SDCCD BP 5070)

**SAN DIEGO COMMUNITY COLLEGE DISTRICT
CITY, MESA, AND MIRAMAR COLLEGES
ASSOCIATE DEGREE COURSE OUTLINE**

SECTION I

SUBJECT AREA AND COURSE NUMBER: Business 100

COURSE TITLE:

Introduction to Business

Units:

3

Grade Only

CATALOG COURSE DESCRIPTION:

This introductory course for both business and non-business majors provides a broad understanding of the business community, including how culture; society; economic systems; legal, international, political, and financial institutions; and human behavior interact to affect a business organization's policies and practices within the U.S. and a global society. Topics include business functions and terminology; organizational structure and design; leadership; human resource management; organized labor practices; marketing; organizational communication; technology; entrepreneurship; legal, accounting, and financial practices; the stock and securities market; and business career planning. This course is intended for students majoring in Business or anyone interested in the function and role of the business community.

REQUISITES:

Advisory:

BUSE 092 with a grade of "C" or better, or equivalent

FIELD TRIP REQUIREMENTS:

May be required

TRANSFER APPLICABILITY:

Associate Degree Credit & transfer to CSU UC Transfer Course List

CID:

TOTAL LECTURE HOURS:

48 - 54

TOTAL LAB HOURS:

TOTAL CONTACT HOURS:

48 - 54

OUTSIDE-OF-CLASS HOURS:

96 - 108

TOTAL STUDENT LEARNING HOURS:

144 - 162

STUDENT LEARNING OBJECTIVES:

Upon successful completion of the course the student will be able to:

1. Cite the various ways the U.S. government affects, restricts, and protects business.
2. Compare and contrast private versus public enterprise, including forms of ownership and interrelationships among businesses, government, and society.
3. Differentiate between domestic and global business ethics, including the effect of multicultural environments and the role of law.
4. Define and describe the management functions of planning, organizing, leading, and controlling.
5. Identify and describe the basics of business law including contracts, torts, intellectual property, and the U.S. legal system.
6. Analyze the role of organized labor as applied to both public and private organizations.
7. Discuss current production and operations processes, including sustainability.
8. Identify key human resource management functions, including workforce diversity management.
9. Illustrate the role of marketing and the role of consumers in more than one business field.
10. Assess how the Internet, e-commerce, and emerging technologies influence today's business communities.
11. Evaluate the basic components of financial statements, including ratio analysis.
12. Explain the importance of finance to the operations of business; the various types of financing; and the process of internal and external financing and controls.
13. Identify securities markets including investment options, mechanisms of investing, and how to conduct basic analysis of business financial information.
14. Evaluate emerging trends and options in the areas of risk management and insurance.
15. Apply steps in the Career Planning Model to one's own business career.

SECTION II

1. COURSE OUTLINE AND SCOPE:

A. Outline Of Topics:

The following topics are included in the framework of the course but are not intended as limits on content. The order of presentation and relative emphasis will vary with each instructor.

- I. Private and public enterprise
 - A. The U.S. business environment
 - B. Forms of ownership
 - C. Relationships with government and society
 1. Business ethics and social responsibility
 2. Communications in business
 - D. Business law
 1. Contracts
 2. Torts
 3. Intellectual property
 4. U.S. legal system
- II. Doing business in the global economy
 - A. Economic foundations and systems
 - B. Contemporary business framework
 - C. Business ethics and social responsibility
 - D. Economic challenges facing global and domestic business
 - E. Global market competition
- III. Management, leadership, and internal organization
 - A. Management functions
 - B. Techniques of performance improvement
 - C. Organizational structure design
 - D. Contemporary management and leadership styles
- IV. Human resource management
 - A. Functions
 - B. Motivation
 - C. Role of organized labor
 - D. Labor-management relations

- E. Diversity management
- F. Unconscious bias in recruitment and hiring
- V. Production and operations management
 - A. Processes
 - B. Sustainability
- VI. Marketing management
 - A. Customers and marketing strategies
 - B. Product pricing
 - C. Product distribution
 - D. Product and service promotion using integrated marketing communications
- VII. Technology and information
 - A. Information management
 - B. Internet and e-commerce
 - C. Emerging information technologies
- VIII. Financial information and accounting
 - A. Components of financial statements
 - B. Ratio analysis
- IX. Risk management and financing
 - A. Money and financial institutions
 - 1. The financial system
 - 2. Types of financing
 - 3. Internal and external financing and controls
 - B. Investing
 - 1. Securities markets
 - 2. Investment options
 - 3. Mechanisms of investing
 - 4. Analysis of business financial information
 - C. Risk and insurance
- X. Career Planning Model
 - A. Exploration of self (e.g. interests, personality, skills, values)
 - B. Researching career opportunities
 - 1. Majors
 - 2. Careers
 - 3. Outlook/salaries
 - 4. Work environment
 - 5. Informational interviewing
 - 6. Employers
 - C. Setting career goals
 - 1. Clarifying goals
 - 2. Creating an education plan
 - 3. Developing work experience (e.g. internships, volunteering, portfolios)
 - D. Job searching and preparation (e.g. networking, résumés, interviewing)

B. Reading Assignments:

Reading assignments are required and may include, but are not limited to, the following:

- I. Assigned textbook(s).
- II. Business articles from daily newspapers, such as the Wall Street Journal or U-T San Diego.
- III. Supplemental readings from handouts provided in class.
- IV. Business articles from current issues of Barrons and Forbes.

C. Writing Assignments:

Writing assignments are required and may include, but are not limited to, the following:

- I. Analytical reports that involve interpretation of facts and figures and presentation of conclusions and recommendations on assigned business topics.
- II. Essay examinations.
- III. Short essays on emerging business trends.
- IV. Business case analyses.
- V. Written reviews of current business periodicals.

VI. Written analyses of Internet articles related to domestic and global business issues.

D. Appropriate Outside Assignments:

Outside assignments may include, but are not limited to, the following:

- I. Completing reading and writing assignments including a semester project on a business management topic.
- II. Conducting library, electronic, and other archival research on various business topics.
- III. Viewing assigned/recommended media materials dealing with contemporary business issues.
- IV. Attending field trips and/or business lectures/seminars.
- V. Experiential project-based assignments such as informational interviews.

E. Appropriate Assignments that Demonstrate Critical Thinking:

Critical thinking assignments are required and may include, but are not limited to, the following:

- I. Analyzing and comparing various types of business ownerships.
- II. Differentiating between marketing and consumer roles based upon alternative situations and contemporary business events.
- III. Analyzing and applying management functions, styles, and processes to contemporary business events.
- IV. Appraising and summarizing the role of organized labor in business organizations today.
- V. Critically evaluating a diversity management program in a business or other organization.
- VI. Applying the steps in the Career Planning Model by assessing one's own interests, skills, and values, researching occupations in a business career field of interest, setting career-related educational goals, networking, etc.

2. METHODS OF EVALUATION:

A student's grade will be based on multiple measures of performance unless the course requires no grade. Multiple measures may include, but are not limited to, the following:

- I. In-class objective examinations that test the student's knowledge of business terms and concepts.
- II. Out-of-class writing assignments, such as take-home exams, research papers, experiential project-based assignments, or analytical reports that test the student's ability to relate business theory and practices to real world situations.
- III. Class participation, including group exercises involving written critiques and comparisons of business styles and theories and class discussions of case studies and applied business concepts and principles.

3. METHODS OF INSTRUCTION:

Methods of instruction may include, but are not limited to, the following:

- * Distance Education (Fully online)
- * Lecture
- * Lecture Discussion
- * Other (Specify)
- * A. Field trips.
- * B. On/off-campus lectures/seminars.

4. REQUIRED TEXTS AND SUPPLIES:

Textbooks may include, but are not limited to:

TEXTBOOKS:

1. Bovee, Courtland L. and John V. Thill. Business in Action, 8th ed. Pearson, 2021, ISBN: 9780134129952
2. Gitman, Lawrence J., et. al. Introduction to Business, 1st ed. OpenStax, 2018, ISBN: 9781947172555

3. Kelly, Marcella and Chuck Williams. BUSN 12, 12th ed. Cengage Learning, 2023, ISBN: 9780357122945
4. Madura, Jeff. Introduction to Business, 5th ed. Paradigm Pub Intl, 2011, ISBN: 9780763836207
5. Nickels, William G., James M. McHugh, and Susan M. McHugh. Understanding Business, 13th ed. McGraw-Hill, 2022, ISBN: 9781266043222
6. Solomon, Michael R., Mary Anne Poatsy, and Kendall Martin. Better Business, 5th ed. Pearson, 2018, ISBN: 9781947172548

MANUALS:

PERIODICALS:

1. *Wall Street Journal*,
2. *Barron's*,
3. *Bloomberg Business Week*,
4. *Forbes*,

SOFTWARE:

SUPPLIES:

ORIGINATOR: Duane Short
ORIGINATION DATE: 02/02/2016
PROPOSAL ORIGINATOR: Duane Short
CO-CONTRIBUTOR(S) Alex Stiller-Shulman
PROPOSAL DATE: 02/10/2022

**SAN DIEGO COMMUNITY COLLEGE DISTRICT
COURSE PROPOSAL IMPACT REPORT**

COURSE TO BE PROPOSED: BUSE 100
Introduction to Business

ACTIVE/APPROVED COURSES IMPACTED:

BUSE 100 Introduction to Business (28817)

Advisory

BUSE 155 (Approved)

DISTRICT GENERAL EDUCATION:

D Social and Behavioral Sciences

ACTIVE/APPROVED/PROPOSED PROGRAMS IMPACTED:

(**Miramar**)

Accountancy *Active*;

Associate of Science Degree

Major Courses

(**Mesa**)

Accounting *Active*;

Associate of Science Degree

Courses Required for the Major:

(**Mesa**)

Business Administration *Active*;

Associate of Science Degree

Courses Required for the Major:

(**Miramar**)

Business Administration *Active*;

Associate of Science Degree

Select at least three courses from the following:

(**Mesa**)

Business Administration *Active*;

Certificate of Achievement

Courses Required for the Major:

(**Miramar**)

Business Administration *Active*;

Certificate of Achievement

Select at least three courses from the following:

(Mesa)

Business Management *Active*;
Associate of Science Degree

Courses Required for the Major:

(Miramar)

Business Management *Active*;
Associate of Science Degree

Courses Required for the Major:

(Mesa)

Business Management *Active*;
Certificate of Achievement

Courses Required for the Major:

(Miramar)

Business Management *Active*;
Certificate of Achievement

Courses Required for the Major:

(City)

Cosmetology *Active*;
Associate of Science Degree

Recommended Electives:

(Miramar)

Early Education Entrepreneurship *Approved*;
Associate of Science Degree

Major Courses

(Miramar)

Early Education Entrepreneurship *Approved*;
Certificate of Achievement

Major Courses

(Miramar)

Entrepreneurship *Active*;
Associate of Science Degree

Major Courses

(Miramar)

Entrepreneurship *Active*;
Certificate of Achievement

Major Courses

(Miramar)

Honors Global Competencies *Approved*;

Certificate of Achievement

GLOBAL STUDIES - SELECT A MINIMUM OF 9 UNITS FROM THREE
DIFFERENT SUBJECT AREAS

(**Mesa**)

Marketing *Active*;
Associate of Science Degree

Courses Required for the Major:

(**Mesa**)

Marketing *Active*;
Certificate of Achievement

Courses Required for the Major:

(**Miramar**)

Occupational/Technical Studies *Active*;
Associate of Science Degree

Select at least one course from the following occupational courses:

(**City**)

Small Business Management Entrepreneur *Active*;
Associate of Science Degree

Courses Required for the Major:

(**City**)

Small Business Management Entrepreneur *Active*;
Certificate of Achievement

Courses Required for Major:

(**Mesa**)

Small Business Management and Entrepreneurship *Active*;
Associate of Science Degree

Major Courses

SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY , MESA AND MIRAMAR COLLEGES

Course Outline of Record: Curriculum Proposal Report

SECTION I

- I. **Subject Area:** Business
- II. **Course Number:** 100
- III. **Course Title:** Introduction to Business
- IV. **Disciplines (Instructor Minimum Qualifications):** Business
- V.
- VI. **Family:**
- VII. **Current Short Title:** Introduction to Business
- VIII. **Course Is Active/Where?** CITY , MESA AND MIRAMAR
- IX. **Originating Campus:** MIRAMAR
- X. **Action Proposed:** Course Revision (May Include Activation)
- XI. **Distance Education Proposed At:**
- XII. **Proposal Originating Date:** 02/10/2022
- XIII. **Proposed Start Semester:** Fall 2023
- XIV. **Field Trip:** May be required
- XV. **Grading Option:** Grade Only
- XVI. **Current Short Description:** Introduction to business organizations and practices.

SECTION II

COURSE ENROLLMENT INFORMATION

- I. **Requisites:**
Advisory: BUSE 092 with a grade of "C" or better, or equivalent.
- II. **Current Degree Applicability:** Associate Degree Credit & transfer to CSU
- III. **Current Basic Skills Designation:** N - Not a Basic Skills Course
- IV. **Repeatability:** Course may be taken 1 time(s)
- V. **Course Equivalency:** No
- VI. **Additional Information:**
- VII. **Additional Textbook Information:**

COURSE ANALYSIS DATA

- I. **Reason for Proposed Action:** Six-year review, including approval for credit by exam (CBE) option at each college's discretion, removal of ENGL basic skills advisories (since those courses are being deactivated), update to distance ed info for Miramar, updates to example textbooks, addition of content related to business career planning and workforce diversity management, and minor edits to wording and punctuation. (Course revision is for six year review.)
- II. **How Does The Course Fit The College Mission?** 1. Vocational/Occupational 2. Transfer
- III. **Current Transfer Options:** 1. UC Transfer Course List
- IV. **Proposed College/District Purpose:** 1. District general education 2. Major Requirement - Associate Degree 3. Major Requirement - Certificate of Achievement 4. Major Requirement - Certificate of Performance
- V. **Extraordinary Cost to the College:** None..
- VI. **Library Resource Materials:** None.

GENERAL EDUCATION ANALYSIS

District General Education:

D Social and Behavioral Sciences

UC Transfer Course:

Yes

REQUISITES ANALYSIS

Write basic college level compositions and short responses.

- I. Course: BUSE 092 Apply the principles of grammar to write and speak in various business settings and purposes.
- II. Course: BUSE 092 Apply the principles of punctuation, capitalization, number usage, and abbreviation to write coherent business documents.
- III. Course: BUSE 092 Compose coherent sentences and paragraphs for business documents and correspondence.

SECTION III

COURSE DISTANCE EDUCATION INFORMATION

- I. **MIRAMAR**
- II. **Distance Education Methods of Instruction:** 1. Fully Online
- III. **Other Distance Education Methods:**
- IV. **Type and frequency of contact may include, but is not limited to:**
 1. Announcements
weekly
Participant/s: Faculty to Student/s
 2. Chat Rooms
as assigned
Participant/s: Faculty to Student/s , Among Students
 3. Collaborative Web Documents
as assigned
Participant/s: Faculty to Student/s , Among Students
 4. Conferencing
as assigned
Participant/s: Faculty to Student/s , Among Students
 5. Discussion Board
at least three times during the term with the instructor and with other students (in the absence of other collaborative student projects)
Participant/s: Faculty to Student/s , Among Students
 6. Email/Message System
as needed
Participant/s: Faculty to Student/s
 7. Field Trips
as assigned
Participant/s: Faculty to Student/s , Among Students
 8. Group Meetings
as assigned
Participant/s: Faculty to Student/s , Among Students
 9. Individual Meetings
as needed
Participant/s: Faculty to Student/s
 10. Individualized Assignment Feedback
as assigned
Participant/s: Faculty to Student/s
 11. Synchronous or Asynchronous Video
as assigned
Participant/s: Faculty to Student/s , Among Students
 12. Telephone Contact
as needed
Participant/s: Faculty to Student/s
- V. **List of Techniques:** Students will interact with each other and the instructor in ways that mirror the traditional classroom, only the delivery system will be altered. These methods include one-on-one communication with the instructor and other students via e-mail, the discussion board, and the chat room. In addition, students will participate in individual and group projects and discussion via the discussion board and chat rooms. Research will be conducted

via the web and/or local libraries, and students will be required to assess and evaluate the information they obtain. Students will also demonstrate an understanding and integration of course concepts via research assignments, group projects, asynchronous class discussion, and/or other assignments.

- VI. **How to Evaluate Students for Achieved Outcomes:** Multiple measures will be used to assess student learning outcomes. These include performance on objective examinations administered via the assessment tool, expository essays, research reports, and/or group presentations posted to the discussion board or other online collaboration tool.
- VII. **Additional Resources/Materials/Information:** Materials posted online are consistent with those required for the in-person class. SDCCD and DSPS personnel provide all needed accommodations. DSPS provides a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).
- VIII. **Audio Visual Library Materials:** NO
- IX. **MESA**
- X. **Distance Education Methods of Instruction:** 1. On-line course
- XI. **Other Distance Education Methods:**
- XII. **Type and frequency of contact may include, but is not limited to:**
1. Chat Rooms
as assigned
 2. E-mail
weekly
 3. Individual Meetings
as needed
 4. Orientation Sessions
as assigned
 5. Threaded Conferencing
at least three times during the term
 6. Voice Mail
as needed
- XIII. **List of Techniques:** n/a
- XIV. **How to Evaluate Students for Achieved Outcomes:** Same as in course outline except quizzes and exams will be administered online.
- XV. **Additional Resources/Materials/Information:** n/a Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).
- XVI. **Audio Visual Library Materials:** NO
- XVII. **CITY**
- XVIII. **Distance Education Methods of Instruction:** 1. On-line course
- XIX. **Other Distance Education Methods:**
- XX. **Type and frequency of contact may include, but is not limited to:**
1. Chat Rooms
 2. E-mail
 3. Individual Meetings
 4. Orientation Sessions
 5. Review Sessions
 6. Threaded Conferencing
 7. Voice Mail
- XXI. **List of Techniques:** 1. Electronic lecture 2. Discussion boards 3. Case studies 4. Chat rooms 5. E-mail.
- XXII. **How to Evaluate Students for Achieved Outcomes:** Analytical semester projects, research papers, and objective tests.
- XXIII. **Additional Resources/Materials/Information:** Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).
- XXIV. **Audio Visual Library Materials:** NO

SECTION IV

COURSE STUDENT LEARNING OUTCOME(S)

CITY

- Evaluate the risks and benefits of the legal forms of ownership available in California and explore business management theories and techniques.
- Conduct a personal SWOT analysis and develop a plan for success.

MESA

- Understand business structure, ownership, and management, including ethical practices.
- Explain business environments and markets, including private enterprise and competition.
- Analyze finance and commerce, including securities markets and the role of the Federal Reserve.
- Demonstrate an awareness of business operations, including resources and technology.

MIRAMAR

- Compare and contrast private vs. public enterprise, ownerships, and interrelationships among businesses, government, and society with emphasis upon multi-cultural and ethical environs.
- Analyze and examine management functions, styles, processes and the role of law in business
- Debate and examine the role of the internet, e-commerce and emerging technologies and their influence in today's business.

SECTION V

COURSE DATA ADMINISTRATION ELEMENTS

I. Codes:

California Classification: (Y Credit Course)

TOP Code: 0505.00 Business Administration

SAM Code: D - Possibly Occupational

Course Prior to College Level (CB21): Y - Not applicable. Level of course is not one of the levels listed above, may be above level A (transferable) or below level C (more than 3 levels below transfer level).

Funding Agency Category (CB23): Not Applicable (funding not used to develop course)

Course Program Status (CB24): Program-applicable

Course Gen Education Status (CB25): Y = Not applicable

Course Support Course Status (CB26): N = Course is not a support course

Major Restriction Code: NONE

II. Lect Units: 3.00

Total Units: 3

Lecture Hours Min: 48.00 **Max:** 54.00

Lab Hours Min: 0.00 **Max:** 0.00

Other Hours Min: 0.00 **Max:**0.00

Total Contact Hours Min: 48.00 **Max:**54.00

Outside-of-Class Hours Min: 96.00 **Max:**108.00

Total Student Learning Hours Min: 144.00 **Max:** 162.00

FTEF Lecture Min: 0.2000 **Max:**

FTEF Lab Min: 0.0000 **Max:**

FTEF Total Min: 0.2000 **Max:**

III. Last Time Pre/Co Requisite Update: 02/10/2022

IV. Last Outline Revision Date: 08/25/2016

V. CIC Approval:

VI. BOT Approval:

VII. State Approval:

VIII. Revised State Approval:

IX. Course Approval Effective Date:

SECTION VI

CREDIT FOR PRIOR LEARNING

Eligible for Credit by Examination: Yes

Offered at:

Previous Report

BUSE 100

CIC Approval: 08/25/2016
BOT APPROVAL:
STATE APPROVAL:
EFFECTIVE TERM: Fall 2017

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REQUISITES:

Advisory:
BUSE 092 with a grade of "C" or better, or equivalent
or
ENGL 042 with a grade of "C" or better, or equivalent or Milestone R40
&
ENGL 043 with a grade of "C" or better, or equivalent or Milestone W40

FIELD TRIP REQUIREMENTS:

May be required

TRANSFER APPLICABILITY:

Associate Degree Credit & transfer to CSU UC Transfer Course List

CID:

TOTAL LECTURE HOURS:

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TOTAL STUDENT LEARNING HOURS:

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STUDENT LEARNING OBJECTIVES:

Upon successful completion of the course the student will be able to:

1. Cite the various ways the U.S. government affects, restricts, and protects business

Current Report

BUSE 100

CIC Approval:
BOT APPROVAL:
STATE APPROVAL:
EFFECTIVE TERM:

**SAN DIEGO COMMUNITY COLLEGE DISTRICT
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1. Cite the various ways the U.S. government affects, restricts, and protects business.

2. Compare and contrast private versus public enterprise, including forms of ownership and interrelationships among businesses, government, and society
3. Differentiate between domestic and global business ethics, including the effect of multicultural environments and the role of law
4. Define and describe the management functions of planning, organizing, leading, and controlling
5. Identify and describe the basics of business law including contracts, torts, intellectual property, and the American legal system
6. Analyze the role of organized labor as applied to both public and private organizations
7. Discuss current production and operations processes, including sustainability
8. Identify key human resource management functions and laws
9. Illustrate the role of marketing and the role of consumers in more than one business field
10. Assess how the Internet, e-commerce, and emerging technologies influence today's business communities
11. Evaluate the basic components of financial statements, including ratio analysis
12. Explain the importance of finance to the operations of business; the various types of financing; and the process of internal and external financing and controls
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6. Analyze the role of organized labor as applied to both public and private organizations.
7. Discuss current production and operations processes, including sustainability.
8. Identify key human resource management functions, including workforce diversity management.
9. Illustrate the role of marketing and the role of consumers in more than one business field.
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15. Apply steps in the Career Planning Model to one's own business career.

SECTION II

1. COURSE OUTLINE AND SCOPE:

A. Outline Of Topics:

The following topics are included in the framework of the course but are not intended as limits on content. The order of presentation and relative emphasis will vary with each instructor.

- I. Private and public enterprise
 - A. The U.S. business environment
 - B. Forms of ownership
 - C. Relationships with government and society
 1. Business ethics and social responsibility
 2. Communications in business
 - D. Business law
 1. Contracts
 2. Torts
 3. Intellectual property
- II. Doing business in the global economy
 - A. Economic foundations and systems
 - B. Contemporary business framework
 - C. Business ethics and social responsibility
 - D. Economic challenges facing global and domestic business
 - E. Global market competition
- III. Management leadership and internal organization
 - A. Management functions
 - B. Performance improvement
 1. Empowerment
 2. Self-managed teams
 3. Communications
 - C. Organizational structure design
 - D. Contemporary management and leadership styles
- IV. Human resource management
 - A. Functions
 - B. Motivation
 - C. Role of organized labor
 - D. Labor-management relations
- V. Production and operations management
 - A. Processes
 - B. Sustainability
- VI. Marketing management
 - A. Customers and marketing strategies
 - B. Product pricing
 - C. Product distribution
 - D. Product and service promotion using integrated marketing communications
- VII. Technology and information
 - A. Information management
 - B. Internet and e-commerce
 - C. Emerging information technologies
- VIII. Financial information and accounting

SECTION II

1. COURSE OUTLINE AND SCOPE:

A. Outline Of Topics:

The following topics are included in the framework of the course but are not intended as limits on content. The order of presentation and relative emphasis will vary with each instructor.

- I. Private and public enterprise
 - A. The U.S. business environment
 - B. Forms of ownership
 - C. Relationships with government and society
 1. Business ethics and social responsibility
 2. Communications in business
 - D. Business law
 1. Contracts
 2. Torts
 3. Intellectual property
 4. U.S. legal system
- II. Doing business in the global economy
 - A. Economic foundations and systems
 - B. Contemporary business framework
 - C. Business ethics and social responsibility
 - D. Economic challenges facing global and domestic business
 - E. Global market competition
- III. Management leadership and internal organization
 - A. Management functions
 - B. Techniques of performance improvement
 - C. Organizational structure design
 - D. Contemporary management and leadership styles
- IV. Human resource management
 - A. Functions
 - B. Motivation
 - C. Role of organized labor
 - D. Labor-management relations
 - E. Diversity management
 - F. Unconscious bias in recruitment and hiring
- V. Production and operations management
 - A. Processes
 - B. Sustainability
- VI. Marketing management
 - A. Customers and marketing strategies
 - B. Product pricing
 - C. Product distribution
 - D. Product and service promotion using integrated marketing communications
- VII. Technology and information
 - A. Information management
 - B. Internet and e-commerce
 - C. Emerging information technologies
- VIII. Financial information and accounting
 - A. Components of financial statements

- A. Components of financial statements
- B. Ratio analysis
- IX. Risk management and financing
 - A. Money and financial institutions
 - 1. The financial system
 - 2. Types of financing
 - 3. Internal and external financing and controls
 - B. Investing
 - 1. Securities markets
 - 2. Investment options
 - 3. Mechanisms of investing
 - 4. Analysis of business financial information
 - C. Risk and insurance

B. Reading Assignments:

Reading assignments are required and may include, but are not limited to, the following:

- I. Assigned textbook(s)
- II. Business articles from daily newspapers, such as the Wall Street Journal or U-T San Diego
- III. Supplemental readings from handouts provided in class
- IV. Business articles from current issues of Barrons and Forbes

C. Writing Assignments:

Writing assignments are required and may include, but are not limited to, the following:

- I. Analytical reports that involve interpretation of facts and figures and presentation of conclusions and recommendations on assigned business topics
- II. Essay examinations
- III. Short essays on emerging business trends
- IV. Business case analyses
- V. Written reviews of current business periodicals
- VI. Written analyses of Internet articles related to domestic and global business issues

D. Appropriate Outside Assignments:

Outside assignments may include, but are not limited to, the following:

- I. Completing reading and writing assignments including a semester project on a business management topic
- II. Conducting library, electronic, and other archival research on various business topics
- III. Viewing assigned/recommended media materials dealing with contemporary business issues
- IV. Attending field trips and/or business lectures/seminars
- V. Experiential project-based assignments

E. Appropriate Assignments that Demonstrate Critical Thinking:

Critical thinking assignments are required and may include, but are not limited to, the following:

- I. Analyzing and comparing various types of business ownerships
- II. Differentiating between marketing and consumer roles based upon alternative situations and contemporary business events
- III. Analyzing and applying management functions, styles, and processes to contemporary business events
- IV. Appraising and summarizing the role of organized labor in business organizations today

- B. Ratio analysis
- IX. Risk management and financing
 - A. Money and financial institutions
 - 1. The financial system
 - 2. Types of financing
 - 3. Internal and external financing and controls
 - B. Investing
 - 1. Securities markets
 - 2. Investment options
 - 3. Mechanisms of investing
 - 4. Analysis of business financial information
 - C. Risk and insurance
- X. Career Planning Model
 - A. Exploration of self (e.g. interests personality skills values)
 - B. Researching career opportunities
 - 1. Majors
 - 2. Careers
 - 3. Outlook/salaries
 - 4. Work environment
 - 5. Informational interviewing
 - 6. Employers
 - C. Setting career goals
 - 1. Clarifying goals
 - 2. Creating an education plan
 - 3. Developing work experience (e.g. internships volunteering portfolios)
 - D. Job searching and preparation (e.g. networking résumés interviewing)

B. Reading Assignments:

Reading assignments are required and may include, but are not limited to, the following:

- I. Assigned textbook(s).
- II. Business articles from daily newspapers, such as the Wall Street Journal or U-T San Diego.
- III. Supplemental readings from handouts provided in class.
- IV. Business articles from current issues of Barrons and Forbes.

C. Writing Assignments:

Writing assignments are required and may include, but are not limited to, the following:

- I. Analytical reports that involve interpretation of facts and figures and presentation of conclusions and recommendations on assigned business topics.
- II. Essay examinations.
- III. Short essays on emerging business trends.
- IV. Business case analyses.
- V. Written reviews of current business periodicals.
- VI. Written analyses of Internet articles related to domestic and global business issues.

D. Appropriate Outside Assignments:

Outside assignments may include, but are not limited to, the following:

- I. Completing reading and writing assignments including a semester project on a business management topic.
- II. Conducting library, electronic, and other archival research on various business topics.
- III. Viewing assigned/recommended media materials dealing with contemporary business issues.
- IV. Attending field trips and/or business lectures/seminars.
- V. Experiential project-based assignments such as informational interviews.

E. Appropriate Assignments that Demonstrate Critical Thinking:

Critical thinking assignments are required and may include, but are not limited to, the following:

- I. Analyzing and comparing various types of business ownerships.
- II. Differentiating between marketing and consumer roles based upon alternative situations and contemporary business events.
- III. Analyzing and applying management functions, styles, and processes to contemporary business events.
- IV. Appraising and summarizing the role of organized labor in business organizations today.
- V. Critically evaluating a diversity management program in a business or other organization.
- VI. Applying the steps in the Career Planning Model by assessing one's own interests, skills, and values, researching occupations in a business career field of interest, setting career-related educational goals, networking, etc.

2. METHODS OF EVALUATION:

A student's grade will be based on multiple measures of performance unless the course requires no grade. Multiple measures may include, but are not limited to, the following:

- I. In-class objective examinations that test the student's knowledge of business terms and concepts
- II. Out-of-class writing assignments, such as take-home exams, research papers, experiential project-based assignments, or analytical reports that test the student's ability to relate business theory and practices to real world situations
- III. Class participation, including group exercises involving written critiques and comparisons of business styles and theories and class discussions of case studies and applied business concepts and principles

3. METHODS OF INSTRUCTION:

Methods of instruction may include, but are not limited to, the following:

- * Distance Education (Fully online)
- * Lecture
- * Lecture Discussion
- * Other (Specify)
- * A. Field trips
- * B. On/off-campus lectures/seminars

4. REQUIRED TEXTS AND SUPPLIES:

Textbooks may include, but are not limited to:

TEXTBOOKS:

1. Bovee, Courtland L. and John V. Thill. Business in Action, 7th ed. Prentice Hall, 2014, ISBN: 9780133773897
2. Kelly, Marcella and Chuck Williams. BUSN 8, 8th ed. Cengage Learning, 2016, ISBN: 9781285775296
3. Madura, Jeff. Introduction to Business, 5th ed. Paradigm Pub Intl, 2011, ISBN: 9780763836207
4. Nickels, William G., James M. McHugh, and Susan M. McHugh. Understanding Business, 11th ed. McGraw-Hill, 2015, ISBN: 9780078023163
5. Solomon, Michael R., Mary Anne Poatsy, and Kendall Martin. Better Business, 4th ed. Prentice Hall, 2015, ISBN: 9780133920581

MANUALS:

PERIODICALS:

1. *Wall Street Journal*,
2. *Barron's*,
3. *Bloomberg Business Week*,
4. *Forbes*,

SOFTWARE:

SUPPLIES:

ORIGINATOR: Duane Short

CO-CONTRIBUTOR(S)

DATE: 02/02/2016

Status: Active

Date Printed: 10/11/2022

2. METHODS OF EVALUATION:

A student's grade will be based on multiple measures of performance unless the course requires no grade. Multiple measures may include, but are not limited to, the following:

- I. In-class objective examinations that test the student's knowledge of business terms and concepts.
- II. Out-of-class writing assignments, such as take-home exams, research papers, experiential project-based assignments, or analytical reports that test the student's ability to relate business theory and practices to real world situations.
- III. Class participation, including group exercises involving written critiques and comparisons of business styles and theories and class discussions of case studies and applied business concepts and principles.

3. METHODS OF INSTRUCTION:

Methods of instruction may include, but are not limited to, the following:

- * Distance Education (Fully online)
- * Lecture
- * Lecture Discussion
- * Other (Specify)
- * A. Field trips.
- * B. On/off-campus lectures/seminars.

4. REQUIRED TEXTS AND SUPPLIES:

Textbooks may include, but are not limited to:

TEXTBOOKS:

1. Bovee, Courtland L. and John V. Thill. Business in Action, 8th ed. Pearson, 2021, ISBN: 9780134129952
2. Gitman, Lawrence J., et. al. Introduction to Business, 1st ed. OpenStax, 2018, ISBN: 9781947172555
3. Kelly, Marcella and Chuck Williams. BUSN 12, 12th ed. Cengage Learning, 2023, ISBN: 9780357122945
4. Madura, Jeff. Introduction to Business, 5th ed. Paradigm Pub Intl, 2011, ISBN: 9780763836207
5. Nickels, William G., James M. McHugh, and Susan M. McHugh. Understanding Business, 13th ed. McGraw-Hill, 2022, ISBN: 9781266043222
6. Solomon, Michael R., Mary Anne Poatsy, and Kendall Martin. Better Business, 5th ed. Pearson, 2018, ISBN: 9781947172548

MANUALS:

PERIODICALS:

1. *Wall Street Journal*,
2. *Barron's*,
3. *Bloomberg Business Week*,
4. *Forbes*,

SOFTWARE:

SUPPLIES:

ORIGINATOR: Duane Short

ORIGINATION DATE: 02/02/2016

PROPOSAL ORIGINATOR: Duane Short

CO-CONTRIBUTOR(S) Alex Stiller-Shulman

PROPOSAL DATE: 02/10/2022

Status: Launched

Date Printed: 10/11/2022

Previous Report

SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY , MESA AND MIRAMAR COLLEGES

Course Outline of Record:
Curriculum Proposal Report

SECTION I

- I. **Subject Area:** Business
- II. **Course Number:** 100
- III. **Course Title:** Introduction to Business
- IV. **Disciplines (Instructor Minimum Qualifications):** Business
- V.
- VI. **Family:**
- VII. **Current Short Title:** Introduction to Business
- VIII. **Course Is Active/Where?** CITY , MESA AND MIRAMAR
- IX. **Originating Campus:** MIRAMAR
- X. **Action Proposed:** Course Revision (May Include Activation)
- XI. **Distance Education Proposed At:**
- XII. **Proposal Originating Date:** 02/02/2016
- XIII. **Proposed Start Semester:** Fall 2017
- XIV. **Field Trip:** May be required
- XV. **Grading Option:** Grade Only
- XVI. **Current Short Description:** Introduction to business organizations and practices.

SECTION II

COURSE ENROLLMENT INFORMATION

- I. **Requisites:**
Advisory: BUSE 092 with a grade of "C" or better, or equivalent.
or Advisory: ENGL 042 with a grade of "C" or better, or equivalent. or Milestone R40
& Advisory: ENGL 043 with a grade of "C" or better, or equivalent. or Milestone W40
- II. **Current Degree Applicability:** Associate Degree Credit & transfer to CSU
- III. **Current Basic Skills Designation:** N - Not a Basic Skills Course
- IV. **Repeatability:** Course may be taken 1 time(s)
- V. **Course Equivalency:** No
- VI. **Additional Information:**
- VII. **Additional Textbook Information:**

COURSE ANALYSIS DATA

- I. **Reason for Proposed Action:** Two-year review. (Course revision is for six year review.)
- II. **How Does The Course Fit The College Mission?** 1. Transfer 2. Vocational/Occupational
- III. **Current Transfer Options:** 1. UC Transfer Course List
- IV. **Proposed College/District Purpose:** 1. District general education 2. Major Requirement - Associate Degree 3. Major Requirement - Certificate of Achievement 4. Major Requirement - Certificate of Performance
- V. **Extraordinary Cost to the College:** None..
- VI. **Library Resource Materials:** None.

GENERAL EDUCATION ANALYSIS

District General Education:

Current Report

SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY , MESA AND MIRAMAR COLLEGES

Course Outline of Record:
Curriculum Proposal Report

SECTION I

- I. **Subject Area:** Business
- II. **Course Number:** 100
- III. **Course Title:** Introduction to Business
- IV. **Disciplines (Instructor Minimum Qualifications):** Business
- V.
- VI. **Family:**
- VII. **Current Short Title:** Introduction to Business
- VIII. **Course Is Active/Where?** CITY , MESA AND MIRAMAR
- IX. **Originating Campus:** MIRAMAR
- X. **Action Proposed:** Course Revision (May Include Activation)
- XI. **Distance Education Proposed At:**
- XII. **Proposal Originating Date:** 02/10/2022
- XIII. **Proposed Start Semester:** Fall 2023
- XIV. **Field Trip:** May be required
- XV. **Grading Option:** Grade Only
- XVI. **Current Short Description:** Introduction to business organizations and practices.

SECTION II

COURSE ENROLLMENT INFORMATION

- I. **Requisites:**
Advisory: BUSE 092 with a grade of "C" or better, or equivalent.
- II. **Current Degree Applicability:** Associate Degree Credit & transfer to CSU
- III. **Current Basic Skills Designation:** N - Not a Basic Skills Course
- IV. **Repeatability:** Course may be taken 1 time(s)
- V. **Course Equivalency:** No
- VI. **Additional Information:**
- VII. **Additional Textbook Information:**

COURSE ANALYSIS DATA

- I. **Reason for Proposed Action:** Six-year review, including approval for credit by exam (CBE) option at each college's discretion, removal of ENGL basic skills advisories (since those courses are being deactivated), update to distance ed info for Miramar, updates to example textbooks, addition of content related to business career planning and workforce diversity management, and minor edits to wording and punctuation. (Course revision is for six year review.)
- II. **How Does The Course Fit The College Mission?** 1. Vocational/Occupational 2. Transfer
- III. **Current Transfer Options:** 1. UC Transfer Course List
- IV. **Proposed College/District Purpose:** 1. District general education 2. Major Requirement - Associate Degree 3. Major Requirement - Certificate of Achievement 4. Major Requirement - Certificate of Performance
- V. **Extraordinary Cost to the College:** None..
- VI. **Library Resource Materials:** None.

GENERAL EDUCATION ANALYSIS

District General Education:

UC Transfer Course:

Yes

REQUISITES ANALYSIS

Demonstrate both orally and in writing the ability to read and comprehend basic college level books and resource materials.

- I. Course: BUSE 092 Identify language mechanics and word usage commonly found in business documents.
- II. Course: ENGL 042 Read and comprehend a wide variety of pre-college and basic college level texts with success, confidence, and enjoyment.
- III. Course: ENGL 042 Analyze and respond to pre-college and basic college level reading materials, both orally and in writing, using basic critical thinking skills.
- IV. Course: ENGL 042 Apply strategies for reading a variety of material, such as fiction, nonfiction and textbook assignments, including pre-reading, reading, and post-reading strategies.
- V. Course: ENGL 042 Utilize a variety of basic vocabulary acquisition strategies.
- VI. Course: BUSE 092 Explain the value of reference manuals as used in business.

Write basic college level compositions and short responses.

- I. Course: BUSE 092 Apply the principles of grammar to write and speak in various business settings and purposes.
- II. Course: ENGL 043 Plan and write sentences, paragraphs, and basic compositions (which may include short essays) (for a total of 2,500-3,000 graded words) that are clear, unified, and purposeful on personal and non-personal or abstract topics.
- III. Course: BUSE 092 Compose coherent sentences and paragraphs for business documents and correspondence.
- IV. Course: ENGL 043 Produce in-class paragraphs and basic compositions that demonstrate organizing, composing, revising and editing skills.
- V. Course: ENGL 043 Practice and apply appropriate mechanical and grammatical structures in the production and editing of sentences, paragraphs, and basic compositions.

SECTION III**COURSE DISTANCE EDUCATION INFORMATION****I. MIRAMAR****II. Distance Education Methods of Instruction:** 1. On-line course**III. Other Distance Education Methods:****IV. Type and frequency of contact may include, but is not limited to:**

1. Chat Rooms
as assigned
2. E-mail
weekly
3. Individual Meetings
as needed
4. Orientation Sessions
as assigned
5. Review Sessions
as assigned
6. Threaded Conferencing
at least three times during the term
7. Voice Mail
as needed

UC Transfer Course:

Yes

REQUISITES ANALYSIS

Write basic college level compositions and short responses.

- I. Course: BUSE 092 Apply the principles of grammar to write and speak in various business settings and purposes.
- II. Course: BUSE 092 Apply the principles of punctuation, capitalization, number usage, and abbreviation to write coherent business documents.
- III. Course: BUSE 092 Compose coherent sentences and paragraphs for business documents and correspondence.

SECTION III**COURSE DISTANCE EDUCATION INFORMATION****I. MIRAMAR****II. Distance Education Methods of Instruction:** 1. Fully Online**III. Other Distance Education Methods:****IV. Type and frequency of contact may include, but is not limited to:**

1. Announcements
weekly
Participant/s: Faculty to Student/s
2. Chat Rooms
as assigned
Participant/s: Faculty to Student/s , Among Students
3. Collaborative Web Documents
as assigned
Participant/s: Faculty to Student/s , Among Students
4. Conferencing
as assigned
Participant/s: Faculty to Student/s , Among Students
5. Discussion Board
at least three times during the term with the instructor and with other students (in the absence of other collaborative student projects)
Participant/s: Faculty to Student/s , Among Students
6. Email/Message System
as needed
Participant/s: Faculty to Student/s
7. Field Trips
as assigned
Participant/s: Faculty to Student/s , Among Students
8. Group Meetings
as assigned
Participant/s: Faculty to Student/s , Among Students
9. Individual Meetings
as needed
Participant/s: Faculty to Student/s
10. Individualized Assignment Feedback
as assigned
Participant/s: Faculty to Student/s
11. Synchronous or Asynchronous Video
as assigned
Participant/s: Faculty to Student/s , Among Students
12. Telephone Contact
as needed
Participant/s: Faculty to Student/s

V. List of Techniques: Students will interact with each other and the instructor in ways that mirror the traditional classroom, only the delivery system will be altered. These methods include one-on-one communication with the instructor and other students via e-mail, the discussion board, and the chat room. In addition, students will participate

V. List of Techniques: Students will interact with each other and the instructor in ways that mirror the traditional classroom, only the delivery system will be altered. These methods include one-on-one communication with the instructor and other students via e-mail, the discussion board, and the chat room. In addition, students will participate in individual and group projects and discussion via the discussion board and chat rooms. Research will be conducted via the web and/or local libraries, and students will be required to assess and evaluate the information they obtain. Students will also demonstrate an understanding and integration of course concepts via research assignments, group projects, asynchronous class discussion, and/or other assignments.

VI. How to Evaluate Students for Achieved Outcomes: Multiple measures will be used to assess student learning outcomes. These include performance on objective examinations administered via the assessment tool, expository essays, research reports, and/or group presentations posted to the discussion board or other online collaboration tool.

VII. Additional Resources/Materials/Information: The instructor may use the Internet to post web sites that students can access for relevant reading. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).

VIII. Audio Visual Library Materials: NO

IX. MESA

X. Distance Education Methods of Instruction: 1. On-line course

XI. Other Distance Education Methods:

XII. Type and frequency of contact may include, but is not limited to:

1. Chat Rooms
as assigned
2. E-mail
weekly
3. Individual Meetings
as needed
4. Orientation Sessions
as assigned
5. Threaded Conferencing
at least three times during the term
6. Voice Mail
as needed

XIII. List of Techniques: n/a

XIV. How to Evaluate Students for Achieved Outcomes: Same as in course outline except quizzes and exams will be administered online.

XV. Additional Resources/Materials/Information: n/a Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).

XVI. Audio Visual Library Materials: NO

XVII. CITY

XVIII. Distance Education Methods of Instruction: 1. On-line course

XIX. Other Distance Education Methods:

XX. Type and frequency of contact may include, but is not limited to:

1. Chat Rooms
2. E-mail
3. Individual Meetings
4. Orientation Sessions
5. Review Sessions
6. Threaded Conferencing

in individual and group projects and discussion via the discussion board and chat rooms. Research will be conducted via the web and/or local libraries, and students will be required to assess and evaluate the information they obtain. Students will also demonstrate an understanding and integration of course concepts via research assignments, group projects, asynchronous class discussion, and/or other assignments.

VI. How to Evaluate Students for Achieved Outcomes: Multiple measures will be used to assess student learning outcomes. These include performance on objective examinations administered via the assessment tool, expository essays, research reports, and/or group presentations posted to the discussion board or other online collaboration tool.

VII. Additional Resources/Materials/Information: Materials posted online are consistent with those required for the in-person class. SDCCD and DSPS personnel provide all needed accommodations. DSPS provides a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).

VIII. Audio Visual Library Materials: NO

IX. MESA

X. Distance Education Methods of Instruction: 1. On-line course

XI. Other Distance Education Methods:

XII. Type and frequency of contact may include, but is not limited to:

1. Chat Rooms
as assigned
2. E-mail
weekly
3. Individual Meetings
as needed
4. Orientation Sessions
as assigned
5. Threaded Conferencing
at least three times during the term
6. Voice Mail
as needed

XIII. List of Techniques: n/a

XIV. How to Evaluate Students for Achieved Outcomes: Same as in course outline except quizzes and exams will be administered online.

XV. Additional Resources/Materials/Information: n/a Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).

XVI. Audio Visual Library Materials: NO

XVII. CITY

XVIII. Distance Education Methods of Instruction: 1. On-line course

XIX. Other Distance Education Methods:

XX. Type and frequency of contact may include, but is not limited to:

1. Chat Rooms
2. E-mail
3. Individual Meetings
4. Orientation Sessions
5. Review Sessions
6. Threaded Conferencing
7. Voice Mail

XXI. List of Techniques: 1. Electronic lecture 2. Discussion boards 3. Case studies 4. Chat rooms 5. E-mail.

XXII. How to Evaluate Students for Achieved Outcomes: Analytical semester projects, research papers, and objective tests.

XXIII. Additional Resources/Materials/Information: Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).

XXIV. Audio Visual Library Materials: NO

SECTION IV

COURSE STUDENT LEARNING OUTCOME(S)

CITY

- Evaluate the risks and benefits of the legal forms of ownership available in California and explore business management theories and techniques.
- Conduct a personal SWOT analysis and develop a plan for success.

7. Voice Mail

XXI. List of Techniques: 1. Electronic lecture 2. Discussion boards 3. Case studies 4. Chat rooms 5. E-mail.

XXII. How to Evaluate Students for Achieved Outcomes: Analytical semester projects, research papers, and objective tests.

XXIII. Additional Resources/Materials/Information: Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).

XXIV. Audio Visual Library Materials: NO

SECTION IV

COURSE STUDENT LEARNING OUTCOME(S)

CITY

- Evaluate the risks and benefits of the legal forms of ownership available in California and explore business management theories and techniques.
- Conduct a personal SWOT analysis and develop a plan for success.

MESA

- Understand business structure, ownership, and management, including ethical practices.
- Explain business environments and markets, including private enterprise and competition.
- Analyze finance and commerce, including securities markets and the role of the Federal Reserve.
- Demonstrate an awareness of business operations, including resources and technology.

MIRAMAR

- Compare and contrast private vs. public enterprise, ownerships, and interrelationships among businesses, government, and society with emphasis upon multi-cultural and ethical environs.
- Analyze and examine management functions, styles, processes and the role of law in business
- Debate and examine the role of the internet, e-commerce and emerging technologies and their influence in today's business.

SECTION V

COURSE DATA ADMINISTRATION ELEMENTS

I. Codes:

California Classification: (Y Credit Course)

TOP Code: 0505.00 Business Administration

SAM Code: D - Possibly Occupational

Course Prior to College Level (CB21): Y - Not applicable. Level of course is not one of the levels listed above, may be above level A (transferable) or below level C (more than 3 levels below transfer level).

Funding Agency Category (CB23): Not Applicable (funding not used to develop course)

Course Program Status (CB24): Program-applicable

Course Gen Education Status (CB25):

Course Support Course Status (CB26):

Major Restriction Code: NONE

II. Lect Units: 3.00

Total Units: 3

Lecture Hours Min: 48.00 **Max:** 54.00

Lab Hours Min: 0.00 **Max:** 0.00

Other Hours Min: 0.00 **Max:** 0.00

Total Contact Hours Min: 48.00 **Max:** 54.00

Outside-of-Class Hours Min: 96.00 **Max:** 108.00

Total Student Learning Hours Min: 144.00 **Max:** 162.00

FTEF Lecture Min: 0.2000 **Max:**

FTEF Lab Min: 0.0000 **Max:**

FTEF Total Min: 0.2000 **Max:**

III. Last Time Pre/Co Requisite Update: 02/02/2016

IV. Last Outline Revision Date: 08/25/2016

V. CIC Approval: 08/25/2016

VI. BOT Approval:

VII. State Approval:

VIII. Revised State Approval:

IX. Course Approval Effective Date: Fall 2017

MESA

- Understand business structure, ownership, and management, including ethical practices.
- Explain business environments and markets, including private enterprise and competition.
- Analyze finance and commerce, including securities markets and the role of the Federal Reserve.
- Demonstrate an awareness of business operations, including resources and technology.

MIRAMAR

- Compare and contrast private vs. public enterprise, ownerships, and interrelationships among businesses, government, and society with emphasis upon multi-cultural and ethical environs.
- Analyze and examine management functions, styles, processes and the role of law in business
- Debate and examine the role of the internet, e-commerce and emerging technologies and their influence in today's business.

SECTION V

COURSE DATA ADMINISTRATION ELEMENTS

I. Codes:

California Classification: (Y Credit Course)

TOP Code: 0505.00 Business Administration

SAM Code: D - Possibly Occupational

Course Prior to College Level (CB21): Y - Not applicable. Level of course is not one of the levels listed above, may be above level A (transferable) or below level C (more than 3 levels below transfer level).

Funding Agency Category (CB23): Not Applicable (funding not used to develop course)

Course Program Status (CB24): Program-applicable

Course Gen Education Status (CB25): Y = Not applicable

Course Support Course Status (CB26): N = Course is not a support course

Major Restriction Code: NONE

II. Lect Units: 3.00

Total Units: 3

Lecture Hours Min: 48.00 **Max:** 54.00

Lab Hours Min: 0.00 **Max:** 0.00

Other Hours Min: 0.00 **Max:** 0.00

Total Contact Hours Min: 48.00 **Max:** 54.00

Outside-of-Class Hours Min: 96.00 **Max:** 108.00

Total Student Learning Hours Min: 144.00 **Max:** 162.00

FTEF Lecture Min: 0.2000 **Max:**

FTEF Lab Min: 0.0000 **Max:**

FTEF Total Min: 0.2000 **Max:**

III. Last Time Pre/Co Requisite Update: 02/10/2022

IV. Last Outline Revision Date: 08/25/2016

V. CIC Approval:

VI. BOT Approval:

VII. State Approval:

VIII. Revised State Approval:

IX. Course Approval Effective Date:

SECTION VI

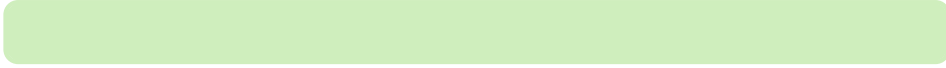
CREDIT FOR PRIOR LEARNING

Eligible for Credit by Examination: Yes

Offered at:

SECTION VI

CREDIT FOR PRIOR LEARNING



**SAN DIEGO COMMUNITY COLLEGE DISTRICT
MESA COLLEGE
ASSOCIATE DEGREE COURSE OUTLINE**

SECTION I

SUBJECT AREA AND COURSE NUMBER: Computer Business Technology 290

COURSE TITLE:
Independent Study

Units:
1-3
Pass/No Pass

CATALOG COURSE DESCRIPTION:

This course is for students who wish to conduct additional research, a special project, or learning activities in computer business technology. It is not intended to replace an existing course in the discipline. In this course students have a written contract with their instructor for activities such as: preparing problem analysis, engaging in primary research, preparing reports, and meeting with the instructor at specific intervals.

REQUISITES:

Limitation on Enrollment:
Obtain Permission Number from Instructor

FIELD TRIP REQUIREMENTS:
Not required

TRANSFER APPLICABILITY:
Associate Degree Credit & transfer to CSU

CID:

TOTAL LECTURE HOURS:

TOTAL LAB HOURS:

TOTAL CONTACT HOURS:
48 - 162

OUTSIDE-OF-CLASS HOURS:

TOTAL OTHER HOURS:
48 - 162

TOTAL STUDENT LEARNING HOURS:
48 - 162

STUDENT LEARNING OBJECTIVES:
Upon successful completion of the course the student will be able to:

1. Define and solve problems independently, using concepts and skills appropriate to computer business

technology.

2. Organize and perform research, employing resources and methods appropriate to computer business technology.

3. Write summary or research report(s) on approved topics of investigation, utilizing college level language and style.

SECTION II

1. COURSE OUTLINE AND SCOPE:

A. Outline Of Topics:

The following topics are included in the framework of the course but are not intended as limits on content. The order of presentation and relative emphasis will vary with each instructor.

I. The topics to be included within the framework of the course will vary with individual students and instructors. The plan for study, the products to be developed, and the schedule for completion of the work will be written for each student.

B. Reading Assignments:

Reading assignments are required and may include, but are not limited to, the following:

I. Readings may include a general survey text, journal articles, lab manuals, monographs, and/or any combination of these works, which require individual comprehension at both a factual and interpretative level.

C. Writing Assignments:

Writing assignments are required and may include, but are not limited to, the following:

I. Writing assignments are based upon original and secondary sources, background materials and interpretative resources. These are used for research, analysis, synthesis, interpretation, and appreciation of approved topics. Writing assignments may vary in length from paragraph responses to term papers on topics that relate to computer business technology.

D. Appropriate Outside Assignments:

Outside assignments may include, but are not limited to, the following:

I. Assignments are completed independently, according to a plan developed by the instructor and individual students and that constitute the work of the course. Sample assignments include: reading, researching, writing, critiquing, summarizing, analyzing, evaluating and/or problem solving, using the full range of technologies available through the college instructional resource center and/or other institutions such as museums, industry and governmental agencies.

E. Appropriate Assignments that Demonstrate Critical Thinking:

Critical thinking assignments are required and may include, but are not limited to, the following:

I. Critical thinking is required of students in such activities as written and oral analysis and evaluation of readings and/or other resources.

2. METHODS OF EVALUATION:

A student's grade will be based on multiple measures of performance unless the course requires no grade. Multiple measures may include, but are not limited to, the following:

I. Evaluation will be based upon student performance in a variety of activities and assignments, which are determined by each instructor. The methods may include the following: writing assignments, quizzes, objective and essay examinations, term papers/projects, and presentations to groups. The evaluation methods chosen will be appropriate to the plan for study, products required for its implementation, and the schedule for completion.

3. METHODS OF INSTRUCTION:

Methods of instruction may include, but are not limited to, the following:

- * Other (Specify)
- * Various methods of instruction, as determined by each instructor, may include lecture, lecture/discussion, discussion-seminar, computer assisted instruction, learning modules, audio-visual instruction, field trips, and other unique instructional strategies.

4. REQUIRED TEXTS AND SUPPLIES:

Textbooks may include, but are not limited to:

TEXTBOOKS:

MANUALS:

PERIODICALS:

SOFTWARE:

SUPPLIES:

ORIGINATOR: Juan (Carlos) Toth

ORIGINATION DATE: 03/25/2020

PROPOSAL ORIGINATOR: Juan (Carlos) Toth

CO-CONTRIBUTOR(S)

PROPOSAL DATE: 09/20/2022

**SAN DIEGO COMMUNITY COLLEGE DISTRICT
COURSE PROPOSAL IMPACT REPORT**

COURSE TO BE PROPOSED: CBTE 290
Independent Study

ACTIVE/APPROVED COURSES IMPACTED:

CBTE 290 Independent Study (29328)

ACTIVE/APPROVED/PROPOSED PROGRAMS IMPACTED:

SAN DIEGO COMMUNITY COLLEGE DISTRICT

MESA COLLEGE

**Course Outline of Record:
Curriculum Proposal Report**

SECTION I

- I. **Subject Area:** Computer Business Technology
- II. **Course Number:** 290
- III. **Course Title:** Independent Study
- IV. **Disciplines (Instructor Minimum Qualifications):** Office Technologies
- V.
- VI. **Family:**
- VII. **Current Short Title:** Independent Study
- VIII. **Course Is Active/Where?** MESA
- IX. **Originating Campus:** MESA
- X. **Action Proposed:** Course Deactivation (Not at any College)
- XI. **Distance Education Proposed At:** NONE
- XII. **Proposal Originating Date:** 09/20/2022
- XIII. **Proposed Start Semester:** Fall 2024
- XIV. **Field Trip:** Not required
- XV. **Grading Option:** Pass/No Pass
- XVI. **Current Short Description:** Provides independent study in computer business technology.

SECTION II

COURSE ENROLLMENT INFORMATION

- I. **Requisites:**
Limitation on Enrollment:: Obtain Permission Number from Instructor
- II. **Current Degree Applicability:** Associate Degree Credit & transfer to CSU
- III. **Current Basic Skills Designation:** N - Not a Basic Skills Course
- IV. **Repeatability:** Course may be taken 1 time(s)
- V. **Course Equivalency:** No
- VI. **Additional Information:**
- VII. **Additional Textbook Information:**

COURSE ANALYSIS DATA

- I. **Reason for Proposed Action:** Course deactivation - no longer needed since only have very few CBTE courses and no awards at this time.
- II. **How Does The Course Fit The College Mission?** 1. Transfer
- III. **Current Transfer Options:**
- IV. **Proposed College/District Purpose:** 1. Course is not included in required units for major
- V. **Extraordinary Cost to the College:** N/A.
- VI. **Library Resource Materials:** No new resources needed.

GENERAL EDUCATION ANALYSIS

REQUISITES ANALYSIS

SECTION III

COURSE DISTANCE EDUCATION INFORMATION

- I. None

SECTION IV

COURSE STUDENT LEARNING OUTCOME(S)

MESA

SECTION V

COURSE DATA ADMINISTRATION ELEMENTS

I. Codes:

California Classification: (Y Credit Course)

TOP Code: 0514.00 Office Technology/Office Computer Applications

SAM Code: C - Clearly Occupational

Course Prior to College Level (CB21): Y - Not applicable. Level of course is not one of the levels listed above, may be above level A (transferable) or below level C (more than 3 levels below transfer level).

Funding Agency Category (CB23): Not Applicable (funding not used to develop course)

Course Program Status (CB24): Not program-applicable

Course Gen Education Status (CB25):

Course Support Course Status (CB26):

Major Restriction Code: NONE

II. Other Units: 1.00 - 3.00

Total Units: 1 - 3

Lecture Hours Min: 0.00 **Max:** 0.00

Lab Hours Min: 0.00 **Max:** 0.00

Other Hours Min: 48.00 **Max:**162.00

Total Contact Hours Min: 48.00 **Max:**162.00

Outside-of-Class Hours Min: 0.00 **Max:**0.00

Total Student Learning Hours Min: 48.00 **Max:** 162.00

FTEF Lecture Min: 0.0000 **Max:**0.0000

FTEF Lab Min: 0.0000 **Max:**0.0000

FTEF Total Min: 0.0000 **Max:**0.0000

III. Last Time Pre/Co Requisite Update: 09/20/2022

IV. Last Outline Revision Date: 05/14/2020

V. CIC Approval:

VI. BOT Approval:

VII. State Approval:

VIII. Revised State Approval:

IX. Course Approval Effective Date:

SECTION VI

CREDIT FOR PRIOR LEARNING

Previous Report

CIC Approval: 05/14/2020
BOT APPROVAL:
STATE APPROVAL:
EFFECTIVE TERM: Fall 2021

**SAN DIEGO COMMUNITY COLLEGE DISTRICT
MESA COLLEGE
ASSOCIATE DEGREE COURSE OUTLINE**

SECTION I

SUBJECT AREA AND COURSE NUMBER: Computer Business Technology 290

COURSE TITLE:
Independent Study

Units:
1-3
Pass/No Pass

CATALOG COURSE DESCRIPTION:

This course is for students who wish to conduct additional research, a special project, or learning activities in computer business technology. It is not intended to replace an existing course in the discipline. In this course students have a written contract with their instructor for activities such as: preparing problem analysis, engaging in primary research, preparing reports, and meeting with the instructor at specific intervals.

REQUISITES:

Limitation on Enrollment:
Obtain Permission Number from Instructor

FIELD TRIP REQUIREMENTS:
Not required

TRANSFER APPLICABILITY:
Associate Degree Credit & transfer to CSU

CID:

TOTAL LECTURE HOURS:

TOTAL LAB HOURS:

TOTAL CONTACT HOURS:
48 - 162

OUTSIDE-OF-CLASS HOURS:

TOTAL OTHER HOURS:
48 - 162

TOTAL STUDENT LEARNING HOURS:
48 - 162

STUDENT LEARNING OBJECTIVES:
Upon successful completion of the course the student will be able to:

1. Define and solve problems independently, using concepts and skills appropriate to computer business technology.
2. Organize and perform research, employing resources and methods appropriate to computer business technology.
3. Write summary or research report(s) on approved topics of investigation, utilizing college level language and style.

SECTION II

1. COURSE OUTLINE AND SCOPE:

Current Report

CIC Approval:
BOT APPROVAL:
STATE APPROVAL:
EFFECTIVE TERM:

**SAN DIEGO COMMUNITY COLLEGE DISTRICT
MESA COLLEGE
ASSOCIATE DEGREE COURSE OUTLINE**

SECTION I

SUBJECT AREA AND COURSE NUMBER: Computer Business Technology 290

COURSE TITLE:
Independent Study

Units:
1-3
Pass/No Pass

CATALOG COURSE DESCRIPTION:

This course is for students who wish to conduct additional research, a special project, or learning activities in computer business technology. It is not intended to replace an existing course in the discipline. In this course students have a written contract with their instructor for activities such as: preparing problem analysis, engaging in primary research, preparing reports, and meeting with the instructor at specific intervals.

REQUISITES:

Limitation on Enrollment:
Obtain Permission Number from Instructor

FIELD TRIP REQUIREMENTS:
Not required

TRANSFER APPLICABILITY:
Associate Degree Credit & transfer to CSU

CID:

TOTAL LECTURE HOURS:

TOTAL LAB HOURS:

TOTAL CONTACT HOURS:
48 - 162

OUTSIDE-OF-CLASS HOURS:

TOTAL OTHER HOURS:
48 - 162

TOTAL STUDENT LEARNING HOURS:
48 - 162

STUDENT LEARNING OBJECTIVES:
Upon successful completion of the course the student will be able to:

1. Define and solve problems independently, using concepts and skills appropriate to computer business technology.
2. Organize and perform research, employing resources and methods appropriate to computer business technology.
3. Write summary or research report(s) on approved topics of investigation, utilizing college level language and style.

SECTION II

1. COURSE OUTLINE AND SCOPE:

A. Outline Of Topics:

A. Outline Of Topics:

The following topics are included in the framework of the course but are not intended as limits on content. The order of presentation and relative emphasis will vary with each instructor.

- I. The topics to be included within the framework of the course will vary with individual students and instructors. The plan for study the products to be developed and the schedule for completion of the work will be written for each student.

B. Reading Assignments:

Reading assignments are required and may include, but are not limited to, the following:

- I. Readings may include a general survey text, journal articles, lab manuals, monographs, and/or any combination of these works, which require individual comprehension at both a factual and interpretative level.

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D. Appropriate Outside Assignments:

Outside assignments may include, but are not limited to, the following:

- I. Assignments are completed independently, according to a plan developed by the instructor and individual students and that constitute the work of the course. Sample assignments include: reading, researching, writing, critiquing, summarizing, analyzing, evaluating and/or problem solving, using the full range of technologies available through the college instructional resource center and/or other institutions such as museums, industry and governmental agencies.

E. Appropriate Assignments that Demonstrate Critical Thinking:

Critical thinking assignments are required and may include, but are not limited to, the following:

- I. Critical thinking is required of students in such activities as written and oral analysis and evaluation of readings and/or other resources.

2. METHODS OF EVALUATION:

A student's grade will be based on multiple measures of performance unless the course requires no grade. Multiple measures may include, but are not limited to, the following:

- I. Evaluation will be based upon student performance in a variety of activities and assignments, which are determined by each instructor. The methods may include the following: writing assignments, quizzes, objective and essay examinations, term papers/projects, and presentations to groups. The evaluation methods chosen will be appropriate to the plan for study, products required for it's implementation, and the schedule for completion.

3. METHODS OF INSTRUCTION:

Methods of instruction may include, but are not limited to, the following:

- * Other (Specify)
- * Various methods of instruction, as determined by each instructor, may include lecture, lecture/discussion, discussion-seminar, computer assisted instruction, learning modules, audio-visual instruction, field trips, and other unique instructional strategies.

4. REQUIRED TEXTS AND SUPPLIES:

Textbooks may include, but are not limited to:

TEXTBOOKS:

MANUALS:

PERIODICALS:

SOFTWARE:

The following topics are included in the framework of the course but are not intended as limits on content. The order of presentation and relative emphasis will vary with each instructor.

- I. The topics to be included within the framework of the course will vary with individual students and instructors. The plan for study the products to be developed and the schedule for completion of the work will be written for each student.

B. Reading Assignments:

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- I. Readings may include a general survey text, journal articles, lab manuals, monographs, and/or any combination of these works, which require individual comprehension at both a factual and interpretative level.

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Writing assignments are required and may include, but are not limited to, the following:

- I. Writing assignments are based upon original and secondary sources, background materials and interpretative resources. These are used for research, analysis, synthesis, interpretation, and appreciation of approved topics. Writing assignments may vary in length from paragraph responses to term papers on topics that relate to computer business technology.

D. Appropriate Outside Assignments:

Outside assignments may include, but are not limited to, the following:

- I. Assignments are completed independently, according to a plan developed by the instructor and individual students and that constitute the work of the course. Sample assignments include: reading, researching, writing, critiquing, summarizing, analyzing, evaluating and/or problem solving, using the full range of technologies available through the college instructional resource center and/or other institutions such as museums, industry and governmental agencies.

E. Appropriate Assignments that Demonstrate Critical Thinking:

Critical thinking assignments are required and may include, but are not limited to, the following:

- I. Critical thinking is required of students in such activities as written and oral analysis and evaluation of readings and/or other resources.

2. METHODS OF EVALUATION:

A student's grade will be based on multiple measures of performance unless the course requires no grade. Multiple measures may include, but are not limited to, the following:

- I. Evaluation will be based upon student performance in a variety of activities and assignments, which are determined by each instructor. The methods may include the following: writing assignments, quizzes, objective and essay examinations, term papers/projects, and presentations to groups. The evaluation methods chosen will be appropriate to the plan for study, products required for it's implementation, and the schedule for completion.

3. METHODS OF INSTRUCTION:

Methods of instruction may include, but are not limited to, the following:

- * Other (Specify)
- * Various methods of instruction, as determined by each instructor, may include lecture, lecture/discussion, discussion-seminar, computer assisted instruction, learning modules, audio-visual instruction, field trips, and other unique instructional strategies.

4. REQUIRED TEXTS AND SUPPLIES:

Textbooks may include, but are not limited to:

TEXTBOOKS:

MANUALS:

PERIODICALS:

SOFTWARE:

SUPPLIES:

SUPPLIES:

ORIGINATOR: Juan (Carlos) Toth

CO-CONTRIBUTOR(S)

DATE: 03/25/2020

Status: Active

Date Printed: 10/11/2022

ORIGINATOR: Juan (Carlos) Toth

ORIGINATION DATE: 03/25/2020

PROPOSAL ORIGINATOR: Juan (Carlos) Toth

CO-CONTRIBUTOR(S)

PROPOSAL DATE: 09/20/2022

Status: Launched

Date Printed: 10/11/2022

Previous Report

SAN DIEGO COMMUNITY COLLEGE DISTRICT

MESA COLLEGE

Course Outline of Record:
Curriculum Proposal Report

SECTION I

- I. **Subject Area:** Computer Business Technology
- II. **Course Number:** 290
- III. **Course Title:** Independent Study
- IV. **Disciplines (Instructor Minimum Qualifications):** Office Technologies
- V.
- VI. **Family:**
- VII. **Current Short Title:** Independent Study
- VIII. **Course Is Active/Where?** MESA
- IX. **Originating Campus:** MESA
- X. **Action Proposed:** Course Revision (May Include Activation)
- XI. **Distance Education Proposed At:** NONE
- XII. **Proposal Originating Date:** 03/25/2020
- XIII. **Proposed Start Semester:** Fall 2021
- XIV. **Field Trip:** Not required
- XV. **Grading Option:** Pass/No Pass
- XVI. **Current Short Description:** Provides independent study in computer business technology.

SECTION II

COURSE ENROLLMENT INFORMATION

- I. **Requisites:**
Limitation on Enrollment:: Obtain Permission Number from Instructor
- II. **Current Degree Applicability:** Associate Degree Credit & transfer to CSU
- III. **Current Basic Skills Designation:** N - Not a Basic Skills Course
- IV. **Repeatability:** Course may be taken 1 time(s)
- V. **Course Equivalency:** No
- VI. **Additional Information:**
- VII. **Additional Textbook Information:**

COURSE ANALYSIS DATA

- I. **Reason for Proposed Action:** Six year review including minor edits. (Course revision is for six year review.)
- II. **How Does The Course Fit The College Mission?** 1. Transfer
- III. **Current Transfer Options:**
- IV. **Proposed College/District Purpose:** 1. Course is not included in required units for major
- V. **Extraordinary Cost to the College:** N/A.
- VI. **Library Resource Materials:** No new resources needed.

GENERAL EDUCATION ANALYSIS

REQUISITES ANALYSIS

SECTION III

COURSE DISTANCE EDUCATION INFORMATION

- I. None

Current Report

SAN DIEGO COMMUNITY COLLEGE DISTRICT

MESA COLLEGE

Course Outline of Record:
Curriculum Proposal Report

SECTION I

- I. **Subject Area:** Computer Business Technology
- II. **Course Number:** 290
- III. **Course Title:** Independent Study
- IV. **Disciplines (Instructor Minimum Qualifications):** Office Technologies
- V.
- VI. **Family:**
- VII. **Current Short Title:** Independent Study
- VIII. **Course Is Active/Where?** MESA
- IX. **Originating Campus:** MESA
- X. **Action Proposed:** Course Deactivation (Not at any College)
- XI. **Distance Education Proposed At:** NONE
- XII. **Proposal Originating Date:** 09/20/2022
- XIII. **Proposed Start Semester:** Fall 2024
- XIV. **Field Trip:** Not required
- XV. **Grading Option:** Pass/No Pass
- XVI. **Current Short Description:** Provides independent study in computer business technology.

SECTION II

COURSE ENROLLMENT INFORMATION

- I. **Requisites:**
Limitation on Enrollment:: Obtain Permission Number from Instructor
- II. **Current Degree Applicability:** Associate Degree Credit & transfer to CSU
- III. **Current Basic Skills Designation:** N - Not a Basic Skills Course
- IV. **Repeatability:** Course may be taken 1 time(s)
- V. **Course Equivalency:** No
- VI. **Additional Information:**
- VII. **Additional Textbook Information:**

COURSE ANALYSIS DATA

- I. **Reason for Proposed Action:** Course deactivation - no longer needed since only have very few CBTE courses and no awards at this time.
- II. **How Does The Course Fit The College Mission?** 1. Transfer
- III. **Current Transfer Options:**
- IV. **Proposed College/District Purpose:** 1. Course is not included in required units for major
- V. **Extraordinary Cost to the College:** N/A.
- VI. **Library Resource Materials:** No new resources needed.

GENERAL EDUCATION ANALYSIS

REQUISITES ANALYSIS

SECTION III

COURSE DISTANCE EDUCATION INFORMATION

- I. None

SECTION IV

COURSE STUDENT LEARNING OUTCOME(S)

MESA

SECTION V

COURSE DATA ADMINISTRATION ELEMENTS

I. Codes:

California Classification: (Y Credit Course)

TOP Code: 0514.00 Office Technology/Office Computer Applications

SAM Code: C - Clearly Occupational

Course Prior to College Level (CB21): Y - Not applicable. Level of course is not one of the levels listed above, may be above level A (transferable) or below level C (more than 3 levels below transfer level).

Funding Agency Category (CB23): Not Applicable (funding not used to develop course)

Course Program Status (CB24): Not program-applicable

Course Gen Education Status (CB25):

Course Support Course Status (CB26):

Major Restriction Code: NONE

II. Other Units: 1.00 - 3.00

Total Units: 1 - 3

Lecture Hours Min: 0.00 **Max:** 0.00

Lab Hours Min: 0.00 **Max:** 0.00

Other Hours Min: 48.00 **Max:** 162.00

Total Contact Hours Min: 48.00 **Max:** 162.00

Outside-of-Class Hours Min: 0.00 **Max:** 0.00

Total Student Learning Hours Min: 48.00 **Max:** 162.00

FTEF Lecture Min: 0.0000 **Max:** 0.0000

FTEF Lab Min: 0.0000 **Max:** 0.0000

FTEF Total Min: 0.0000 **Max:** 0.0000

III. Last Time Pre/Co Requisite Update: 03/25/2020

IV. Last Outline Revision Date: 05/14/2020

V. CIC Approval: 05/14/2020

VI. BOT Approval:

VII. State Approval:

VIII. Revised State Approval:

IX. Course Approval Effective Date: Fall 2021

SECTION VI

CREDIT FOR PRIOR LEARNING

SECTION IV

COURSE STUDENT LEARNING OUTCOME(S)

MESA

SECTION V

COURSE DATA ADMINISTRATION ELEMENTS

I. Codes:

California Classification: (Y Credit Course)

TOP Code: 0514.00 Office Technology/Office Computer Applications

SAM Code: C - Clearly Occupational

Course Prior to College Level (CB21): Y - Not applicable. Level of course is not one of the levels listed above, may be above level A (transferable) or below level C (more than 3 levels below transfer level).

Funding Agency Category (CB23): Not Applicable (funding not used to develop course)

Course Program Status (CB24): Not program-applicable

Course Gen Education Status (CB25):

Course Support Course Status (CB26):

Major Restriction Code: NONE

II. Other Units: 1.00 - 3.00

Total Units: 1 - 3

Lecture Hours Min: 0.00 **Max:** 0.00

Lab Hours Min: 0.00 **Max:** 0.00

Other Hours Min: 48.00 **Max:** 162.00

Total Contact Hours Min: 48.00 **Max:** 162.00

Outside-of-Class Hours Min: 0.00 **Max:** 0.00

Total Student Learning Hours Min: 48.00 **Max:** 162.00

FTEF Lecture Min: 0.0000 **Max:** 0.0000

FTEF Lab Min: 0.0000 **Max:** 0.0000

FTEF Total Min: 0.0000 **Max:** 0.0000

III. Last Time Pre/Co Requisite Update: 09/20/2022

IV. Last Outline Revision Date: 05/14/2020

V. CIC Approval:

VI. BOT Approval:

VII. State Approval:

VIII. Revised State Approval:

IX. Course Approval Effective Date:

SECTION VI

CREDIT FOR PRIOR LEARNING

**SAN DIEGO COMMUNITY COLLEGE DISTRICT
CITY COLLEGE
ASSOCIATE DEGREE COURSE OUTLINE**

SECTION I**SUBJECT AREA AND COURSE NUMBER:** Chemistry 255**COURSE TITLE:**

Inside the Chemical, Biochemical, and Pharmaceutical Industries

Units:

3

Letter Grade or Pass/No Pass Option

CATALOG COURSE DESCRIPTION:

This course is an introduction to the chemical, biochemical, and pharmaceutical industries. Topics include drug discovery, development and approval processes, the Food and Drug Administration (FDA), good lab practice (GLP), good manufacturing practice (GMP), hazardous materials management, quality control and assurance, and common problems/calculations encountered in a laboratory environment. This course is intended for students interested in becoming a chemical and/or biochemical laboratory technician.

REQUISITES:**Prerequisite:**

CHEM 152 with a grade of "C" or better, or equivalent

&

CHEM 152L with a grade of "C" or better, or equivalent

Advisory:

ENGL 101 with a grade of "C" or better, or equivalent

FIELD TRIP REQUIREMENTS:

May be required

TRANSFER APPLICABILITY:

Associate Degree Credit & transfer to CSU

CID:**TOTAL LECTURE HOURS:**

48 - 54

TOTAL LAB HOURS:**TOTAL CONTACT HOURS:**

48 - 54

OUTSIDE-OF-CLASS HOURS:

96 - 108

TOTAL STUDENT LEARNING HOURS:

STUDENT LEARNING OBJECTIVES:

Upon successful completion of the course the student will be able to:

1. Explain the history and development of U.S. Food and Administration (FDA) regulations with emphasis on current practices and the role of the FDA in the pharmaceutical industry.
2. Differentiate between different types of hazardous materials, their hazards, and the roles of both employers and employees in their management.
3. Give examples of three different areas of the pharmaceutical/biopharmaceutical industry.
4. Outline the process of drug design from inception to market.
5. Describe the process of drug discovery and the role of combinatorial chemistry in this process.
6. Describe how drugs are tested and the approval process.
7. Define terms such as Good Laboratory Practice (GLP), Good Manufacturing Practice (GMP), Good Clinical Practice (GCP), Investigational New Drug (IND), and New Drug Application (NDA) and describe their roles in the pharmaceutical/biopharmaceutical industry.
8. Describe the four phases of clinical trials and the goal of each.
9. Define process development and give its major concerns.
10. Describe the role of intellectual property in the pharmaceutical/biopharmaceutical industry.
11. Describe the quality control and quality assurance processes in the chemical/biochemical industry.
12. Recognize and analyze chemical safety including hierarchy of hazard controls, Standard Operating Procedures (SOPs), and process safety.
13. Calculate molarity, molality, buffer composition and strength, percent composition, and dilutions.

SECTION II**1. COURSE OUTLINE AND SCOPE:****A. Outline Of Topics:**

The following topics are included in the framework of the course but are not intended as limits on content. The order of presentation and relative emphasis will vary with each instructor.

- I. FDA
 - A. History
 - B. Organization
 - C. Regulatory life cycle
- II. Hazardous materials
 - A. Types
 - B. Handling
 - C. Storage
 - D. Disposal
 - E. Regulations
- III. Areas of pharmaceutical/biopharmaceutical industry
 - A. Drugs
 - B. Biologics
 - C. Devices
 - D. Diagnostics
- IV. Drug discovery
 - A. Drug design
 1. Strategies
 2. Combinatorial Chemistry
 - B. Development and testing
- V. Drug approval process
 - A. Safety evaluation
 - B. IND
 - C. Clinical trials
 - D. NDA
- VI. GLP, GMP, GCP
 - A. Definitions
 - B. Examples

- C. Rationale
- D. Analytical Chemistry
- VII. Manufacturing
 - A. Research
 - B. Process development
 - 1. Safety
 - a. SOPs
 - b. Hierarchy of hazard controls
 - c. Process safety
 - 2. Cost
 - 3. Environmental concerns
- VIII. Intellectual property
- IX. Areas in the chemical/biochemical industry
 - A. Drugs
 - B. Biologic
 - C. Devices
 - D. Diagnostics
- X. Quality control
 - A. SOPs
 - B. Documentation control
- XI. Quality Assurance
 - A. Method development
 - B. Use objectives
- XII. Common calculations
 - A. Molarity
 - B. Molality
 - C. Dilutions
 - D. Percent composition
 - E. Buffers

B. Reading Assignments:

Reading assignments are required and may include, but are not limited to, the following:

- I. Assigned textbook related to drug development.
- II. Sample GMPs and GLP protocols.
- III. FDA regulations.
- IV. Safety Data Sheets (SDS).

C. Writing Assignments:

Writing assignments are required and may include, but are not limited to, the following:

- I. A multiparagraph paper describing a drug.
- II. Description of a receptor/ligand interaction showing the mechanism.
- III. Describe the method development process.
- IV. Hazard analysis and risk assessment.

D. Appropriate Outside Assignments:

Outside assignments may include, but are not limited to, the following:

- I. Completion of short answer homework assignments relating to GLP, GMP, hazardous materials and waste disposal, FDA regulations.
- II. Internet or library searches on a topic covered in this course, such as GLP, GMP, or drug design.
- III. Preparation for a class presentation about a drug, including mechanism of action, synthesis and side effects.
- IV. Preparation for a class presentation on method development process and quality control.
- V. Assigned field trips.

E. Appropriate Assignments that Demonstrate Critical Thinking:

Critical thinking assignments are required and may include, but are not limited to, the following:

- I. A short essay comparing and contrasting companies presented either by guest speakers or the individual groups.
- II. Description of a receptor/ligand interaction showing the mechanism.

2. METHODS OF EVALUATION:

A student's grade will be based on multiple measures of performance unless the course requires no grade. Multiple measures may include, but are not limited to, the following:

- I. Quizzes and exams, including final exam.
- II. Written assignments.
- III. Presentation.
- IV. Class participation.

3. METHODS OF INSTRUCTION:

Methods of instruction may include, but are not limited to, the following:

- * Audio-Visual
- * Computer Assisted Instruction
- * Lecture
- * Lecture Discussion
- * Other (Specify)
- * Field trips to industry

4. REQUIRED TEXTS AND SUPPLIES:

Textbooks may include, but are not limited to:

TEXTBOOKS:

1. Abdel-Magid, Ahmed and Stephane Caron. Fundamentals of Early Clinical Drug Development: From Synthesis Design to Formulation, Wiley-Interscience, 2006, ISBN: 9780471692782
2. Chenier, Philip. Survey of Industrial Chemistry (Topics in Applied Chemistry), 3rd ed. Springer, 2002, ISBN: 9780306472466
3. Krogsgaard-Larsen, Povl. Textbook of Drug Design and Discovery, 5th ed. CRC Press, 2016, ISBN: 9781498702782
4. Ng, Rick. Drugs: From Discovery to Approval, 3rd ed. Wiley and Sons, 2009, ISBN: 9780470195109

MANUALS:

PERIODICALS:

SOFTWARE:

SUPPLIES:

1. Calculator

ORIGINATOR: Paula Gustin

ORIGINATION DATE: 02/15/2018

PROPOSAL ORIGINATOR: Mikia (Shane) Haggard

CO-CONTRIBUTOR(S) Angela Testado, Elizabeth Norvell, James Covalt, Jennifer Boots, Ram

Gurumurthy, Robert Kojima

PROPOSAL DATE: 01/31/2020

**SAN DIEGO COMMUNITY COLLEGE DISTRICT
COURSE PROPOSAL IMPACT REPORT**

COURSE TO BE PROPOSED: CHEM 255

Inside the Chemical, Biochemical, and

Pharmaceutical Industries
COURSE TO BE PROPOSED: CHEM 255 Inside the Chemical, Biochemical, and
Pharmaceutical Industries

ACTIVE/APPROVED COURSES IMPACTED:

CHEM 255 Inside the Pharmaceutical Industry (25334)

CHEM 255 Inside the Chemical, Biochemical, and Pharmaceutical Industries (25334)

ACTIVE/APPROVED/PROPOSED PROGRAMS IMPACTED:

(City)

Chemistry Laboratory Technician *Pending*;
Certificate of Achievement

Biochemistry/Chemistry/Biopharmaceutical Laboratory Technician:

SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY COLLEGE

Course Outline of Record: Curriculum Proposal Report

SECTION I

- I. **Subject Area:** Chemistry
- II. **Course Number:** 255
- III. **Course Title:** Inside the Chemical, Biochemical, and Pharmaceutical Industries
- IV. **Disciplines (Instructor Minimum Qualifications):** Chemistry
- V.
- VI. **Family:**
- VII. **Current Short Title:** Inside The Pharmaceutical Ind **Proposed Short Title:** Chem/Biochem/Pharma Industries
- VIII. **Course Is Active/Where?**
- IX. **Originating Campus:** CITY
- X. **Action Proposed:** Course Reactivation (with Integration)
- XI. **Distance Education Proposed At:**
- XII. **Proposal Originating Date:** 01/31/2020
- XIII. **Proposed Start Semester:** Fall 2024
- XIV. **Field Trip:** May be required
- XV. **Grading Option:** Letter Grade or Pass/No Pass Option
- XVI. **Current Short Description:** Describes how the pharmaceutical industry brings new drugs to market.
Proposed Short Description: Introduction to the chemical, biochemical, and pharmaceutical industries.

SECTION II

COURSE ENROLLMENT INFORMATION

- I. **Requisites:**
Prerequisite: CHEM 152 with a grade of "C" or better, or equivalent. Closely related Lecture/Lab paired within the same discipline
& Prerequisite: CHEM 152L with a grade of "C" or better, or equivalent. Closely related Lecture/Lab paired within the same discipline
Advisory: ENGL 101 with a grade of "C" or better, or equivalent.
- II. **Current Degree Applicability:** Associate Degree Credit & transfer to CSU
- III. **Current Basic Skills Designation:** N - Not a Basic Skills Course
- IV. **Repeatability:** Course may be taken 1 time(s)
- V. **Course Equivalency:** No
- VI. **Additional Information:**
- VII. **Additional Textbook Information:** Textbooks are latest ed/classics, 03/2021.

COURSE ANALYSIS DATA

- I. **Reason for Proposed Action:** Reactivate course at City College to be added to a new program award. Propose for emergency online distance education. Add CHEM 152L prerequisite. Minor course revision to outline. Course title change.
- II. **How Does The Course Fit The College Mission?** 1. Transfer 2. Vocational/Occupational
- III. **Current Transfer Options:**
- IV. **Current College/District Purpose:** 1. Major Requirement - Certificate of Achievement
- V. **Extraordinary Cost to the College:** none.
- VI. **Library Resource Materials:** No new resources required.

GENERAL EDUCATION ANALYSIS

REQUISITES ANALYSIS

Able to read and write at college transfer level.

- I. **Course:** ENGL 101 **Read, analyze, discuss, and evaluate a variety of texts.**

- II. Course: ENGL 101 Identify arguments, patterns, and strategies in a variety of texts.
- III. Course: ENGL 101 Compose a variety of essays that demonstrate increasing familiarity with and expertise in academic writing.
- IV. Course: ENGL 101 Select a variety of research strategies using appropriate documentation.
- V. Course: ENGL 101 Apply critical thinking in reading, writing, and class discussion.

Working knowledge of chemical formulas and general chemical principles.

- I. Course: CHEM 152L Apply the principles of laboratory safety.
- II. Course: CHEM 152 Diagram and explain the scientific method.
- III. Course: CHEM 152 Use dimensional analysis to solve problems to the correct number of significant figures and with correct units.
- IV. Course: CHEM 152L Use standard laboratory equipment, safety equipment and instruments properly.
- V. Course: CHEM 152L Record and manipulate measurements using the correct number of significant figures.
- VI. Course: CHEM 152 Explain key concepts and terminology related to the properties and classification of matter.
- VII. Course: CHEM 152L Analyze and critically discuss data.
- VIII. Course: CHEM 152L Perform standard chemical techniques such as: gravimetric analysis, separation, titration, and solution preparation
- IX. Course: CHEM 152 Perform mole, stoichiometric and concentration calculations.
- X. Course: CHEM 152L Determine if a chemical reaction has taken place and predict the reaction products.
- XI. Course: CHEM 152L Draw and use graphs to analyze data.
- XII. Course: CHEM 152L Perform standard chemical calculations such as: unit conversions, stoichiometry, mole calculations, molarity, and gas law calculations.
- XIII. Course: CHEM 152L Use chemical nomenclature
- XIV. Course: CHEM 152 Explain concepts and solve problems related to acids and bases.

SECTION III

COURSE DISTANCE EDUCATION INFORMATION

- I. **CITY**
- II. **Distance Education Methods of Instruction:** 1. Online-Emergency Only
- III. **Other Distance Education Methods:**
- IV. **Type and frequency of contact may include, but is not limited to:**
 - 1. Announcements
weekly
Participant/s: Faculty to Student/s
 - 2. Collaborative Web Documents
as assigned
Participant/s: Faculty to Student/s , Among Students
 - 3. Conferencing
as assigned
Participant/s: Faculty to Student/s
 - 4. Discussion Board
at least three times during the term
Participant/s: Among Students
 - 5. Email/Message System
as needed
Participant/s: Faculty to Student/s , Among Students
 - 6. Field Trips
as assigned
Participant/s: Faculty to Student/s , Among Students
 - 7. Group Meetings
as assigned
Participant/s: Faculty to Student/s , Among Students
 - 8. Individual Meetings
as needed

Participant/s: Faculty to Student/s

9. Individualized Assignment Feedback
as assigned

Participant/s: Faculty to Student/s , Among Students

10. Synchronous or Asynchronous Video
as assigned

Participant/s: Faculty to Student/s , Among Students

11. Telephone Contact
as needed

Participant/s: Faculty to Student/s

- V. **List of Techniques:** Students engage in regular and effective interaction with each other and the instructor in ways that mirror the traditional classrooms; only the delivery system is altered. These methods include one-on-one communication with the instructor and with other students via e-mail, the announcement system, the discussion board, or other tools. Students also demonstrate an understanding and integration of course concepts via research assignments, problem sets, group projects, asynchronous class discussion, and/or other assignments.
- VI. **How to Evaluate Students for Achieved Outcomes:** Some of the evaluations are assessed in a traditional, on-campus format. Multiple measures are used to assess student learning objectives. These include performance on objective examinations administered via the assessment tool, writing assignments, and/or group or individual projects posted to the discussion board or other online collaboration tool.
- VII. **Additional Resources/Materials/Information:** Materials posted online are consistent with those required for campus based class. SDCCD and DSPS personnel provide all needed accommodations. DSPS provide a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).
- VIII. **Audio Visual Library Materials:** NO

SECTION IV

COURSE STUDENT LEARNING OUTCOME(S)

CITY

- Students will be able to demonstrate ability to report scientific information appropriately.
- Students will be able to demonstrate ability to report scientific information appropriately.
- Students will be able to utilize the scientific method to analyze and interpret data.
- Students will be able to utilize the scientific method to analyze and interpret data.
- Students will be able to investigate questions utilizing modern and appropriate tools.
- Students will be able to investigate questions utilizing modern and appropriate tools.
- Students will come prepared for class and complete assigned work thoughtfully.
- Students will come prepared for class and complete assigned work thoughtfully.
- Students will be able to explain or describe the impact of chemistry on environment.
- Students will be able to explain or describe the impact of chemistry on environment.

SECTION V

COURSE DATA ADMINISTRATION ELEMENTS

I. Codes:

California Classification: (I Career-Technical Education)

TOP Code: 0955.00 Laboratory Science Technology

SAM Code: C - Clearly Occupational

Course Prior to College Level (CB21): Y - Not applicable. Level of course is not one of the levels listed above, may be above level A (transferable) or below level C (more than 3 levels below transfer level).

Funding Agency Category (CB23): Not Applicable (funding not used to develop course)

Course Program Status (CB24): Program-applicable

Course Gen Education Status (CB25): B = CSGE B4, IGET 2, Math or Quantitative Reasoning

Course Support Course Status (CB26): N = Course is not a support course

Major Restriction Code: NONE

II. Lect Units: 3.00

Total Units: 3

Lecture Hours Min: 48.00 Max: 54.00

Lab Hours Min: 0.00 Max: 0.00

Other Hours Min: 0.00 Max:0.00

Total Contact Hours Min: 48.00 Max:54.00

Outside-of-Class Hours Min: 96.00 Max:108.00

Total Student Learning Hours Min: 144.00 Max: 162.00

FTEF Lecture Min: 0.2000 Max:

FTEF Lab Min: 0.0000 Max:

FTEF Total Min: 0.2000 Max:

III. Last Time Pre/Co Requisite Update: 03/26/2021

IV. Last Outline Revision Date: 03/22/2012

V. CIC Approval:

VI. BOT Approval:

VII. State Approval:

VIII. Revised State Approval:

IX. Course Approval Effective Date:

SECTION VI

CREDIT FOR PRIOR LEARNING

Previous Report

CHEM 255

CIC Approval: 10/10/2019
BOT APPROVAL: 11/14/2019
STATE APPROVAL:
EFFECTIVE TERM: Fall 2020

SAN DIEGO COMMUNITY COLLEGE DISTRICT
MESA COLLEGE
ASSOCIATE DEGREE COURSE OUTLINE

SECTION I

SUBJECT AREA AND COURSE NUMBER: Chemistry 255

COURSE TITLE:

Inside the Pharmaceutical Industry

Units:

3

Letter Grade or Pass/No Pass Option

CATALOG COURSE DESCRIPTION:

This course is designed for students who want to learn how the pharmaceutical industry works. Specifically it is intended for those interested in the drug discovery, development and approval processes. The course covers principles pertinent to working in the pharmaceutical industry. Topics include good lab practice (GLP), good manufacturing practice (GMP), hazardous materials management, the Food and Drug Administration (FDA), drug approval, and drug design.

REQUISITES:

Prerequisite:

CHEM 152 with a grade of "C" or better, or equivalent

Advisory:

ENGL 101 with a grade of "C" or better, or equivalent

FIELD TRIP REQUIREMENTS:

May be required

TRANSFER APPLICABILITY:

Associate Degree Credit & transfer to CSU

CID:

TOTAL LECTURE HOURS:

48 - 54

TOTAL LAB HOURS:

TOTAL CONTACT HOURS:

48 - 54

OUTSIDE-OF-CLASS HOURS:

96 - 108

TOTAL STUDENT LEARNING HOURS:

144 - 162

STUDENT LEARNING OBJECTIVES:

Upon successful completion of the course the student will be able to:

1. Explain the history and development of FDA regulations with emphasis on current practices and the role of the FDA in the pharmaceutical industry.
2. Differentiate between different types of hazardous materials, their hazards and the roles of both employers and

Current Report

CHEM 255

CIC Approval:
BOT APPROVAL:
STATE APPROVAL:
EFFECTIVE TERM:

SAN DIEGO COMMUNITY COLLEGE DISTRICT
CITY COLLEGE
ASSOCIATE DEGREE COURSE OUTLINE

SECTION I

SUBJECT AREA AND COURSE NUMBER: Chemistry 255

COURSE TITLE:

Inside the Chemical, Biochemical, and Pharmaceutical Industries

Units:

3

Letter Grade or Pass/No Pass Option

CATALOG COURSE DESCRIPTION:

This course is an introduction to the chemical, biochemical, and pharmaceutical industries. Topics include drug discovery, development and approval processes, the Food and Drug Administration (FDA), good lab practice (GLP), good manufacturing practice (GMP), hazardous materials management, quality control and assurance, and common problems/calculations encountered in a laboratory environment. This course is intended for students interested in becoming a chemical and/or biochemical laboratory technician.

REQUISITES:

Prerequisite:

CHEM 152 with a grade of "C" or better, or equivalent
&

CHEM 152L with a grade of "C" or better, or equivalent

Advisory:

ENGL 101 with a grade of "C" or better, or equivalent

FIELD TRIP REQUIREMENTS:

May be required

TRANSFER APPLICABILITY:

Associate Degree Credit & transfer to CSU

CID:

TOTAL LECTURE HOURS:

48 - 54

TOTAL LAB HOURS:

TOTAL CONTACT HOURS:

48 - 54

OUTSIDE-OF-CLASS HOURS:

96 - 108

TOTAL STUDENT LEARNING HOURS:

144 - 162

STUDENT LEARNING OBJECTIVES:

Upon successful completion of the course the student will be able to:

1. Explain the history and development of U.S. Food and Administration (FDA) regulations with emphasis on current practices and the role of the FDA in the pharmaceutical industry.
2. Differentiate between different types of hazardous materials, their hazards, and the roles of both employers and employees in their management.

employees in their management.

3. Give examples of three different areas of the pharmaceutical industry
4. Outline the process of drug design from inception to market.
5. Describe the process of drug discovery and the role of combinatorial chemistry in this process.
6. Describe how drugs are tested and the approval process.
7. Define terms such as Good Laboratory Practice (GLP), Good Manufacturing Practice (GMP), Good Clinical Practice (GCP), Investigational New Drug (IND), and New Drug Application (NDA). Describe their roles in the pharmaceutical industry.
8. Describe the four phases of clinical trials and the goal of each.
9. Define process development and give its major concerns.
10. Describe the role of intellectual property in the pharmaceutical industry.

3. Give examples of three different areas of the pharmaceutical/biopharmaceutical industry.
4. Outline the process of drug design from inception to market.
5. Describe the process of drug discovery and the role of combinatorial chemistry in this process.
6. Describe how drugs are tested and the approval process.
7. Define terms such as Good Laboratory Practice (GLP), Good Manufacturing Practice (GMP), Good Clinical Practice (GCP), Investigational New Drug (IND), and New Drug Application (NDA) and describe their roles in the pharmaceutical/biopharmaceutical industry.
8. Describe the four phases of clinical trials and the goal of each.
9. Define process development and give its major concerns.
10. Describe the role of intellectual property in the pharmaceutical/biopharmaceutical industry.
11. Describe the quality control and quality assurance processes in the chemical/biochemical industry.
12. Recognize and analyze chemical safety including hierarchy of hazard controls, Standard Operating Procedures (SOPs), and process safety.
13. Calculate molarity, molality, buffer composition and strength, percent composition, and dilutions.

SECTION II

I. COURSE OUTLINE AND SCOPE:

A. Outline Of Topics:

The following topics are included in the framework of the course but are not intended as limits on content. The order of presentation and relative emphasis will vary with each instructor.

- I. FDA
 - A. History
 - B. Organization
 - C. Regulatory Life Cycle
- II. Hazardous Materials
 - A. Types
 - B. Handling
 - C. Storage
 - D. Disposal
 - E. Regulations
- III. Areas of Biopharmaceutical Industry
 - A. Drugs
 - B. Biologics
 - C. Devices
 - D. Diagnostics
- IV. Drug Discovery
 - A. Drug Design
 1. Strategies
 2. Combinatorial Chemistry
 - B. Development and Testing
- V. Drug Approval Process
 - A. Safety Evaluation
 - B. IND
 - C. Clinical Trials
 - D. NDA
- VI. GLP GMP GCP
 - A. Definitions
 - B. Examples
 - C. Rationale
 - D. Analytical Chemistry
- VII. Manufacturing
 - A. Research
 - B. Process development
 1. Safety
 2. Cost
 3. Environmental concerns
- VIII. Intellectual Property

SECTION II

I. COURSE OUTLINE AND SCOPE:

A. Outline Of Topics:

The following topics are included in the framework of the course but are not intended as limits on content. The order of presentation and relative emphasis will vary with each instructor.

- I. FDA
 - A. History
 - B. Organization
 - C. Regulatory life cycle
- II. Hazardous materials
 - A. Types
 - B. Handling
 - C. Storage
 - D. Disposal
 - E. Regulations
- III. Areas of pharmaceutical/biopharmaceutical industry
 - A. Drugs
 - B. Biologics
 - C. Devices
 - D. Diagnostics
- IV. Drug discovery
 - A. Drug design
 1. Strategies
 2. Combinatorial Chemistry
 - B. Development and testing
- V. Drug approval process
 - A. Safety evaluation
 - B. IND
 - C. Clinical trials
 - D. NDA
- VI. GLP GMP GCP
 - A. Definitions
 - B. Examples
 - C. Rationale
 - D. Analytical Chemistry
- VII. Manufacturing
 - A. Research
 - B. Process development
 1. Safety
 - a. SOPs
 - b. Hierarchy of hazard controls
 - c. Process safety
 2. Cost
 3. Environmental concerns
- VIII. Intellectual property
- IX. Areas in the chemical/biochemical industry
 - A. Drugs
 - B. Biologic
 - C. Devices
 - D. Diagnostics
- X. Quality control
 - A. SOPs
 - B. Documentation control

- XI. Quality Assurance
 - A. Method development
 - B. Use objectives
- XII. Common calculations
 - A. Molarity
 - B. Molality
 - C. Dilutions
 - D. Percent composition
 - E. Buffers

B. Reading Assignments:

Reading assignments are required and may include, but are not limited to, the following:

- I. Assigned textbook related to drug development.
- II. Sample GMP's and GLP protocols
- III. FDA regulations.
- IV. Material Safety Data Sheets (MSDS).

C. Writing Assignments:

Writing assignments are required and may include, but are not limited to, the following:

- I. A multiparagraph paper describing a drug.
- II. Description of a receptor/ligand interaction showing the mechanism.

D. Appropriate Outside Assignments:

Outside assignments may include, but are not limited to, the following:

- I. Completion of short answer homework assignments relating to GLP, GMP, hazardous materials and waste disposal, FDA regulations.
- II. Internet or library searches over a topic covered in this course such as GLP, GMP, or drug design.
- III. Preparation for a class presentation about a drug, including mechanism of action, synthesis and side effects.

E. Appropriate Assignments that Demonstrate Critical Thinking:

Critical thinking assignments are required and may include, but are not limited to, the following:

- I. A short essay comparing and contrasting companies presented either by guest speakers or the individual groups.
- II. Description of a receptor/ligand interaction showing the mechanism.

2. METHODS OF EVALUATION:

A student's grade will be based on multiple measures of performance unless the course requires no grade. Multiple measures may include, but are not limited to, the following:

- I. Quizzes and exams, including final exam.
- II. Written assignments.
- III. Presentation.
- IV. Class participation.

3. METHODS OF INSTRUCTION:

Methods of instruction may include, but are not limited to, the following:

- * Audio-Visual
- * Computer Assisted Instruction
- * Lecture
- * Lecture Discussion

4. REQUIRED TEXTS AND SUPPLIES:

Textbooks may include, but are not limited to:

B. Reading Assignments:

Reading assignments are required and may include, but are not limited to, the following:

- I. Assigned textbook related to drug development.
- II. Sample GMP's and GLP protocols.
- III. FDA regulations.
- IV. Safety Data Sheets (SDS).

C. Writing Assignments:

Writing assignments are required and may include, but are not limited to, the following:

- I. A multiparagraph paper describing a drug.
- II. Description of a receptor/ligand interaction showing the mechanism.
- III. Describe the method development process.
- IV. Hazard analysis and risk assessment.

D. Appropriate Outside Assignments:

Outside assignments may include, but are not limited to, the following:

- I. Completion of short answer homework assignments relating to GLP, GMP, hazardous materials and waste disposal, FDA regulations.
- II. Internet or library searches on a topic covered in this course, such as GLP, GMP, or drug design.
- III. Preparation for a class presentation about a drug, including mechanism of action, synthesis and side effects.
- IV. Preparation for a class presentation on method development process and quality control.
- V. Assigned field trips.

E. Appropriate Assignments that Demonstrate Critical Thinking:

Critical thinking assignments are required and may include, but are not limited to, the following:

- I. A short essay comparing and contrasting companies presented either by guest speakers or the individual groups.
- II. Description of a receptor/ligand interaction showing the mechanism.

2. METHODS OF EVALUATION:

A student's grade will be based on multiple measures of performance unless the course requires no grade. Multiple measures may include, but are not limited to, the following:

- I. Quizzes and exams, including final exam.
- II. Written assignments.
- III. Presentation.
- IV. Class participation.

3. METHODS OF INSTRUCTION:

Methods of instruction may include, but are not limited to, the following:

- * Audio-Visual
- * Computer Assisted Instruction
- * Lecture
- * Lecture Discussion
- * Other (Specify)
- * Field trips to industry

4. REQUIRED TEXTS AND SUPPLIES:

Textbooks may include, but are not limited to:

TEXTBOOKS:

1. Abdel- Magid, Ahmed and Stephane Caron. Fundamentals of Early Clinical Drug Development: From Synthesis Design to Formulation, Wiley-Interscience, 2006, ISBN: 9780471692782
2. Abraham, Donald and David Rotella. Burger's Medicinal Chemistry Drug Discovery and Development, 7th ed. Wiley, 2010, ISBN: 9780470278154
3. Krosggaard-Larsen, Povl. Textbook of Drug Design and Discovery, 4th ed. CRC Press, 2009, ISBN: 9780140063226
4. Ng, Rick. Drugs: From Discovery to Approval, 2nd ed. Wiley and Sons, 2009, ISBN: 9780470195109

MANUALS:**PERIODICALS:****SOFTWARE:****SUPPLIES:****TEXTBOOKS:**

1. Abdel-Magid, Ahmed and Stephane Caron. Fundamentals of Early Clinical Drug Development: From Synthesis Design to Formulation, Wiley-Interscience, 2006, ISBN: 9780471692782
2. Chenier, Philip. Survey of Industrial Chemistry (Topics in Applied Chemistry), 3rd ed. Springer, 2002, ISBN: 9780306472466
3. Krosggaard-Larsen, Povl. Textbook of Drug Design and Discovery, 5th ed. CRC Press, 2016, ISBN: 9781498702782
4. Ng, Rick. Drugs: From Discovery to Approval, 3rd ed. Wiley and Sons, 2009, ISBN: 9780470195109

MANUALS:**PERIODICALS:****SOFTWARE:****SUPPLIES:**

1. Calculator

ORIGINATOR: Robert (Rob) Fremland
ORINATION DATE: 11/15/2011
PROPOSAL ORIGINATOR: Paula Gustin
CO-CONTRIBUTOR(S)
PROPOSAL DATE: 02/15/2018

Status: Historical

Date Printed: 10/11/2022

ORIGINATOR: Paula Gustin

ORINATION DATE: 02/15/2018

PROPOSAL ORIGINATOR: Mikia (Shane) Haggard

CO-CONTRIBUTOR(S) Angela Testado, Elizabeth Norvell, James Covalt, Jennifer Boots, Ram Gurumurthy, Robert Kojima

PROPOSAL DATE: 01/31/2020

Status: Launched

Date Printed: 10/11/2022

Previous Report

SAN DIEGO COMMUNITY COLLEGE DISTRICT

MESA COLLEGE

Course Outline of Record:
Curriculum Proposal Report

SECTION I

- I. **Subject Area:** Chemistry
- II. **Course Number:** 255
- III. **Course Title:** Inside the Pharmaceutical Industry
- IV. **Disciplines (Instructor Minimum Qualifications):** Chemistry
- V.
- VI. **Family:**
- VII. **Current Short Title:** Inside The Pharmaceutical Ind
- VIII. **Course Is Active/Where?**
- IX. **Originating Campus:** MESA
- X. **Action Proposed:** Course Deactivation (Not at any College)
- XI. **Distance Education Proposed At:** NONE
- XII. **Proposal Originating Date:** 02/15/2018
- XIII. **Proposed Start Semester:** Fall 2020
- XIV. **Field Trip:** May be required
- XV. **Grading Option:** Letter Grade or Pass/No Pass Option
- XVI. **Current Short Description:** Describes how the pharmaceutical industry brings new drugs to market.

SECTION II

COURSE ENROLLMENT INFORMATION

- I. **Requisites:**
Prerequisite: CHEM 152 (18282-Historical) with a grade of "C" or better, or equivalent. Closely related Lecture/Lab paired within the same discipline
Advisory: ENGL 101 (24325-Historical) with a grade of "C" or better, or equivalent.
- II. **Current Degree Applicability:** Associate Degree Credit & transfer to CSU
- III. **Current Basic Skills Designation:** N - Not a Basic Skills Course
- IV. **Repeatability:** Course may be taken 1 time(s)
- V. **Course Equivalency:** No
- VI. **Additional Information:**
- VII. **Additional Textbook Information:**

COURSE ANALYSIS DATA

- I. **Reason for Proposed Action:** Not offered due to low demand
- II. **How Does The Course Fit The College Mission?** 1. Transfer 2. Vocational/Occupational
- III. **Current Transfer Options:**
- IV. **Proposed College/District Purpose:** 1. Major Requirement - Certificate of Achievement
- V. **Extraordinary Cost to the College:** none.
- VI. **Library Resource Materials:** No new resources required.

GENERAL EDUCATION ANALYSIS

REQUISITES ANALYSIS

Current Report

SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY COLLEGE

Course Outline of Record:
Curriculum Proposal Report

SECTION I

- I. **Subject Area:** Chemistry
- II. **Course Number:** 255
- III. **Course Title:** Inside the Chemical, Biochemical, and Pharmaceutical Industries
- IV. **Disciplines (Instructor Minimum Qualifications):** Chemistry
- V.
- VI. **Family:**
- VII. **Current Short Title:** Inside The Pharmaceutical Ind **Proposed Short Title:** Chem/Biochem/Pharma Industries
- VIII. **Course Is Active/Where?**
- IX. **Originating Campus:** CITY
- X. **Action Proposed:** Course Reactivation (with Integration)
- XI. **Distance Education Proposed At:**
- XII. **Proposal Originating Date:** 01/31/2020
- XIII. **Proposed Start Semester:** Fall 2024
- XIV. **Field Trip:** May be required
- XV. **Grading Option:** Letter Grade or Pass/No Pass Option
- XVI. **Current Short Description:** Describes how the pharmaceutical industry brings new drugs to market.
Proposed Short Description: Introduction to the chemical, biochemical, and pharmaceutical industries.

SECTION II

COURSE ENROLLMENT INFORMATION

- I. **Requisites:**
Prerequisite: CHEM 152 with a grade of "C" or better, or equivalent. Closely related Lecture/Lab paired within the same discipline
& Prerequisite: CHEM 152L with a grade of "C" or better, or equivalent. Closely related Lecture/Lab paired within the same discipline
Advisory: ENGL 101 with a grade of "C" or better, or equivalent.
- II. **Current Degree Applicability:** Associate Degree Credit & transfer to CSU
- III. **Current Basic Skills Designation:** N - Not a Basic Skills Course
- IV. **Repeatability:** Course may be taken 1 time(s)
- V. **Course Equivalency:** No
- VI. **Additional Information:**
- VII. **Additional Textbook Information:** Textbooks are latest ed/classics, 03/2021.

COURSE ANALYSIS DATA

- I. **Reason for Proposed Action:** Reactivate course at City College to be added to a new program award. Propose for emergency online distance education. Add CHEM 152L prerequisite. Minor course revision to outline. Course title change.
- II. **How Does The Course Fit The College Mission?** 1. Transfer 2. Vocational/Occupational
- III. **Current Transfer Options:**
- IV. **Current College/District Purpose:** 1. Major Requirement - Certificate of Achievement
- V. **Extraordinary Cost to the College:** none.
- VI. **Library Resource Materials:** No new resources required.

Able to read and write at college transfer level.

Working knowledge of chemical formulas and general chemical principles.

SECTION III

COURSE DISTANCE EDUCATION INFORMATION

I. None

SECTION IV

COURSE STUDENT LEARNING OUTCOME(S)

GENERAL EDUCATION ANALYSIS

REQUISITES ANALYSIS

Able to read and write at college transfer level.

- I. Course: ENGL 101 Read, analyze, discuss, and evaluate a variety of texts.
- II. Course: ENGL 101 Identify arguments, patterns, and strategies in a variety of texts.
- III. Course: ENGL 101 Compose a variety of essays that demonstrate increasing familiarity with and expertise in academic writing.
- IV. Course: ENGL 101 Select a variety of research strategies using appropriate documentation.
- V. Course: ENGL 101 Apply critical thinking in reading, writing, and class discussion.

Working knowledge of chemical formulas and general chemical principles.

- I. Course: CHEM 152L Apply the principles of laboratory safety.
- II. Course: CHEM 152 Diagram and explain the scientific method.
- III. Course: CHEM 152 Use dimensional analysis to solve problems to the correct number of significant figures and with correct units.
- IV. Course: CHEM 152L Use standard laboratory equipment, safety equipment and instruments properly.
- V. Course: CHEM 152L Record and manipulate measurements using the correct number of significant figures.
- VI. Course: CHEM 152 Explain key concepts and terminology related to the properties and classification of matter.
- VII. Course: CHEM 152L Analyze and critically discuss data.
- VIII. Course: CHEM 152L Perform standard chemical techniques such as: gravimetric analysis, separation, titration, and solution preparation
- IX. Course: CHEM 152 Perform mole, stoichiometric and concentration calculations.
- X. Course: CHEM 152L Determine if a chemical reaction has taken place and predict the reaction products.
- XI. Course: CHEM 152L Draw and use graphs to analyze data.
- XII. Course: CHEM 152L Perform standard chemical calculations such as: unit conversions, stoichiometry, mole calculations, molarity, and gas law calculations.
- XIII. Course: CHEM 152L Use chemical nomenclature
- XIV. Course: CHEM 152 Explain concepts and solve problems related to acids and bases.

SECTION III

COURSE DISTANCE EDUCATION INFORMATION

I. CITY

II. Distance Education Methods of Instruction: 1. Online-Emergency Only

III. Other Distance Education Methods:

IV. Type and frequency of contact may include, but is not limited to:

1. Announcements
weekly
Participant/s: Faculty to Student/s
2. Collaborative Web Documents
as assigned
Participant/s: Faculty to Student/s , Among Students
3. Conferencing
as assigned
Participant/s: Faculty to Student/s
4. Discussion Board
at least three times during the term
Participant/s: Among Students
5. Email/Message System
as needed
Participant/s: Faculty to Student/s , Among Students
6. Field Trips
as assigned
Participant/s: Faculty to Student/s , Among Students
7. Group Meetings
as assigned
Participant/s: Faculty to Student/s , Among Students
8. Individual Meetings

MESA

- Students will be able to demonstrate ability to report scientific information appropriately.
- Students will be able to demonstrate ability to report scientific information appropriately.
- Students will be able to utilize the scientific method to analyze and interpret data.
- Students will be able to utilize the scientific method to analyze and interpret data.
- Students will be able to investigate questions utilizing modern and appropriate tools.
- Students will be able to investigate questions utilizing modern and appropriate tools.
- Students will come prepared for class and complete assigned work thoughtfully.
- Students will come prepared for class and complete assigned work thoughtfully.
- Students will be able to explain or describe the impact of chemistry on environment.
- Students will be able to explain or describe the impact of chemistry on environment.

SECTION V

COURSE DATA ADMINISTRATION ELEMENTS

I. Codes:

California Classification: (I Career-Technical Education)

TOP Code: 0955.00 Laboratory Science Technology

SAM Code: C - Clearly Occupational

Course Prior to College Level (CB21): Y - Not applicable. Level of course is not one of the levels listed above, may be above level A (transferable) or below level C (more than 3 levels below transfer level).

Funding Agency Category (CB23): Not Applicable (funding not used to develop course)

Course Program Status (CB24): Program-applicable

Course Gen Education Status (CB25):

Course Support Course Status (CB26):

Major Restriction Code: NONE

II. Lect Units: 3.00

Total Units: 3

Lecture Hours Min: 48.00 **Max:** 54.00

Lab Hours Min: 0.00 **Max:** 0.00

Other Hours Min: 0.00 **Max:** 0.00

Total Contact Hours Min: 48.00 **Max:** 54.00

Outside-of-Class Hours Min: 96.00 **Max:** 108.00

Total Student Learning Hours Min: 144.00 **Max:** 162.00

FTEF Lecture Min: 0.2000 **Max:**

FTEF Lab Min: 0.0000 **Max:**

FTEF Total Min: 0.2000 **Max:**

III. Last Time Pre/Co Requisite Update: 02/15/2018

IV. Last Outline Revision Date: 03/22/2012

V. CIC Approval: 10/10/2019

VI. BOT Approval: 11/14/2019

VII. State Approval:

VIII. Revised State Approval:

IX. Course Approval Effective Date: Fall 2020

SECTION VI

CREDIT FOR PRIOR LEARNING

as needed

Participant/s: Faculty to Student/s

9. Individualized Assignment Feedback

as assigned

Participant/s: Faculty to Student/s , Among Students

10. Synchronous or Asynchronous Video

as assigned

Participant/s: Faculty to Student/s , Among Students

11. Telephone Contact

as needed

Participant/s: Faculty to Student/s

V. List of Techniques: Students engage in regular and effective interaction with each other and the instructor in ways that mirror the traditional classrooms; only the delivery system is altered. These methods include one-on-one communication with the instructor and with other students via e-mail, the announcement system, the discussion board, or other tools. Students also demonstrate an understanding and integration of course concepts via research assignments, problem sets, group projects, asynchronous class discussion, and/or other assignments.

VI. How to Evaluate Students for Achieved Outcomes: Some of the evaluations are assessed in a traditional, on-campus format. Multiple measures are used to assess student learning objectives. These include performance on objective examinations administered via the assessment tool, writing assignments, and/or group or individual projects posted to the discussion board or other online collaboration tool.

VII. Additional Resources/Materials/Information: Materials posted online are consistent with those required for campus based class. SDCCD and DSPS personnel provide all needed accommodations. DSPS provide a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).

VIII. Audio Visual Library Materials: NO

SECTION IV

COURSE STUDENT LEARNING OUTCOME(S)

CITY

- Students will be able to demonstrate ability to report scientific information appropriately.
- Students will be able to demonstrate ability to report scientific information appropriately.
- Students will be able to utilize the scientific method to analyze and interpret data.
- Students will be able to utilize the scientific method to analyze and interpret data.
- Students will be able to investigate questions utilizing modern and appropriate tools.
- Students will be able to investigate questions utilizing modern and appropriate tools.
- Students will come prepared for class and complete assigned work thoughtfully.
- Students will come prepared for class and complete assigned work thoughtfully.
- Students will be able to explain or describe the impact of chemistry on environment.
- Students will be able to explain or describe the impact of chemistry on environment.

SECTION V

COURSE DATA ADMINISTRATION ELEMENTS

I. Codes:

California Classification: (I Career-Technical Education)

TOP Code: 0955.00 Laboratory Science Technology

SAM Code: C - Clearly Occupational

Course Prior to College Level (CB21): Y - Not applicable. Level of course is not one of the levels listed above, may be above level A (transferable) or below level C (more than 3 levels below transfer level).

Funding Agency Category (CB23): Not Applicable (funding not used to develop course)

Course Program Status (CB24): Program-applicable

Course Gen Education Status (CB25): B = CSGE B4, IGET 2, Math or Quantitative Reasoning

Course Support Course Status (CB26): N = Course is not a support course

Major Restriction Code: NONE

II. Lect Units: 3.00

Total Units: 3

Lecture Hours Min: 48.00 **Max:** 54.00

Lab Hours Min: 0.00 **Max:** 0.00

Other Hours Min: 0.00 **Max:** 0.00

Total Contact Hours Min: 48.00 Max:54.00

Outside-of-Class Hours Min: 96.00 Max:108.00

Total Student Learning Hours Min: 144.00 Max: 162.00

FTEF Lecture Min: 0.2000 Max:

FTEF Lab Min: 0.0000 Max:

FTEF Total Min: 0.2000 Max:

III. Last Time Pre/Co Requisite Update: 03/26/2021

IV. Last Outline Revision Date: 03/22/2012

V. CIC Approval:

VI. BOT Approval:

VII. State Approval:

VIII. Revised State Approval:

IX. Course Approval Effective Date:

SECTION VI

CREDIT FOR PRIOR LEARNING

**SAN DIEGO COMMUNITY COLLEGE DISTRICT
CITY, MESA, AND MIRAMAR COLLEGES
ASSOCIATE DEGREE COURSE OUTLINE**

SECTION I

SUBJECT AREA AND COURSE NUMBER: English Language Acquisition 015

COURSE TITLE:

Introduction to English Literacy and Communication

Units:

9

Letter Grade or Pass/No Pass Option

CATALOG COURSE DESCRIPTION:

This course provides non-native English speakers with the skills to integrate reading, writing, grammar, and oral communication at the low-intermediate level. Emphasis is placed on comprehending, summarizing, and interpreting audio and written texts as well as expressing one's own thoughts and opinions. Topics include communicating in an academic setting, applying critical reading strategies, writing paragraphs and short compositions in a variety of genres, as well as analyzing and producing grammatical structures in context. This course is intended for non-native speakers of English preparing for college-level coursework.

REQUISITES:

Advisory:

Assessment Skill Level L19. Students are advised to take the ELAC placement test prior to enrollment and perform at L19.

Limitation on Enrollment:

This course is not open to students with previous credit for ENGL 007, ENGL 058, ESOL 019, or ESOL 019A

FIELD TRIP REQUIREMENTS:

May be required

TRANSFER APPLICABILITY:

Not applicable to the Associate Degree

CID:

TOTAL LECTURE HOURS:

144 - 162

TOTAL LAB HOURS:

TOTAL CONTACT HOURS:

144 - 162

OUTSIDE-OF-CLASS HOURS:

288 - 324

TOTAL STUDENT LEARNING HOURS:

432 - 486

STUDENT LEARNING OBJECTIVES:

Upon successful completion of the course the student will be able to:

1. Engage in creative and critical thinking in a variety of communicative activities.
2. Build critical reading strategies and apply them to a variety of texts of various lengths.
3. Identify overall purpose, structure, and organization of a variety of texts.
4. Connect concepts in readings to other texts and personal experiences.
5. Develop a greater understanding of cultural references.
6. Build vocabulary learning strategies.
7. Analyze grammatical structures in a variety of texts.
8. Plan, write, and revise multi-sentence and paragraph writings from a variety of genres with clear organization and purpose.
9. Formulate questions related to one's own writing and other texts, including peer writing.
10. Apply knowledge of mechanical and grammatical structures in the production and editing of sentences and paragraphs which communicate a high-beginning level of fluency and coherence.
11. Participate in a variety of communicative activities.
12. Listen to and interpret a variety of authentic and adapted materials.
13. Express one's own ideas and respond to those of others in a variety of academic communicative activities.
14. Demonstrate the ability to reflect on and monitor progress in one's English language acquisition process.
15. Employ basic study skills necessary for success in further academic environments.

SECTION II

1. COURSE OUTLINE AND SCOPE:

A. Outline Of Topics:

The following topics are included in the framework of the course but are not intended as limits on content. The order of presentation and relative emphasis will vary with each instructor.

This course supports students learning the English language with **low-intermediate level materials**.

- I. Creative and critical thinking
 - A. Reading strategies and engaging the text - variety of genres
 1. Determining reader's purpose
 2. Activating schema
 3. Skimming
 4. Scanning
 5. Understanding the text
 - a. Confirming text comprehension
 - b. Paraphrasing
 - c. Summarizing
 - d. Interpreting
 6. Identifying author's purpose
 7. Identifying and discussing author's choices in text structure and organization
 8. Monitoring reading comprehension
 9. Annotating
 10. Developing questions
 11. Predicting content
 12. Connecting concepts
 - a. Other texts
 - b. One's own experiences
 - c. Observations
 13. Developing greater understanding of cultural references
 14. Building vocabulary learning strategies

- a. Meaning from context
 - b. Dictionary strategies
 - i. Multiple meanings
 - ii. Word families
 - c. Collocations
 - 15. Analyzing author choices in grammar structure
 - a. Simple, compound, and complex sentences
 - b. Subject
 - c. Verb phrase tense and forms
 - i. Present
 - ii. Past
 - iii. Future
 - iv. Simple and progressive
 - B. Multi-sentence and paragraph writings
 - 1. Responding to texts
 - 2. Analyzing prompts
 - 3. Determining writing purpose
 - 4. Considering audience awareness in creation of one's own writing
 - 5. Engaging in the writing process - brainstorming, planning, writing, revising
 - a. Producing a variety of genres
 - b. Patterning writing on mentor texts
 - 6. Building writing and academic language fluency
 - 7. Expressing appropriate tone
 - 8. Expressing clear purpose
 - 9. Demonstrating purposeful structure and organization
 - 10. Articulating purpose and use of structure of one's own writing
 - 11. Making connections
 - a. Other texts
 - b. One's own experiences
 - c. Observations
 - 12. Engaging in peer review
 - a. Presenting one's own writing for review
 - b. Providing critical feedback
 - 13. Reviewing and evaluating one's own writing
 - 14. Developing questions about one's own writing
 - 15. Applying grammatical structures in writing
 - 16. Editing for grammar and mechanics
 - a. Simple, compound, and complex sentences
 - b. Subject
 - c. Verb phrase tense and forms
 - i. Present
 - ii. Past
 - iii. Future
 - iv. Simple and progressive
 - C. Oral/aural communication
 - 1. Comprehending a variety of sources
 - 2. Interpreting a variety of sources
 - 3. Actively participating in discussions in small groups and larger class settings
 - 4. Expressing one's own ideas and responding to others in small groups and larger class settings
 - 5. Presenting in small groups and larger class settings
 - D. Demonstrating metacognitive awareness
 - 1. Assessing own reading
 - 2. Assessing own writing
 - 3. Assessing own listening and speaking
- II. Study skills
 - A. Building awareness of expectations of American academic culture
 - B. Applying test-taking strategies
 - C. Building organizational strategies (e.g. maintaining a class notebook, keeping accurate class notes)

B. Reading Assignments:

Reading assignments are required and may include, but are not limited to, the following:
Low-intermediate English language acquisition level

- I. Full-length novels or memoirs
- II. Collections of short stories
- III. Articles and editorials from magazines and/or newspapers (online and print)
- IV. Blogs
- V. Letters
- VI. Proposals
- VII. Poems
- VIII. Personal statements
- IX. Excerpts from textbooks
- X. Speech transcripts
- XI. Summary and response

C. Writing Assignments:

Writing assignments are required and may include, but are not limited to, the following:
Low-intermediate English language acquisition level

- I. Journal entries and/or responses to questions related to assigned readings and class discussions
- II. Articles for magazines and/or newsletters
- III. Personal statements
- IV. Short stories
- V. Poems
- VI. Blogs
- VII. Testimonials
- VIII. Critiques of creative piece/s
- IX. Letters
- X. Reflections related to reading and one's own development as a writer
- XI. Peer and/or self evaluations
- XII. Class and/or field notes
- XIII. Grammar journal/logs
- XIV. Vocabulary journal/logs
- XV. Freewriting
- XVI. Proposals
- XVII. Summary and response
- XVIII. Notes on short lectures and/or reading passages

D. Appropriate Outside Assignments:

Outside assignments may include, but are not limited to, the following:
Low-intermediate English language acquisition level

- I. Reading and preparation for in-class discussions
- II. Attending community events or lectures
- III. Engaging in field work, such as interviews and/or observations
- IV. Drafting paragraphs from a variety of genres
- V. Revising paragraphs
- VI. Tutoring sessions
- VII. Service learning
- VIII. Posting and responding to others on online discussion forums
- IX. Preparing for small group and whole class presentations

E. Appropriate Assignments that Demonstrate Critical Thinking:

Critical thinking assignments are required and may include, but are not limited to, the following:

- I. Analyzing texts for purpose, content, organization, support, and development
- II. Formulating questions about texts
- III. Evaluating personal progress in reflective compositions

- IV. Distinguishing between alternative points of view
- V. Distinguishing between fact and opinion
- VI. Identifying and explaining connections between texts and personal experiences
- VII. Organizing and evaluating information from class readings and other texts

2. METHODS OF EVALUATION:

A student's grade will be based on multiple measures of performance unless the course requires no grade. Multiple measures may include, but are not limited to, the following:

- I. Reading responses
- II. Paragraph drafts and revisions
- III. Journals
- IV. Homework assignments
- V. Quizzes
- VI. Portfolio
- VII. Projects
- VIII. Presentations
- IX. Class participation

3. METHODS OF INSTRUCTION:

Methods of instruction may include, but are not limited to, the following:

- * Audio-Visual
- * Collaborative Learning
- * Computer Assisted Instruction
- * Discussion Seminar
- * Distance Education (Fully online)
- * Lecture
- * Lecture Discussion
- * Other (Specify)
- * Mentor texts
- * Theme-based units

4. REQUIRED TEXTS AND SUPPLIES:

Textbooks may include, but are not limited to:

TEXTBOOKS:

1. Anastasio, Dina. Apollo 13, Level 2, Pearson English Readers, 2nd ed. Pearson Education, 2016, ISBN: 9781408284919
2. Blanchard, Karen and Lynn Bonesteel. From Reading to Writing 2, Pearson Longman, 2010, ISBN: 9780136127802
3. Blass, Laurie, Keith S. Folse, and Deborah A. Mitchell. Grammar for Great Writing A, Cengage, 2018, ISBN: 9781337115834
4. Bottcher, Elizabeth. Longman Academic Reading 1, Pearson, 2016, ISBN: 9780134663395
5. Butler, Linda. Password 3, 2nd ed. Pearson, 2016, ISBN: 9780134399379
6. Butler, Linda. Longman Academic Writing Series, 2nd ed. Pearson, 2013, ISBN: 9780132679381
7. Grogan, John. Marley and Me, Level 2, Pearson English Readers, 2nd ed. Pearson Education, 2012, ISBN: 9781408263761
8. Pearson Education. Longman Advanced American Dictionary, Foreign Languages Teaching and Research Press, 2021, ISBN: 9787521320916

MANUALS:

PERIODICALS:

SOFTWARE:

SUPPLIES:

ORIGINATOR: Jennifer Boots

ORINATION DATE: 04/07/2022

PROPOSAL ORIGINATOR: Chris Sullivan

CO-CONTRIBUTOR(S)

PROPOSAL DATE: 06/27/2022

**SAN DIEGO COMMUNITY COLLEGE DISTRICT
COURSE PROPOSAL IMPACT REPORT**

COURSE TO BE PROPOSED: ELAC 015
Introduction to English Literacy and

Communication

ACTIVE/APPROVED COURSES IMPACTED:

ELAC 015 Introduction to English Literacy and Communication (29150)

Prerequisite

ELAC 023 (Active)

ELAC 025 (Active)

Corequisite

ELAC 016 (Active)

Advisory: Completion of or concurrent enrollment in

ELAC 005A (Active)

ELAC 005A (Approved)

ACTIVE/APPROVED/PROPOSED PROGRAMS IMPACTED:

SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY , MESA AND MIRAMAR COLLEGES

Course Outline of Record: Curriculum Proposal Report

SECTION I

- I. **Subject Area:** English Language Acquisition
- II. **Course Number:** 015
- III. **Course Title:** Introduction to English Literacy and Communication
- IV. **Disciplines (Instructor Minimum Qualifications):** ESL
- V.
- VI. **Family:**
- VII. **Current Short Title:** Intro Engl Lit & Comm
- VIII. **Course Is Active/Where?** CITY , MESA AND MIRAMAR
- IX. **Originating Campus:** MESA
- X. **Action Proposed:** Course Revision (May Include Activation)
- XI. **Distance Education Proposed At:** Miramar , City and Mesa
- XII. **Proposal Originating Date:** 06/27/2022
- XIII. **Proposed Start Semester:** Spring 2024
- XIV. **Field Trip:** May be required
- XV. **Grading Option:** Letter Grade or Pass/No Pass Option
- XVI. **Current Short Description:** Integrated reading, writing, grammar, and oral/aural communication at the high-beginning English language acquisition level.

SECTION II

COURSE ENROLLMENT INFORMATION

- I. **Requisites:**
Advisory: Assessment Skill Level L19. Students are advised to take the ELAC placement test prior to enrollment and perform at L19.
Limitation on Enrollment:: This course is not open to students with previous credit for ENGL 007, ENGL 058, ESOL 019, or ESOL 019A
- II. **Current Degree Applicability:** Not applicable to the Associate Degree
- III. **Current Basic Skills Designation:** B - Basic Skills Course
- IV. **Repeatability:** Course may be taken 1 time(s)
- V. **Course Equivalency:** Yes ESOL 019, ESOL 019A
- VI. **Additional Information:**
- VII. **Additional Textbook Information:** All textbooks are latest edition as of 7/22

COURSE ANALYSIS DATA

- I. **Reason for Proposed Action:** Six yr review including review & update of texts for currency. (Course revision is for six year review.)
- II. **How Does The Course Fit The College Mission?** 1. Basic Skills/ESL
- III. **Current Transfer Options:**
- IV. **Proposed College/District Purpose:** 1. Course is not included in required units for major
- V. **Extraordinary Cost to the College:** None.
- VI. **Library Resource Materials:** .

GENERAL EDUCATION ANALYSIS

REQUISITES ANALYSIS

SECTION III

COURSE DISTANCE EDUCATION INFORMATION

- I. **MESA**
- II. **Distance Education Methods of Instruction:** 1. Fully Online
- III. **Other Distance Education Methods:**
- IV. **Type and frequency of contact may include, but is not limited to:**
 1. Announcements
As needed
Participant/s: Faculty to Student/s
 2. Discussion Board
At least weekly
Participant/s: Faculty to Student/s , Among Students
 3. Email/Message System
As needed
Participant/s: Faculty to Student/s , Among Students
 4. Synchronous or Asynchronous Video
Frequent
Participant/s: Faculty to Student/s , Among Students
 5. Telephone Contact
As needed
Participant/s: Faculty to Student/s , Among Students
- V. **List of Techniques:** Online instruction includes regular student-to-student and instructor-to-student communication. Telephone calls between students and the instructor may be used to discuss questions and concerns throughout the course. E-mail may be used for asynchronous instructor-to-student and student-to-student communication. Chat rooms may be used for synchronous interaction between students and between the instructor and students. Threaded discussions may be used for instructor-to-student and student-to-student asynchronous group communication. Live-classroom may be used for synchronous online lectures, meetings and office hour meetings as appropriate. Video, audio, learning objects and archived live-classroom lectures may be included for students to interact with asynchronously where appropriate. Assignments and tests that will be used in the Distance Education course will be exactly the same as those in the traditional course. Students will submit all course work (tests and assignments) electronically to the instructor for grading.
- VI. **How to Evaluate Students for Achieved Outcomes:** The evaluation methods will mirror the on-campus course as specified in the course outline. The feedback on assignments and tests will be submitted electronically to the student.
- VII. **Additional Resources/Materials/Information:** SDCCD and DSPS personnel will provide all needed accommodations. DSPS will provide a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).
- VIII. **Audio Visual Library Materials:** NO
- IX. **CITY**
- X. **Distance Education Methods of Instruction:** 1. Fully Online
- XI. **Other Distance Education Methods:**
- XII. **Type and frequency of contact may include, but is not limited to:**
 1. Announcements
weekly
 2. Collaborative Web Documents
as assigned
 3. Conferencing
as assigned
 4. Discussion Board
at least five times during the term
 5. Email/Message System
as needed
 6. Field Trips
as assigned
 7. Group Meetings
as assigned
 8. Individual Meetings
as needed
 9. Individualized Assignment Feedback
as assigned
 10. Synchronous or Asynchronous Video

as assigned

11. Telephone Contact

as needed

XIII. **List of Techniques:** Students engage in regular and effective interaction with each other and the instructor in ways that mirror the traditional classrooms; only the delivery system is altered. These methods include one-on-one communication with the instructor and with other students via e-mail, the announcement system, the discussion board, or other tools. Students also demonstrate an understanding and integration of course concepts via research assignments, problem sets, group projects, asynchronous class discussion, and/or other assignments. In-person activities include application of communication strategies, discussion of texts as well as reading and writing workshops.

XIV. **How to Evaluate Students for Achieved Outcomes:** Some of the evaluations are assessed in a traditional, on-campus format. Multiple measures are used to assess student learning objectives. These include performance on objective examinations administered via the assessment tool, writing assignments, and/or group or individual projects posted to the discussion board or other online collaboration tool. In person evaluations may include speeches, timed writings as well as project presentations.

XV. **Additional Resources/Materials/Information:** Materials posted online are consistent with those required for campus based class. SDCCD and DSPS personnel provide all needed accommodations. DSPS provide a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).

XVI. **Audio Visual Library Materials:** NO

XVII. **MIRAMAR**

XVIII. **Distance Education Methods of Instruction:** 1. Fully Online

XIX. **Other Distance Education Methods:**

XX. **Type and frequency of contact may include, but is not limited to:**

1. Announcements

weekly

Participant/s: Faculty to Student/s

2. Collaborative Web Documents

as assigned

Participant/s: Faculty to Student/s , Among Students

3. Conferencing

as assigned

Participant/s: Faculty to Student/s , Among Students

4. Discussion Board

as assigned

Participant/s: Faculty to Student/s , Among Students

5. Email/Message System

as needed

Participant/s: Faculty to Student/s

6. Field Trips

as assigned

Participant/s: Faculty to Student/s , Among Students

7. Group Meetings

as assigned

Participant/s: Faculty to Student/s , Among Students

8. Individual Meetings

as needed

Participant/s: Faculty to Student/s

9. Individualized Assignment Feedback

as assigned

Participant/s: Faculty to Student/s

10. Synchronous or Asynchronous Video

as assigned

Participant/s: Faculty to Student/s , Among Students

11. Telephone Contact

as needed

Participant/s: Faculty to Student/s

XXI. **List of Techniques:** Students interact with each other and the instructor in ways that mirror the traditional

classroom; only the delivery system is altered. These methods include one-on-one communication with the instructor and with other students via email, the announcement system, the discussion board, or other tools. Students also demonstrate an understanding and integration of course concepts via research assignments, problem sets, group projects, asynchronous class discussion, and/or other assignments. In-person activities include application of communication strategies, discussion of texts as well as reading and writing workshops.

XXII. **How to Evaluate Students for Achieved Outcomes:** Some of the evaluations are assessed in a traditional, on-campus format. Multiple measures are used to assess student learning objectives. These include performance on objective examinations administered via the assessment tool, writing assignments, and/or group or individual projects posted to the discussion board or other online collaboration tool. In person evaluations may include speeches, timed writings as well as project presentations.

XXIII. **Additional Resources/Materials/Information:** Materials posted online are consistent with those required for the in-person class. SDCCD and DSPS personnel provide all needed accommodations. DSPS provides a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).

XXIV. **Audio Visual Library Materials:** NO

SECTION IV

COURSE STUDENT LEARNING OUTCOME(S)

CITY

- Read a text and compose a paragraph using information from the text in the response.
- Read a text and compose a paragraph using information from the text in the response.
- Comprehend and respond to multi step instructions appropriately.
- Comprehend and respond to multi step instructions appropriately.

MESA

- Students will demonstrate comprehension of a range of written texts, including writing prompts.
- Students will be able to effectively organize and compose written paragraphs through writing at the high-beginner level.

MIRAMAR

- Writing
- Listening and Speaking

SECTION V

COURSE DATA ADMINISTRATION ELEMENTS

I. Codes:

California Classification: (Y Credit Course)

TOP Code: 4930.87 ESL Integrated

SAM Code: E - Non Occupational

Course Prior to College Level (CB21): E - Five levels below transfer

Funding Agency Category (CB23): Not Applicable (funding not used to develop course)

Course Program Status (CB24): Not program-applicable

Course Gen Education Status (CB25): Y = Not applicable

Course Support Course Status (CB26): N = Course is not a support course

Major Restriction Code: NONE

II. Lect Units: 9.00

Total Units: 9

Lecture Hours Min: 144.00 **Max:** 162.00

Lab Hours Min: 0.00 **Max:** 0.00

Other Hours Min: 0.00 **Max:**0.00

Total Contact Hours Min: 144.00 **Max:**162.00

Outside-of-Class Hours Min: 288.00 **Max:**324.00

Total Student Learning Hours Min: 432.00 Max: 486.00

FTEF Lecture Min: 0.6000 Max:

FTEF Lab Min: 0.0000 Max:

FTEF Total Min: 0.6000 Max:

III. Last Time Pre/Co Requisite Update: 06/27/2022

IV. Last Outline Revision Date: 10/26/2017

V. CIC Approval:

VI. BOT Approval:

VII. State Approval:

VIII. Revised State Approval:

IX. Course Approval Effective Date:

SECTION VI

CREDIT FOR PRIOR LEARNING

Previous Report

ELAC 015

CIC Approval: 05/12/2022
BOT APPROVAL:
STATE APPROVAL:
EFFECTIVE TERM: Fall 2022

SAN DIEGO COMMUNITY COLLEGE DISTRICT CITY, MESA, AND MIRAMAR COLLEGES ASSOCIATE DEGREE COURSE OUTLINE

SECTION I

SUBJECT AREA AND COURSE NUMBER: English Language Acquisition 015

COURSE TITLE:

Introduction to English Literacy and Communication

Units:

9

Letter Grade or Pass/No Pass Option

CATALOG COURSE DESCRIPTION:

This course provides non-native English speakers with the skills to integrate reading, writing, grammar, and oral communication at the low-intermediate level. Emphasis is placed on comprehending, summarizing, and interpreting audio and written texts as well as expressing one's own thoughts and opinions. Topics include communicating in an academic setting, applying critical reading strategies, writing paragraphs and short compositions in a variety of genres, as well as analyzing and producing grammatical structures in context. This course is intended for non-native speakers of English preparing for college-level coursework.

REQUISITES:

Advisory:

Assessment Skill Level L19. Students are advised to take the ELAC placement test prior to enrollment and perform at L19.

Limitation on Enrollment:

This course is not open to students with previous credit for ENGL 007, ENGL 058, ESOL 019, or ESOL 019A

FIELD TRIP REQUIREMENTS:

May be required

TRANSFER APPLICABILITY:

Not applicable to the Associate Degree

CID:

TOTAL LECTURE HOURS:

144 - 162

TOTAL LAB HOURS:

TOTAL CONTACT HOURS:

144 - 162

OUTSIDE-OF-CLASS HOURS:

288 - 324

TOTAL STUDENT LEARNING HOURS:

432 - 486

STUDENT LEARNING OBJECTIVES:

Upon successful completion of the course the student will be able to:

1. Engage in creative and critical thinking in a variety of communicative activities.
2. Build critical reading strategies and apply them to a variety of texts of various lengths.
3. Identify overall purpose, structure, and organization of a variety of texts.
4. Connect concepts in readings to other texts and personal experiences.

Current Report

ELAC 015

CIC Approval:
BOT APPROVAL:
STATE APPROVAL:
EFFECTIVE TERM:

SAN DIEGO COMMUNITY COLLEGE DISTRICT CITY, MESA, AND MIRAMAR COLLEGES ASSOCIATE DEGREE COURSE OUTLINE

SECTION I

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REQUISITES:

Advisory:

Assessment Skill Level L19. Students are advised to take the ELAC placement test prior to enrollment and perform at L19.

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This course is not open to students with previous credit for ENGL 007, ENGL 058, ESOL 019, or ESOL 019A

FIELD TRIP REQUIREMENTS:

May be required

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OUTSIDE-OF-CLASS HOURS:

288 - 324

TOTAL STUDENT LEARNING HOURS:

432 - 486

STUDENT LEARNING OBJECTIVES:

Upon successful completion of the course the student will be able to:

1. Engage in creative and critical thinking in a variety of communicative activities.
2. Build critical reading strategies and apply them to a variety of texts of various lengths.
3. Identify overall purpose, structure, and organization of a variety of texts.
4. Connect concepts in readings to other texts and personal experiences.
5. Develop a greater understanding of cultural references.
6. Build vocabulary learning strategies.

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6. Build vocabulary learning strategies.
7. Analyze grammatical structures in a variety of texts.
8. Plan, write, and revise multi-sentence and paragraph writings from a variety of genres with clear organization and purpose.
9. Formulate questions related to one's own writing and other texts, including peer writing.
10. Apply knowledge of mechanical and grammatical structures in the production and editing of sentences and paragraphs which communicate a high-beginning level of fluency and coherence.
11. Participate in a variety of communicative activities.
12. Listen to and interpret a variety of authentic and adapted materials.
13. Express one's own ideas and respond to those of others in a variety of academic communicative activities.
14. Demonstrate the ability to reflect on and monitor progress in one's English language acquisition process.
15. Employ basic study skills necessary for success in further academic environments.

7. Analyze grammatical structures in a variety of texts.
8. Plan, write, and revise multi-sentence and paragraph writings from a variety of genres with clear organization and purpose.
9. Formulate questions related to one's own writing and other texts, including peer writing.
10. Apply knowledge of mechanical and grammatical structures in the production and editing of sentences and paragraphs which communicate a high-beginning level of fluency and coherence.
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15. Employ basic study skills necessary for success in further academic environments.

SECTION II

1. COURSE OUTLINE AND SCOPE:

A. Outline Of Topics:

The following topics are included in the framework of the course but are not intended as limits on content. The order of presentation and relative emphasis will vary with each instructor.

This course supports students learning the English language with **low-intermediate level materials**.

I. Creative and critical thinking

A. Reading strategies and engaging the text - variety of genres

1. Determining reader's purpose
2. Activating schema
3. Skimming
4. Scanning
5. Understanding the text
 - a. Confirming text comprehension
 - b. Paraphrasing
 - c. Summarizing
 - d. Interpreting
6. Identifying author's purpose
7. Identifying and discussing author's choices in text structure and organization
8. Monitoring reading comprehension
9. Annotating
10. Developing questions
11. Predicting content
12. Connecting concepts
 - a. Other texts
 - b. One's own experiences
 - c. Observations
13. Developing greater understanding of cultural references
14. Building vocabulary learning strategies
 - a. Meaning from context
 - b. Dictionary strategies
 - i. Multiple meanings
 - ii. Word families
 - c. Collocations
15. Analyzing author choices in grammar structure
 - a. Simple compound and complex sentences
 - b. Subject
 - c. Verb phrase tense and forms
 - i. Present
 - ii. Past
 - iii. Future
 - iv. Simple and progressive

B. Multi-sentence and paragraph writings

1. Responding to texts
2. Analyzing prompts
3. Determining writing purpose
4. Considering audience awareness in creation of one's own writing
5. Engaging in the writing process - brainstorming planning writing revising
 - a. Producing a variety of genres
 - b. Patterning writing on mentor texts
6. Building writing and academic language fluency
7. Expressing appropriate tone
8. Expressing clear purpose

SECTION II

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A. Outline Of Topics:

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 - a. Producing a variety of genres
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6. Building writing and academic language fluency
7. Expressing appropriate tone
8. Expressing clear purpose
9. Demonstrating purposeful structure and organization
10. Articulating purpose and use of structure of one's own writing

9. Demonstrating purposeful structure and organization
 10. Articulating purpose and use of structure of one's own writing
 11. Making connections
 - a. Other texts
 - b. One's own experiences
 - c. Observations
 12. Engaging in peer review
 - a. Presenting one's own writing for review
 - b. Providing critical feedback
 13. Reviewing and evaluating one's own writing
 14. Developing questions about one's own writing
 15. Applying grammatical structures in writing
 16. Editing for grammar and mechanics
 - a. Simple compound and complex sentences
 - b. Subject
 - c. Verb phrase tense and forms
 - i. Present
 - ii. Past
 - iii. Future
 - iv. Simple and progressive
- C. Oral/aural communication
1. Comprehending a variety of sources
 2. Interpreting a variety of sources
 3. Actively participating in discussions in small groups and larger class settings
 4. Expressing one's own ideas and responding to others in small groups and larger class settings
 5. Presenting in small groups and larger class settings
- D. Demonstrating metacognitive awareness
1. Assessing own reading
 2. Assessing own writing
 3. Assessing own listening and speaking
- II. Study skills
- A. Building awareness of expectations of American academic culture
 - B. Applying test-taking strategies
 - C. Building organizational strategies (e.g. maintaining a class notebook keeping accurate class notes)

B. Reading Assignments:

Reading assignments are required and may include, but are not limited to, the following:
Low-intermediate English language acquisition level

- I. Full-length novels or memoirs
- II. Collections of short stories
- III. Articles and editorials from magazines and/or newspapers (online and print)
- IV. Blogs
- V. Letters
- VI. Proposals
- VII. Poems
- VIII. Personal statements
- IX. Excerpts from textbooks
- X. Speech transcripts
- XI. Summary and response

C. Writing Assignments:

Writing assignments are required and may include, but are not limited to, the following:
Low-intermediate English language acquisition level

- I. Journal entries and/or responses to questions related to assigned readings and class discussions
- II. Articles for magazines and/or newsletters
- III. Personal statements
- IV. Short stories
- V. Poems
- VI. Blogs
- VII. Testimonials
- VIII. Critiques of creative piece/s
- IX. Letters
- X. Reflections related to reading and one's own development as a writer
- XI. Peer and/or self evaluations
- XII. Class and/or field notes
- XIII. Grammar journal/logs
- XIV. Vocabulary journal/logs
- XV. Freewriting
- XVI. Proposals
- XVII. Summary and response

11. Making connections
 - a. Other texts
 - b. One's own experiences
 - c. Observations
 12. Engaging in peer review
 - a. Presenting one's own writing for review
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Reading assignments are required and may include, but are not limited to, the following:
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- IX. Excerpts from textbooks
- X. Speech transcripts
- XI. Summary and response

C. Writing Assignments:

Writing assignments are required and may include, but are not limited to, the following:
Low-intermediate English language acquisition level

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- IV. Short stories
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- IX. Letters
- X. Reflections related to reading and one's own development as a writer
- XI. Peer and/or self evaluations
- XII. Class and/or field notes
- XIII. Grammar journal/logs
- XIV. Vocabulary journal/logs
- XV. Freewriting
- XVI. Proposals
- XVII. Summary and response
- XVIII. Notes on short lectures and/or reading passages

D. Appropriate Outside Assignments:

Outside assignments may include, but are not limited to, the following:
Low-intermediate English language acquisition level

- I. Reading and preparation for in-class discussions
- II. Attending community events or lectures
- III. Engaging in field work, such as interviews and/or observations
- IV. Drafting paragraphs from a variety of genres
- V. Revising paragraphs
- VI. Tutoring sessions
- VII. Service learning
- VIII. Posting and responding to others on online discussion forums
- IX. Preparing for small group and whole class presentations

E. Appropriate Assignments that Demonstrate Critical Thinking:

Critical thinking assignments are required and may include, but are not limited to, the following:

- I. Analyzing texts for purpose, content, organization, support, and development
- II. Formulating questions about texts
- III. Evaluating personal progress in reflective compositions
- IV. Distinguishing between alternative points of view
- V. Distinguishing between fact and opinion
- VI. Identifying and explaining connections between texts and personal experiences
- VII. Organizing and evaluating information from class readings and other texts

2. METHODS OF EVALUATION:

A student's grade will be based on multiple measures of performance unless the course requires no grade. Multiple measures may include, but are not limited to, the following:

- I. Reading responses
- II. Paragraph drafts and revisions
- III. Journals
- IV. Homework assignments
- V. Quizzes
- VI. Portfolio
- VII. Projects
- VIII. Presentations
- IX. Class participation

3. METHODS OF INSTRUCTION:

Methods of instruction may include, but are not limited to, the following:

- * Audio-Visual
- * Collaborative Learning
- * Computer Assisted Instruction
- * Discussion Seminar
- * Distance Education (Fully online)
- * Lecture
- * Lecture Discussion
- * Other (Specify)
- * Mentor texts
- * Theme-based units

4. REQUIRED TEXTS AND SUPPLIES:

Textbooks may include, but are not limited to:

TEXTBOOKS:

1. Anastasio, Dina. Apollo 13, Level 2, Pearson English Readers, 2nd ed. Pearson Education, 2008, ISBN: 9781405881562
2. Blanchard, Karen and Lynn Bonesteel. From Reading to Writing 2, Pearson Longman, 2010, ISBN: 9780136127802
3. Blass, Laurie, Keith S. Folse, and Deborah A. Mitchell. Grammar for Great Writing A, Cengage, 2018, ISBN: 9781337115834
4. Botcher, Elizabeth. Longman Academic Reading 1, Pearson, 2016, ISBN: 9780134663395

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3. Blass, Laurie, Keith S. Folse, and Deborah A. Mitchell. Grammar for Great Writing A, Cengage, 2018, ISBN: 9781337115834
4. Botcher, Elizabeth. Longman Academic Reading 1, Pearson, 2016, ISBN: 9780134663395
5. Butler, Linda. Password 3, 2nd ed. Pearson, 2016, ISBN: 9780134399379
6. Butler, Linda. Longman Academic Writing Series, 2nd ed. Pearson, 2013, ISBN: 9780132679381
7. Grogan, John. Marley and Me, Level 2, Pearson English Readers, 2nd ed. Pearson Education, 2012, ISBN: 9781408263761

- 5. Butler, Linda. Password 3, 2nd ed. Pearson, 2016, ISBN: 9780134399379
- 6. Butler, Linda. Longman Academic Writing Series, 2nd ed. Pearson, 2013, ISBN: 9780132679381
- 7. Grogan, John. Marley and Me, Level 2, Pearson English Readers, 2nd ed. Pearson Education, 2012, ISBN: 9781408263761
- 8. Pearson Education. Longman Advanced American Dictionary, 3rd ed. Pearson, 2013, ISBN: 9781447913139

MANUALS:

PERIODICALS:

SOFTWARE:

SUPPLIES:

ORIGINATOR: Jennifer Boots

CO-CONTRIBUTOR(S) Denise Maduli-Williams, Kenneth Reinstein
DATE: 04/07/2022

Status: Active

Date Printed: 10/11/2022

- 8. Pearson Education. Longman Advanced American Dictionary, Foreign Languages Teaching and Research Press, 2021, ISBN: 9787521320916

MANUALS:

PERIODICALS:

SOFTWARE:

SUPPLIES:

ORIGINATOR: Jennifer Boots

ORIGINATION DATE: 04/07/2022

PROPOSAL ORIGINATOR: Chris Sullivan

CO-CONTRIBUTOR(S)

PROPOSAL DATE: 06/27/2022

Status: Launched

Date Printed: 10/11/2022

Previous Report

SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY , MESA AND MIRAMAR COLLEGES

Course Outline of Record:
Curriculum Proposal Report

SECTION I

- I. **Subject Area:** English Language Acquisition
- II. **Course Number:** 015
- III. **Course Title:** Introduction to English Literacy and Communication
- IV. **Disciplines (Instructor Minimum Qualifications):** ESL
- V.
- VI. **Family:**
- VII. **Current Short Title:** Intro Engl Lit & Comm
- VIII. **Course Is Active/Where?** CITY , MESA AND MIRAMAR
- IX. **Originating Campus:** CITY
- X. **Action Proposed:** Course Revision (May Include Activation)
- XI. **Distance Education Proposed At:** Miramar , City and Mesa
- XII. **Proposal Originating Date:** 04/07/2022
- XIII. **Proposed Start Semester:** Fall 2022
- XIV. **Field Trip:** May be required
- XV. **Grading Option:** Letter Grade or Pass/No Pass Option
- XVI. **Current Short Description:** Integrated reading, writing, grammar, and oral/aural communication at the high-beginning English language acquisition level.

SECTION II

COURSE ENROLLMENT INFORMATION

- I. **Requisites:**
Advisory: Assessment Skill Level L19. Students are advised to take the ELAC placement test prior to enrollment and perform at L19.
Limitation on Enrollment:: This course is not open to students with previous credit for ENGL 007, ENGL 058, ESOL 019, or ESOL 019A
- II. **Current Degree Applicability:** Not applicable to the Associate Degree
- III. **Current Basic Skills Designation:** B - Basic Skills Course
- IV. **Repeatability:** Course may be taken 1 time(s)
- V. **Course Equivalency:** Yes ESOL 019, ESOL 019A
- VI. **Additional Information:**
- VII. **Additional Textbook Information:** All textbooks are latest edition as of 11/2021

COURSE ANALYSIS DATA

- I. **Reason for Proposed Action:** DE Only Change. Propose for fully online at Miramar and City.
- II. **How Does The Course Fit The College Mission?** 1. Basic Skills/ESL
- III. **Current Transfer Options:**
- IV. **Proposed College/District Purpose:** 1. Course is not included in required units for major
- V. **Extraordinary Cost to the College:** None.
- VI. **Library Resource Materials:** .

GENERAL EDUCATION ANALYSIS

REQUISITES ANALYSIS

Current Report

SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY , MESA AND MIRAMAR COLLEGES

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- VIII. **Course Is Active/Where?** CITY , MESA AND MIRAMAR
- IX. **Originating Campus:** MESA
- X. **Action Proposed:** Course Revision (May Include Activation)
- XI. **Distance Education Proposed At:** Miramar , City and Mesa
- XII. **Proposal Originating Date:** 06/27/2022
- XIII. **Proposed Start Semester:** Spring 2024
- XIV. **Field Trip:** May be required
- XV. **Grading Option:** Letter Grade or Pass/No Pass Option
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- V. **Course Equivalency:** Yes ESOL 019, ESOL 019A
- VI. **Additional Information:**
- VII. **Additional Textbook Information:** All textbooks are latest edition as of 7/22

COURSE ANALYSIS DATA

- I. **Reason for Proposed Action:** Six yr review including review & update of texts for currency. (Course revision is for six year review.)
- II. **How Does The Course Fit The College Mission?** 1. Basic Skills/ESL
- III. **Current Transfer Options:**
- IV. **Proposed College/District Purpose:** 1. Course is not included in required units for major
- V. **Extraordinary Cost to the College:** None.
- VI. **Library Resource Materials:** .

GENERAL EDUCATION ANALYSIS

REQUISITES ANALYSIS

SECTION III

COURSE DISTANCE EDUCATION INFORMATION

I. MESA

II. Distance Education Methods of Instruction: 1. Fully Online

III. Other Distance Education Methods:

IV. Type and frequency of contact may include, but is not limited to:

1. Announcements

As needed

Participant/s: Faculty to Student/s

2. Discussion Board

At least weekly

Participant/s: Faculty to Student/s , Among Students

3. Email/Message System

As needed

Participant/s: Faculty to Student/s , Among Students

4. Synchronous or Asynchronous Video

Frequent

Participant/s: Faculty to Student/s , Among Students

5. Telephone Contact

As needed

Participant/s: Faculty to Student/s , Among Students

V. List of Techniques: Online instruction includes regular student-to-student and instructor-to-student communication.

Telephone calls between students and the instructor may be used to discuss questions and concerns throughout the course. E-mail may be used for asynchronous instructor-to-student and student-to-student communication. Chat rooms may be used for synchronous interaction between students and between the instructor and students. Threaded discussions may be used for instructor-to-student and student-to-student asynchronous group communication. Live-classroom may be used for synchronous online lectures, meetings and office hour meetings as appropriate. Video, audio, learning objects and archived live-classroom lectures may be included for students to interact with asynchronously where appropriate. Assignments and tests that will be used in the Distance Education course will be exactly the same as those in the traditional course. Students will submit all course work (tests and assignments) electronically to the instructor for grading.

VI. How to Evaluate Students for Achieved Outcomes: The evaluation methods will mirror the on-campus course as specified in the course outline. The feedback on assignments and tests will be submitted electronically to the student.

VII. Additional Resources/Materials/Information: SDCCD and DSPS personnel will provide all needed accommodations. DSPS will provide a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).

VIII. Audio Visual Library Materials: NO

IX. CITY

X. Distance Education Methods of Instruction: 1. Fully Online

XI. Other Distance Education Methods:

XII. Type and frequency of contact may include, but is not limited to:

1. Announcements

weekly

2. Collaborative Web Documents

as assigned

3. Conferencing

as assigned

4. Discussion Board

at least five times during the term

5. Email/Message System

as needed

6. Field Trips

as assigned

7. Group Meetings

as assigned

8. Individual Meetings

as needed

9. Individualized Assignment Feedback

as assigned

10. Synchronous or Asynchronous Video

as assigned

11. Telephone Contact

as needed

XIII. List of Techniques: Students engage in regular and effective interaction with each other and the instructor in ways

SECTION III

COURSE DISTANCE EDUCATION INFORMATION

I. MESA

II. Distance Education Methods of Instruction: 1. Fully Online

III. Other Distance Education Methods:

IV. Type and frequency of contact may include, but is not limited to:

1. Announcements

As needed

Participant/s: Faculty to Student/s

2. Discussion Board

At least weekly

Participant/s: Faculty to Student/s , Among Students

3. Email/Message System

As needed

Participant/s: Faculty to Student/s , Among Students

4. Synchronous or Asynchronous Video

Frequent

Participant/s: Faculty to Student/s , Among Students

5. Telephone Contact

As needed

Participant/s: Faculty to Student/s , Among Students

V. List of Techniques: Online instruction includes regular student-to-student and instructor-to-student communication.

Telephone calls between students and the instructor may be used to discuss questions and concerns throughout the course. E-mail may be used for asynchronous instructor-to-student and student-to-student communication. Chat rooms may be used for synchronous interaction between students and between the instructor and students. Threaded discussions may be used for instructor-to-student and student-to-student asynchronous group communication. Live-classroom may be used for synchronous online lectures, meetings and office hour meetings as appropriate. Video, audio, learning objects and archived live-classroom lectures may be included for students to interact with asynchronously where appropriate. Assignments and tests that will be used in the Distance Education course will be exactly the same as those in the traditional course. Students will submit all course work (tests and assignments) electronically to the instructor for grading.

VI. How to Evaluate Students for Achieved Outcomes: The evaluation methods will mirror the on-campus course as specified in the course outline. The feedback on assignments and tests will be submitted electronically to the student.

VII. Additional Resources/Materials/Information: SDCCD and DSPS personnel will provide all needed accommodations. DSPS will provide a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).

VIII. Audio Visual Library Materials: NO

IX. CITY

X. Distance Education Methods of Instruction: 1. Fully Online

XI. Other Distance Education Methods:

XII. Type and frequency of contact may include, but is not limited to:

1. Announcements

weekly

2. Collaborative Web Documents

as assigned

3. Conferencing

as assigned

4. Discussion Board

at least five times during the term

5. Email/Message System

as needed

6. Field Trips

as assigned

7. Group Meetings

as assigned

8. Individual Meetings

as needed

9. Individualized Assignment Feedback

as assigned

10. Synchronous or Asynchronous Video

as assigned

11. Telephone Contact

as needed

XIII. List of Techniques: Students engage in regular and effective interaction with each other and the instructor in ways

that mirror the traditional classrooms; only the delivery system is altered. These methods include one-on-one communication with the instructor and with other students via e-mail, the announcement system, the discussion board, or other tools. Students also demonstrate an understanding and integration of course concepts via research assignments, problem sets, group projects, asynchronous class discussion, and/or other assignments. In-person activities include application of communication strategies, discussion of texts as well as reading and writing workshops.

XIV. How to Evaluate Students for Achieved Outcomes: Some of the evaluations are assessed in a traditional, on-campus format. Multiple measures are used to assess student learning objectives. These include performance on objective examinations administered via the assessment tool, writing assignments, and/or group or individual projects posted to the discussion board or other online collaboration tool. In person evaluations may include speeches, timed writings as well as project presentations.

XV. Additional Resources/Materials/Information: Materials posted online are consistent with those required for campus based class. SDCCD and DSPS personnel provide all needed accommodations. DSPS provide a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).

XVI. Audio Visual Library Materials: NO

XVII. MIRAMAR

XVIII. Distance Education Methods of Instruction: 1. Fully Online

XIX. Other Distance Education Methods:

XX. Type and frequency of contact may include, but is not limited to:

1. Announcements
weekly

Participant/s: Faculty to Student/s

2. Collaborative Web Documents
as assigned

Participant/s: Faculty to Student/s , Among Students

3. Conferencing
as assigned

Participant/s: Faculty to Student/s , Among Students

4. Discussion Board
as assigned

Participant/s: Faculty to Student/s , Among Students

5. Email/Message System
as needed

Participant/s: Faculty to Student/s

6. Field Trips
as assigned

Participant/s: Faculty to Student/s , Among Students

7. Group Meetings
as assigned

Participant/s: Faculty to Student/s , Among Students

8. Individual Meetings
as needed

Participant/s: Faculty to Student/s

9. Individualized Assignment Feedback
as assigned

Participant/s: Faculty to Student/s

10. Synchronous or Asynchronous Video
as assigned

Participant/s: Faculty to Student/s , Among Students

11. Telephone Contact
as needed

Participant/s: Faculty to Student/s

XXI. List of Techniques: Students interact with each other and the instructor in ways that mirror the traditional classroom; only the delivery system is altered. These methods include one-on-one communication with the instructor and with other students via email, the announcement system, the discussion board, or other tools. Students also demonstrate an understanding and integration of course concepts via research assignments, problem sets, group projects, asynchronous class discussion, and/or other assignments. In-person activities include application of communication strategies, discussion of texts as well as reading and writing workshops.

XXII. How to Evaluate Students for Achieved Outcomes: Some of the evaluations are assessed in a traditional, on-campus format. Multiple measures are used to assess student learning objectives. These include performance on objective examinations administered via the assessment tool, writing assignments, and/or group or individual projects posted to the discussion board or other online collaboration tool. In person evaluations may include speeches, timed writings as well as project presentations.

XXIII. Additional Resources/Materials/Information: Materials posted online are consistent with those required for the

that mirror the traditional classrooms; only the delivery system is altered. These methods include one-on-one communication with the instructor and with other students via e-mail, the announcement system, the discussion board, or other tools. Students also demonstrate an understanding and integration of course concepts via research assignments, problem sets, group projects, asynchronous class discussion, and/or other assignments. In-person activities include application of communication strategies, discussion of texts as well as reading and writing workshops.

XIV. How to Evaluate Students for Achieved Outcomes: Some of the evaluations are assessed in a traditional, on-campus format. Multiple measures are used to assess student learning objectives. These include performance on objective examinations administered via the assessment tool, writing assignments, and/or group or individual projects posted to the discussion board or other online collaboration tool. In person evaluations may include speeches, timed writings as well as project presentations.

XV. Additional Resources/Materials/Information: Materials posted online are consistent with those required for campus based class. SDCCD and DSPS personnel provide all needed accommodations. DSPS provide a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).

XVI. Audio Visual Library Materials: NO

XVII. MIRAMAR

XVIII. Distance Education Methods of Instruction: 1. Fully Online

XIX. Other Distance Education Methods:

XX. Type and frequency of contact may include, but is not limited to:

1. Announcements
weekly

Participant/s: Faculty to Student/s

2. Collaborative Web Documents
as assigned

Participant/s: Faculty to Student/s , Among Students

3. Conferencing
as assigned

Participant/s: Faculty to Student/s , Among Students

4. Discussion Board
as assigned

Participant/s: Faculty to Student/s , Among Students

5. Email/Message System
as needed

Participant/s: Faculty to Student/s

6. Field Trips
as assigned

Participant/s: Faculty to Student/s , Among Students

7. Group Meetings
as assigned

Participant/s: Faculty to Student/s , Among Students

8. Individual Meetings
as needed

Participant/s: Faculty to Student/s

9. Individualized Assignment Feedback
as assigned

Participant/s: Faculty to Student/s

10. Synchronous or Asynchronous Video
as assigned

Participant/s: Faculty to Student/s , Among Students

11. Telephone Contact
as needed

Participant/s: Faculty to Student/s

XXI. List of Techniques: Students interact with each other and the instructor in ways that mirror the traditional classroom; only the delivery system is altered. These methods include one-on-one communication with the instructor and with other students via email, the announcement system, the discussion board, or other tools. Students also demonstrate an understanding and integration of course concepts via research assignments, problem sets, group projects, asynchronous class discussion, and/or other assignments. In-person activities include application of communication strategies, discussion of texts as well as reading and writing workshops.

XXII. How to Evaluate Students for Achieved Outcomes: Some of the evaluations are assessed in a traditional, on-campus format. Multiple measures are used to assess student learning objectives. These include performance on objective examinations administered via the assessment tool, writing assignments, and/or group or individual projects posted to the discussion board or other online collaboration tool. In person evaluations may include speeches, timed writings as well as project presentations.

XXIII. Additional Resources/Materials/Information: Materials posted online are consistent with those required for the

in-person class. SDCCD and DSPS personnel provide all needed accommodations. DSPS provides a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).

XXIV. Audio Visual Library Materials: NO

SECTION IV

COURSE STUDENT LEARNING OUTCOME(S)

CITY

- Read a text and compose a paragraph using information from the text in the response.
- Read a text and compose a paragraph using information from the text in the response.
- Comprehend and respond to multi step instructions appropriately.
- Comprehend and respond to multi step instructions appropriately.

MESA

- Students will demonstrate comprehension of a range of written texts, including writing prompts.
- Students will be able to effectively organize and compose written paragraphs through writing at the high-beginner level.

MIRAMAR

- Writing
- Listening and Speaking

SECTION V

COURSE DATA ADMINISTRATION ELEMENTS

I. Codes:

California Classification: (Y Credit Course)

TOP Code: 4930.87 ESL Integrated

SAM Code: E - Non Occupational

Course Prior to College Level (CB21): E - Five levels below transfer

Funding Agency Category (CB23): Not Applicable (funding not used to develop course)

Course Program Status (CB24): Not program-applicable

Course Gen Education Status (CB25): Y = Not applicable

Course Support Course Status (CB26): N = Course is not a support course

Major Restriction Code: NONE

II. Lect Units: 9.00

Total Units: 9

Lecture Hours Min: 144.00 **Max:** 162.00

Lab Hours Min: 0.00 **Max:** 0.00

Other Hours Min: 0.00 **Max:** 0.00

Total Contact Hours Min: 144.00 **Max:** 162.00

Outside-of-Class Hours Min: 288.00 **Max:** 324.00

Total Student Learning Hours Min: 432.00 **Max:** 486.00

FTEF Lecture Min: 0.6000 **Max:**

FTEF Lab Min: 0.0000 **Max:**

FTEF Total Min: 0.6000 **Max:**

III. Last Time Pre/Co Requisite Update: 04/07/2022

IV. Last Outline Revision Date: 10/26/2017

V. CIC Approval: 05/12/2022

VI. BOT Approval:

VII. State Approval:

VIII. Revised State Approval:

IX. Course Approval Effective Date: Fall 2022

SECTION VI

CREDIT FOR PRIOR LEARNING

in-person class. SDCCD and DSPS personnel provide all needed accommodations. DSPS provides a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).

XXIV. Audio Visual Library Materials: NO

SECTION IV

COURSE STUDENT LEARNING OUTCOME(S)

CITY

- Read a text and compose a paragraph using information from the text in the response.
- Read a text and compose a paragraph using information from the text in the response.
- Comprehend and respond to multi step instructions appropriately.
- Comprehend and respond to multi step instructions appropriately.

MESA

- Students will demonstrate comprehension of a range of written texts, including writing prompts.
- Students will be able to effectively organize and compose written paragraphs through writing at the high-beginner level.

MIRAMAR

- Writing
- Listening and Speaking

SECTION V

COURSE DATA ADMINISTRATION ELEMENTS

I. Codes:

California Classification: (Y Credit Course)

TOP Code: 4930.87 ESL Integrated

SAM Code: E - Non Occupational

Course Prior to College Level (CB21): E - Five levels below transfer

Funding Agency Category (CB23): Not Applicable (funding not used to develop course)

Course Program Status (CB24): Not program-applicable

Course Gen Education Status (CB25): Y = Not applicable

Course Support Course Status (CB26): N = Course is not a support course

Major Restriction Code: NONE

II. Lect Units: 9.00

Total Units: 9

Lecture Hours Min: 144.00 **Max:** 162.00

Lab Hours Min: 0.00 **Max:** 0.00

Other Hours Min: 0.00 **Max:** 0.00

Total Contact Hours Min: 144.00 **Max:** 162.00

Outside-of-Class Hours Min: 288.00 **Max:** 324.00

Total Student Learning Hours Min: 432.00 **Max:** 486.00

FTEF Lecture Min: 0.6000 **Max:**

FTEF Lab Min: 0.0000 **Max:**

FTEF Total Min: 0.6000 **Max:**

III. Last Time Pre/Co Requisite Update: 06/27/2022

IV. Last Outline Revision Date: 10/26/2017

V. CIC Approval:

VI. BOT Approval:

VII. State Approval:

VIII. Revised State Approval:

IX. Course Approval Effective Date:

SECTION VI

CREDIT FOR PRIOR LEARNING

**SAN DIEGO COMMUNITY COLLEGE DISTRICT
CITY, MESA, AND MIRAMAR COLLEGES
ASSOCIATE DEGREE COURSE OUTLINE**

SECTION I

SUBJECT AREA AND COURSE NUMBER: English Language Acquisition 016

COURSE TITLE:

Accelerated English Language Acquisition - Low-Intermediate Level

Units:

2

Pass/No Pass

CATALOG COURSE DESCRIPTION:

This course is intended for students who are currently enrolled in English Language Acquisition 15 and who desire additional support or more advanced reading, writing, and grammar activities. Emphasis is placed on deeper learning and understanding of English Language Acquisition 15 course content and producing more rigorous assignments. The course consists of personalized instruction and peer review to revise and expand upon the length and complexity of assignments in English Language Acquisition 15.

REQUISITES:

Corequisite:

ELAC 015 or Milestone L20 Note: Concurrent enrollment in ELAC 15 is required. Assessment Skill Level L20 is not required.

FIELD TRIP REQUIREMENTS:

May be required

TRANSFER APPLICABILITY:

Not applicable to the Associate Degree

CID:

TOTAL LECTURE HOURS:

32 - 36

TOTAL LAB HOURS:

TOTAL CONTACT HOURS:

32 - 36

OUTSIDE-OF-CLASS HOURS:

64 - 72

TOTAL STUDENT LEARNING HOURS:

96 - 108

STUDENT LEARNING OBJECTIVES:

Upon successful completion of the course the student will be able to:

1. Engage in creative and critical thinking in a variety of communicative activities.
2. Identify and apply critical reading strategies for a variety of texts of various lengths.
3. Generate ideas for writing.
4. Organize and compose drafts of writing from a variety of genres.
5. Apply strategies for revision.
6. Formulate approaches to identify and correct grammatical and mechanical errors.
7. Employ study skills necessary for success in further academic environments.
8. Organize and prepare a portfolio of work.

SECTION II

1. COURSE OUTLINE AND SCOPE:

A. Outline Of Topics:

The following topics are included in the framework of the course but are not intended as limits on content. The order of presentation and relative emphasis will vary with each instructor.

This course supports students learning the English language with **low-intermediate and intermediate level materials.**

- I. Creative and critical thinking
 - A. Reading strategies and engaging the text - variety of genres
 1. Identifying reader's purpose
 2. Identifying author's purpose
 3. Analyzing author's choices in text structure and organization
 4. Developing questions
 5. Analyzing author's choices in grammar structure
 - B. Paragraph and multi-paragraph writings
 1. Responding to texts
 2. Analyzing prompts
 3. Identifying writer's purpose
 4. Engaging in the writing process - brainstorming, planning, writing, revising
 - a. Producing a variety of genres
 - b. Patterning writing on mentor models
 5. Engaging in peer review
 6. Reviewing, evaluating, and revising one's own writing
 - a. Expanding composition length
 - b. Adding complexity
 7. Editing for grammar and mechanics
 - C. Demonstrating metacognitive awareness
 1. Assessing own reading and writing
 2. Applying strategies to improve performance
- II. Study skills
 - A. Building awareness of expectations of American academic culture
 - B. Building organizational strategies
 - C. Preparing a portfolio of work

B. Reading Assignments:

Reading assignments are required and may include, but are not limited to, the following: Intermediate English language acquisition level materials

- I. Full-length novels or memoirs
- II. Collections of short stories
- III. Articles and editorials from magazines and/or newspapers (online and print)
- IV. Blogs
- V. Letters
- VI. Proposals
- VII. Poems

- VIII. Personal statements
- IX. Excerpts from textbooks
- X. Speech transcripts
- XI. Summary and response

C. Writing Assignments:

Writing assignments are required and may include, but are not limited to, the following:
Intermediate English language acquisition level

- I. Journal entries and/or responses to questions related to assigned readings and class discussions
- II. Short stories
- III. Articles for magazines and/or newsletters
- IV. Blogs
- V. Letters
- VI. Proposals
- VII. Poems
- VIII. Personal statements
- IX. Testimonials
- X. Critiques of creative pieces
- XI. Reflections related to readings and one's own development as a writer
- XII. Peer and/or self evaluations
- XIII. Class and/or field notes
- XIV. Grammar journal/logs
- XV. Vocabulary journal/logs
- XVI. Freewriting
- XVII. Summary and response
- XVIII. Outlines of readings

D. Appropriate Outside Assignments:

Outside assignments may include, but are not limited to, the following:
Intermediate English language acquisition level materials

- I. Reading and preparation for in-class discussions
- II. Attending community events or lectures
- III. Engaging in fieldwork, such as interviews and/or observations
- IV. Drafting paragraph and/or multi-paragraph writings from a variety of genres
- V. Revising writings
- VI. Tutoring sessions
- VII. Service learning
- VIII. Posting and responding to others on online discussion forum

E. Appropriate Assignments that Demonstrate Critical Thinking:

Critical thinking assignments are required and may include, but are not limited to, the following:

- I. Analyzing texts for purpose, content, organization, support, and development
- II. Formulating questions about texts
- III. Evaluating personal progress in reflective compositions
- IV. Distinguishing between alternative points of view
- V. Distinguishing between fact and opinion
- VI. Identifying and explaining connections between texts and personal experiences
- VII. Organizing and evaluating information from class readings and other texts
- VIII. Analyzing one's own and other's written work for coherence and clarity

2. METHODS OF EVALUATION:

A student's grade will be based on multiple measures of performance unless the course requires no grade.
Multiple measures may include, but are not limited to, the following:

- I. Reading responses
- II. Paragraph and multi-paragraph writings and revisions
- III. Journals
- IV. Homework assignments
- V. Quizzes
- VI. Portfolio
- VII. Class participation

3. METHODS OF INSTRUCTION:

Methods of instruction may include, but are not limited to, the following:

- * Audio-Visual
- * Collaborative Learning
- * Computer Assisted Instruction
- * Discussion Seminar
- * Distance Education (Fully online)
- * Lecture
- * Lecture Discussion
- * Other (Specify)
- * Mentor texts

4. REQUIRED TEXTS AND SUPPLIES:

Textbooks may include, but are not limited to:

TEXTBOOKS:

1. Blanchard, Karen and Lynn Bonesteel. From Reading to Writing 2, Pearson Longman, 2010, ISBN: 9780136127802
2. Blass, Laurie, Keith S. Folse, and Deborah A. Mitchell. Grammar for Great Writing A, Cengage, 2018, ISBN: 9781337115834
3. Bottcher, Elizabeth. Longman Academic Reading 1, Pearson, 2016, ISBN: 9780134663395
4. Butler, Linda. Longman Academic Writing Series, 2nd ed. Pearson, 2013, ISBN: 9780132679381
5. Butler, Linda. Password 3, 3rd ed. Pearson, 2016, ISBN: 9780134399379
6. Pearson Education. Longman Advanced American Dictionary, 3rd ed. Foreign Languages Teaching and Research Press, 2021, ISBN: 9787521320916

MANUALS:

PERIODICALS:

SOFTWARE:

SUPPLIES:

1. n/a

ORIGINATOR: Chris Sullivan
ORIGINATION DATE: 11/15/2021
PROPOSAL ORIGINATOR: Chris Sullivan
CO-CONTRIBUTOR(S)
PROPOSAL DATE: 06/27/2022

**SAN DIEGO COMMUNITY COLLEGE DISTRICT
COURSE PROPOSAL IMPACT REPORT**

COURSE TO BE PROPOSED: ELAC 016
Accelerated English Language Acquisition - Low-

Intermediate Level

ACTIVE/APPROVED COURSES IMPACTED:

ELAC 016 Accelerated English Language Acquisition - Low-Intermediate Level (29151)

ACTIVE/APPROVED/PROPOSED PROGRAMS IMPACTED:

SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY , MESA AND MIRAMAR COLLEGES

Course Outline of Record: Curriculum Proposal Report

SECTION I

- I. **Subject Area:** English Language Acquisition
- II. **Course Number:** 016
- III. **Course Title:** Accelerated English Language Acquisition - Low-Intermediate Level
- IV. **Disciplines (Instructor Minimum Qualifications):** ESL
- V.
- VI. **Family:**
- VII. **Current Short Title:** Acc Engl Lang Acq - Low-interm
- VIII. **Course Is Active/Where?** CITY , MESA AND MIRAMAR
- IX. **Originating Campus:** MESA
- X. **Action Proposed:** Course Revision (May Include Activation)
- XI. **Distance Education Proposed At:** Mesa and Miramar
- XII. **Proposal Originating Date:** 06/27/2022
- XIII. **Proposed Start Semester:** Spring 2024
- XIV. **Field Trip:** May be required
- XV. **Grading Option:** Pass/No Pass
- XVI. **Current Short Description:** Accelerated reading, writing, and grammar at the low-intermediate level.

SECTION II

COURSE ENROLLMENT INFORMATION

- I. **Requisites:**
Corequisite: ELAC 015 or Milestone L20 Note: Concurrent enrollment in ELAC 15 is required. Assessment Skill Level L20 is not required.
- II. **Current Degree Applicability:** Not applicable to the Associate Degree
- III. **Current Basic Skills Designation:** B - Basic Skills Course
- IV. **Repeatability:** Course may be taken 1 time(s)
- V. **Course Equivalency:** No
- VI. **Additional Information:**
- VII. **Additional Textbook Information:** All textbooks are latest edition as of 7/22

COURSE ANALYSIS DATA

- I. **Reason for Proposed Action:** Six yr review including review & update of texts for currency. (Course revision is for six year review.)
- II. **How Does The Course Fit The College Mission?** 1. Basic Skills/ESL
- III. **Current Transfer Options:**
- IV. **Proposed College/District Purpose:** 1. Course is not included in required units for major
- V. **Extraordinary Cost to the College:** n/a.
- VI. **Library Resource Materials:** .

GENERAL EDUCATION ANALYSIS

REQUISITES ANALYSIS

Reading and Writing at the Basic Skills Level

- I. **Course: ELAC 015** Engage in creative and critical thinking in a variety of communicative activities.
- II. **Course: ELAC 015** Build critical reading strategies and apply them to a variety of texts of various lengths.
- III. **Course: ELAC 015** Identify overall purpose, structure, and organization of a variety of texts.
- IV. **Course: ELAC 015** Connect concepts in readings to other texts and personal experiences.
- V. **Course: ELAC 015** Develop a greater understanding of cultural references.

- VI. Course: ELAC 015 Build vocabulary learning strategies.
- VII. Course: ELAC 015 Analyze grammatical structures in a variety of texts.
- VIII. Course: ELAC 015 Plan, write, and revise multi-sentence and paragraph writings from a variety of genres with clear organization and purpose.

SECTION III

COURSE DISTANCE EDUCATION INFORMATION

- I. **MESA**
- II. **Distance Education Methods of Instruction:** 1. Fully Online
- III. **Other Distance Education Methods:**
- IV. **Type and frequency of contact may include, but is not limited to:**
 - 1. Announcements
As needed
Participant/s: Faculty to Student/s
 - 2. Discussion Board
At least weekly
Participant/s: Faculty to Student/s , Among Students
 - 3. Email/Message System
As needed
Participant/s: Faculty to Student/s , Among Students
 - 4. Synchronous or Asynchronous Video
Frequent
Participant/s: Faculty to Student/s , Among Students
 - 5. Telephone Contact
As needed
Participant/s: Faculty to Student/s , Among Students
- V. **List of Techniques:** Online instruction includes regular student-to-student and instructor-to-student communication. Telephone calls between students and the instructor may be used to discuss questions and concerns throughout the course. E-mail may be used for asynchronous instructor-to-student and student-to-student communication. Chat rooms may be used for synchronous interaction between students and between the instructor and students. Threaded discussions may be used for instructor-to-student and student-to-student asynchronous group communication. Live-classroom may be used for synchronous online lectures, meetings and office hour meetings as appropriate. Video, audio, learning objects and archived live-classroom lectures may be included for students to interact with asynchronously where appropriate. Assignments and tests that will be used in the Distance Education course will be exactly the same as those in the traditional course. Students will submit all course work (tests and assignments) electronically to the instructor for grading.
- VI. **How to Evaluate Students for Achieved Outcomes:** The evaluation methods will mirror the on-campus course as specified in the course outline. The feedback on assignments and tests will be submitted electronically to the student.
- VII. **Additional Resources/Materials/Information:** SDCCD and DSPS personnel will provide all needed accommodations. DSPS will provide a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).
- VIII. **Audio Visual Library Materials:** NO
- IX. **MIRAMAR**
- X. **Distance Education Methods of Instruction:** 1. Online-Emergency Only
- XI. **Other Distance Education Methods:**
- XII. **Type and frequency of contact may include, but is not limited to:**
 - 1. Announcements
weekly
 - 2. Collaborative Web Documents
as assigned
 - 3. Conferencing
as assigned
 - 4. Discussion Board
at least two times during the term with the instructor and with other students (in the absence of other collaborative student projects)
 - 5. Email/Message System

- as needed
- 6. Individual Meetings
 - as needed
- 7. Individualized Assignment Feedback
 - as assigned
- 8. Synchronous or Asynchronous Video
 - as assigned
- 9. Telephone Contact
 - as needed
- XIII. **List of Techniques:** Students interact with each other and the instructor in ways that mirror the traditional classroom; only the delivery system is altered. These methods include one-on-one communication with the instructor and with other students via email, the announcement system, the discussion board, or other tools. Students also demonstrate an understanding and integration of course concepts via research assignments, problem sets, group projects, asynchronous class discussion, and/or other assignments. Synchronous online activities may include discussion of texts as well as reading and writing workshops.
- XIV. **How to Evaluate Students for Achieved Outcomes:** Multiple measures are used to assess student learning objectives. These include performance on objective examinations administered via the assessment tool, writing assignments, and/or group or individual projects posted to the discussion board or other online collaboration tool.
- XV. **Additional Resources/Materials/Information:** Materials posted online are consistent with those required for the in-person class. SDCCD and DSPS personnel provide all needed accommodations. DSPS provides a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).
- XVI. **Audio Visual Library Materials:** NO

SECTION IV

COURSE STUDENT LEARNING OUTCOME(S)

CITY

- Revise and expand on own written work that demonstrates an intermediate level of reading, writing, and critical thinking.
- Revise and expand on own written work that demonstrates an intermediate level of reading, writing, and critical thinking.

MESA

- Students will demonstrate comprehension of a range of written texts, including prompts.
- Students will be able to effectively organize and compose a multi-paragraph written piece at the mid-intermediate level.

MIRAMAR

SECTION V

COURSE DATA ADMINISTRATION ELEMENTS

I. Codes:

California Classification: (Y Credit Course)

TOP Code: 4930.84 ESL Writing

SAM Code: E - Non Occupational

Course Prior to College Level (CB21): E - Five levels below transfer

Funding Agency Category (CB23): Not Applicable (funding not used to develop course)

Course Program Status (CB24): Not program-applicable

Course Gen Education Status (CB25): Y = Not applicable

Course Support Course Status (CB26): N = Course is not a support course

Major Restriction Code: NONE

II. Lect Units: 2.00

Total Units: 2

Lecture Hours Min: 32.00 Max: 36.00

Lab Hours Min: 0.00 Max: 0.00

Other Hours Min: 0.00 Max:0.00

Total Contact Hours Min: 32.00 Max:36.00

Outside-of-Class Hours Min: 64.00 Max:72.00

Total Student Learning Hours Min: 96.00 Max: 108.00

FTEF Lecture Min: 0.1333 Max:

FTEF Lab Min: 0.0000 Max:

FTEF Total Min: 0.1333 Max:

III. Last Time Pre/Co Requisite Update: 06/27/2022

IV. Last Outline Revision Date: 12/12/2019

V. CIC Approval:

VI. BOT Approval:

VII. State Approval:

VIII. Revised State Approval:

IX. Course Approval Effective Date:

SECTION VI

CREDIT FOR PRIOR LEARNING

ELAC 016

Previous Report

CIC Approval: 03/24/2022
BOT APPROVAL:
STATE APPROVAL:
EFFECTIVE TERM: Fall 2022

SAN DIEGO COMMUNITY COLLEGE DISTRICT CITY, MESA, AND MIRAMAR COLLEGES ASSOCIATE DEGREE COURSE OUTLINE

SECTION I

SUBJECT AREA AND COURSE NUMBER: English Language Acquisition 016

COURSE TITLE:

Accelerated English Language Acquisition - Low-Intermediate Level

Units:
2
Pass/No Pass

CATALOG COURSE DESCRIPTION:

This course is intended for students who are currently enrolled in English Language Acquisition 15 and who desire additional support or more advanced reading, writing, and grammar activities. Emphasis is placed on deeper learning and understanding of English Language Acquisition 15 course content and producing more rigorous assignments. The course consists of personalized instruction and peer review to revise and expand upon the length and complexity of assignments in English Language Acquisition 15.

REQUISITES:

Corequisite:

ELAC 015 or Milestone L20 Note: Concurrent enrollment in ELAC 15 is required. Assessment Skill Level L20 is not required.

FIELD TRIP REQUIREMENTS:

May be required

TRANSFER APPLICABILITY:

Not applicable to the Associate Degree

CID:

TOTAL LECTURE HOURS:

32 - 36

TOTAL LAB HOURS:

TOTAL CONTACT HOURS:

32 - 36

OUTSIDE-OF-CLASS HOURS:

64 - 72

TOTAL STUDENT LEARNING HOURS:

96 - 108

STUDENT LEARNING OBJECTIVES:

Upon successful completion of the course the student will be able to:

1. Engage in creative and critical thinking in a variety of communicative activities.
2. Identify and apply critical reading strategies for a variety of texts of various lengths.
3. Generate ideas for writing.
4. Organize and compose drafts of writing from a variety of genres.
5. Apply strategies for revision.
6. Formulate approaches to identify and correct grammatical and mechanical errors.
7. Employ study skills necessary for success in further academic environments.

Current Report

ELAC 016

CIC Approval:
BOT APPROVAL:
STATE APPROVAL:
EFFECTIVE TERM:

SAN DIEGO COMMUNITY COLLEGE DISTRICT CITY, MESA, AND MIRAMAR COLLEGES ASSOCIATE DEGREE COURSE OUTLINE

SECTION I

SUBJECT AREA AND COURSE NUMBER: English Language Acquisition 016

COURSE TITLE:

Accelerated English Language Acquisition - Low-Intermediate Level

Units:
2
Pass/No Pass

CATALOG COURSE DESCRIPTION:

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REQUISITES:

Corequisite:

ELAC 015 or Milestone L20 Note: Concurrent enrollment in ELAC 15 is required. Assessment Skill Level L20 is not required.

FIELD TRIP REQUIREMENTS:

May be required

TRANSFER APPLICABILITY:

Not applicable to the Associate Degree

CID:

TOTAL LECTURE HOURS:

32 - 36

TOTAL LAB HOURS:

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2. Identify and apply critical reading strategies for a variety of texts of various lengths.
3. Generate ideas for writing.
4. Organize and compose drafts of writing from a variety of genres.
5. Apply strategies for revision.
6. Formulate approaches to identify and correct grammatical and mechanical errors.
7. Employ study skills necessary for success in further academic environments.
8. Organize and prepare a portfolio of work.

8. Organize and prepare a portfolio of work.

SECTION II

I. COURSE OUTLINE AND SCOPE:

A. Outline Of Topics:

The following topics are included in the framework of the course but are not intended as limits on content. The order of presentation and relative emphasis will vary with each instructor.

This course supports students learning the English language with **low-intermediate and intermediate level materials**.

I. Creative and critical thinking

A. Reading strategies and engaging the text - variety of genres

1. Identifying reader's purpose
2. Identifying author's purpose
3. Analyzing author's choices in text structure and organization
4. Developing questions
5. Analyzing author's choices in grammar structure

B. Paragraph and multi-paragraph writings

1. Responding to texts
2. Analyzing prompts
3. Identifying writer's purpose
4. Engaging in the writing process - brainstorming planning writing revising
 - a. Producing a variety of genres
 - b. Patterning writing on mentor models
5. Engaging in peer review
6. Reviewing evaluating and revising one's own writing
 - a. Expanding composition length
 - b. Adding complexity
7. Editing for grammar and mechanics

C. Demonstrating metacognitive awareness

1. Assessing own reading and writing
2. Applying strategies to improve performance

II. Study skills

- A. Building awareness of expectations of American academic culture
- B. Building organizational strategies
- C. Preparing a portfolio of work

B. Reading Assignments:

Reading assignments are required and may include, but are not limited to, the following:
Intermediate English language acquisition level materials

- I. Full-length novels or memoirs
- II. Collections of short stories
- III. Articles and editorials from magazines and/or newspapers (online and print)
- IV. Blogs
- V. Letters
- VI. Proposals
- VII. Poems
- VIII. Personal statements
- IX. Excerpts from textbooks
- X. Speech transcripts
- XI. Summary and response

C. Writing Assignments:

Writing assignments are required and may include, but are not limited to, the following:
Intermediate English language acquisition level

- I. Journal entries and/or responses to questions related to assigned readings and class discussions
- II. Short stories
- III. Articles for magazines and/or newsletters
- IV. Blogs
- V. Letters
- VI. Proposals
- VII. Poems
- VIII. Personal statements
- IX. Testimonials
- X. Critiques of creative pieces
- XI. Reflections related to readings and one's own development as a writer

SECTION II

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A. Reading strategies and engaging the text - variety of genres

1. Identifying reader's purpose
2. Identifying author's purpose
3. Analyzing author's choices in text structure and organization
4. Developing questions
5. Analyzing author's choices in grammar structure

B. Paragraph and multi-paragraph writings

1. Responding to texts
2. Analyzing prompts
3. Identifying writer's purpose
4. Engaging in the writing process - brainstorming planning writing revising
 - a. Producing a variety of genres
 - b. Patterning writing on mentor models
5. Engaging in peer review
6. Reviewing evaluating and revising one's own writing
 - a. Expanding composition length
 - b. Adding complexity
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1. Assessing own reading and writing
2. Applying strategies to improve performance

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- A. Building awareness of expectations of American academic culture
- B. Building organizational strategies
- C. Preparing a portfolio of work

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Reading assignments are required and may include, but are not limited to, the following:
Intermediate English language acquisition level materials

- I. Full-length novels or memoirs
- II. Collections of short stories
- III. Articles and editorials from magazines and/or newspapers (online and print)
- IV. Blogs
- V. Letters
- VI. Proposals
- VII. Poems
- VIII. Personal statements
- IX. Excerpts from textbooks
- X. Speech transcripts
- XI. Summary and response

C. Writing Assignments:

Writing assignments are required and may include, but are not limited to, the following:
Intermediate English language acquisition level

- I. Journal entries and/or responses to questions related to assigned readings and class discussions
- II. Short stories
- III. Articles for magazines and/or newsletters
- IV. Blogs
- V. Letters
- VI. Proposals
- VII. Poems
- VIII. Personal statements
- IX. Testimonials
- X. Critiques of creative pieces
- XI. Reflections related to readings and one's own development as a writer
- XII. Peer and/or self evaluations
- XIII. Class and/or field notes

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- XIII. Class and/or field notes
- XIV. Grammar journal/logs
- XV. Vocabulary journal/logs
- XVI. Freewriting
- XVII. Summary and response
- XVIII. Outlines of readings

D. Appropriate Outside Assignments:

Outside assignments may include, but are not limited to, the following:
Intermediate English language acquisition level materials

- I. Reading and preparation for in-class discussions
- II. Attending community events or lectures
- III. Engaging in fieldwork, such as interviews and/or observations
- IV. Drafting paragraph and/or multi-paragraph writings from a variety of genres
- V. Revising writings
- VI. Tutoring sessions
- VII. Service learning
- VIII. Posting and responding to others on online discussion forum

E. Appropriate Assignments that Demonstrate Critical Thinking:

Critical thinking assignments are required and may include, but are not limited to, the following:

- I. Analyzing texts for purpose, content, organization, support, and development
- II. Formulating questions about texts
- III. Evaluating personal progress in reflective compositions
- IV. Distinguishing between alternative points of view
- V. Distinguishing between fact and opinion
- VI. Identifying and explaining connections between texts and personal experiences
- VII. Organizing and evaluating information from class readings and other texts
- VIII. Analyzing one's own and other's written work for coherence and clarity

2. METHODS OF EVALUATION:

A student's grade will be based on multiple measures of performance unless the course requires no grade. Multiple measures may include, but are not limited to, the following:

- I. Reading responses
- II. Paragraph and multi-paragraph writings and revisions
- III. Journals
- IV. Homework assignments
- V. Quizzes
- VI. Portfolio
- VII. Class participation

3. METHODS OF INSTRUCTION:

Methods of instruction may include, but are not limited to, the following:

- * Audio-Visual
- * Collaborative Learning
- * Computer Assisted Instruction
- * Discussion Seminar
- * Distance Education (Fully online)
- * Lecture
- * Lecture Discussion
- * Other (Specify)
- * Mentor texts

4. REQUIRED TEXTS AND SUPPLIES:

Textbooks may include, but are not limited to:

TEXTBOOKS:

1. Blanchard, Karen and Lynn Bonesteel. *From Reading to Writing 2*. Pearson Longman, 2010, ISBN: 9780136127802
2. Blass, Laurie, Keith S. Folse, and Deborah A. Mitchell. *Grammar for Great Writing A*. Cengage, 2018, ISBN: 9781337115834

- XIV. Grammar journal/logs
- XV. Vocabulary journal/logs
- XVI. Freewriting
- XVII. Summary and response
- XVIII. Outlines of readings

D. Appropriate Outside Assignments:

Outside assignments may include, but are not limited to, the following:
Intermediate English language acquisition level materials

- I. Reading and preparation for in-class discussions
- II. Attending community events or lectures
- III. Engaging in fieldwork, such as interviews and/or observations
- IV. Drafting paragraph and/or multi-paragraph writings from a variety of genres
- V. Revising writings
- VI. Tutoring sessions
- VII. Service learning
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- III. Evaluating personal progress in reflective compositions
- IV. Distinguishing between alternative points of view
- V. Distinguishing between fact and opinion
- VI. Identifying and explaining connections between texts and personal experiences
- VII. Organizing and evaluating information from class readings and other texts
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Methods of instruction may include, but are not limited to, the following:

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- * Collaborative Learning
- * Computer Assisted Instruction
- * Discussion Seminar
- * Distance Education (Fully online)
- * Lecture
- * Lecture Discussion
- * Other (Specify)
- * Mentor texts

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2. Blass, Laurie, Keith S. Folse, and Deborah A. Mitchell. *Grammar for Great Writing A*. Cengage, 2018, ISBN: 9781337115834
3. Bottcher, Elizabeth. *Longman Academic Reading 1*. Pearson, 2016, ISBN: 9780134663395
4. Butler, Linda. *Longman Academic Writing Series*. 2nd ed. Pearson, 2013, ISBN: 9780132679381
5. Butler, Linda. *Password 3*. 3rd ed. Pearson, 2016, ISBN: 9780134399379
6. Pearson Education. *Longman Advanced American Dictionary*. 3rd ed. Foreign Languages Teaching and

- 3. Bottcher, Elizabeth. Longman Academic Reading 1, Pearson, 2016, ISBN: 9780134663395
- 4. Butler, Linda. Longman Academic Writing Series, 2nd ed. Pearson, 2013, ISBN: 9780132679381
- 5. Butler, Linda. Password 3, 3rd ed. Pearson, 2016, ISBN: 9780134399379
- 6. Pearson Education. Longman Advanced American Dictionary, Pearson, 2013, ISBN: 9781447913139

MANUALS:

PERIODICALS:

SOFTWARE:

SUPPLIES:

1. n/a

ORIGINATOR: Chris Sullivan

CO-CONTRIBUTOR(S)

DATE: 11/15/2021

Status: Active

Date Printed: 10/11/2022

Research Press, 2021, ISBN: 9787521320916

MANUALS:

PERIODICALS:

SOFTWARE:

SUPPLIES:

1. n/a

ORIGINATOR: Chris Sullivan

ORIGINATION DATE: 11/15/2021

PROPOSAL ORIGINATOR: Chris Sullivan

CO-CONTRIBUTOR(S)

PROPOSAL DATE: 06/27/2022

Status: Launched

Date Printed: 10/11/2022

Previous Report

SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY , MESA AND MIRAMAR COLLEGES

Course Outline of Record:
Curriculum Proposal Report

SECTION I

- I. **Subject Area:** English Language Acquisition
- II. **Course Number:** 016
- III. **Course Title:** Accelerated English Language Acquisition - Low-Intermediate Level
- IV. **Disciplines (Instructor Minimum Qualifications):** ESL
- V.
- VI. **Family:**
- VII. **Current Short Title:** Acc Engl Lang Acq - Low-interm
- VIII. **Course Is Active/Where?** CITY , MESA AND MIRAMAR
- IX. **Originating Campus:** MESA
- X. **Action Proposed:** Course Revision (May Include Activation)
- XI. **Distance Education Proposed At:** Mesa and Miramar
- XII. **Proposal Originating Date:** 11/15/2021
- XIII. **Proposed Start Semester:** Fall 2022
- XIV. **Field Trip:** May be required
- XV. **Grading Option:** Pass/No Pass
- XVI. **Current Short Description:** Accelerated reading, writing, and grammar at the low-intermediate level.

SECTION II

COURSE ENROLLMENT INFORMATION

- I. **Requisites:**
Corequisite: ELAC 015 or Milestone L20 Note: Concurrent enrollment in ELAC 15 is required. Assessment Skill Level L20 is not required.
- II. **Current Degree Applicability:** Not applicable to the Associate Degree
- III. **Current Basic Skills Designation:** B - Basic Skills Course
- IV. **Repeatability:** Course may be taken 1 time(s)
- V. **Course Equivalency:** No
- VI. **Additional Information:**
- VII. **Additional Textbook Information:** All textbooks are latest edition as of 11/2021

COURSE ANALYSIS DATA

- I. **Reason for Proposed Action:** Revision of Mesa Distance Ed from Emergency Only to Fully Online.
- II. **How Does The Course Fit The College Mission?** 1. Basic Skills/ESL
- III. **Current Transfer Options:**
- IV. **Proposed College/District Purpose:** 1. Course is not included in required units for major
- V. **Extraordinary Cost to the College:** n/a.
- VI. **Library Resource Materials:** .

GENERAL EDUCATION ANALYSIS

REQUISITES ANALYSIS

Reading and Writing at the Basic Skills Level

- I. **Course:** ELAC 015 **Engage in creative and critical thinking in a variety of communicative activities.**
- II. **Course:** ELAC 015 **Build critical reading strategies and apply them to a variety of texts of various**

Current Report

SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY , MESA AND MIRAMAR COLLEGES

Course Outline of Record:
Curriculum Proposal Report

SECTION I

- I. **Subject Area:** English Language Acquisition
- II. **Course Number:** 016
- III. **Course Title:** Accelerated English Language Acquisition - Low-Intermediate Level
- IV. **Disciplines (Instructor Minimum Qualifications):** ESL
- V.
- VI. **Family:**
- VII. **Current Short Title:** Acc Engl Lang Acq - Low-interm
- VIII. **Course Is Active/Where?** CITY , MESA AND MIRAMAR
- IX. **Originating Campus:** MESA
- X. **Action Proposed:** Course Revision (May Include Activation)
- XI. **Distance Education Proposed At:** Mesa and Miramar
- XII. **Proposal Originating Date:** 06/27/2022
- XIII. **Proposed Start Semester:** Spring 2024
- XIV. **Field Trip:** May be required
- XV. **Grading Option:** Pass/No Pass
- XVI. **Current Short Description:** Accelerated reading, writing, and grammar at the low-intermediate level.

SECTION II

COURSE ENROLLMENT INFORMATION

- I. **Requisites:**
Corequisite: ELAC 015 or Milestone L20 Note: Concurrent enrollment in ELAC 15 is required. Assessment Skill Level L20 is not required.
- II. **Current Degree Applicability:** Not applicable to the Associate Degree
- III. **Current Basic Skills Designation:** B - Basic Skills Course
- IV. **Repeatability:** Course may be taken 1 time(s)
- V. **Course Equivalency:** No
- VI. **Additional Information:**
- VII. **Additional Textbook Information:** All textbooks are latest edition as of 7/22

COURSE ANALYSIS DATA

- I. **Reason for Proposed Action:** Six yr review including review & update of texts for currency. (Course revision is for six year review.)
- II. **How Does The Course Fit The College Mission?** 1. Basic Skills/ESL
- III. **Current Transfer Options:**
- IV. **Proposed College/District Purpose:** 1. Course is not included in required units for major
- V. **Extraordinary Cost to the College:** n/a.
- VI. **Library Resource Materials:** .

GENERAL EDUCATION ANALYSIS

REQUISITES ANALYSIS

Reading and Writing at the Basic Skills Level

- I. **Course:** ELAC 015 **Engage in creative and critical thinking in a variety of communicative activities.**
- II. **Course:** ELAC 015 **Build critical reading strategies and apply them to a variety of texts of various**

lengths.

- III. Course: ELAC 015 Identify overall purpose, structure, and organization of a variety of texts.
- IV. Course: ELAC 015 Connect concepts in readings to other texts and personal experiences.
- V. Course: ELAC 015 Develop a greater understanding of cultural references.
- VI. Course: ELAC 015 Build vocabulary learning strategies.
- VII. Course: ELAC 015 Analyze grammatical structures in a variety of texts.
- VIII. Course: ELAC 015 Plan, write, and revise multi-sentence and paragraph writings from a variety of genres with clear organization and purpose.
- IX. Course: ELAC 015 Formulate questions related to one's own writing and other texts, including peer writing.
- X. Course: ELAC 015 Apply knowledge of mechanical and grammatical structures in the production and editing of sentences and paragraphs which communicate a high-beginning level of fluency and coherence.
- XI. Course: ELAC 015 Participate in a variety of communicative activities.
- XII. Course: ELAC 015 Listen to and interpret a variety of authentic and adapted materials.
- XIII. Course: ELAC 015 Express one's own ideas and respond to those of others in a variety of academic communicative activities.
- XIV. Course: ELAC 015 Demonstrate the ability to reflect on and monitor progress in one's English language acquisition process.
- XV. Course: ELAC 015 Employ basic study skills necessary for success in further academic environments.

SECTION III

COURSE DISTANCE EDUCATION INFORMATION

I. MESA

II. Distance Education Methods of Instruction: 1. Fully Online

III. Other Distance Education Methods:

IV. Type and frequency of contact may include, but is not limited to:

1. Announcements

As needed

Participant/s: Faculty to Student/s

2. Discussion Board

At least weekly

Participant/s: Faculty to Student/s , Among Students

3. Email/Message System

As needed

Participant/s: Faculty to Student/s , Among Students

4. Synchronous or Asynchronous Video

Frequent

Participant/s: Faculty to Student/s , Among Students

5. Telephone Contact

As needed

Participant/s: Faculty to Student/s , Among Students

V. List of Techniques: Online instruction includes regular student-to-student and instructor-to-student communication.

Telephone calls between students and the instructor may be used to discuss questions and concerns throughout the course. E-mail may be used for asynchronous instructor-to-student and student-to-student communication. Chat rooms may be used for synchronous interaction between students and between the instructor and students. Threaded discussions may be used for instructor-to-student and student-to-student asynchronous group communication. Live-classroom may be used for synchronous online lectures, meetings and office hour meetings as appropriate. Video, audio, learning objects and archived live-classroom lectures may be included for students to interact with asynchronously where appropriate. Assignments and tests that will be used in the Distance Education course will be exactly the same as those in the traditional course. Students will submit all course work (tests and assignments) electronically to the instructor for grading.

VI. How to Evaluate Students for Achieved Outcomes: The evaluation methods will mirror the on-campus course as specified in the course outline. The feedback on assignments and tests will be submitted electronically to the student.

VII. Additional Resources/Materials/Information: SDCCD and DSPS personnel will provide all needed accommodations. DSPS will provide a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).

VIII. Audio Visual Library Materials: NO

IX. MIRAMAR

X. Distance Education Methods of Instruction: 1. Online-Emergency Only

XI. Other Distance Education Methods:

XII. Type and frequency of contact may include, but is not limited to:

1. Announcements

weekly

lengths.

- III. Course: ELAC 015 Identify overall purpose, structure, and organization of a variety of texts.
- IV. Course: ELAC 015 Connect concepts in readings to other texts and personal experiences.
- V. Course: ELAC 015 Develop a greater understanding of cultural references.
- VI. Course: ELAC 015 Build vocabulary learning strategies.
- VII. Course: ELAC 015 Analyze grammatical structures in a variety of texts.
- VIII. Course: ELAC 015 Plan, write, and revise multi-sentence and paragraph writings from a variety of genres with clear organization and purpose.

SECTION III

COURSE DISTANCE EDUCATION INFORMATION

I. MESA

II. Distance Education Methods of Instruction: 1. Fully Online

III. Other Distance Education Methods:

IV. Type and frequency of contact may include, but is not limited to:

1. Announcements

As needed

Participant/s: Faculty to Student/s

2. Discussion Board

At least weekly

Participant/s: Faculty to Student/s , Among Students

3. Email/Message System

As needed

Participant/s: Faculty to Student/s , Among Students

4. Synchronous or Asynchronous Video

Frequent

Participant/s: Faculty to Student/s , Among Students

5. Telephone Contact

As needed

Participant/s: Faculty to Student/s , Among Students

V. List of Techniques: Online instruction includes regular student-to-student and instructor-to-student communication.

Telephone calls between students and the instructor may be used to discuss questions and concerns throughout the course. E-mail may be used for asynchronous instructor-to-student and student-to-student communication. Chat rooms may be used for synchronous interaction between students and between the instructor and students. Threaded discussions may be used for instructor-to-student and student-to-student asynchronous group communication. Live-classroom may be used for synchronous online lectures, meetings and office hour meetings as appropriate. Video, audio, learning objects and archived live-classroom lectures may be included for students to interact with asynchronously where appropriate. Assignments and tests that will be used in the Distance Education course will be exactly the same as those in the traditional course. Students will submit all course work (tests and assignments) electronically to the instructor for grading.

VI. How to Evaluate Students for Achieved Outcomes: The evaluation methods will mirror the on-campus course as specified in the course outline. The feedback on assignments and tests will be submitted electronically to the student.

VII. Additional Resources/Materials/Information: SDCCD and DSPS personnel will provide all needed accommodations. DSPS will provide a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).

VIII. Audio Visual Library Materials: NO

IX. MIRAMAR

X. Distance Education Methods of Instruction: 1. Online-Emergency Only

XI. Other Distance Education Methods:

XII. Type and frequency of contact may include, but is not limited to:

1. Announcements

weekly

2. Collaborative Web Documents

as assigned

3. Conferencing

as assigned

4. Discussion Board

at least two times during the term with the instructor and with other students (in the absence of other collaborative student projects)

5. Email/Message System

as needed

6. Individual Meetings

as needed

2. Collaborative Web Documents
as assigned
3. Conferencing
as assigned
4. Discussion Board
at least two times during the term with the instructor and with other students (in the absence of other collaborative student projects)
5. Email/Message System
as needed
6. Individual Meetings
as needed
7. Individualized Assignment Feedback
as assigned
8. Synchronous or Asynchronous Video
as assigned
9. Telephone Contact
as needed

XIII. List of Techniques: Students interact with each other and the instructor in ways that mirror the traditional classroom; only the delivery system is altered. These methods include one-on-one communication with the instructor and with other students via email, the announcement system, the discussion board, or other tools. Students also demonstrate an understanding and integration of course concepts via research assignments, problem sets, group projects, asynchronous class discussion, and/or other assignments. Synchronous online activities may include discussion of texts as well as reading and writing workshops.

XIV. How to Evaluate Students for Achieved Outcomes: Multiple measures are used to assess student learning objectives. These include performance on objective examinations administered via the assessment tool, writing assignments, and/or group or individual projects posted to the discussion board or other online collaboration tool.

XV. Additional Resources/Materials/Information: Materials posted online are consistent with those required for the in-person class. SDCCD and DSPS personnel provide all needed accommodations. DSPS provides a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).

XVI. Audio Visual Library Materials: NO

SECTION IV

COURSE STUDENT LEARNING OUTCOME(S)

CITY

- Revise and expand on own written work that demonstrates an intermediate level of reading, writing, and critical thinking.
- Revise and expand on own written work that demonstrates an intermediate level of reading, writing, and critical thinking.

MESA

- Students will demonstrate comprehension of a range of written texts, including prompts.
- Students will be able to effectively organize and compose a multi-paragraph written piece at the mid-intermediate level.

MIRAMAR

SECTION V

COURSE DATA ADMINISTRATION ELEMENTS

I. Codes:

California Classification: (Y Credit Course)
TOP Code: 4930.84 ESL Writing
SAM Code: E - Non Occupational
Course Prior to College Level (CB21): E - Five levels below transfer
Funding Agency Category (CB23): Not Applicable (funding not used to develop course)
Course Program Status (CB24): Not program-applicable
Course Gen Education Status (CB25): Y = Not applicable
Course Support Course Status (CB26): N = Course is not a support course
Major Restriction Code: NONE

7. Individualized Assignment Feedback
as assigned
8. Synchronous or Asynchronous Video
as assigned
9. Telephone Contact
as needed

XIII. List of Techniques: Students interact with each other and the instructor in ways that mirror the traditional classroom; only the delivery system is altered. These methods include one-on-one communication with the instructor and with other students via email, the announcement system, the discussion board, or other tools. Students also demonstrate an understanding and integration of course concepts via research assignments, problem sets, group projects, asynchronous class discussion, and/or other assignments. Synchronous online activities may include discussion of texts as well as reading and writing workshops.

XIV. How to Evaluate Students for Achieved Outcomes: Multiple measures are used to assess student learning objectives. These include performance on objective examinations administered via the assessment tool, writing assignments, and/or group or individual projects posted to the discussion board or other online collaboration tool.

XV. Additional Resources/Materials/Information: Materials posted online are consistent with those required for the in-person class. SDCCD and DSPS personnel provide all needed accommodations. DSPS provides a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).

XVI. Audio Visual Library Materials: NO

SECTION IV

COURSE STUDENT LEARNING OUTCOME(S)

CITY

- Revise and expand on own written work that demonstrates an intermediate level of reading, writing, and critical thinking.
- Revise and expand on own written work that demonstrates an intermediate level of reading, writing, and critical thinking.

MESA

- Students will demonstrate comprehension of a range of written texts, including prompts.
- Students will be able to effectively organize and compose a multi-paragraph written piece at the mid-intermediate level.

MIRAMAR

SECTION V

COURSE DATA ADMINISTRATION ELEMENTS

I. Codes:

California Classification: (Y Credit Course)
TOP Code: 4930.84 ESL Writing
SAM Code: E - Non Occupational
Course Prior to College Level (CB21): E - Five levels below transfer
Funding Agency Category (CB23): Not Applicable (funding not used to develop course)
Course Program Status (CB24): Not program-applicable
Course Gen Education Status (CB25): Y = Not applicable
Course Support Course Status (CB26): N = Course is not a support course
Major Restriction Code: NONE

II. Lect Units: 2.00

Total Units: 2
Lecture Hours Min: 32.00 **Max:** 36.00
Lab Hours Min: 0.00 **Max:** 0.00
Other Hours Min: 0.00 **Max:** 0.00
Total Contact Hours Min: 32.00 **Max:** 36.00
Outside-of-Class Hours Min: 64.00 **Max:** 72.00
Total Student Learning Hours Min: 96.00 **Max:** 108.00
FTEF Lecture Min: 0.1333 **Max:**
FTEF Lab Min: 0.0000 **Max:**
FTEF Total Min: 0.1333 **Max:**

II. Lect Units: 2.00
Total Units: 2
Lecture Hours Min: 32.00 **Max:** 36.00
Lab Hours Min: 0.00 **Max:** 0.00
Other Hours Min: 0.00 **Max:** 0.00
Total Contact Hours Min: 32.00 **Max:** 36.00
Outside-of-Class Hours Min: 64.00 **Max:** 72.00
Total Student Learning Hours Min: 96.00 **Max:** 108.00
FTEF Lecture Min: 0.1333 **Max:**
FTEF Lab Min: 0.0000 **Max:**
FTEF Total Min: 0.1333 **Max:**

III. Last Time Pre/Co Requisite Update: 11/15/2021

IV. Last Outline Revision Date: 12/12/2019

V. CIC Approval: 03/24/2022

VI. BOT Approval:

VII. State Approval:

VIII. Revised State Approval:

IX. Course Approval Effective Date: Fall 2022

SECTION VI

CREDIT FOR PRIOR LEARNING

III. Last Time Pre/Co Requisite Update: 06/27/2022

IV. Last Outline Revision Date: 12/12/2019

V. CIC Approval:

VI. BOT Approval:

VII. State Approval:

VIII. Revised State Approval:

IX. Course Approval Effective Date:

SECTION VI

CREDIT FOR PRIOR LEARNING

**SAN DIEGO COMMUNITY COLLEGE DISTRICT
CITY, MESA, AND MIRAMAR COLLEGES
ASSOCIATE DEGREE COURSE OUTLINE**

SECTION I

SUBJECT AREA AND COURSE NUMBER: English Language Acquisition 023

COURSE TITLE:
Academic Listening and Speaking I

Units:
6
Letter Grade or Pass/No Pass Option

CATALOG COURSE DESCRIPTION:

This course provides non-native English speakers with academic listening and speaking skills at the intermediate level. Emphasis is placed on developing accuracy and fluency in oral communication skills as well as understanding and responding to audio texts from a variety of genres. This course is intended for non-native speakers of English preparing for college-level coursework.

REQUISITES:

Prerequisite:
ELAC 015 with a grade of "C" or better, or equivalent or Milestone L20

Limitation on Enrollment:

This course is not open to students with previous credit for ESOL 022

FIELD TRIP REQUIREMENTS:

May be required

TRANSFER APPLICABILITY:

Not applicable to the Associate Degree

CID:

TOTAL LECTURE HOURS:

96 - 108

TOTAL LAB HOURS:

TOTAL CONTACT HOURS:

96 - 108

OUTSIDE-OF-CLASS HOURS:

192 - 216

TOTAL STUDENT LEARNING HOURS:

288 - 324

STUDENT LEARNING OBJECTIVES:

Upon successful completion of the course the student will be able to:

1. Engage in creative and critical thinking in a variety of communicative activities.
2. Listen to and interpret a variety of authentic and adapted materials from a variety of genres.
3. Participate in a variety of communicative activities in formal and informal contexts.
4. Utilize appropriate language to respond to, discuss, and analyze audio texts.
5. Express one's own ideas and respond to those of others in a variety of communicative activities.
6. Demonstrate the ability to reflect on and monitor progress in oral/aural communication.
7. Employ study skills necessary for success in further academic environments.

SECTION II

1. COURSE OUTLINE AND SCOPE:

A. Outline Of Topics:

The following topics are included in the framework of the course but are not intended as limits on content. The order of presentation and relative emphasis will vary with each instructor.

This course supports students learning the English language with **intermediate level materials**.

I. Creative and critical thinking

A. Listening to audio texts

1. News
2. Interviews
3. Informal conversations
4. Basic academic lectures
5. Podcasts
6. Movie(s) or scenes
7. Guest speakers

B. Understanding audio texts

1. Confirming text comprehension
2. Paraphrasing
3. Summarizing

C. Interpreting and analyzing audio texts

1. Making connections
2. Asking questions
3. Agreeing and disagreeing with texts

D. Participating in communicative tasks

1. Asking questions
2. Responding to questions
3. Expressing one's opinion/point of view in formal and informal contexts
4. Using appropriate language and tone
5. Initiating conversation
6. Turn-taking
 - a. Interrupting
 - b. Holding the floor
 - c. Relinquishing the floor
7. Negotating meaning
 - a. Asking for clarification
 - b. Restating
8. Engaging in conversations in a variety of contexts
 - a. Interviews
 - b. Workshops
 - c. Conferences
 - d. Pair work
 - e. Group work
 - f. Whole class
9. Presenting formally and informally in small groups and larger class settings
10. Developing accuracy in oral communication skills

II. Study skills

- A. Basic notetaking
- B. Building awareness and following expectations of American academic culture
- C. Applying test-taking strategies
- D. Building organizational strategies (e.g. maintaining a class notebook, keeping accurate notes)

B. Reading Assignments:

Reading assignments are required and may include, but are not limited to, the following:
Intermediate English language acquisition level materials

- I. Collections of short stories
- II. Articles and editorials from magazines and/or newspapers (online and print)
- III. Blogs
- IV. Letters
- V. Proposals
- VI. Poems
- VII. Personal statements
- VIII. Excerpts from textbooks
- IX. Speech transcripts
- X. Summary and response

C. Writing Assignments:

Writing assignments are required and may include, but are not limited to, the following:
Intermediate English language acquisition level

- I. Journal entries and/or responses to questions related to audio texts and class discussions
- II. Short stories
- III. Articles for magazines and/or newsletters
- IV. Blogs
- V. Letters
- VI. Proposals
- VII. Poems
- VIII. Personal statements
- IX. Testimonials
- X. Critiques of creative pieces
- XI. Reflections related to audio texts and one's own oral/aural development as an English language learner
- XII. Peer and/or self evaluations
- XIII. Class and/or field notes
- XIV. Vocabulary journal/logs
- XV. Freewriting
- XVI. Summary and response
- XVII. Outlines of audio texts

D. Appropriate Outside Assignments:

Outside assignments may include, but are not limited to, the following:
Intermediate English language acquisition level

- I. Preparing for in-class discussions
- II. Attending community events or lectures
- III. Engaging in fieldwork, such as interviews and/or observations
- IV. Watching movies, TED Talks, news broadcasts
- V. Listening to podcasts and/or radio programs
- VI. Tutoring sessions
- VII. Service learning
- VIII. Posting and responding to others on online discussion forum
- IX. Creating a podcast

E. Appropriate Assignments that Demonstrate Critical Thinking:

Critical thinking assignments are required and may include, but are not limited to, the following:

- I. Analyzing audio texts for purpose, content, organization, support, and development
- II. Formulating questions about audio texts
- III. Evaluating personal progress Distinguishing between alternative points of view
- IV. Distinguishing between fact and opinion
- V. Identifying and explaining connections between audio texts and personal experiences
- VI. Organizing and evaluating information from audio texts

2. METHODS OF EVALUATION:

A student's grade will be based on multiple measures of performance unless the course requires no grade. Multiple measures may include, but are not limited to, the following:

- I. Poster talks
- II. Situational role-plays
- III. Planned and impromptu speeches
- IV. Informal debates
- V. Notetaking
- VI. Journals
- VII. Homework assignments
- VIII. Class participation

3. METHODS OF INSTRUCTION:

Methods of instruction may include, but are not limited to, the following:

- * Audio-Visual
- * Collaborative Learning
- * Computer Assisted Instruction
- * Discussion Seminar
- * Distance Education (Fully online)
- * Lecture
- * Lecture Discussion
- * Other (Specify)
- * Mentor texts
- * Theme-based units

4. REQUIRED TEXTS AND SUPPLIES:

Textbooks may include, but are not limited to:

TEXTBOOKS:

1. Williams, Jessica. 21st Century Communication: Listening, Speaking, and Critical Thinking, Heinle ELT, 2016, ISBN: 9781305955455

MANUALS:

PERIODICALS:

SOFTWARE:

SUPPLIES:

ORIGINATOR: Jennifer Boots

ORIGINATION DATE: 04/07/2022

PROPOSAL ORIGINATOR: Chris Sullivan

CO-CONTRIBUTOR(S)
PROPOSAL DATE: 06/27/2022

**SAN DIEGO COMMUNITY COLLEGE DISTRICT
COURSE PROPOSAL IMPACT REPORT**

COURSE TO BE PROPOSED: ELAC 023
Academic Listening and Speaking I

ACTIVE/APPROVED COURSES IMPACTED:

ELAC 023 Academic Listening and Speaking I (29152)

Prerequisite

ELAC 033 (Active)

ACTIVE/APPROVED/PROPOSED PROGRAMS IMPACTED:

SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY , MESA AND MIRAMAR COLLEGES

Course Outline of Record: Curriculum Proposal Report

SECTION I

- I. **Subject Area:** English Language Acquisition
- II. **Course Number:** 023
- III. **Course Title:** Academic Listening and Speaking I
- IV. **Disciplines (Instructor Minimum Qualifications):** ESL
- V.
- VI. **Family:**
- VII. **Current Short Title:** Academic List and Speak I
- VIII. **Course Is Active/Where?** CITY , MESA AND MIRAMAR
- IX. **Originating Campus:** MESA
- X. **Action Proposed:** Course Revision (May Include Activation)
- XI. **Distance Education Proposed At:** Mesa , City and Miramar
- XII. **Proposal Originating Date:** 06/27/2022
- XIII. **Proposed Start Semester:** Spring 2024
- XIV. **Field Trip:** May be required
- XV. **Grading Option:** Letter Grade or Pass/No Pass Option
- XVI. **Current Short Description:** Prepares students to understand spoken English and speak at the intermediate level of English language acquisition

SECTION II

COURSE ENROLLMENT INFORMATION

- I. **Requisites:**
Prerequisite: ELAC 015 with a grade of "C" or better, or equivalent. Is a successor course in a discipline or cross-discipline sequence or Milestone L20
Limitation on Enrollment:: This course is not open to students with previous credit for ESOL 022
- II. **Current Degree Applicability:** Not applicable to the Associate Degree
- III. **Current Basic Skills Designation:** B - Basic Skills Course
- IV. **Repeatability:** Course may be taken 1 time(s)
- V. **Course Equivalency:** Yes ESOL 022
- VI. **Additional Information:**
- VII. **Additional Textbook Information:** All textbooks are latest edition as of 7/22

COURSE ANALYSIS DATA

- I. **Reason for Proposed Action:** 6 year review including review of texts for currency. (Course revision is for six year review.)
- II. **How Does The Course Fit The College Mission?** 1. Basic Skills/ESL
- III. **Current Transfer Options:**
- IV. **Proposed College/District Purpose:** 1. Course is not included in required units for major
- V. **Extraordinary Cost to the College:** None.
- VI. **Library Resource Materials:** .

GENERAL EDUCATION ANALYSIS

REQUISITES ANALYSIS

Listening and speaking English at the basic skills level

- I. **Course: ELAC 015** Engage in creative and critical thinking in a variety of communicative activities.
- II. **Course: ELAC 015** Build critical reading strategies and apply them to a variety of texts of various lengths.
- III. **Course: ELAC 015** Identify overall purpose, structure, and organization of a variety of texts.

- IV. Course: ELAC 015 Connect concepts in readings to other texts and personal experiences.
- V. Course: ELAC 015 Develop a greater understanding of cultural references.
- VI. Course: ELAC 015 Build vocabulary learning strategies.
- VII. Course: ELAC 015 Analyze grammatical structures in a variety of texts.
- VIII. Course: ELAC 015 Plan, write, and revise multi-sentence and paragraph writings from a variety of genres with clear organization and purpose.

SECTION III

COURSE DISTANCE EDUCATION INFORMATION

- I. MESA
- II. **Distance Education Methods of Instruction:** 1. Fully Online
- III. **Other Distance Education Methods:**
- IV. **Type and frequency of contact may include, but is not limited to:**
 - 1. Announcements
As needed
Participant/s: Faculty to Student/s
 - 2. Discussion Board
At least weekly
Participant/s: Faculty to Student/s , Among Students
 - 3. Email/Message System
Frequent
Participant/s: Faculty to Student/s , Among Students
 - 4. Synchronous or Asynchronous Video
Frequent
Participant/s: Faculty to Student/s , Among Students
 - 5. Telephone Contact
As needed
Participant/s: Faculty to Student/s , Among Students
- V. **List of Techniques:** Online instruction includes regular student-to-student and instructor-to-student communication. Telephone calls between students and the instructor may be used to discuss questions and concerns throughout the course. E-mail may be used for asynchronous instructor-to-student and student-to-student communication. Chat rooms may be used for synchronous interaction between students and between the instructor and students. Threaded discussions may be used for instructor-to-student and student-to-student asynchronous group communication. Live-classroom may be used for synchronous online lectures, meetings and office hour meetings as appropriate. Video, audio, learning objects and archived live-classroom lectures may be included for students to interact with asynchronously where appropriate. Assignments and tests that will be used in the Distance Education course will be exactly the same as those in the traditional course. Students will submit all course work (tests and assignments) electronically to the instructor for grading.
- VI. **How to Evaluate Students for Achieved Outcomes:** The evaluation methods will mirror the on-campus course as specified in the course outline. The feedback on assignments and tests will be submitted electronically to the student.
- VII. **Additional Resources/Materials/Information:** SDCCD and DSPS personnel will provide all needed accommodations. DSPS will provide a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).
- VIII. **Audio Visual Library Materials:** NO
- IX. CITY
- X. **Distance Education Methods of Instruction:** 1. Fully Online
- XI. **Other Distance Education Methods:**
- XII. **Type and frequency of contact may include, but is not limited to:**
 - 1. Announcements
weekly
 - 2. Collaborative Web Documents
as assigned
 - 3. Conferencing
as assigned
 - 4. Discussion Board
at least four times during the term

5. Email/Message System
as needed
 6. Field Trips
as assigned
 7. Group Meetings
as assigned
 8. Individual Meetings
as needed
 9. Individualized Assignment Feedback
as assigned
 10. Synchronous or Asynchronous Video
as assigned
 11. Telephone Contact
as needed
- XIII. **List of Techniques:** Students engage in regular and effective interaction with each other and the instructor in ways that mirror the traditional classrooms; only the delivery system is altered. These methods include one-on-one communication with the instructor and with other students via e-mail, the announcement system, the discussion board, or other tools. Students also demonstrate an understanding and integration of course concepts via research assignments, problem sets, group projects, asynchronous class discussion, and/or other assignments. In-person activities include application of communication strategies.
- XIV. **How to Evaluate Students for Achieved Outcomes:** Some of the evaluations are assessed in a traditional, on-campus format. Multiple measures are used to assess student learning objectives. These include performance on objective examinations administered via the assessment tool, writing assignments, and/or group or individual projects posted to the discussion board or other online collaboration tool. In person evaluations may include speeches and project presentations.
- XV. **Additional Resources/Materials/Information:** Materials posted online are consistent with those required for campus based class. SDCCD and DSPS personnel provide all needed accommodations. DSPS provide a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).
- XVI. **Audio Visual Library Materials:** NO
- XVII. **MIRAMAR**
- XVIII. **Distance Education Methods of Instruction:** 1. Fully Online
- XIX. **Other Distance Education Methods:** At least 16 hours of in-person instruction is required for applied skills practice. In emergency situations of campus closure the 16 hours may be conducted via synchronous online video.
- XX. **Type and frequency of contact may include, but is not limited to:**
1. Announcements
weekly, either via the "announcements" tool or during the in-person/synchronous online portion of the class
 2. Collaborative Web Documents
as assigned
 3. Conferencing
as assigned
 4. Discussion Board
at least five times during the term with the instructor and with other students
 5. Email/Message System
as needed
 6. Group Meetings
as assigned
 7. Individual Meetings
as needed
 8. Individualized Assignment Feedback
as assigned
 9. Synchronous or Asynchronous Video
as assigned
 10. Telephone Contact
as needed
- XXI. **List of Techniques:** Students interact with each other and the instructor in ways that mirror the traditional classroom; only the delivery system is altered. These methods include one-on-one communication with the instructor and with other students via email, the announcement system, the discussion board, or other tools. Students also

demonstrate an understanding and integration of course concepts via research assignments, problem sets, group projects, asynchronous class discussion, and/or other assignments. In-person/synchronous online activities may include application of communication strategies.

XXII. **How to Evaluate Students for Achieved Outcomes:** Some of the evaluations are assessed in a traditional, on-campus format. Multiple measures are used to assess student learning objectives. These include performance on objective examinations administered via the assessment tool, writing assignments, and/or group or individual projects posted to the discussion board or other online collaboration tool. In-person evaluations may include speeches and project presentations.

XXIII. **Additional Resources/Materials/Information:** Materials posted online are consistent with those required for the in-person class. SDCCD and DSPS personnel provide all needed accommodations. DSPS provides a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).

XXIV. **Audio Visual Library Materials:** NO

SECTION IV

COURSE STUDENT LEARNING OUTCOME(S)

CITY

- Effectively collaborate and express personal opinions in a small group.
- Effectively collaborate and express personal opinions in a small group.
- Accurately identify and express the central idea of an audio text/presentation/discussion.
- Accurately identify and express the central idea of an audio text/presentation/discussion.

MESA

- Students will be able to collaborate and express personal opinions in a small group setting.
- Students will be able to accurately identify and express the central idea of an audio text/presentation/discussion using low-mid intermediate grammatical structures.

MIRAMAR

- Listening and Speaking 1
- Listening & Speaking 2

SECTION V

COURSE DATA ADMINISTRATION ELEMENTS

I. Codes:

California Classification: (Y Credit Course)

TOP Code: 4930.86 ESL Speaking/Listening

SAM Code: E - Non Occupational

Course Prior to College Level (CB21): D - Four levels below transfer

Funding Agency Category (CB23): Not Applicable (funding not used to develop course)

Course Program Status (CB24): Not program-applicable

Course Gen Education Status (CB25): Y = Not applicable

Course Support Course Status (CB26): S = Course is a Support Course

Major Restriction Code: NONE

II. Lect Units: 6.00

Total Units: 6

Lecture Hours Min: 96.00 **Max:** 108.00

Lab Hours Min: 0.00 **Max:** 0.00

Other Hours Min: 0.00 **Max:** 0.00

Total Contact Hours Min: 96.00 **Max:** 108.00

Outside-of-Class Hours Min: 192.00 **Max:** 216.00

Total Student Learning Hours Min: 288.00 **Max:** 324.00

FTEF Lecture Min: 0.4000 **Max:**

FTEF Lab Min: 0.0000 Max:

FTEF Total Min: 0.4000 Max:

III. Last Time Pre/Co Requisite Update: 06/27/2022

IV. Last Outline Revision Date: 10/26/2017

V. CIC Approval:

VI. BOT Approval:

VII. State Approval:

VIII. Revised State Approval:

IX. Course Approval Effective Date:

SECTION VI

CREDIT FOR PRIOR LEARNING

Previous Report

ELAC 023

CIC Approval: 05/12/2022
BOT APPROVAL:
STATE APPROVAL:
EFFECTIVE TERM: Fall 2022

SAN DIEGO COMMUNITY COLLEGE DISTRICT CITY, MESA, AND MIRAMAR COLLEGES ASSOCIATE DEGREE COURSE OUTLINE

SECTION I

SUBJECT AREA AND COURSE NUMBER: English Language Acquisition 023

COURSE TITLE:

Academic Listening and Speaking I

Units:

6

Letter Grade or Pass/No Pass Option

CATALOG COURSE DESCRIPTION:

This course provides non-native English speakers with academic listening and speaking skills at the intermediate level. Emphasis is placed on developing accuracy and fluency in oral communication skills as well as understanding and responding to audio texts from a variety of genres. This course is intended for non-native speakers of English preparing for college-level coursework.

REQUISITES:

Prerequisite:

ELAC 015 with a grade of "C" or better, or equivalent or Milestone L20

Limitation on Enrollment:

This course is not open to students with previous credit for ESOL 022

FIELD TRIP REQUIREMENTS:

May be required

TRANSFER APPLICABILITY:

Not applicable to the Associate Degree

CID:

TOTAL LECTURE HOURS:

96 - 108

TOTAL LAB HOURS:

TOTAL CONTACT HOURS:

96 - 108

OUTSIDE-OF-CLASS HOURS:

192 - 216

TOTAL STUDENT LEARNING HOURS:

288 - 324

STUDENT LEARNING OBJECTIVES:

Upon successful completion of the course the student will be able to:

1. Engage in creative and critical thinking in a variety of communicative activities.
2. Listen to and interpret a variety of authentic and adapted materials from a variety of genres.
3. Participate in a variety of communicative activities in formal and informal contexts.
4. Utilize appropriate language to respond to, discuss, and analyze audio texts.
5. Express one's own ideas and respond to those of others in a variety of communicative activities.
6. Demonstrate the ability to reflect on and monitor progress in oral/aural communication.
7. Employ study skills necessary for success in further academic environments.

Current Report

ELAC 023

CIC Approval:
BOT APPROVAL:
STATE APPROVAL:
EFFECTIVE TERM:

SAN DIEGO COMMUNITY COLLEGE DISTRICT CITY, MESA, AND MIRAMAR COLLEGES ASSOCIATE DEGREE COURSE OUTLINE

SECTION I

SUBJECT AREA AND COURSE NUMBER: English Language Acquisition 023

COURSE TITLE:

Academic Listening and Speaking I

Units:

6

Letter Grade or Pass/No Pass Option

CATALOG COURSE DESCRIPTION:

This course provides non-native English speakers with academic listening and speaking skills at the intermediate level. Emphasis is placed on developing accuracy and fluency in oral communication skills as well as understanding and responding to audio texts from a variety of genres. This course is intended for non-native speakers of English preparing for college-level coursework.

REQUISITES:

Prerequisite:

ELAC 015 with a grade of "C" or better, or equivalent or Milestone L20

Limitation on Enrollment:

This course is not open to students with previous credit for ESOL 022

FIELD TRIP REQUIREMENTS:

May be required

TRANSFER APPLICABILITY:

Not applicable to the Associate Degree

CID:

TOTAL LECTURE HOURS:

96 - 108

TOTAL LAB HOURS:

TOTAL CONTACT HOURS:

96 - 108

OUTSIDE-OF-CLASS HOURS:

192 - 216

TOTAL STUDENT LEARNING HOURS:

288 - 324

STUDENT LEARNING OBJECTIVES:

Upon successful completion of the course the student will be able to:

1. Engage in creative and critical thinking in a variety of communicative activities.
2. Listen to and interpret a variety of authentic and adapted materials from a variety of genres.
3. Participate in a variety of communicative activities in formal and informal contexts.
4. Utilize appropriate language to respond to, discuss, and analyze audio texts.
5. Express one's own ideas and respond to those of others in a variety of communicative activities.
6. Demonstrate the ability to reflect on and monitor progress in oral/aural communication.
7. Employ study skills necessary for success in further academic environments.

SECTION II

I. COURSE OUTLINE AND SCOPE:

A. Outline Of Topics:

The following topics are included in the framework of the course but are not intended as limits on content. The order of presentation and relative emphasis will vary with each instructor.

This course supports students learning the English language with **intermediate level materials**.

I. Creative and critical thinking

A. Listening to audio texts

1. News
2. Interviews
3. Informal conversations
4. Basic academic lectures
5. Podcasts
6. Movie(s) or scenes
7. Guest speakers

B. Understanding audio texts

1. Confirming text comprehension
2. Paraphrasing
3. Summarizing

C. Interpreting and analyzing audio texts

1. Making connections
2. Asking questions
3. Agreeing and disagreeing with texts

D. Participating in communicative tasks

1. Asking questions
2. Responding to questions
3. Expressing one's opinion/point of view in formal and informal contexts
4. Using appropriate language and tone
5. Initiating conversation
6. Turn-taking
 - a. Interrupting
 - b. Holding the floor
 - c. Relinquishing the floor
7. Negotating meaning
 - a. Asking for clarification
 - b. Restating
8. Engaging in conversations in a variety of contexts
 - a. Interviews
 - b. Workshops
 - c. Conferences
 - d. Pair work
 - e. Group work
 - f. Whole class
9. Presenting formally and informally in small groups and larger class settings
10. Developing accuracy in oral communication skills

II. Study skills

- A. Basic notetaking
- B. Building awareness and following expectations of American academic culture
- C. Applying test-taking strategies
- D. Building organizational strategies (e.g. maintaining a class notebook keeping accurate notes)

B. Reading Assignments:

Reading assignments are required and may include, but are not limited to, the following:
Intermediate English language acquisition level materials

- I. Collections of short stories
- II. Articles and editorials from magazines and/or newspapers (online and print)
- III. Blogs
- IV. Letters
- V. Proposals
- VI. Poems
- VII. Personal statements
- VIII. Excerpts from textbooks
- IX. Speech transcripts
- X. Summary and response

SECTION II

I. COURSE OUTLINE AND SCOPE:

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- VI. Poems
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C. Writing Assignments:

Writing assignments are required and may include, but are not limited to, the following:

C. Writing Assignments:

Writing assignments are required and may include, but are not limited to, the following:
Intermediate English language acquisition level

- I. Journal entries and/or responses to questions related to audio texts and class discussions
- II. Short stories
- III. Articles for magazines and/or newsletters
- IV. Blogs
- V. Letters
- VI. Proposals
- VII. Poems
- VIII. Personal statements
- IX. Testimonials
- X. Critiques of creative pieces
- XI. Reflections related to audio texts and one's own oral/aural development as an English language learner
- XII. Peer and/or self evaluations
- XIII. Class and/or field notes
- XIV. Vocabulary journal/logs
- XV. Freewriting
- XVI. Summary and response
- XVII. Outlines of audio texts

D. Appropriate Outside Assignments:

Outside assignments may include, but are not limited to, the following:
Intermediate English language acquisition level

- I. Preparing for in-class discussions
- II. Attending community events or lectures
- III. Engaging in fieldwork, such as interviews and/or observations
- IV. Watching movies, TED Talks, news broadcasts
- V. Listening to podcasts and/or radio programs
- VI. Tutoring sessions
- VII. Service learning
- VIII. Posting and responding to others on online discussion forum
- IX. Creating a podcast

E. Appropriate Assignments that Demonstrate Critical Thinking:

Critical thinking assignments are required and may include, but are not limited to, the following:

- I. Analyzing audio texts for purpose, content, organization, support, and development
- II. Formulating questions about audio texts
- III. Evaluating personal progress Distinguishing between alternative points of view
- IV. Distinguishing between fact and opinion
- V. Identifying and explaining connections between audio texts and personal experiences
- VI. Organizing and evaluating information from audio texts

2. METHODS OF EVALUATION:

A student's grade will be based on multiple measures of performance unless the course requires no grade. Multiple measures may include, but are not limited to, the following:

- I. Poster talks
- II. Situational role-plays
- III. Planned and impromptu speeches
- IV. Informal debates
- V. Notetaking
- VI. Journals
- VII. Homework assignments
- VIII. Class participation

3. METHODS OF INSTRUCTION:

Methods of instruction may include, but are not limited to, the following:

- * Audio-Visual
- * Collaborative Learning
- * Computer Assisted Instruction
- * Discussion Seminar
- * Distance Education (Fully online)
- * Lecture

Intermediate English language acquisition level

- I. Journal entries and/or responses to questions related to audio texts and class discussions
- II. Short stories
- III. Articles for magazines and/or newsletters
- IV. Blogs
- V. Letters
- VI. Proposals
- VII. Poems
- VIII. Personal statements
- IX. Testimonials
- X. Critiques of creative pieces
- XI. Reflections related to audio texts and one's own oral/aural development as an English language learner
- XII. Peer and/or self evaluations
- XIII. Class and/or field notes
- XIV. Vocabulary journal/logs
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- XVI. Summary and response
- XVII. Outlines of audio texts

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- V. Notetaking
- VI. Journals
- VII. Homework assignments
- VIII. Class participation

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Methods of instruction may include, but are not limited to, the following:

- * Audio-Visual
- * Collaborative Learning
- * Computer Assisted Instruction
- * Discussion Seminar
- * Distance Education (Fully online)
- * Lecture
- * Lecture Discussion
- * Other (Specify)

- * Lecture Discussion
- * Other (Specify)
- * Mentor texts
- * Theme-based units

4. REQUIRED TEXTS AND SUPPLIES:

Textbooks may include, but are not limited to:

TEXTBOOKS:

1. Williams, Jessica. 21st Century Communication: Listening, Speaking, and Critical Thinking. Heinle ELT, 2016, ISBN: 9781305955455

MANUALS:

PERIODICALS:

SOFTWARE:

SUPPLIES:

ORIGINATOR: Jennifer Boots

CO-CONTRIBUTOR(S) Denise Maduli-Williams, Kenneth Reinstein

DATE: 04/07/2022

Status: Active

Date Printed: 10/11/2022

- * Mentor texts
- * Theme-based units

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MANUALS:

PERIODICALS:

SOFTWARE:

SUPPLIES:

ORIGINATOR: Jennifer Boots

ORIGINATION DATE: 04/07/2022

PROPOSAL ORIGINATOR: Chris Sullivan

CO-CONTRIBUTOR(S)

PROPOSAL DATE: 06/27/2022

Status: Launched

Date Printed: 10/11/2022

Previous Report

SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY , MESA AND MIRAMAR COLLEGES

Course Outline of Record:
Curriculum Proposal Report

SECTION I

- I. **Subject Area:** English Language Acquisition
- II. **Course Number:** 023
- III. **Course Title:** Academic Listening and Speaking I
- IV. **Disciplines (Instructor Minimum Qualifications):** ESL
- V.
- VI. **Family:**
- VII. **Current Short Title:** Academic List and Speak I
- VIII. **Course Is Active/Where?** CITY , MESA AND MIRAMAR
- IX. **Originating Campus:** CITY
- X. **Action Proposed:** Course Revision (May Include Activation)
- XI. **Distance Education Proposed At:** Mesa , City and Miramar
- XII. **Proposal Originating Date:** 04/07/2022
- XIII. **Proposed Start Semester:** Fall 2022
- XIV. **Field Trip:** May be required
- XV. **Grading Option:** Letter Grade or Pass/No Pass Option
- XVI. **Current Short Description:** Prepares students to understand spoken English and speak at the intermediate level of English language acquisition

SECTION II

COURSE ENROLLMENT INFORMATION

- I. **Requisites:**
Prerequisite: ELAC 015 with a grade of "C" or better, or equivalent. Is a successor course in a discipline or cross-discipline sequence or Milestone L20
Limitation on Enrollment:: This course is not open to students with previous credit for ESOL 022
- II. **Current Degree Applicability:** Not applicable to the Associate Degree
- III. **Current Basic Skills Designation:** B - Basic Skills Course
- IV. **Repeatability:** Course may be taken 1 time(s)
- V. **Course Equivalency:** Yes ESOL 022
- VI. **Additional Information:**
- VII. **Additional Textbook Information:** All textbooks are latest edition as of 11/21

COURSE ANALYSIS DATA

- I. **Reason for Proposed Action:** DE Only Change. Propose for fully online for Miramar and City.
- II. **How Does The Course Fit The College Mission?** 1. Basic Skills/ESL
- III. **Current Transfer Options:**
- IV. **Proposed College/District Purpose:** 1. Course is not included in required units for major
- V. **Extraordinary Cost to the College:** None.
- VI. **Library Resource Materials:** .

GENERAL EDUCATION ANALYSIS

REQUISITES ANALYSIS

Listening and speaking English at the basic skills level

Current Report

SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY , MESA AND MIRAMAR COLLEGES

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Curriculum Proposal Report

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- II. **Course Number:** 023
- III. **Course Title:** Academic Listening and Speaking I
- IV. **Disciplines (Instructor Minimum Qualifications):** ESL
- V.
- VI. **Family:**
- VII. **Current Short Title:** Academic List and Speak I
- VIII. **Course Is Active/Where?** CITY , MESA AND MIRAMAR
- IX. **Originating Campus:** MESA
- X. **Action Proposed:** Course Revision (May Include Activation)
- XI. **Distance Education Proposed At:** Mesa , City and Miramar
- XII. **Proposal Originating Date:** 06/27/2022
- XIII. **Proposed Start Semester:** Spring 2024
- XIV. **Field Trip:** May be required
- XV. **Grading Option:** Letter Grade or Pass/No Pass Option
- XVI. **Current Short Description:** Prepares students to understand spoken English and speak at the intermediate level of English language acquisition

SECTION II

COURSE ENROLLMENT INFORMATION

- I. **Requisites:**
Prerequisite: ELAC 015 with a grade of "C" or better, or equivalent. Is a successor course in a discipline or cross-discipline sequence or Milestone L20
Limitation on Enrollment:: This course is not open to students with previous credit for ESOL 022
- II. **Current Degree Applicability:** Not applicable to the Associate Degree
- III. **Current Basic Skills Designation:** B - Basic Skills Course
- IV. **Repeatability:** Course may be taken 1 time(s)
- V. **Course Equivalency:** Yes ESOL 022
- VI. **Additional Information:**
- VII. **Additional Textbook Information:** All textbooks are latest edition as of 7/22

COURSE ANALYSIS DATA

- I. **Reason for Proposed Action:** 6 year review including review of texts for currency. (Course revision is for six year review.)
- II. **How Does The Course Fit The College Mission?** 1. Basic Skills/ESL
- III. **Current Transfer Options:**
- IV. **Proposed College/District Purpose:** 1. Course is not included in required units for major
- V. **Extraordinary Cost to the College:** None.
- VI. **Library Resource Materials:** .

GENERAL EDUCATION ANALYSIS

REQUISITES ANALYSIS

Listening and speaking English at the basic skills level

- I. Course: ELAC 015 Engage in creative and critical thinking in a variety of communicative activities.
- II. Course: ELAC 015 Participate in a variety of communicative activities.
- III. Course: ELAC 015 Listen to and interpret a variety of authentic and adapted materials.
- IV. Course: ELAC 015 Express one's own ideas and respond to those of others in a variety of academic communicative activities.

SECTION III

COURSE DISTANCE EDUCATION INFORMATION

- I. **MESA**
- II. **Distance Education Methods of Instruction:** 1. Fully Online
- III. **Other Distance Education Methods:**
- IV. **Type and frequency of contact may include, but is not limited to:**
 - 1. Announcements
As needed
Participant/s: Faculty to Student/s
 - 2. Discussion Board
At least weekly
Participant/s: Faculty to Student/s , Among Students
 - 3. Email/Message System
Frequent
Participant/s: Faculty to Student/s , Among Students
 - 4. Synchronous or Asynchronous Video
Frequent
Participant/s: Faculty to Student/s , Among Students
 - 5. Telephone Contact
As needed
Participant/s: Faculty to Student/s , Among Students
- V. **List of Techniques:** Online instruction includes regular student-to-student and instructor-to-student communication. Telephone calls between students and the instructor may be used to discuss questions and concerns throughout the course. E-mail may be used for asynchronous instructor-to-student and student-to-student communication. Chat rooms may be used for synchronous interaction between students and between the instructor and students. Threaded discussions may be used for instructor-to-student and student-to-student asynchronous group communication. Live-classroom may be used for synchronous online lectures, meetings and office hour meetings as appropriate. Video, audio, learning objects and archived live-classroom lectures may be included for students to interact with asynchronously where appropriate. Assignments and tests that will be used in the Distance Education course will be exactly the same as those in the traditional course. Students will submit all course work (tests and assignments) electronically to the instructor for grading.
- VI. **How to Evaluate Students for Achieved Outcomes:** The evaluation methods will mirror the on-campus course as specified in the course outline. The feedback on assignments and tests will be submitted electronically to the student.
- VII. **Additional Resources/Materials/Information:** SDCCD and DSPS personnel will provide all needed accommodations. DSPS will provide a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).
- VIII. **Audio Visual Library Materials:** NO
- IX. **CITY**
- X. **Distance Education Methods of Instruction:** 1. Fully Online
- XI. **Other Distance Education Methods:**
- XII. **Type and frequency of contact may include, but is not limited to:**
 - 1. Announcements
weekly
 - 2. Collaborative Web Documents
as assigned
 - 3. Conferencing
as assigned
 - 4. Discussion Board
at least four times during the term
 - 5. Email/Message System
as needed
 - 6. Field Trips
as assigned
 - 7. Group Meetings
as assigned
 - 8. Individual Meetings
as needed

- I. Course: ELAC 015 Engage in creative and critical thinking in a variety of communicative activities.
- II. Course: ELAC 015 Build critical reading strategies and apply them to a variety of texts of various lengths.
- III. Course: ELAC 015 Identify overall purpose, structure, and organization of a variety of texts.
- IV. Course: ELAC 015 Connect concepts in readings to other texts and personal experiences.
- V. Course: ELAC 015 Develop a greater understanding of cultural references.
- VI. Course: ELAC 015 Build vocabulary learning strategies.
- VII. Course: ELAC 015 Analyze grammatical structures in a variety of texts.
- VIII. Course: ELAC 015 Plan, write, and revise multi-sentence and paragraph writings from a variety of genres with clear organization and purpose.

SECTION III

COURSE DISTANCE EDUCATION INFORMATION

- I. **MESA**
- II. **Distance Education Methods of Instruction:** 1. Fully Online
- III. **Other Distance Education Methods:**
- IV. **Type and frequency of contact may include, but is not limited to:**
 - 1. Announcements
As needed
Participant/s: Faculty to Student/s
 - 2. Discussion Board
At least weekly
Participant/s: Faculty to Student/s , Among Students
 - 3. Email/Message System
Frequent
Participant/s: Faculty to Student/s , Among Students
 - 4. Synchronous or Asynchronous Video
Frequent
Participant/s: Faculty to Student/s , Among Students
 - 5. Telephone Contact
As needed
Participant/s: Faculty to Student/s , Among Students
- V. **List of Techniques:** Online instruction includes regular student-to-student and instructor-to-student communication. Telephone calls between students and the instructor may be used to discuss questions and concerns throughout the course. E-mail may be used for asynchronous instructor-to-student and student-to-student communication. Chat rooms may be used for synchronous interaction between students and between the instructor and students. Threaded discussions may be used for instructor-to-student and student-to-student asynchronous group communication. Live-classroom may be used for synchronous online lectures, meetings and office hour meetings as appropriate. Video, audio, learning objects and archived live-classroom lectures may be included for students to interact with asynchronously where appropriate. Assignments and tests that will be used in the Distance Education course will be exactly the same as those in the traditional course. Students will submit all course work (tests and assignments) electronically to the instructor for grading.
- VI. **How to Evaluate Students for Achieved Outcomes:** The evaluation methods will mirror the on-campus course as specified in the course outline. The feedback on assignments and tests will be submitted electronically to the student.
- VII. **Additional Resources/Materials/Information:** SDCCD and DSPS personnel will provide all needed accommodations. DSPS will provide a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).
- VIII. **Audio Visual Library Materials:** NO
- IX. **CITY**
- X. **Distance Education Methods of Instruction:** 1. Fully Online
- XI. **Other Distance Education Methods:**
- XII. **Type and frequency of contact may include, but is not limited to:**
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weekly
 - 2. Collaborative Web Documents
as assigned
 - 3. Conferencing
as assigned
 - 4. Discussion Board
at least four times during the term
 - 5. Email/Message System
as needed
 - 6. Field Trips

9. Individualized Assignment Feedback
as assigned
10. Synchronous or Asynchronous Video
as assigned
11. Telephone Contact
as needed

XIII. List of Techniques: Students engage in regular and effective interaction with each other and the instructor in ways that mirror the traditional classrooms; only the delivery system is altered. These methods include one-on-one communication with the instructor and with other students via e-mail, the announcement system, the discussion board, or other tools. Students also demonstrate an understanding and integration of course concepts via research assignments, problem sets, group projects, asynchronous class discussion, and/or other assignments. In-person activities include application of communication strategies.

XIV. How to Evaluate Students for Achieved Outcomes: Some of the evaluations are assessed in a traditional, on-campus format. Multiple measures are used to assess student learning objectives. These include performance on objective examinations administered via the assessment tool, writing assignments, and/or group or individual projects posted to the discussion board or other online collaboration tool. In person evaluations may include speeches and project presentations.

XV. Additional Resources/Materials/Information: Materials posted online are consistent with those required for campus based class. SDCCD and DSPS personnel provide all needed accommodations. DSPS provide a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).

XVI. Audio Visual Library Materials: NO

XVII. MIRAMAR

XVIII. Distance Education Methods of Instruction: 1. Fully Online

XIX. Other Distance Education Methods: At least 16 hours of in-person instruction is required for applied skills practice. In emergency situations of campus closure the 16 hours may be conducted via synchronous online video.

XX. Type and frequency of contact may include, but is not limited to:

1. Announcements
weekly, either via the "announcements" tool or during the in-person/synchronous online portion of the class
2. Collaborative Web Documents
as assigned
3. Conferencing
as assigned
4. Discussion Board
at least five times during the term with the instructor and with other students
5. Email/Message System
as needed
6. Group Meetings
as assigned
7. Individual Meetings
as needed
8. Individualized Assignment Feedback
as assigned
9. Synchronous or Asynchronous Video
as assigned
10. Telephone Contact
as needed

XXI. List of Techniques: Students interact with each other and the instructor in ways that mirror the traditional classroom; only the delivery system is altered. These methods include one-on-one communication with the instructor and with other students via email, the announcement system, the discussion board, or other tools. Students also demonstrate an understanding and integration of course concepts via research assignments, problem sets, group projects, asynchronous class discussion, and/or other assignments. In-person/synchronous online activities may include application of communication strategies.

XXII. How to Evaluate Students for Achieved Outcomes: Some of the evaluations are assessed in a traditional, on-campus format. Multiple measures are used to assess student learning objectives. These include performance on objective examinations administered via the assessment tool, writing assignments, and/or group or individual projects posted to the discussion board or other online collaboration tool. In-person evaluations may include speeches and project presentations.

XXIII. Additional Resources/Materials/Information: Materials posted online are consistent with those required for the in-person class. SDCCD and DSPS personnel provide all needed accommodations. DSPS provides a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).

XXIV. Audio Visual Library Materials: NO

- as assigned
7. Group Meetings
as assigned
8. Individual Meetings
as needed
9. Individualized Assignment Feedback
as assigned
10. Synchronous or Asynchronous Video
as assigned
11. Telephone Contact
as needed

XIII. List of Techniques: Students engage in regular and effective interaction with each other and the instructor in ways that mirror the traditional classrooms; only the delivery system is altered. These methods include one-on-one communication with the instructor and with other students via e-mail, the announcement system, the discussion board, or other tools. Students also demonstrate an understanding and integration of course concepts via research assignments, problem sets, group projects, asynchronous class discussion, and/or other assignments. In-person activities include application of communication strategies.

XIV. How to Evaluate Students for Achieved Outcomes: Some of the evaluations are assessed in a traditional, on-campus format. Multiple measures are used to assess student learning objectives. These include performance on objective examinations administered via the assessment tool, writing assignments, and/or group or individual projects posted to the discussion board or other online collaboration tool. In person evaluations may include speeches and project presentations.

XV. Additional Resources/Materials/Information: Materials posted online are consistent with those required for campus based class. SDCCD and DSPS personnel provide all needed accommodations. DSPS provide a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).

XVI. Audio Visual Library Materials: NO

XVII. MIRAMAR

XVIII. Distance Education Methods of Instruction: 1. Fully Online

XIX. Other Distance Education Methods: At least 16 hours of in-person instruction is required for applied skills practice. In emergency situations of campus closure the 16 hours may be conducted via synchronous online video.

XX. Type and frequency of contact may include, but is not limited to:

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weekly, either via the "announcements" tool or during the in-person/synchronous online portion of the class
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3. Conferencing
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at least five times during the term with the instructor and with other students
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6. Group Meetings
as assigned
7. Individual Meetings
as needed
8. Individualized Assignment Feedback
as assigned
9. Synchronous or Asynchronous Video
as assigned
10. Telephone Contact
as needed

XXI. List of Techniques: Students interact with each other and the instructor in ways that mirror the traditional classroom; only the delivery system is altered. These methods include one-on-one communication with the instructor and with other students via email, the announcement system, the discussion board, or other tools. Students also demonstrate an understanding and integration of course concepts via research assignments, problem sets, group projects, asynchronous class discussion, and/or other assignments. In-person/synchronous online activities may include application of communication strategies.

XXII. How to Evaluate Students for Achieved Outcomes: Some of the evaluations are assessed in a traditional, on-campus format. Multiple measures are used to assess student learning objectives. These include performance on objective examinations administered via the assessment tool, writing assignments, and/or group or individual projects posted to the discussion board or other online collaboration tool. In-person evaluations may include speeches and project presentations.

XXIII. Additional Resources/Materials/Information: Materials posted online are consistent with those required for the in-person class. SDCCD and DSPS personnel provide all needed accommodations. DSPS provides a student in an

SECTION IV

COURSE STUDENT LEARNING OUTCOME(S)

CITY

- Effectively collaborate and express personal opinions in a small group.
- Effectively collaborate and express personal opinions in a small group.
- Accurately identify and express the central idea of an audio text/presentation/discussion.
- Accurately identify and express the central idea of an audio text/presentation/discussion.

MESA

- Students will be able to collaborate and express personal opinions in a small group setting.
- Students will be able to accurately identify and express the central idea of an audio text/presentation/discussion using low-mid intermediate grammatical structures.

MIRAMAR

- Listening and Speaking 1
- Listening & Speaking 2

SECTION V

COURSE DATA ADMINISTRATION ELEMENTS

I. Codes:

California Classification: (Y Credit Course)

TOP Code: 4930.86 ESL Speaking/Listening

SAM Code: E - Non Occupational

Course Prior to College Level (CB21): D - Four levels below transfer

Funding Agency Category (CB23): Not Applicable (funding not used to develop course)

Course Program Status (CB24): Not program-applicable

Course Gen Education Status (CB25): Y = Not applicable

Course Support Course Status (CB26): S = Course is a Support Course

Major Restriction Code: NONE

II. Lect Units: 6.00

Total Units: 6

Lecture Hours Min: 96.00 **Max:** 108.00

Lab Hours Min: 0.00 **Max:** 0.00

Other Hours Min: 0.00 **Max:** 0.00

Total Contact Hours Min: 96.00 **Max:** 108.00

Outside-of-Class Hours Min: 192.00 **Max:** 216.00

Total Student Learning Hours Min: 288.00 **Max:** 324.00

FTEF Lecture Min: 0.4000 **Max:**

FTEF Lab Min: 0.0000 **Max:**

FTEF Total Min: 0.4000 **Max:**

III. Last Time Pre/Co Requisite Update: 04/07/2022

IV. Last Outline Revision Date: 10/26/2017

V. CIC Approval: 05/12/2022

VI. BOT Approval:

VII. State Approval:

VIII. Revised State Approval:

IX. Course Approval Effective Date: Fall 2022

SECTION VI

CREDIT FOR PRIOR LEARNING

online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).

XXIV. Audio Visual Library Materials: NO

SECTION IV

COURSE STUDENT LEARNING OUTCOME(S)

CITY

- Effectively collaborate and express personal opinions in a small group.
- Effectively collaborate and express personal opinions in a small group.
- Accurately identify and express the central idea of an audio text/presentation/discussion.
- Accurately identify and express the central idea of an audio text/presentation/discussion.

MESA

- Students will be able to collaborate and express personal opinions in a small group setting.
- Students will be able to accurately identify and express the central idea of an audio text/presentation/discussion using low-mid intermediate grammatical structures.

MIRAMAR

- Listening and Speaking 1
- Listening & Speaking 2

SECTION V

COURSE DATA ADMINISTRATION ELEMENTS

I. Codes:

California Classification: (Y Credit Course)

TOP Code: 4930.86 ESL Speaking/Listening

SAM Code: E - Non Occupational

Course Prior to College Level (CB21): D - Four levels below transfer

Funding Agency Category (CB23): Not Applicable (funding not used to develop course)

Course Program Status (CB24): Not program-applicable

Course Gen Education Status (CB25): Y = Not applicable

Course Support Course Status (CB26): S = Course is a Support Course

Major Restriction Code: NONE

II. Lect Units: 6.00

Total Units: 6

Lecture Hours Min: 96.00 **Max:** 108.00

Lab Hours Min: 0.00 **Max:** 0.00

Other Hours Min: 0.00 **Max:** 0.00

Total Contact Hours Min: 96.00 **Max:** 108.00

Outside-of-Class Hours Min: 192.00 **Max:** 216.00

Total Student Learning Hours Min: 288.00 **Max:** 324.00

FTEF Lecture Min: 0.4000 **Max:**

FTEF Lab Min: 0.0000 **Max:**

FTEF Total Min: 0.4000 **Max:**

III. Last Time Pre/Co Requisite Update: 06/27/2022

IV. Last Outline Revision Date: 10/26/2017

V. CIC Approval:

VI. BOT Approval:

VII. State Approval:

VIII. Revised State Approval:

IX. Course Approval Effective Date:

SECTION VI

CREDIT FOR PRIOR LEARNING

**SAN DIEGO COMMUNITY COLLEGE DISTRICT
CITY, MESA, AND MIRAMAR COLLEGES
ASSOCIATE DEGREE COURSE OUTLINE**

SECTION I

SUBJECT AREA AND COURSE NUMBER: English Language Acquisition 025

COURSE TITLE:
Integrated Reading, Writing, and Grammar I

Units:
6
Letter Grade or Pass/No Pass Option

CATALOG COURSE DESCRIPTION:

This course provides non-native English speakers with the skills to integrate reading, writing, and grammar at the intermediate level. Emphasis is placed on applying critical reading strategies to a variety of genres, writing paragraph and multi-paragraph compositions based on assigned readings, and analyzing and producing grammatical structures in context. This course is intended for non-native speakers of English preparing for college-level coursework.

REQUISITES:

Prerequisite:
ELAC 015 with a grade of "C" or better, or equivalent or Milestone L20

Limitation on Enrollment:

This course is not open to students with previous credit for ENGL 008; ENGL 060; or ESOL 020 + ESOL 021

FIELD TRIP REQUIREMENTS:

May be required

TRANSFER APPLICABILITY:

Not applicable to the Associate Degree

CID:

TOTAL LECTURE HOURS:

96 - 108

TOTAL LAB HOURS:

TOTAL CONTACT HOURS:

96 - 108

OUTSIDE-OF-CLASS HOURS:

192 - 216

TOTAL STUDENT LEARNING HOURS:

288 - 324

STUDENT LEARNING OBJECTIVES:

Upon successful completion of the course the student will be able to:

1. Engage in creative and critical thinking in a variety of communicative activities
2. Apply critical reading strategies -- including annotating, notetaking, summarizing, and paraphrasing -- to understand and respond to a variety of texts of various lengths.
3. Identify overall purpose, structure, and organization of a variety of texts.
4. Identify an author's point of view, main arguments, and strategies used to convey meaning in a variety of texts.
5. Connect concepts in readings to other texts and personal experiences.
6. Develop a greater understanding of cultural references and common idiomatic language.
7. Build vocabulary learning strategies.
8. Analyze grammatical structures in a variety of texts.
9. Plan, write, and revise paragraph and multi-paragraph writings from a variety of genres with clear organization and purpose.
10. Produce in-class writings that demonstrate time management skills.
11. Formulate questions related to one's own writing and other texts, including peer writing.
12. Apply knowledge of mechanical and grammatical structures in the production and editing of essays and other types of texts which communicate an intermediate level of fluency and coherence.
13. Demonstrate the ability to reflect on and monitor progress in one's English language acquisition process.
14. Employ basic study skills necessary for success in further academic environments.

SECTION II

1. COURSE OUTLINE AND SCOPE:

A. Outline Of Topics:

The following topics are included in the framework of the course but are not intended as limits on content. The order of presentation and relative emphasis will vary with each instructor.

This course supports students learning the English language with **intermediate level materials**.

- I. Creative and critical thinking
 - A. Reading strategies and engaging the text - variety of genres
 1. Determining reader's purpose
 2. Activating schema
 3. Skimming
 4. Scanning
 5. Understanding the text
 - a. Confirming text comprehension
 - b. Paraphrasing
 - c. Summarizing
 - d. Interpreting
 6. Identifying author's purpose
 7. Identifying author's choices in text structure and organization
 8. Monitoring reading comprehension
 9. Annotating
 10. Notetaking
 11. Summarizing
 12. Paraphrasing
 13. Developing questions
 14. Predicting content
 15. Connecting concepts
 - a. Other texts
 - b. One's own experiences
 - c. Observations
 16. Developing greater understanding of cultural references
 17. Developing greater understanding of common idiomatic language

18. Building vocabulary learning strategies
 - a. Meaning from context
 - b. Dictionary strategies
 - i. Multiple meanings
 - ii. Word families
 - c. Collocations
 19. Analyzing author choices in grammar structure
 - a. Simple, compound, and complex sentences
 - b. Subject
 - c. Verb phrase tense and form
 - i. Present
 - ii. Past
 - iii. Future
 - iv. Simple and Progressive
 - v. Present Perfect
 - d. Modals
 - e. Adjectives
 - f. Question formation
 - g. Punctuation
- B. Paragraph and multi-paragraph writings
1. Responding to texts
 2. Analyzing prompts
 3. Determining writing purpose
 4. Considering audience in creation of one's own writing
 5. Engaging in the writing process - brainstorming, planning, writing, revising
 - a. Producing a variety of genres
 - b. Patterning writing on mentor models
 6. Building writing and academic language fluency
 7. Expressing appropriate tone
 8. Expressing clear purpose
 9. Demonstrating purposeful structure and organization
10. Making connections
- a. Other texts
 - b. One's own experiences
 - c. Observations
11. Engaging in peer review
- a. Presenting one's own writing for review
 - b. Articulating one's own questions about the text
 - c. Evaluating and incorporating peer review feedback to revisions
 - d. Providing critical feedback
12. Reviewing and evaluating one's own writing
13. Developing questions about one's own writing
14. Managing time effectively for in-class writing
15. Applying grammatical structures in writing
16. Editing for grammar and mechanics
- a. Simple, compound, and complex sentences
 - b. Subject
 - c. Verb phrase tense and form
 - i. Present
 - ii. Past
 - iii. Future
 - iv. Simple and progressive
 - v. Present perfect
 - d. Modals
 - e. Adjectives
 - f. Question formation
 - g. Punctuation
- C. Demonstrating metacognitive awareness
1. Assessing own reading
 2. Assessing own writing

II. Study skills

- A. Building awareness and following expectations of American academic culture
- B. Applying test-taking strategies
- C. Building organizational strategies (e.g. maintaining a class notebook, keeping accurate notes)

B. Reading Assignments:

Reading assignments are required and may include, but are not limited to, the following:
Intermediate English language acquisition level materials

- I. Full-length novels or memoirs
- II. Collections of short stories
- III. Articles and editorials from magazines and/or newspapers (online and print)
- IV. Blogs
- V. Letters
- VI. Proposals
- VII. Poems
- VIII. Personal statements
- IX. Excerpts from textbooks
- X. Speech transcripts
- XI. Summary and response

C. Writing Assignments:

Writing assignments are required and may include, but are not limited to, the following:
Intermediate English language acquisition level

- I. Journal entries and/or responses to questions related to assigned readings and class discussions
- II. Short stories
- III. Articles for magazines and/or newsletters
- IV. Blogs
- V. Letters
- VI. Proposals
- VII. Poems
- VIII. Personal statements
- IX. Testimonials
- X. Critiques of creative pieces
- XI. Reflections related to readings and one's own development as a writer
- XII. Peer and/or self evaluations
- XIII. Class and/or field notes
- XIV. Grammar journal/logs
- XV. Vocabulary journal/logs
- XVI. Freewriting
- XVII. Summary and response
- XVIII. Outlines of readings

D. Appropriate Outside Assignments:

Outside assignments may include, but are not limited to, the following:
Intermediate English language acquisition level

- I. Reading and preparation for in-class discussions
- II. Attending community events or lectures
- III. Engaging in fieldwork, such as interviews and/or observations
- IV. Drafting paragraph and/or multi-paragraph writings from a variety of genres
- V. Revising writings
- VI. Tutoring sessions
- VII. Service learning
- VIII. Posting and responding to others on online discussion forum

E. Appropriate Assignments that Demonstrate Critical Thinking:

Critical thinking assignments are required and may include, but are not limited to, the following:

- I. Analyzing texts for purpose, content, organization, support, and development
- II. Formulating questions about texts
- III. Evaluating personal progress in reflective compositions
- IV. Distinguishing between alternative points of view
- V. Distinguishing between fact and opinion
- VI. Identifying and explaining connections between texts and personal experiences
- VII. Organizing and evaluating information from class readings and other texts
- VIII. Analyzing one's own and other's written work for coherence and clarity

2. METHODS OF EVALUATION:

A student's grade will be based on multiple measures of performance unless the course requires no grade. Multiple measures may include, but are not limited to, the following:

- I. Reading responses
- II. Paragraph and multi-paragraph writings and revisions
- III. Journals
- IV. Homework assignments
- V. Quizzes
- VI. Portfolio
- VII. Class participation

3. METHODS OF INSTRUCTION:

Methods of instruction may include, but are not limited to, the following:

- * Audio-Visual
- * Collaborative Learning
- * Computer Assisted Instruction
- * Discussion Seminar
- * Distance Education (Fully online)
- * Lecture
- * Lecture Discussion
- * Other (Specify)
- * Mentor texts
- * Theme-based units

4. REQUIRED TEXTS AND SUPPLIES:

Textbooks may include, but are not limited to:

TEXTBOOKS:

1. Park, Linda Sue. A Long Walk to Water, HMH Books for Young Readers, 2011, ISBN: 9780547577319
2. Pearson Education. Longman Advanced American Dictionary, 3rd ed. Foreign Languages Teaching and Research Press, 2021, ISBN: 9787521320916

MANUALS:

PERIODICALS:

SOFTWARE:

SUPPLIES:

ORIGINATOR: Jennifer Boots
ORINATION DATE: 04/07/2022
PROPOSAL ORIGINATOR: Chris Sullivan
CO-CONTRIBUTOR(S)
PROPOSAL DATE: 06/27/2022

**SAN DIEGO COMMUNITY COLLEGE DISTRICT
COURSE PROPOSAL IMPACT REPORT**

COURSE TO BE PROPOSED: ELAC 025
Integrated Reading, Writing, and Grammar I

ACTIVE/APPROVED COURSES IMPACTED:

ELAC 025 Integrated Reading, Writing, and Grammar I (29153)

Prerequisite

ELAC 035 (Active)

Corequisite

ELAC 026 (Active)

Advisory: Completion of or concurrent enrollment in

ELAC 005A (Active)

ELAC 005A (Approved)

ACTIVE/APPROVED/PROPOSED PROGRAMS IMPACTED:

SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY , MESA AND MIRAMAR COLLEGES

Course Outline of Record: Curriculum Proposal Report

SECTION I

- I. **Subject Area:** English Language Acquisition
- II. **Course Number:** 025
- III. **Course Title:** Integrated Reading, Writing, and Grammar I
- IV. **Disciplines (Instructor Minimum Qualifications):** ESL
- V.
- VI. **Family:**
- VII. **Current Short Title:** Intg Rdg, Wrtg, Grmr
- VIII. **Course Is Active/Where?** CITY , MESA AND MIRAMAR
- IX. **Originating Campus:** MESA
- X. **Action Proposed:** Course Revision (May Include Activation)
- XI. **Distance Education Proposed At:** Mesa , City and Miramar
- XII. **Proposal Originating Date:** 06/27/2022
- XIII. **Proposed Start Semester:** Spring 2024
- XIV. **Field Trip:** May be required
- XV. **Grading Option:** Letter Grade or Pass/No Pass Option
- XVI. **Current Short Description:** Integrated reading, writing, and grammar at the intermediate English language acquisition level.

SECTION II

COURSE ENROLLMENT INFORMATION

- I. **Requisites:**
Prerequisite: ELAC 015 with a grade of "C" or better, or equivalent. Is a successor course in a discipline or cross-discipline sequence or Milestone L20
Limitation on Enrollment:: This course is not open to students with previous credit for ENGL 008; ENGL 060; or ESOL 020 + ESOL 021
- II. **Current Degree Applicability:** Not applicable to the Associate Degree
- III. **Current Basic Skills Designation:** B - Basic Skills Course
- IV. **Repeatability:** Course may be taken 1 time(s)
- V. **Course Equivalency:** Yes ESOL 020 + ESOL 021 = ELAC 025
- VI. **Additional Information:**
- VII. **Additional Textbook Information:** All textbooks are latest edition as of 7/22

COURSE ANALYSIS DATA

- I. **Reason for Proposed Action:** 6 year review including review and update of texts for currency (Course revision is for six year review.)
- II. **How Does The Course Fit The College Mission?** 1. Basic Skills/ESL
- III. **Current Transfer Options:**
- IV. **Proposed College/District Purpose:** 1. Course is not included in required units for major
- V. **Extraordinary Cost to the College:** None.
- VI. **Library Resource Materials:** .

GENERAL EDUCATION ANALYSIS

REQUISITES ANALYSIS

Intermediate-mid level English

- I. **Course: ELAC 015** Engage in creative and critical thinking in a variety of communicative activities.
- II. **Course: ELAC 015** Build critical reading strategies and apply them to a variety of texts of various lengths.

- III. Course: ELAC 015 Identify overall purpose, structure, and organization of a variety of texts.
- IV. Course: ELAC 015 Connect concepts in readings to other texts and personal experiences.
- V. Course: ELAC 015 Develop a greater understanding of cultural references.
- VI. Course: ELAC 015 Build vocabulary learning strategies.
- VII. Course: ELAC 015 Analyze grammatical structures in a variety of texts.
- VIII. Course: ELAC 015 Plan, write, and revise multi-sentence and paragraph writings from a variety of genres with clear organization and purpose.

SECTION III

COURSE DISTANCE EDUCATION INFORMATION

- I. MESA
- II. **Distance Education Methods of Instruction:** 1. Fully Online
- III. **Other Distance Education Methods:**
- IV. **Type and frequency of contact may include, but is not limited to:**
 - 1. Announcements
As needed
Participant/s: Faculty to Student/s
 - 2. Discussion Board
At least weekly
Participant/s: Faculty to Student/s , Among Students
 - 3. Email/Message System
As needed
Participant/s: Faculty to Student/s , Among Students
 - 4. Synchronous or Asynchronous Video
Frequent
Participant/s: Faculty to Student/s , Among Students
 - 5. Telephone Contact
As needed
Participant/s: Faculty to Student/s , Among Students
- V. **List of Techniques:** Online instruction includes regular student-to-student and instructor-to-student communication. Telephone calls between students and the instructor may be used to discuss questions and concerns throughout the course. E-mail may be used for asynchronous instructor-to-student and student-to-student communication. Chat rooms may be used for synchronous interaction between students and between the instructor and students. Threaded discussions may be used for instructor-to-student and student-to-student asynchronous group communication. Live-classroom may be used for synchronous online lectures, meetings and office hour meetings as appropriate. Video, audio, learning objects and archived live-classroom lectures may be included for students to interact with asynchronously where appropriate. Assignments and tests that will be used in the Distance Education course will be exactly the same as those in the traditional course. Students will submit all course work (tests and assignments) electronically to the instructor for grading.
- VI. **How to Evaluate Students for Achieved Outcomes:** The evaluation methods will mirror the on-campus course as specified in the course outline. The feedback on assignments and tests will be submitted electronically to the student.
- VII. **Additional Resources/Materials/Information:** SDCCD and DSPS personnel will provide all needed accommodations. DSPS will provide a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).
- VIII. **Audio Visual Library Materials:** NO
- IX. CITY
- X. **Distance Education Methods of Instruction:** 1. Fully Online
- XI. **Other Distance Education Methods:**
- XII. **Type and frequency of contact may include, but is not limited to:**
 - 1. Announcements
weekly
 - 2. Collaborative Web Documents
as assigned
 - 3. Conferencing
as assigned
 - 4. Discussion Board

at least four times during the term

5. Email/Message System

as needed

6. Field Trips

as assigned

7. Group Meetings

as assigned

8. Individual Meetings

as needed

9. Individualized Assignment Feedback

as assigned

10. Synchronous or Asynchronous Video

as assigned

11. Telephone Contact

as needed

XIII. **List of Techniques:** Students engage in regular and effective interaction with each other and the instructor in ways that mirror the traditional classrooms; only the delivery system is altered. These methods include one-on-one communication with the instructor and with other students via e-mail, the announcement system, the discussion board, or other tools. Students also demonstrate an understanding and integration of course concepts via research assignments, problem sets, group projects, asynchronous class discussion, and/or other assignments. In-person activities may include discussion of texts as well as reading and writing workshops.

XIV. **How to Evaluate Students for Achieved Outcomes:** Some of the evaluations are assessed in a traditional, on-campus format. Multiple measures are used to assess student learning objectives. These include performance on objective examinations administered via the assessment tool, writing assignments, and/or group or individual projects posted to the discussion board or other online collaboration tool. In-person evaluations may include timed writings as well as project presentations.

XV. **Additional Resources/Materials/Information:** Materials posted online are consistent with those required for campus based class. SDCCD and DSPS personnel provide all needed accommodations. DSPS provide a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).

XVI. **Audio Visual Library Materials:** NO

XVII. **MIRAMAR**

XVIII. **Distance Education Methods of Instruction:** 1. Fully Online

XIX. **Other Distance Education Methods:**

XX. **Type and frequency of contact may include, but is not limited to:**

1. Announcements

weekly, either via the "announcements" tool or during the in-person/synchronous online portion of the class

2. Collaborative Web Documents

as assigned

3. Conferencing

as assigned

4. Discussion Board

at least five times during the term with the instructor and with other students

5. Email/Message System

as needed

6. Group Meetings

as assigned

7. Individual Meetings

as needed

8. Individualized Assignment Feedback

as assigned

9. Synchronous or Asynchronous Video

as assigned

10. Telephone Contact

as needed

XXI. **List of Techniques:** Students interact with each other and the instructor in ways that mirror the traditional classroom; only the delivery system is altered. These methods include one-on-one communication with the instructor and with other students via email, the announcement system, the discussion board, or other tools. Students also

demonstrate an understanding and integration of course concepts via research assignments, problem sets, group projects, asynchronous class discussion, and/or other assignments. In-person/synchronous online activities may include discussion of texts as well as reading and writing workshops.

XXII. **How to Evaluate Students for Achieved Outcomes:** Some of the evaluations are assessed in a traditional, on-campus format. Multiple measures are used to assess student learning objectives. These include performance on objective examinations administered via the assessment tool, writing assignments, and/or group or individual projects posted to the discussion board or other online collaboration tool. In-person/synchronous online evaluations may include timed writings as well as project presentations.

XXIII. **Additional Resources/Materials/Information:** Materials posted online are consistent with those required for the in-person class. SDCCD and DSPS personnel provide all needed accommodations. DSPS provides a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).

XXIV. **Audio Visual Library Materials:** NO

SECTION IV

COURSE STUDENT LEARNING OUTCOME(S)

CITY

- Effectively organize and compose a multi-paragraph written piece.
- Effectively organize and compose a multi-paragraph written piece.
- Accurately summarize and effectively reflect on the written work of another.
- Accurately summarize and effectively reflect on the written work of another.

MESA

- Students will demonstrate comprehension of a range of written texts, including prompts.
- Students will be able to effectively organize and compose a multi-paragraph written piece at the mid-intermediate level.

MIRAMAR

- Writing
- Reading comprehension

SECTION V

COURSE DATA ADMINISTRATION ELEMENTS

I. Codes:

California Classification: (Y Credit Course)

TOP Code: 4930.87 ESL Integrated

SAM Code: E - Non Occupational

Course Prior to College Level (CB21): D - Four levels below transfer

Funding Agency Category (CB23): Not Applicable (funding not used to develop course)

Course Program Status (CB24): Not program-applicable

Course Gen Education Status (CB25): Y = Not applicable

Course Support Course Status (CB26): N = Course is not a support course

Major Restriction Code: NONE

II. Lect Units: 6.00

Total Units: 6

Lecture Hours Min: 96.00 **Max:** 108.00

Lab Hours Min: 0.00 **Max:** 0.00

Other Hours Min: 0.00 **Max:** 0.00

Total Contact Hours Min: 96.00 **Max:** 108.00

Outside-of-Class Hours Min: 192.00 **Max:** 216.00

Total Student Learning Hours Min: 288.00 **Max:** 324.00

FTEF Lecture Min: 0.4000 **Max:**

FTEF Lab Min: 0.0000 Max:

FTEF Total Min: 0.4000 Max:

III. Last Time Pre/Co Requisite Update: 06/27/2022

IV. Last Outline Revision Date: 10/26/2017

V. CIC Approval:

VI. BOT Approval:

VII. State Approval:

VIII. Revised State Approval:

IX. Course Approval Effective Date:

SECTION VI

CREDIT FOR PRIOR LEARNING

Previous Report

ELAC 025

CIC Approval: 05/12/2022
BOT APPROVAL:
STATE APPROVAL:
EFFECTIVE TERM: Fall 2022

SAN DIEGO COMMUNITY COLLEGE DISTRICT CITY, MESA, AND MIRAMAR COLLEGES ASSOCIATE DEGREE COURSE OUTLINE

SECTION I

SUBJECT AREA AND COURSE NUMBER: English Language Acquisition 025

COURSE TITLE:

Integrated Reading, Writing, and Grammar I

Units:

6

Letter Grade or Pass/No Pass Option

CATALOG COURSE DESCRIPTION:

This course provides non-native English speakers with the skills to integrate reading, writing, and grammar at the intermediate level. Emphasis is placed on applying critical reading strategies to a variety of genres, writing paragraph and multi-paragraph compositions based on assigned readings, and analyzing and producing grammatical structures in context. This course is intended for non-native speakers of English preparing for college-level coursework.

REQUISITES:

Prerequisite:

ELAC 015 with a grade of "C" or better, or equivalent or Milestone L20

Limitation on Enrollment:

This course is not open to students with previous credit for ENGL 008; ENGL 060; or ESOL 020 + ESOL 021

FIELD TRIP REQUIREMENTS:

May be required

TRANSFER APPLICABILITY:

Not applicable to the Associate Degree

CID:

TOTAL LECTURE HOURS:

96 - 108

TOTAL LAB HOURS:

TOTAL CONTACT HOURS:

96 - 108

OUTSIDE-OF-CLASS HOURS:

192 - 216

TOTAL STUDENT LEARNING HOURS:

288 - 324

STUDENT LEARNING OBJECTIVES:

Upon successful completion of the course the student will be able to:

1. Engage in creative and critical thinking in a variety of communicative activities
2. Apply critical reading strategies -- including annotating, notetaking, summarizing, and paraphrasing -- to understand and respond to a variety of texts of various lengths.
3. Identify overall purpose, structure, and organization of a variety of texts.
4. Identify an author's point of view, main arguments, and strategies used to convey meaning in a variety of texts.
5. Connect concepts in readings to other texts and personal experiences.

Current Report

ELAC 025

CIC Approval:
BOT APPROVAL:
STATE APPROVAL:
EFFECTIVE TERM:

SAN DIEGO COMMUNITY COLLEGE DISTRICT CITY, MESA, AND MIRAMAR COLLEGES ASSOCIATE DEGREE COURSE OUTLINE

SECTION I

SUBJECT AREA AND COURSE NUMBER: English Language Acquisition 025

COURSE TITLE:

Integrated Reading, Writing, and Grammar I

Units:

6

Letter Grade or Pass/No Pass Option

CATALOG COURSE DESCRIPTION:

This course provides non-native English speakers with the skills to integrate reading, writing, and grammar at the intermediate level. Emphasis is placed on applying critical reading strategies to a variety of genres, writing paragraph and multi-paragraph compositions based on assigned readings, and analyzing and producing grammatical structures in context. This course is intended for non-native speakers of English preparing for college-level coursework.

REQUISITES:

Prerequisite:

ELAC 015 with a grade of "C" or better, or equivalent or Milestone L20

Limitation on Enrollment:

This course is not open to students with previous credit for ENGL 008; ENGL 060; or ESOL 020 + ESOL 021

FIELD TRIP REQUIREMENTS:

May be required

TRANSFER APPLICABILITY:

Not applicable to the Associate Degree

CID:

TOTAL LECTURE HOURS:

96 - 108

TOTAL LAB HOURS:

TOTAL CONTACT HOURS:

96 - 108

OUTSIDE-OF-CLASS HOURS:

192 - 216

TOTAL STUDENT LEARNING HOURS:

288 - 324

STUDENT LEARNING OBJECTIVES:

Upon successful completion of the course the student will be able to:

1. Engage in creative and critical thinking in a variety of communicative activities
2. Apply critical reading strategies -- including annotating, notetaking, summarizing, and paraphrasing -- to understand and respond to a variety of texts of various lengths.
3. Identify overall purpose, structure, and organization of a variety of texts.
4. Identify an author's point of view, main arguments, and strategies used to convey meaning in a variety of texts.
5. Connect concepts in readings to other texts and personal experiences.
6. Develop a greater understanding of cultural references and common idiomatic language.
7. Build vocabulary learning strategies.

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7. Build vocabulary learning strategies.
8. Analyze grammatical structures in a variety of texts.
9. Plan, write, and revise paragraph and multi-paragraph writings from a variety of genres with clear organization and purpose.
10. Produce in-class writings that demonstrate time management skills.
11. Formulate questions related to one's own writing and other texts, including peer writing.
12. Apply knowledge of mechanical and grammatical structures in the production and editing of essays and other types of texts which communicate an intermediate level of fluency and coherence.
13. Demonstrate the ability to reflect on and monitor progress in one's English language acquisition process.
14. Employ basic study skills necessary for success in further academic environments.

SECTION II

I. COURSE OUTLINE AND SCOPE:

A. Outline Of Topics:

The following topics are included in the framework of the course but are not intended as limits on content. The order of presentation and relative emphasis will vary with each instructor.

This course supports students learning the English language with **intermediate level materials**.

I. Creative and critical thinking

A. Reading strategies and engaging the text - variety of genres

1. Determining reader's purpose
2. Activating schema
3. Skimming
4. Scanning
5. Understanding the text
 - a. Confirming text comprehension
 - b. Paraphrasing
 - c. Summarizing
 - d. Interpreting
6. Identifying author's purpose
7. Identifying author's choices in text structure and organization
8. Monitoring reading comprehension
9. Annotating
10. Notetaking
11. Summarizing
12. Paraphrasing
13. Developing questions
14. Predicting content
15. Connecting concepts
 - a. Other texts
 - b. One's own experiences
 - c. Observations
16. Developing greater understanding of cultural references
17. Developing greater understanding of common idiomatic language
18. Building vocabulary learning strategies
 - a. Meaning from context
 - b. Dictionary strategies
 - i. Multiple meanings
 - ii. Word families
 - c. Collocations
19. Analyzing author choices in grammar structure
 - a. Simple compound and complex sentences
 - b. Subject
 - c. Verb phrase tense and form
 - i. Present
 - ii. Past
 - iii. Future
 - iv. Simple and Progressive
 - v. Present Perfect
 - d. Modals
 - e. Adjectives
 - f. Question formation
 - g. Punctuation

B. Paragraph and multi-paragraph writings

1. Responding to texts
2. Analyzing prompts
3. Determining writing purpose

8. Analyze grammatical structures in a variety of texts.
9. Plan, write, and revise paragraph and multi-paragraph writings from a variety of genres with clear organization and purpose.
10. Produce in-class writings that demonstrate time management skills.
11. Formulate questions related to one's own writing and other texts, including peer writing.
12. Apply knowledge of mechanical and grammatical structures in the production and editing of essays and other types of texts which communicate an intermediate level of fluency and coherence.
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 - d. Modals
 - e. Adjectives
 - f. Question formation
 - g. Punctuation

B. Paragraph and multi-paragraph writings

1. Responding to texts
2. Analyzing prompts
3. Determining writing purpose
4. Considering audience in creation of one's own writing
5. Engaging in the writing process - brainstorming planning writing revising

4. Considering audience in creation of one's own writing
 5. Engaging in the writing process - brainstorming planning writing revising
 - a. Producing a variety of genres
 - b. Patterning writing on mentor models
 6. Building writing and academic language fluency
 7. Expressing appropriate tone
 8. Expressing clear purpose
 9. Demonstrating purposeful structure and organization
 10. Making connections
 - a. Other texts
 - b. One's own experiences
 - c. Observations
 11. Engaging in peer review
 - a. Presenting one's own writing for review
 - b. Articulating one's own questions about the text
 - c. Evaluating and incorporating peer review feedback to revisions
 - d. Providing critical feedback
 12. Reviewing and evaluating one's own writing
 13. Developing questions about one's own writing
 14. Managing time effectively for in-class writing
 15. Applying grammatical structures in writing
 16. Editing for grammar and mechanics
 - a. Simple compound and complex sentences
 - b. Subject
 - c. Verb phrase tense and form
 - i. Present
 - ii. Past
 - iii. Future
 - iv. Simple and progressive
 - v. Present perfect
 - d. Modals
 - e. Adjectives
 - f. Question formation
 - g. Punctuation
- C. Demonstrating metacognitive awareness
1. Assessing own reading
 2. Assessing own writing
- II. Study skills
- A. Building awareness and following expectations of American academic culture
 - B. Applying test-taking strategies
 - C. Building organizational strategies (e.g. maintaining a class notebook keeping accurate notes)

B. Reading Assignments:

Reading assignments are required and may include, but are not limited to, the following:
Intermediate English language acquisition level materials

- I. Full-length novels or memoirs
- II. Collections of short stories
- III. Articles and editorials from magazines and/or newspapers (online and print)
- IV. Blogs
- V. Letters
- VI. Proposals
- VII. Poems
- VIII. Personal statements
- IX. Excerpts from textbooks
- X. Speech transcripts
- XI. Summary and response

C. Writing Assignments:

Writing assignments are required and may include, but are not limited to, the following:
Intermediate English language acquisition level

- I. Journal entries and/or responses to questions related to assigned readings and class discussions
- II. Short stories
- III. Articles for magazines and/or newsletters
- IV. Blogs
- V. Letters
- VI. Proposals
- VII. Poems
- VIII. Personal statements

- a. Producing a variety of genres
 - b. Patterning writing on mentor models
 6. Building writing and academic language fluency
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 9. Demonstrating purposeful structure and organization
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- IV. Blogs
- V. Letters
- VI. Proposals
- VII. Poems
- VIII. Personal statements
- IX. Testimonials

- IX. Testimonials
- X. Critiques of creative pieces
- XI. Reflections related to readings and one's own development as a writer
- XII. Peer and/or self evaluations
- XIII. Class and/or field notes
- XIV. Grammar journal/logs
- XV. Vocabulary journal/logs
- XVI. Freewriting
- XVII. Summary and response
- XVIII. Outlines of readings

D. Appropriate Outside Assignments:

Outside assignments may include, but are not limited to, the following:
Intermediate English language acquisition level

- I. Reading and preparation for in-class discussions
- II. Attending community events or lectures
- III. Engaging in fieldwork, such as interviews and/or observations
- IV. Drafting paragraph and/or multi-paragraph writings from a variety of genres
- V. Revising writings
- VI. Tutoring sessions
- VII. Service learning
- VIII. Posting and responding to others on online discussion forum

E. Appropriate Assignments that Demonstrate Critical Thinking:

Critical thinking assignments are required and may include, but are not limited to, the following:

- I. Analyzing texts for purpose, content, organization, support, and development
- II. Formulating questions about texts
- III. Evaluating personal progress in reflective compositions
- IV. Distinguishing between alternative points of view
- V. Distinguishing between fact and opinion
- VI. Identifying and explaining connections between texts and personal experiences
- VII. Organizing and evaluating information from class readings and other texts
- VIII. Analyzing one's own and other's written work for coherence and clarity

2. METHODS OF EVALUATION:

A student's grade will be based on multiple measures of performance unless the course requires no grade. Multiple measures may include, but are not limited to, the following:

- I. Reading responses
- II. Paragraph and multi-paragraph writings and revisions
- III. Journals
- IV. Homework assignments
- V. Quizzes
- VI. Portfolio
- VII. Class participation

3. METHODS OF INSTRUCTION:

Methods of instruction may include, but are not limited to, the following:

- * Audio-Visual
- * Collaborative Learning
- * Computer Assisted Instruction
- * Discussion Seminar
- * Distance Education (Fully online)
- * Lecture
- * Lecture Discussion
- * Other (Specify)
- * Mentor texts
- * Theme-based units

4. REQUIRED TEXTS AND SUPPLIES:

Textbooks may include, but are not limited to:

- X. Critiques of creative pieces
- XI. Reflections related to readings and one's own development as a writer
- XII. Peer and/or self evaluations
- XIII. Class and/or field notes
- XIV. Grammar journal/logs
- XV. Vocabulary journal/logs
- XVI. Freewriting
- XVII. Summary and response
- XVIII. Outlines of readings

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- * Lecture Discussion
- * Other (Specify)
- * Mentor texts
- * Theme-based units

4. REQUIRED TEXTS AND SUPPLIES:

Textbooks may include, but are not limited to:

TEXTBOOKS:

- 1. Park, Linda Sue. *A Long Walk to Water*. HMH Books for Young Readers, 2011. ISBN: 9780547577319
- 2. Pearson Education. *Longman Advanced American Dictionary*. 3rd ed. Foreign Languages Teaching and Research Press, 2021. ISBN: 9787521320916

TEXTBOOKS:

1. Park, Linda Sue. A Long Walk to Water, HMH Books for Young Readers, 2011, ISBN: 9780547577319
2. Pearson Education. Longman Advanced American Dictionary, 3rd ed. Pearson, 2013, ISBN: 9781447913139

MANUALS:

PERIODICALS:

SOFTWARE:

SUPPLIES:

ORIGINATOR: Jennifer Boots

CO-CONTRIBUTOR(S) Denise Maduli-Williams, Kenneth Reinstein
DATE: 04/07/2022

Status: Active

Date Printed: 10/11/2022

MANUALS:

PERIODICALS:

SOFTWARE:

SUPPLIES:

ORIGINATOR: Jennifer Boots

ORIGINATION DATE: 04/07/2022

PROPOSAL ORIGINATOR: Chris Sullivan

CO-CONTRIBUTOR(S)

PROPOSAL DATE: 06/27/2022

Status: Launched

Date Printed: 10/11/2022

Previous Report

SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY , MESA AND MIRAMAR COLLEGES

Course Outline of Record:
Curriculum Proposal Report

SECTION I

- I. **Subject Area:** English Language Acquisition
- II. **Course Number:** 025
- III. **Course Title:** Integrated Reading, Writing, and Grammar I
- IV. **Disciplines (Instructor Minimum Qualifications):** ESL
- V.
- VI. **Family:**
- VII. **Current Short Title:** Intg Rdg, Wrtg, Grmr
- VIII. **Course Is Active/Where?** CITY , MESA AND MIRAMAR
- IX. **Originating Campus:** CITY
- X. **Action Proposed:** Course Revision (May Include Activation)
- XI. **Distance Education Proposed At:** Mesa , City and Miramar
- XII. **Proposal Originating Date:** 04/07/2022
- XIII. **Proposed Start Semester:** Fall 2022
- XIV. **Field Trip:** May be required
- XV. **Grading Option:** Letter Grade or Pass/No Pass Option
- XVI. **Current Short Description:** Integrated reading, writing, and grammar at the intermediate English language acquisition level.

SECTION II

COURSE ENROLLMENT INFORMATION

- I. **Requisites:**
Prerequisite: ELAC 015 with a grade of "C" or better, or equivalent. Is a successor course in a discipline or cross-discipline sequence or Milestone L20
Limitation on Enrollment:: This course is not open to students with previous credit for ENGL 008; ENGL 060; or ESOL 020 + ESOL 021
- II. **Current Degree Applicability:** Not applicable to the Associate Degree
- III. **Current Basic Skills Designation:** B - Basic Skills Course
- IV. **Repeatability:** Course may be taken 1 time(s)
- V. **Course Equivalency:** Yes ESOL 020 + ESOL 021 = ELAC 025
- VI. **Additional Information:**
- VII. **Additional Textbook Information:** All textbooks are latest edition as of 11/21

COURSE ANALYSIS DATA

- I. **Reason for Proposed Action:** DE Only Change. Propose for fully online for Miramar and City
- II. **How Does The Course Fit The College Mission?** 1. Basic Skills/ESL
- III. **Current Transfer Options:**
- IV. **Proposed College/District Purpose:** 1. Course is not included in required units for major
- V. **Extraordinary Cost to the College:** None.
- VI. **Library Resource Materials:** .

GENERAL EDUCATION ANALYSIS

REQUISITES ANALYSIS

Intermediate-mid level English

Current Report

SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY , MESA AND MIRAMAR COLLEGES

Course Outline of Record:
Curriculum Proposal Report

SECTION I

- I. **Subject Area:** English Language Acquisition
- II. **Course Number:** 025
- III. **Course Title:** Integrated Reading, Writing, and Grammar I
- IV. **Disciplines (Instructor Minimum Qualifications):** ESL
- V.
- VI. **Family:**
- VII. **Current Short Title:** Intg Rdg, Wrtg, Grmr
- VIII. **Course Is Active/Where?** CITY , MESA AND MIRAMAR
- IX. **Originating Campus:** MESA
- X. **Action Proposed:** Course Revision (May Include Activation)
- XI. **Distance Education Proposed At:** Mesa , City and Miramar
- XII. **Proposal Originating Date:** 06/27/2022
- XIII. **Proposed Start Semester:** Spring 2024
- XIV. **Field Trip:** May be required
- XV. **Grading Option:** Letter Grade or Pass/No Pass Option
- XVI. **Current Short Description:** Integrated reading, writing, and grammar at the intermediate English language acquisition level.

SECTION II

COURSE ENROLLMENT INFORMATION

- I. **Requisites:**
Prerequisite: ELAC 015 with a grade of "C" or better, or equivalent. Is a successor course in a discipline or cross-discipline sequence or Milestone L20
Limitation on Enrollment:: This course is not open to students with previous credit for ENGL 008; ENGL 060; or ESOL 020 + ESOL 021
- II. **Current Degree Applicability:** Not applicable to the Associate Degree
- III. **Current Basic Skills Designation:** B - Basic Skills Course
- IV. **Repeatability:** Course may be taken 1 time(s)
- V. **Course Equivalency:** Yes ESOL 020 + ESOL 021 = ELAC 025
- VI. **Additional Information:**
- VII. **Additional Textbook Information:** All textbooks are latest edition as of 7/22

COURSE ANALYSIS DATA

- I. **Reason for Proposed Action:** 6 year review including review and update of texts for currency (Course revision is for six year review.)
- II. **How Does The Course Fit The College Mission?** 1. Basic Skills/ESL
- III. **Current Transfer Options:**
- IV. **Proposed College/District Purpose:** 1. Course is not included in required units for major
- V. **Extraordinary Cost to the College:** None.
- VI. **Library Resource Materials:** .

GENERAL EDUCATION ANALYSIS

REQUISITES ANALYSIS

Intermediate-mid level English

- I. Course: ELAC 015 Engage in creative and critical thinking in a variety of communicative activities.
- II. Course: ELAC 015 Build critical reading strategies and apply them to a variety of texts of various lengths.
- III. Course: ELAC 015 Identify overall purpose, structure, and organization of a variety of texts.
- IV. Course: ELAC 015 Connect concepts in readings to other texts and personal experiences.
- V. Course: ELAC 015 Plan, write, and revise multi-sentence and paragraph writings from a variety of genres with clear organization and purpose.
- VI. Course: ELAC 015 Formulate questions related to one's own writing and other texts, including peer writing.
- VII. Course: ELAC 015 Apply knowledge of mechanical and grammatical structures in the production and editing of sentences and paragraphs which communicate a high-beginning level of fluency and coherence.

SECTION III

COURSE DISTANCE EDUCATION INFORMATION

- I. **MESA**
- II. **Distance Education Methods of Instruction:** 1. Fully Online
- III. **Other Distance Education Methods:**
- IV. **Type and frequency of contact may include, but is not limited to:**
 - 1. Announcements
As needed
Participant/s: Faculty to Student/s
 - 2. Discussion Board
At least weekly
Participant/s: Faculty to Student/s , Among Students
 - 3. Email/Message System
As needed
Participant/s: Faculty to Student/s , Among Students
 - 4. Synchronous or Asynchronous Video
Frequent
Participant/s: Faculty to Student/s , Among Students
 - 5. Telephone Contact
As needed
Participant/s: Faculty to Student/s , Among Students
- V. **List of Techniques:** Online instruction includes regular student-to-student and instructor-to-student communication. Telephone calls between students and the instructor may be used to discuss questions and concerns throughout the course. E-mail may be used for asynchronous instructor-to-student and student-to-student communication. Chat rooms may be used for synchronous interaction between students and between the instructor and students. Threaded discussions may be used for instructor-to-student and student-to-student asynchronous group communication. Live-classroom may be used for synchronous online lectures, meetings and office hour meetings as appropriate. Video, audio, learning objects and archived live-classroom lectures may be included for students to interact with asynchronously where appropriate. Assignments and tests that will be used in the Distance Education course will be exactly the same as those in the traditional course. Students will submit all course work (tests and assignments) electronically to the instructor for grading.
- VI. **How to Evaluate Students for Achieved Outcomes:** The evaluation methods will mirror the on-campus course as specified in the course outline. The feedback on assignments and tests will be submitted electronically to the student.
- VII. **Additional Resources/Materials/Information:** SDCCD and DSPS personnel will provide all needed accommodations. DSPS will provide a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).
- VIII. **Audio Visual Library Materials:** NO
- IX. **CITY**
- X. **Distance Education Methods of Instruction:** 1. Fully Online
- XI. **Other Distance Education Methods:**
- XII. **Type and frequency of contact may include, but is not limited to:**
 - 1. Announcements
weekly
 - 2. Collaborative Web Documents
as assigned
 - 3. Conferencing
as assigned
 - 4. Discussion Board
at least four times during the term
 - 5. Email/Message System

- I. Course: ELAC 015 Engage in creative and critical thinking in a variety of communicative activities.
- II. Course: ELAC 015 Build critical reading strategies and apply them to a variety of texts of various lengths.
- III. Course: ELAC 015 Identify overall purpose, structure, and organization of a variety of texts.
- IV. Course: ELAC 015 Connect concepts in readings to other texts and personal experiences.
- V. Course: ELAC 015 Develop a greater understanding of cultural references.
- VI. Course: ELAC 015 Build vocabulary learning strategies.
- VII. Course: ELAC 015 Analyze grammatical structures in a variety of texts.
- VIII. Course: ELAC 015 Plan, write, and revise multi-sentence and paragraph writings from a variety of genres with clear organization and purpose.

SECTION III

COURSE DISTANCE EDUCATION INFORMATION

- I. **MESA**
- II. **Distance Education Methods of Instruction:** 1. Fully Online
- III. **Other Distance Education Methods:**
- IV. **Type and frequency of contact may include, but is not limited to:**
 - 1. Announcements
As needed
Participant/s: Faculty to Student/s
 - 2. Discussion Board
At least weekly
Participant/s: Faculty to Student/s , Among Students
 - 3. Email/Message System
As needed
Participant/s: Faculty to Student/s , Among Students
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Frequent
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- V. **List of Techniques:** Online instruction includes regular student-to-student and instructor-to-student communication. Telephone calls between students and the instructor may be used to discuss questions and concerns throughout the course. E-mail may be used for asynchronous instructor-to-student and student-to-student communication. Chat rooms may be used for synchronous interaction between students and between the instructor and students. Threaded discussions may be used for instructor-to-student and student-to-student asynchronous group communication. Live-classroom may be used for synchronous online lectures, meetings and office hour meetings as appropriate. Video, audio, learning objects and archived live-classroom lectures may be included for students to interact with asynchronously where appropriate. Assignments and tests that will be used in the Distance Education course will be exactly the same as those in the traditional course. Students will submit all course work (tests and assignments) electronically to the instructor for grading.
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weekly
 - 2. Collaborative Web Documents
as assigned
 - 3. Conferencing
as assigned
 - 4. Discussion Board
at least four times during the term
 - 5. Email/Message System
as needed

- as needed
- 6. Field Trips
 - as assigned
- 7. Group Meetings
 - as assigned
- 8. Individual Meetings
 - as needed
- 9. Individualized Assignment Feedback
 - as assigned
- 10. Synchronous or Asynchronous Video
 - as assigned
- 11. Telephone Contact
 - as needed

XIII. List of Techniques: Students engage in regular and effective interaction with each other and the instructor in ways that mirror the traditional classrooms; only the delivery system is altered. These methods include one-on-one communication with the instructor and with other students via e-mail, the announcement system, the discussion board, or other tools. Students also demonstrate an understanding and integration of course concepts via research assignments, problem sets, group projects, asynchronous class discussion, and/or other assignments. In-person activities may include discussion of texts as well as reading and writing workshops.

XIV. How to Evaluate Students for Achieved Outcomes: Some of the evaluations are assessed in a traditional, on-campus format. Multiple measures are used to assess student learning objectives. These include performance on objective examinations administered via the assessment tool, writing assignments, and/or group or individual projects posted to the discussion board or other online collaboration tool. In-person evaluations may include timed writings as well as project presentations.

XV. Additional Resources/Materials/Information: Materials posted online are consistent with those required for campus based class. SDCCD and DSPS personnel provide all needed accommodations. DSPS provide a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).

XVI. Audio Visual Library Materials: NO

XVII. MIRAMAR

XVIII. Distance Education Methods of Instruction: 1. Fully Online

XIX. Other Distance Education Methods:

XX. Type and frequency of contact may include, but is not limited to:

1. Announcements
 - weekly, either via the "announcements" tool or during the in-person/synchronous online portion of the class
2. Collaborative Web Documents
 - as assigned
3. Conferencing
 - as assigned
4. Discussion Board
 - at least five times during the term with the instructor and with other students
5. Email/Message System
 - as needed
6. Group Meetings
 - as assigned
7. Individual Meetings
 - as needed
8. Individualized Assignment Feedback
 - as assigned
9. Synchronous or Asynchronous Video
 - as assigned
10. Telephone Contact
 - as needed

XXI. List of Techniques: Students interact with each other and the instructor in ways that mirror the traditional classroom; only the delivery system is altered. These methods include one-on-one communication with the instructor and with other students via email, the announcement system, the discussion board, or other tools. Students also demonstrate an understanding and integration of course concepts via research assignments, problem sets, group projects, asynchronous class discussion, and/or other assignments. In-person/synchronous online activities may include discussion of texts as well as reading and writing workshops.

XXII. How to Evaluate Students for Achieved Outcomes: Some of the evaluations are assessed in a traditional, on-campus format. Multiple measures are used to assess student learning objectives. These include performance on objective examinations administered via the assessment tool, writing assignments, and/or group or individual projects posted to the discussion board or other online collaboration tool. In-person/synchronous online evaluations may include timed writings as well as project presentations.

XXIII. Additional Resources/Materials/Information: Materials posted online are consistent with those required for the

6. Field Trips
 - as assigned
7. Group Meetings
 - as assigned
8. Individual Meetings
 - as needed
9. Individualized Assignment Feedback
 - as assigned
10. Synchronous or Asynchronous Video
 - as assigned
11. Telephone Contact
 - as needed

XIII. List of Techniques: Students engage in regular and effective interaction with each other and the instructor in ways that mirror the traditional classrooms; only the delivery system is altered. These methods include one-on-one communication with the instructor and with other students via e-mail, the announcement system, the discussion board, or other tools. Students also demonstrate an understanding and integration of course concepts via research assignments, problem sets, group projects, asynchronous class discussion, and/or other assignments. In-person activities may include discussion of texts as well as reading and writing workshops.

XIV. How to Evaluate Students for Achieved Outcomes: Some of the evaluations are assessed in a traditional, on-campus format. Multiple measures are used to assess student learning objectives. These include performance on objective examinations administered via the assessment tool, writing assignments, and/or group or individual projects posted to the discussion board or other online collaboration tool. In-person evaluations may include timed writings as well as project presentations.

XV. Additional Resources/Materials/Information: Materials posted online are consistent with those required for campus based class. SDCCD and DSPS personnel provide all needed accommodations. DSPS provide a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).

XVI. Audio Visual Library Materials: NO

XVII. MIRAMAR

XVIII. Distance Education Methods of Instruction: 1. Fully Online

XIX. Other Distance Education Methods:

XX. Type and frequency of contact may include, but is not limited to:

1. Announcements
 - weekly, either via the "announcements" tool or during the in-person/synchronous online portion of the class
2. Collaborative Web Documents
 - as assigned
3. Conferencing
 - as assigned
4. Discussion Board
 - at least five times during the term with the instructor and with other students
5. Email/Message System
 - as needed
6. Group Meetings
 - as assigned
7. Individual Meetings
 - as needed
8. Individualized Assignment Feedback
 - as assigned
9. Synchronous or Asynchronous Video
 - as assigned
10. Telephone Contact
 - as needed

XXI. List of Techniques: Students interact with each other and the instructor in ways that mirror the traditional classroom; only the delivery system is altered. These methods include one-on-one communication with the instructor and with other students via email, the announcement system, the discussion board, or other tools. Students also demonstrate an understanding and integration of course concepts via research assignments, problem sets, group projects, asynchronous class discussion, and/or other assignments. In-person/synchronous online activities may include discussion of texts as well as reading and writing workshops.

XXII. How to Evaluate Students for Achieved Outcomes: Some of the evaluations are assessed in a traditional, on-campus format. Multiple measures are used to assess student learning objectives. These include performance on objective examinations administered via the assessment tool, writing assignments, and/or group or individual projects posted to the discussion board or other online collaboration tool. In-person/synchronous online evaluations may include timed writings as well as project presentations.

XXIII. Additional Resources/Materials/Information: Materials posted online are consistent with those required for the in-person class. SDCCD and DSPS personnel provide all needed accommodations. DSPS provides a student in an

in-person class. SDCCD and DSPS personnel provide all needed accommodations. DSPS provides a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).

XXIV. Audio Visual Library Materials: NO

SECTION IV

COURSE STUDENT LEARNING OUTCOME(S)

CITY

- Effectively organize and compose a multi-paragraph written piece.Â
- Effectively organize and compose a multi-paragraph written piece.
- Accurately summarize and effectively reflect on the written work of another.
- Accurately summarize and effectively reflect on the written work of another.

MESA

- Students will demonstrate comprehension of a range of written texts, including prompts.
- Students will be able to effectively organize and compose a multi-paragraph written piece at the mid-intermediate level.

MIRAMAR

- Writing
- Reading comprehension

SECTION V

COURSE DATA ADMINISTRATION ELEMENTS

I. Codes:

California Classification: (Y Credit Course)

TOP Code: 4930.87 ESL Integrated

SAM Code: E - Non Occupational

Course Prior to College Level (CB21): D - Four levels below transfer

Funding Agency Category (CB23): Not Applicable (funding not used to develop course)

Course Program Status (CB24): Not program-applicable

Course Gen Education Status (CB25): Y = Not applicable

Course Support Course Status (CB26): N = Course is not a support course

Major Restriction Code: NONE

II. Lect Units: 6.00

Total Units: 6

Lecture Hours Min: 96.00 **Max:** 108.00

Lab Hours Min: 0.00 **Max:** 0.00

Other Hours Min: 0.00 **Max:**0.00

Total Contact Hours Min: 96.00 **Max:**108.00

Outside-of-Class Hours Min: 192.00 **Max:**216.00

Total Student Learning Hours Min: 288.00 **Max:** 324.00

FTEF Lecture Min: 0.4000 **Max:**

FTEF Lab Min: 0.0000 **Max:**

FTEF Total Min: 0.4000 **Max:**

III. Last Time Pre/Co Requisite Update: 04/07/2022

IV. Last Outline Revision Date: 10/26/2017

V. CIC Approval: 05/12/2022

VI. BOT Approval:

VII. State Approval:

VIII. Revised State Approval:

IX. Course Approval Effective Date: Fall 2022

SECTION VI

CREDIT FOR PRIOR LEARNING

online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).

XXIV. Audio Visual Library Materials: NO

SECTION IV

COURSE STUDENT LEARNING OUTCOME(S)

CITY

- Effectively organize and compose a multi-paragraph written piece.Â
- Effectively organize and compose a multi-paragraph written piece.
- Accurately summarize and effectively reflect on the written work of another.
- Accurately summarize and effectively reflect on the written work of another.

MESA

- Students will demonstrate comprehension of a range of written texts, including prompts.
- Students will be able to effectively organize and compose a multi-paragraph written piece at the mid-intermediate level.

MIRAMAR

- Writing
- Reading comprehension

SECTION V

COURSE DATA ADMINISTRATION ELEMENTS

I. Codes:

California Classification: (Y Credit Course)

TOP Code: 4930.87 ESL Integrated

SAM Code: E - Non Occupational

Course Prior to College Level (CB21): D - Four levels below transfer

Funding Agency Category (CB23): Not Applicable (funding not used to develop course)

Course Program Status (CB24): Not program-applicable

Course Gen Education Status (CB25): Y = Not applicable

Course Support Course Status (CB26): N = Course is not a support course

Major Restriction Code: NONE

II. Lect Units: 6.00

Total Units: 6

Lecture Hours Min: 96.00 **Max:** 108.00

Lab Hours Min: 0.00 **Max:** 0.00

Other Hours Min: 0.00 **Max:**0.00

Total Contact Hours Min: 96.00 **Max:**108.00

Outside-of-Class Hours Min: 192.00 **Max:**216.00

Total Student Learning Hours Min: 288.00 **Max:** 324.00

FTEF Lecture Min: 0.4000 **Max:**

FTEF Lab Min: 0.0000 **Max:**

FTEF Total Min: 0.4000 **Max:**

III. Last Time Pre/Co Requisite Update: 06/27/2022

IV. Last Outline Revision Date: 10/26/2017

V. CIC Approval:

VI. BOT Approval:

VII. State Approval:

VIII. Revised State Approval:

IX. Course Approval Effective Date:

SECTION VI

CREDIT FOR PRIOR LEARNING

**SAN DIEGO COMMUNITY COLLEGE DISTRICT
CITY, MESA, AND MIRAMAR COLLEGES
ASSOCIATE DEGREE COURSE OUTLINE**

SECTION I

SUBJECT AREA AND COURSE NUMBER: English Language Acquisition 026

COURSE TITLE:
Accelerated English Language Acquisition - Intermediate Level

Units:
2
Pass/No Pass

CATALOG COURSE DESCRIPTION:

This course is intended for students who are currently enrolled in English Language Acquisition 25 and who desire additional support or more advanced reading, writing, and grammar activities. Emphasis is placed on deeper learning and understanding of English Language Acquisition 25 course content. The course consists of personalized instruction and peer review to revise and expand upon the length and complexity of assignments in English Language Acquisition 25.

REQUISITES:

Corequisite:
ELAC 025

FIELD TRIP REQUIREMENTS:
May be required

TRANSFER APPLICABILITY:
Not applicable to the Associate Degree

CID:

TOTAL LECTURE HOURS:
32 - 36

TOTAL LAB HOURS:

TOTAL CONTACT HOURS:
32 - 36

OUTSIDE-OF-CLASS HOURS:
64 - 72

TOTAL STUDENT LEARNING HOURS:
96 - 108

STUDENT LEARNING OBJECTIVES:
Upon successful completion of the course the student will be able to:

1. Engage in creative and critical thinking in a variety of communicative activities.

2. Identify and apply critical reading strategies for a variety of texts of various lengths.
3. Generate ideas for writing.
4. Organize and compose drafts of writing from a variety of genres.
5. Apply strategies for revision.
6. Formulate approaches to identify and correct grammatical and mechanical errors.
7. Employ study skills necessary for success in further academic environments.
8. Organize and prepare a portfolio of work.

SECTION II

1. COURSE OUTLINE AND SCOPE:

A. Outline Of Topics:

The following topics are included in the framework of the course but are not intended as limits on content. The order of presentation and relative emphasis will vary with each instructor.

This course supports students learning the English language with **intermediate and high-intermediate level materials**.

- I. Creative and critical thinking
 - A. Reading strategies and engaging the text - variety of genres
 1. Identifying reader's purpose
 2. Identifying author's purpose
 3. Analyzing author's choices in text structure and organization
 4. Developing questions
 5. Analyzing author's choices in grammar structure
 - B. Paragraph and multi-paragraph writings
 1. Responding to texts
 2. Analyzing prompts
 3. Identifying writer's purpose
 4. Engaging in the writing process - brainstorming, planning, writing, revising
 - a. Producing a variety of genres
 - b. Patterning writing on mentor models
 5. Engaging in peer review
 6. Reviewing, evaluating, and revising one's own writing
 - a. Expanding composition length
 - b. Adding complexity
 7. Editing for grammar and mechanics
 - C. Demonstrating metacognitive awareness
 1. Assessing own reading and writing
 2. Applying strategies to improve performance
- II. Study skills
 - A. Following expectations of American academic culture
 - B. Building organizational strategies
 - C. Preparing a portfolio of work

B. Reading Assignments:

Reading assignments are required and may include, but are not limited to, the following:
High-Intermediate English language acquisition level materials

- I. Full-length novels or memoirs
- II. Collections of short stories
- III. Articles and editorials from magazines and/or newspapers (online and print)
- IV. Blogs
- V. Letters
- VI. Proposals
- VII. Poems
- VIII. Personal statements
- IX. Excerpts from textbooks

- X. Speech transcripts
- XI. Summary and response

C. Writing Assignments:

Writing assignments are required and may include, but are not limited to, the following:
High-Intermediate English language acquisition level

- I. Basic academic essays
- II. Journal entries and/or responses to questions related to assigned readings and class discussions
- III. Short stories
- IV. Articles for magazines and/or newsletters
- V. Blogs
- VI. Letters
- VII. Proposals
- VIII. Poems
- IX. Personal statements
- X. Testimonials
- XI. Critiques of creative pieces
- XII. Reflections related to readings and one's own development as a writer
- XIII. Peer and/or self evaluations
- XIV. Class and/or field notes
- XV. Grammar journal/logs
- XVI. Vocabulary journal/logs
- XVII. Free-writing
- XVIII. Summary and response
- XIX. Outlines of readings

D. Appropriate Outside Assignments:

Outside assignments may include, but are not limited to, the following:
High-Intermediate English language acquisition level

- I. Reading and preparation for in-class discussions
- II. Attending community events or lectures
- III. Engaging in fieldwork, such as interviews and/or observations
- IV. Drafting paragraph and/or multi-paragraph writings from a variety of genres
- V. Revising writings
- VI. Tutoring sessions
- VII. Service learning
- VIII. Posting and responding to others on online discussion forum

E. Appropriate Assignments that Demonstrate Critical Thinking:

Critical thinking assignments are required and may include, but are not limited to, the following:

- I. Analyze texts for purpose, content, organization, support, and development
- II. Formulate questions about texts
- III. Evaluate personal progress in reflective compositions
- IV. Distinguish between alternative points of view
- V. Distinguish between fact and opinion
- VI. Identify and explain connections between texts and personal experiences
- VII. Organize and evaluate information from class readings and other texts
- VIII. Analyze one's own and other's written work for coherence and clarity

2. METHODS OF EVALUATION:

A student's grade will be based on multiple measures of performance unless the course requires no grade.
Multiple measures may include, but are not limited to, the following:

- I. Reading responses

- II. Multi-paragraph writings and revisions
- III. Journals
- IV. Homework assignments
- V. Quizzes
- VI. Portfolio
- VII. Class participation

3. METHODS OF INSTRUCTION:

Methods of instruction may include, but are not limited to, the following:

- * Audio-Visual
- * Collaborative Learning
- * Computer Assisted Instruction
- * Discussion Seminar
- * Distance Education (Fully online)
- * Lecture
- * Lecture Discussion
- * Other (Specify)
- * Mentor texts

4. REQUIRED TEXTS AND SUPPLIES:

Textbooks may include, but are not limited to:

TEXTBOOKS:

1. Pearson Education. Longman Advanced American Dictionary, 3rd ed. Foreign Languages Teaching and Research Press, 2021, ISBN: 9787521320916

MANUALS:

PERIODICALS:

SOFTWARE:

SUPPLIES:

ORIGINATOR: Chris Sullivan

ORIGINATION DATE: 11/15/2021

PROPOSAL ORIGINATOR: Chris Sullivan

CO-CONTRIBUTOR(S)

PROPOSAL DATE: 06/27/2022

**SAN DIEGO COMMUNITY COLLEGE DISTRICT
COURSE PROPOSAL IMPACT REPORT**

COURSE TO BE PROPOSED: ELAC 026
Accelerated English Language Acquisition -

Intermediate Level

ACTIVE/APPROVED COURSES IMPACTED:

ELAC 026 Accelerated English Language Acquisition - Intermediate Level (29154)

ACTIVE/APPROVED/PROPOSED PROGRAMS IMPACTED:

SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY , MESA AND MIRAMAR COLLEGES

Course Outline of Record: Curriculum Proposal Report

SECTION I

- I. **Subject Area:** English Language Acquisition
- II. **Course Number:** 026
- III. **Course Title:** Accelerated English Language Acquisition - Intermediate Level
- IV. **Disciplines (Instructor Minimum Qualifications):** ESL
- V.
- VI. **Family:**
- VII. **Current Short Title:** Acc Engl Lang Acq - Interm
- VIII. **Course Is Active/Where?** CITY , MESA AND MIRAMAR
- IX. **Originating Campus:** MESA
- X. **Action Proposed:** Course Revision (May Include Activation)
- XI. **Distance Education Proposed At:** Mesa and Miramar
- XII. **Proposal Originating Date:** 06/27/2022
- XIII. **Proposed Start Semester:** Spring 2024
- XIV. **Field Trip:** May be required
- XV. **Grading Option:** Pass/No Pass
- XVI. **Current Short Description:** Accelerated reading, writing, and grammar at the intermediate and high-intermediate levels

SECTION II

COURSE ENROLLMENT INFORMATION

- I. **Requisites:**
Corequisite: ELAC 025
- II. **Current Degree Applicability:** Not applicable to the Associate Degree
- III. **Current Basic Skills Designation:** B - Basic Skills Course
- IV. **Repeatability:** Course may be taken 1 time(s)
- V. **Course Equivalency:** No
- VI. **Additional Information:**
- VII. **Additional Textbook Information:** All textbooks are latest edition as of 7/22

COURSE ANALYSIS DATA

- I. **Reason for Proposed Action:** Six yr review including review and update of texts for currency. (Course revision is for six year review.)
- II. **How Does The Course Fit The College Mission?** 1. Basic Skills/ESL
- III. **Current Transfer Options:**
- IV. **Proposed College/District Purpose:** 1. Course is not included in required units for major
- V. **Extraordinary Cost to the College:** n/a.
- VI. **Library Resource Materials:** .

GENERAL EDUCATION ANALYSIS

REQUISITES ANALYSIS

Reading and writing at the intermediate English language acquisition level.

- I. **Course: ELAC 025** Engage in creative and critical thinking in a variety of communicative activities
- II. **Course: ELAC 025** Apply critical reading strategies -- including annotating, notetaking, summarizing, and paraphrasing -- to understand and respond to a variety of texts of various lengths.
- III. **Course: ELAC 025** Identify overall purpose, structure, and organization of a variety of texts.
- IV. **Course: ELAC 025** Identify an author's point of view, main arguments, and strategies used to convey meaning in a variety of texts.

- V. **Course: ELAC 025** **Connect concepts in readings to other texts and personal experiences.**
- VI. **Course: ELAC 025** **Develop a greater understanding of cultural references and common idiomatic language.**
- VII. **Course: ELAC 025** **Build vocabulary learning strategies.**
- VIII. **Course: ELAC 025** **Analyze grammatical structures in a variety of texts.**
- IX. **Course: ELAC 025** **Plan, write, and revise paragraph and multi-paragraph writings from a variety of genres with clear organization and purpose.**

SECTION III

COURSE DISTANCE EDUCATION INFORMATION

- I. **MESA**
- II. **Distance Education Methods of Instruction:** 1. Fully Online
- III. **Other Distance Education Methods:**
- IV. **Type and frequency of contact may include, but is not limited to:**
 - 1. Announcements
As needed
Participant/s: Faculty to Student/s
 - 2. Discussion Board
At least weekly
Participant/s: Faculty to Student/s , Among Students
 - 3. Email/Message System
As needed
Participant/s: Faculty to Student/s , Among Students
 - 4. Synchronous or Asynchronous Video
Frequent
Participant/s: Faculty to Student/s , Among Students
 - 5. Telephone Contact
As needed
Participant/s: Faculty to Student/s , Among Students
- V. **List of Techniques:** Online instruction includes regular student-to-student and instructor-to-student communication. Telephone calls between students and the instructor may be used to discuss questions and concerns throughout the course. E-mail may be used for asynchronous instructor-to-student and student-to-student communication. Chat rooms may be used for synchronous interaction between students and between the instructor and students. Threaded discussions may be used for instructor-to-student and student-to-student asynchronous group communication. Live-classroom may be used for synchronous online lectures, meetings and office hour meetings as appropriate. Video, audio, learning objects and archived live-classroom lectures may be included for students to interact with asynchronously where appropriate. Assignments and tests that will be used in the Distance Education course will be exactly the same as those in the traditional course. Students will submit all course work (tests and assignments) electronically to the instructor for grading.
- VI. **How to Evaluate Students for Achieved Outcomes:** The evaluation methods will mirror the on-campus course as specified in the course outline. The feedback on assignments and tests will be submitted electronically to the student.
- VII. **Additional Resources/Materials/Information:** SDCCD and DSPS personnel will provide all needed accommodations. DSPS will provide a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).
- VIII. **Audio Visual Library Materials:** NO
- IX. **MIRAMAR**
- X. **Distance Education Methods of Instruction:** 1. Online-Emergency Only
- XI. **Other Distance Education Methods:**
- XII. **Type and frequency of contact may include, but is not limited to:**
 - 1. Announcements
weekly
 - 2. Collaborative Web Documents
as assigned
 - 3. Conferencing
as assigned
 - 4. Discussion Board

at least two times during the term with the instructor and with other students (in the absence of other collaborative student projects)

5. Email/Message System

as needed

6. Individual Meetings

as needed

7. Individualized Assignment Feedback

as assigned

8. Synchronous or Asynchronous Video

as assigned

9. Telephone Contact

as needed

XIII. **List of Techniques:** Students interact with each other and the instructor in ways that mirror the traditional classroom; only the delivery system is altered. These methods include one-on-one communication with the instructor and with other students via email, the announcement system, the discussion board, or other tools. Students also demonstrate an understanding and integration of course concepts via research assignments, problem sets, group projects, asynchronous class discussion, and/or other assignments. Synchronous online activities may include discussion of texts as well as reading and writing workshops.

XIV. **How to Evaluate Students for Achieved Outcomes:** Multiple measures are used to assess student learning objectives. These include performance on objective examinations administered via the assessment tool, writing assignments, and/or group or individual projects posted to the discussion board or other online collaboration tool.

XV. **Additional Resources/Materials/Information:** Materials posted online are consistent with those required for the in-person class. SDCCD and DSPS personnel provide all needed accommodations. DSPS provides a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).

XVI. **Audio Visual Library Materials:** NO

SECTION IV

COURSE STUDENT LEARNING OUTCOME(S)

CITY

- Revise and expand on own written work that demonstrates a high-intermediate level of reading, writing, and critical thinking.
- Revise and expand on own written work that demonstrates a high-intermediate level of reading, writing, and critical thinking.

MESA

- Students will be able to interpret and evaluate a variety of texts, including a full-length novel or memoir.
- Students will be able to compose an organized, multi-paragraph piece that effectively responds to the work of another using intermediate-high grammatical structures.

MIRAMAR

SECTION V

COURSE DATA ADMINISTRATION ELEMENTS

I. Codes:

California Classification: (Y Credit Course)

TOP Code: 4930.84 ESL Writing

SAM Code: E - Non Occupational

Course Prior to College Level (CB21): D - Four levels below transfer

Funding Agency Category (CB23): Not Applicable (funding not used to develop course)

Course Program Status (CB24): Not program-applicable

Course Gen Education Status (CB25): Y = Not applicable

Course Support Course Status (CB26): N = Course is not a support course

Major Restriction Code: NONE

II. Lect Units: 2.00

Total Units: 2

Lecture Hours Min: 32.00 Max: 36.00

Lab Hours Min: 0.00 Max: 0.00

Other Hours Min: 0.00 Max:0.00

Total Contact Hours Min: 32.00 Max:36.00

Outside-of-Class Hours Min: 64.00 Max:72.00

Total Student Learning Hours Min: 96.00 Max: 108.00

FTEF Lecture Min: 0.1333 Max:

FTEF Lab Min: 0.0000 Max:

FTEF Total Min: 0.1333 Max:

III. Last Time Pre/Co Requisite Update: 06/27/2022

IV. Last Outline Revision Date: 12/12/2019

V. CIC Approval:

VI. BOT Approval:

VII. State Approval:

VIII. Revised State Approval:

IX. Course Approval Effective Date:

SECTION VI

CREDIT FOR PRIOR LEARNING

ELAC 026

Previous Report

CIC Approval: 03/24/2022
BOT APPROVAL:
STATE APPROVAL:
EFFECTIVE TERM: Fall 2022

SAN DIEGO COMMUNITY COLLEGE DISTRICT CITY, MESA, AND MIRAMAR COLLEGES ASSOCIATE DEGREE COURSE OUTLINE

SECTION I

SUBJECT AREA AND COURSE NUMBER: English Language Acquisition 026

COURSE TITLE:

Accelerated English Language Acquisition - Intermediate Level

Units:
2
Pass/No Pass

CATALOG COURSE DESCRIPTION:

This course is intended for students who are currently enrolled in English Language Acquisition 25 and who desire additional support or more advanced reading, writing, and grammar activities. Emphasis is placed on deeper learning and understanding of English Language Acquisition 25 course content. The course consists of personalized instruction and peer review to revise and expand upon the length and complexity of assignments in English Language Acquisition 25.

REQUISITES:

Corequisite:
ELAC 025

FIELD TRIP REQUIREMENTS:

May be required

TRANSFER APPLICABILITY:

Not applicable to the Associate Degree

CID:

TOTAL LECTURE HOURS:

32 - 36

TOTAL LAB HOURS:

TOTAL CONTACT HOURS:

32 - 36

OUTSIDE-OF-CLASS HOURS:

64 - 72

TOTAL STUDENT LEARNING HOURS:

96 - 108

STUDENT LEARNING OBJECTIVES:

Upon successful completion of the course the student will be able to:

1. Engage in creative and critical thinking in a variety of communicative activities.
2. Identify and apply critical reading strategies for a variety of texts of various lengths.
3. Generate ideas for writing.
4. Organize and compose drafts of writing from a variety of genres.
5. Apply strategies for revision.
6. Formulate approaches to identify and correct grammatical and mechanical errors.
7. Employ study skills necessary for success in further academic environments.
8. Organize and prepare a portfolio of work.

Current Report

ELAC 026

CIC Approval:
BOT APPROVAL:
STATE APPROVAL:
EFFECTIVE TERM:

SAN DIEGO COMMUNITY COLLEGE DISTRICT CITY, MESA, AND MIRAMAR COLLEGES ASSOCIATE DEGREE COURSE OUTLINE

SECTION I

SUBJECT AREA AND COURSE NUMBER: English Language Acquisition 026

COURSE TITLE:

Accelerated English Language Acquisition - Intermediate Level

Units:
2
Pass/No Pass

CATALOG COURSE DESCRIPTION:

This course is intended for students who are currently enrolled in English Language Acquisition 25 and who desire additional support or more advanced reading, writing, and grammar activities. Emphasis is placed on deeper learning and understanding of English Language Acquisition 25 course content. The course consists of personalized instruction and peer review to revise and expand upon the length and complexity of assignments in English Language Acquisition 25.

REQUISITES:

Corequisite:
ELAC 025

FIELD TRIP REQUIREMENTS:

May be required

TRANSFER APPLICABILITY:

Not applicable to the Associate Degree

CID:

TOTAL LECTURE HOURS:

32 - 36

TOTAL LAB HOURS:

TOTAL CONTACT HOURS:

32 - 36

OUTSIDE-OF-CLASS HOURS:

64 - 72

TOTAL STUDENT LEARNING HOURS:

96 - 108

STUDENT LEARNING OBJECTIVES:

Upon successful completion of the course the student will be able to:

1. Engage in creative and critical thinking in a variety of communicative activities.
2. Identify and apply critical reading strategies for a variety of texts of various lengths.
3. Generate ideas for writing.
4. Organize and compose drafts of writing from a variety of genres.
5. Apply strategies for revision.
6. Formulate approaches to identify and correct grammatical and mechanical errors.
7. Employ study skills necessary for success in further academic environments.
8. Organize and prepare a portfolio of work.

SECTION II

1. COURSE OUTLINE AND SCOPE:

A. Outline Of Topics:

The following topics are included in the framework of the course but are not intended as limits on content. The order of presentation and relative emphasis will vary with each instructor.

This course supports students learning the English language with **intermediate and high-intermediate level materials**.

- I. Creative and critical thinking
 - A. Reading strategies and engaging the text - variety of genres
 1. Identifying reader's purpose
 2. Identifying author's purpose
 3. Analyzing author's choices in text structure and organization
 4. Developing questions
 5. Analyzing author's choices in grammar structure
 - B. Paragraph and multi-paragraph writings
 1. Responding to texts
 2. Analyzing prompts
 3. Identifying writer's purpose
 4. Engaging in the writing process - brainstorming planning writing revising
 - a. Producing a variety of genres
 - b. Patterning writing on mentor models
 5. Engaging in peer review
 6. Reviewing evaluating and revising one's own writing
 - a. Expanding composition length
 - b. Adding complexity
 7. Editing for grammar and mechanics
 - C. Demonstrating metacognitive awareness
 1. Assessing own reading and writing
 2. Applying strategies to improve performance
 - II. Study skills
 - A. Following expectations of American academic culture
 - B. Building organizational strategies
 - C. Preparing a portfolio of work
- B. Reading Assignments:**
Reading assignments are required and may include, but are not limited to, the following:
High-Intermediate English language acquisition level materials
- I. Full-length novels or memoirs
 - II. Collections of short stories
 - III. Articles and editorials from magazines and/or newspapers (online and print)
 - IV. Blogs
 - V. Letters
 - VI. Proposals
 - VII. Poems
 - VIII. Personal statements
 - IX. Excerpts from textbooks
 - X. Speech transcripts
 - XI. Summary and response
- C. Writing Assignments:**
Writing assignments are required and may include, but are not limited to, the following:
High-Intermediate English language acquisition level
- I. Basic academic essays
 - II. Journal entries and/or responses to questions related to assigned readings and class discussions
 - III. Short stories
 - IV. Articles for magazines and/or newsletters
 - V. Blogs
 - VI. Letters
 - VII. Proposals
 - VIII. Poems
 - IX. Personal statements
 - X. Testimonials
 - XI. Critiques of creative pieces
 - XII. Reflections related to readings and one's own development as a writer

SECTION II

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This course supports students learning the English language with **intermediate and high-intermediate level materials**.

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 - A. Reading strategies and engaging the text - variety of genres
 1. Identifying reader's purpose
 2. Identifying author's purpose
 3. Analyzing author's choices in text structure and organization
 4. Developing questions
 5. Analyzing author's choices in grammar structure
 - B. Paragraph and multi-paragraph writings
 1. Responding to texts
 2. Analyzing prompts
 3. Identifying writer's purpose
 4. Engaging in the writing process - brainstorming planning writing revising
 - a. Producing a variety of genres
 - b. Patterning writing on mentor models
 5. Engaging in peer review
 6. Reviewing evaluating and revising one's own writing
 - a. Expanding composition length
 - b. Adding complexity
 7. Editing for grammar and mechanics
 - C. Demonstrating metacognitive awareness
 1. Assessing own reading and writing
 2. Applying strategies to improve performance
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 - B. Building organizational strategies
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- I. Basic academic essays
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 - III. Short stories
 - IV. Articles for magazines and/or newsletters
 - V. Blogs
 - VI. Letters
 - VII. Proposals
 - VIII. Poems
 - IX. Personal statements
 - X. Testimonials
 - XI. Critiques of creative pieces
 - XII. Reflections related to readings and one's own development as a writer
 - XIII. Peer and/or self evaluations
 - XIV. Class and/or field notes

- XIII. Peer and/or self evaluations
- XIV. Class and/or field notes
- XV. Grammar journal/logs
- XVI. Vocabulary journal/logs
- XVII. Free-writing
- XVIII. Summary and response
- XIX. Outlines of readings

D. Appropriate Outside Assignments:

Outside assignments may include, but are not limited to, the following:
High-Intermediate English language acquisition level

- I. Reading and preparation for in-class discussions
- II. Attending community events or lectures
- III. Engaging in fieldwork, such as interviews and/or observations
- IV. Drafting paragraph and/or multi-paragraph writings from a variety of genres
- V. Revising writings
- VI. Tutoring sessions
- VII. Service learning
- VIII. Posting and responding to others on online discussion forum

E. Appropriate Assignments that Demonstrate Critical Thinking:

Critical thinking assignments are required and may include, but are not limited to, the following:

- I. Analyze texts for purpose, content, organization, support, and development
- II. Formulate questions about texts
- III. Evaluate personal progress in reflective compositions
- IV. Distinguish between alternative points of view
- V. Distinguish between fact and opinion
- VI. Identify and explain connections between texts and personal experiences
- VII. Organize and evaluate information from class readings and other texts
- VIII. Analyze one's own and other's written work for coherence and clarity

2. METHODS OF EVALUATION:

A student's grade will be based on multiple measures of performance unless the course requires no grade. Multiple measures may include, but are not limited to, the following:

- I. Reading responses
- II. Multi-paragraph writings and revisions
- III. Journals
- IV. Howework assignments
- V. Quizzes
- VI. Portfolio
- VII. Class participation

3. METHODS OF INSTRUCTION:

Methods of instruction may include, but are not limited to, the following:

- * Audio-Visual
- * Collaborative Learning
- * Computer Assisted Instruction
- * Discussion Seminar
- * Distance Education (Fully online)
- * Lecture
- * Lecture Discussion
- * Other (Specify)
- * Mentor texts

4. REQUIRED TEXTS AND SUPPLIES:

Textbooks may include, but are not limited to:

TEXTBOOKS:

- 1. Longman. Longman Advanced American Dictionary. Pearson, 2013, ISBN: 9781447913139

MANUALS:

- XV. Grammar journal/logs
- XVI. Vocabulary journal/logs
- XVII. Free-writing
- XVIII. Summary and response
- XIX. Outlines of readings

D. Appropriate Outside Assignments:

Outside assignments may include, but are not limited to, the following:
High-Intermediate English language acquisition level

- I. Reading and preparation for in-class discussions
- II. Attending community events or lectures
- III. Engaging in fieldwork, such as interviews and/or observations
- IV. Drafting paragraph and/or multi-paragraph writings from a variety of genres
- V. Revising writings
- VI. Tutoring sessions
- VII. Service learning
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- III. Evaluate personal progress in reflective compositions
- IV. Distinguish between alternative points of view
- V. Distinguish between fact and opinion
- VI. Identify and explain connections between texts and personal experiences
- VII. Organize and evaluate information from class readings and other texts
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- I. Reading responses
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- * Computer Assisted Instruction
- * Discussion Seminar
- * Distance Education (Fully online)
- * Lecture
- * Lecture Discussion
- * Other (Specify)
- * Mentor texts

4. REQUIRED TEXTS AND SUPPLIES:

Textbooks may include, but are not limited to:

TEXTBOOKS:

- 1. Pearson Education. Longman Advanced American Dictionary. 3rd ed. Foreign Languages Teaching and Research Press, 2021, ISBN: 9787521320916

MANUALS:

PERIODICALS:

SOFTWARE:

PERIODICALS:

SOFTWARE:

SUPPLIES:

ORIGINATOR: Chris Sullivan

CO-CONTRIBUTOR(S)
DATE: 11/15/2021

Status: Active

Date Printed: 10/11/2022

SUPPLIES:

ORIGINATOR: Chris Sullivan
ORIGINATION DATE: 11/15/2021
PROPOSAL ORIGINATOR: Chris Sullivan
CO-CONTRIBUTOR(S)
PROPOSAL DATE: 06/27/2022

Status: Launched

Date Printed: 10/11/2022

Previous Report

SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY , MESA AND MIRAMAR COLLEGES

Course Outline of Record:
Curriculum Proposal Report

SECTION I

- I. **Subject Area:** English Language Acquisition
- II. **Course Number:** 026
- III. **Course Title:** Accelerated English Language Acquisition - Intermediate Level
- IV. **Disciplines (Instructor Minimum Qualifications):** ESL
- V.
- VI. **Family:**
- VII. **Current Short Title:** Acc Engl Lang Acq - Intern
- VIII. **Course Is Active/Where?** CITY , MESA AND MIRAMAR
- IX. **Originating Campus:** MESA
- X. **Action Proposed:** Course Revision (May Include Activation)
- XI. **Distance Education Proposed At:** Mesa and Miramar
- XII. **Proposal Originating Date:** 11/15/2021
- XIII. **Proposed Start Semester:** Fall 2022
- XIV. **Field Trip:** May be required
- XV. **Grading Option:** Pass/No Pass
- XVI. **Current Short Description:** Accelerated reading, writing, and grammar at the intermediate and high-intermediate levels

SECTION II

COURSE ENROLLMENT INFORMATION

- I. **Requisites:**
Corequisite: ELAC 025
- II. **Current Degree Applicability:** Not applicable to the Associate Degree
- III. **Current Basic Skills Designation:** B - Basic Skills Course
- IV. **Repeatability:** Course may be taken 1 time(s)
- V. **Course Equivalency:** No
- VI. **Additional Information:**
- VII. **Additional Textbook Information:** All textbooks are latest edition as of 11/2021

COURSE ANALYSIS DATA

- I. **Reason for Proposed Action:** Revision of Mesa Distance Ed from Emergency Only to Fully Online.
- II. **How Does The Course Fit The College Mission?** 1. Basic Skills/ESL
- III. **Current Transfer Options:**
- IV. **Proposed College/District Purpose:** 1. Course is not included in required units for major
- V. **Extraordinary Cost to the College:** n/a.
- VI. **Library Resource Materials:** .

GENERAL EDUCATION ANALYSIS

REQUISITES ANALYSIS

Reading and writing at the intermediate English language acquisition level.

- I. Course: ELAC 025 Engage in creative and critical thinking in a variety of communicative activities
- II. Course: ELAC 025 Apply critical reading strategies -- including annotating, notetaking, summarizing,

Current Report

SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY , MESA AND MIRAMAR COLLEGES

Course Outline of Record:
Curriculum Proposal Report

SECTION I

- I. **Subject Area:** English Language Acquisition
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- IV. **Disciplines (Instructor Minimum Qualifications):** ESL
- V.
- VI. **Family:**
- VII. **Current Short Title:** Acc Engl Lang Acq - Intern
- VIII. **Course Is Active/Where?** CITY , MESA AND MIRAMAR
- IX. **Originating Campus:** MESA
- X. **Action Proposed:** Course Revision (May Include Activation)
- XI. **Distance Education Proposed At:** Mesa and Miramar
- XII. **Proposal Originating Date:** 06/27/2022
- XIII. **Proposed Start Semester:** Spring 2024
- XIV. **Field Trip:** May be required
- XV. **Grading Option:** Pass/No Pass
- XVI. **Current Short Description:** Accelerated reading, writing, and grammar at the intermediate and high-intermediate levels

SECTION II

COURSE ENROLLMENT INFORMATION

- I. **Requisites:**
Corequisite: ELAC 025
- II. **Current Degree Applicability:** Not applicable to the Associate Degree
- III. **Current Basic Skills Designation:** B - Basic Skills Course
- IV. **Repeatability:** Course may be taken 1 time(s)
- V. **Course Equivalency:** No
- VI. **Additional Information:**
- VII. **Additional Textbook Information:** All textbooks are latest edition as of 7/22

COURSE ANALYSIS DATA

- I. **Reason for Proposed Action:** Six yr review including review and update of texts for currency. (Course revision is for six year review.)
- II. **How Does The Course Fit The College Mission?** 1. Basic Skills/ESL
- III. **Current Transfer Options:**
- IV. **Proposed College/District Purpose:** 1. Course is not included in required units for major
- V. **Extraordinary Cost to the College:** n/a.
- VI. **Library Resource Materials:** .

GENERAL EDUCATION ANALYSIS

REQUISITES ANALYSIS

Reading and writing at the intermediate English language acquisition level.

- I. Course: ELAC 025 Engage in creative and critical thinking in a variety of communicative activities
- II. Course: ELAC 025 Apply critical reading strategies -- including annotating, notetaking, summarizing,

and paraphrasing -- to understand and respond to a variety of texts of various lengths.

- III. Course: ELAC 025 Identify overall purpose, structure, and organization of a variety of texts.
- IV. Course: ELAC 025 Identify an author's point of view, main arguments, and strategies used to convey meaning in a variety of texts.
- V. Course: ELAC 025 Connect concepts in readings to other texts and personal experiences.
- VI. Course: ELAC 025 Develop a greater understanding of cultural references and common idiomatic language.
- VII. Course: ELAC 025 Build vocabulary learning strategies.
- VIII. Course: ELAC 025 Analyze grammatical structures in a variety of texts.
- IX. Course: ELAC 025 Plan, write, and revise paragraph and multi-paragraph writings from a variety of genres with clear organization and purpose.
- X. Course: ELAC 025 Produce in-class writings that demonstrate time management skills.
- XI. Course: ELAC 025 Formulate questions related to one's own writing and other texts, including peer writing.
- XII. Course: ELAC 025 Apply knowledge of mechanical and grammatical structures in the production and editing of essays and other types of texts which communicate an intermediate level of fluency and coherence.
- XIII. Course: ELAC 025 Demonstrate the ability to reflect on and monitor progress in one's English language acquisition process.
- XIV. Course: ELAC 025 Employ basic study skills necessary for success in further academic environments.

SECTION III

COURSE DISTANCE EDUCATION INFORMATION

I. MESA

II. Distance Education Methods of Instruction: 1. Fully Online

III. Other Distance Education Methods:

IV. Type and frequency of contact may include, but is not limited to:

1. Announcements

As needed

Participant/s: Faculty to Student/s

2. Discussion Board

At least weekly

Participant/s: Faculty to Student/s , Among Students

3. Email/Message System

As needed

Participant/s: Faculty to Student/s , Among Students

4. Synchronous or Asynchronous Video

Frequent

Participant/s: Faculty to Student/s , Among Students

5. Telephone Contact

As needed

Participant/s: Faculty to Student/s , Among Students

V. List of Techniques: Online instruction includes regular student-to-student and instructor-to-student communication. Telephone calls between students and the instructor may be used to discuss questions and concerns throughout the course. E-mail may be used for asynchronous instructor-to-student and student-to-student communication. Chat rooms may be used for synchronous interaction between students and between the instructor and students. Threaded discussions may be used for instructor-to-student and student-to-student asynchronous group communication. Live-classroom may be used for synchronous online lectures, meetings and office hour meetings as appropriate. Video, audio, learning objects and archived live-classroom lectures may be included for students to interact with asynchronously where appropriate. Assignments and tests that will be used in the Distance Education course will be exactly the same as those in the traditional course. Students will submit all course work (tests and assignments) electronically to the instructor for grading.

VI. How to Evaluate Students for Achieved Outcomes: The evaluation methods will mirror the on-campus course as specified in the course outline. The feedback on assignments and tests will be submitted electronically to the student.

VII. Additional Resources/Materials/Information: SDCCD and DSPS personnel will provide all needed accommodations. DSPS will provide a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).

VIII. Audio Visual Library Materials: NO

IX. MIRAMAR

X. Distance Education Methods of Instruction: 1. Online-Emergency Only

XI. Other Distance Education Methods:

XII. Type and frequency of contact may include, but is not limited to:

1. Announcements

weekly

and paraphrasing -- to understand and respond to a variety of texts of various lengths.

- III. Course: ELAC 025 Identify overall purpose, structure, and organization of a variety of texts.
- IV. Course: ELAC 025 Identify an author's point of view, main arguments, and strategies used to convey meaning in a variety of texts.
- V. Course: ELAC 025 Connect concepts in readings to other texts and personal experiences.
- VI. Course: ELAC 025 Develop a greater understanding of cultural references and common idiomatic language.
- VII. Course: ELAC 025 Build vocabulary learning strategies.
- VIII. Course: ELAC 025 Analyze grammatical structures in a variety of texts.
- IX. Course: ELAC 025 Plan, write, and revise paragraph and multi-paragraph writings from a variety of genres with clear organization and purpose.

SECTION III

COURSE DISTANCE EDUCATION INFORMATION

I. MESA

II. Distance Education Methods of Instruction: 1. Fully Online

III. Other Distance Education Methods:

IV. Type and frequency of contact may include, but is not limited to:

1. Announcements

As needed

Participant/s: Faculty to Student/s

2. Discussion Board

At least weekly

Participant/s: Faculty to Student/s , Among Students

3. Email/Message System

As needed

Participant/s: Faculty to Student/s , Among Students

4. Synchronous or Asynchronous Video

Frequent

Participant/s: Faculty to Student/s , Among Students

5. Telephone Contact

As needed

Participant/s: Faculty to Student/s , Among Students

V. List of Techniques: Online instruction includes regular student-to-student and instructor-to-student communication. Telephone calls between students and the instructor may be used to discuss questions and concerns throughout the course. E-mail may be used for asynchronous instructor-to-student and student-to-student communication. Chat rooms may be used for synchronous interaction between students and between the instructor and students. Threaded discussions may be used for instructor-to-student and student-to-student asynchronous group communication. Live-classroom may be used for synchronous online lectures, meetings and office hour meetings as appropriate. Video, audio, learning objects and archived live-classroom lectures may be included for students to interact with asynchronously where appropriate. Assignments and tests that will be used in the Distance Education course will be exactly the same as those in the traditional course. Students will submit all course work (tests and assignments) electronically to the instructor for grading.

VI. How to Evaluate Students for Achieved Outcomes: The evaluation methods will mirror the on-campus course as specified in the course outline. The feedback on assignments and tests will be submitted electronically to the student.

VII. Additional Resources/Materials/Information: SDCCD and DSPS personnel will provide all needed accommodations. DSPS will provide a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).

VIII. Audio Visual Library Materials: NO

IX. MIRAMAR

X. Distance Education Methods of Instruction: 1. Online-Emergency Only

XI. Other Distance Education Methods:

XII. Type and frequency of contact may include, but is not limited to:

1. Announcements

weekly

2. Collaborative Web Documents

as assigned

3. Conferencing

as assigned

4. Discussion Board

at least two times during the term with the instructor and with other students (in the absence of other collaborative student projects)

5. Email/Message System

2. Collaborative Web Documents
as assigned
3. Conferencing
as assigned
4. Discussion Board
at least two times during the term with the instructor and with other students (in the absence of other collaborative student projects)
5. Email/Message System
as needed
6. Individual Meetings
as needed
7. Individualized Assignment Feedback
as assigned
8. Synchronous or Asynchronous Video
as assigned
9. Telephone Contact
as needed

XIII. List of Techniques: Students interact with each other and the instructor in ways that mirror the traditional classroom; only the delivery system is altered. These methods include one-on-one communication with the instructor and with other students via email, the announcement system, the discussion board, or other tools. Students also demonstrate an understanding and integration of course concepts via research assignments, problem sets, group projects, asynchronous class discussion, and/or other assignments. Synchronous online activities may include discussion of texts as well as reading and writing workshops.

XIV. How to Evaluate Students for Achieved Outcomes: Multiple measures are used to assess student learning objectives. These include performance on objective examinations administered via the assessment tool, writing assignments, and/or group or individual projects posted to the discussion board or other online collaboration tool.

XV. Additional Resources/Materials/Information: Materials posted online are consistent with those required for the in-person class. SDCCD and DSPS personnel provide all needed accommodations. DSPS provides a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).

XVI. Audio Visual Library Materials: NO

SECTION IV

COURSE STUDENT LEARNING OUTCOME(S)

CITY

- Revise and expand on own written work that demonstrates a high-intermediate level of reading, writing, and critical thinking.
- Revise and expand on own written work that demonstrates a high-intermediate level of reading, writing, and critical thinking.

MESA

- Students will be able to interpret and evaluate a variety of texts, including a full-length novel or memoir.
- Students will be able to compose an organized, multi-paragraph piece that effectively responds to the work of another using intermediate-high grammatical structures.

MIRAMAR

SECTION V

COURSE DATA ADMINISTRATION ELEMENTS

I. Codes:

California Classification: (Y Credit Course)
TOP Code: 4930.84 ESL Writing
SAM Code: E - Non Occupational
Course Prior to College Level (CB21): D - Four levels below transfer
Funding Agency Category (CB23): Not Applicable (funding not used to develop course)
Course Program Status (CB24): Not program-applicable
Course Gen Education Status (CB25): Y = Not applicable
Course Support Course Status (CB26): N = Course is not a support course
Major Restriction Code: NONE

- as needed
6. Individual Meetings
as needed
7. Individualized Assignment Feedback
as assigned
8. Synchronous or Asynchronous Video
as assigned
9. Telephone Contact
as needed

XIII. List of Techniques: Students interact with each other and the instructor in ways that mirror the traditional classroom; only the delivery system is altered. These methods include one-on-one communication with the instructor and with other students via email, the announcement system, the discussion board, or other tools. Students also demonstrate an understanding and integration of course concepts via research assignments, problem sets, group projects, asynchronous class discussion, and/or other assignments. Synchronous online activities may include discussion of texts as well as reading and writing workshops.

XIV. How to Evaluate Students for Achieved Outcomes: Multiple measures are used to assess student learning objectives. These include performance on objective examinations administered via the assessment tool, writing assignments, and/or group or individual projects posted to the discussion board or other online collaboration tool.

XV. Additional Resources/Materials/Information: Materials posted online are consistent with those required for the in-person class. SDCCD and DSPS personnel provide all needed accommodations. DSPS provides a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).

XVI. Audio Visual Library Materials: NO

SECTION IV

COURSE STUDENT LEARNING OUTCOME(S)

CITY

- Revise and expand on own written work that demonstrates a high-intermediate level of reading, writing, and critical thinking.
- Revise and expand on own written work that demonstrates a high-intermediate level of reading, writing, and critical thinking.

MESA

- Students will be able to interpret and evaluate a variety of texts, including a full-length novel or memoir.
- Students will be able to compose an organized, multi-paragraph piece that effectively responds to the work of another using intermediate-high grammatical structures.

MIRAMAR

SECTION V

COURSE DATA ADMINISTRATION ELEMENTS

I. Codes:

California Classification: (Y Credit Course)
TOP Code: 4930.84 ESL Writing
SAM Code: E - Non Occupational
Course Prior to College Level (CB21): D - Four levels below transfer
Funding Agency Category (CB23): Not Applicable (funding not used to develop course)
Course Program Status (CB24): Not program-applicable
Course Gen Education Status (CB25): Y = Not applicable
Course Support Course Status (CB26): N = Course is not a support course
Major Restriction Code: NONE

II. Lect Units: 2.00

Total Units: 2
Lecture Hours Min: 32.00 **Max:** 36.00
Lab Hours Min: 0.00 **Max:** 0.00
Other Hours Min: 0.00 **Max:** 0.00
Total Contact Hours Min: 32.00 **Max:** 36.00
Outside-of-Class Hours Min: 64.00 **Max:** 72.00
Total Student Learning Hours Min: 96.00 **Max:** 108.00

II. Lect Units: 2.00
Total Units: 2
Lecture Hours Min: 32.00 **Max:** 36.00
Lab Hours Min: 0.00 **Max:** 0.00
Other Hours Min: 0.00 **Max:** 0.00
Total Contact Hours Min: 32.00 **Max:** 36.00
Outside-of-Class Hours Min: 64.00 **Max:** 72.00
Total Student Learning Hours Min: 96.00 **Max:** 108.00
FTEF Lecture Min: 0.1333 **Max:**
FTEF Lab Min: 0.0000 **Max:**
FTEF Total Min: 0.1333 **Max:**

III. Last Time Pre/Co Requisite Update: 11/15/2021

IV. Last Outline Revision Date: 12/12/2019

V. CIC Approval: 03/24/2022

VI. BOT Approval:

VII. State Approval:

VIII. Revised State Approval:

IX. Course Approval Effective Date: Fall 2022

SECTION VI

CREDIT FOR PRIOR LEARNING

FTEF Lecture Min: 0.1333 **Max:**

FTEF Lab Min: 0.0000 **Max:**

FTEF Total Min: 0.1333 **Max:**

III. Last Time Pre/Co Requisite Update: 06/27/2022

IV. Last Outline Revision Date: 12/12/2019

V. CIC Approval:

VI. BOT Approval:

VII. State Approval:

VIII. Revised State Approval:

IX. Course Approval Effective Date:

SECTION VI

CREDIT FOR PRIOR LEARNING

**SAN DIEGO COMMUNITY COLLEGE DISTRICT
CITY, MESA, AND MIRAMAR COLLEGES
ASSOCIATE DEGREE COURSE OUTLINE**

SECTION I

SUBJECT AREA AND COURSE NUMBER: English Language Acquisition 035

COURSE TITLE:
Integrated Reading, Writing and Grammar II

Units:
6

Letter Grade or Pass/No Pass Option

CATALOG COURSE DESCRIPTION:

This course provides non-native English speakers with the skills to integrate reading, writing, and grammar at the high-intermediate level. Emphasis is placed on applying critical reading strategies to a variety of genres, writing multi-paragraph compositions (including introduction of the academic essay) based on assigned readings and other sources, and analyzing and producing grammatical structures in context. This course is intended for non-native speakers of English preparing for college-level coursework.

REQUISITES:

Prerequisite:
ELAC 025 with a grade of "C" or better, or equivalent or Milestone L30

Limitation on Enrollment:

This course is not open to students with previous credit for ENGL 009; ENGL 006; or ESOL 030 + ESOL 031

FIELD TRIP REQUIREMENTS:

May be required

TRANSFER APPLICABILITY:

Not applicable to the Associate Degree

CID:

TOTAL LECTURE HOURS:

96 - 108

TOTAL LAB HOURS:

TOTAL CONTACT HOURS:

96 - 108

OUTSIDE-OF-CLASS HOURS:

192 - 216

TOTAL STUDENT LEARNING HOURS:

288 - 324

STUDENT LEARNING OBJECTIVES:

Upon successful completion of the course the student will be able to:

1. Engage in creative and critical thinking in a variety of communicative activities.
2. Apply critical reading strategies -- including annotating, notetaking, summarizing, and paraphrasing -- to understand and respond to a variety of texts of various lengths.
3. Identify overall purpose, structure, and organization of a variety of texts.
4. Identify an author's point of view, main arguments, and strategies used to convey meaning in a variety of texts.
5. Analyze an author's support for their argument by developing questions and making connections with other texts and personal experiences.
6. Develop a greater understanding of cultural references and common idiomatic language.
7. Build vocabulary learning strategies.
8. Analyze grammatical structures in a variety of texts.
9. Formulate an argument and/or point of view in response to a variety of texts for an intended audience.
10. Plan, write, and revise multi-paragraph writings from a variety of genres -- including the academic essay -- with clear organization and purpose.
11. Incorporate outside sources in a basic academic essay.
12. Produce in-class writings that demonstrate time management skills.
13. Formulate questions related to one's own writing and other texts, including peer writing.
14. Apply knowledge of mechanical and grammatical structures in the production and editing of essays and other types of texts which communicate a high-intermediate level of fluency and coherence.
15. Identify library and Internet resources to engage in basic research.
16. Demonstrate the ability to reflect on and monitor progress in one's English language acquisition process.
17. Employ study skills necessary for success in further academic environments.

SECTION II

1. COURSE OUTLINE AND SCOPE:

A. Outline Of Topics:

The following topics are included in the framework of the course but are not intended as limits on content. The order of presentation and relative emphasis will vary with each instructor.

This course supports students learning the English language with **high-intermediate level materials**.

I. Creative and critical thinking

A. Reading strategies and engaging the text - variety of genres

1. Determining reader's purpose
2. Activating schema
3. Skimming
4. Scanning
5. Understanding the text
 - a. Confirming text comprehension
 - b. Paraphrasing
 - c. Summarizing
 - d. Interpreting
6. Identifying author's purpose
7. Identifying author's main arguments
8. Identifying author's support for main arguments
9. Analyzing author's choices in text structure and organization
10. Monitoring reading comprehension
11. Annotating
12. Notetaking
13. Developing questions
14. Predicting content
15. Connecting concepts

- a. Other texts
 - b. One's own experiences
 - c. Observations
16. Developing one's own argument/point of view in relationship to texts
- a. Group discussions about texts
 - b. Freewriting
17. Developing greater understanding of cultural references
18. Developing greater understanding of common idiomatic language
19. Building vocabulary learning strategies
- a. Meaning from context
 - b. Academic word list
 - c. Dictionary strategies
 - i. Multiple meanings
 - ii. Word families
 - iii. Synonyms and antonyms
 - d. Collocations
20. Analyzing author's choices in grammar structure
- a. Simple, compound, and complex sentences
 - b. Subject
 - c. Verb phrase tense and form
 - i. Present
 - ii. Past
 - iii. Future
 - iv. Simple and progressive
 - v. Present perfect
 - vi. Present perfect progressive
 - vii. Past perfect
 - d. Dependent clauses
 - e. Transitions
 - f. Modals
 - g. Adjectives
 - h. Question formation
 - i. Punctuation
- B. Multi-paragraph writings
- 1. Responding to texts
 - 2. Analyzing prompts
 - 3. Determining writing purpose
 - 4. Considering audience in creation of one's own writing
 - 5. Engaging in the writing process - brainstorming, planning, writing, revising
 - a. Producing a variety of genres, including the academic essay
 - b. Developing and supporting an argument/point of view
 - c. Patterning writing on mentor models
 - 6. Building writing and academic language fluency
 - 7. Expressing appropriate tone
 - 8. Expressing clear purpose
 - 9. Demonstrating purposeful structure and organization
10. Making connections
- a. Other texts
 - b. One's own experiences
 - c. Observations
11. Composing and revising basic academic essays
- a. Academic language
 - b. Incorporating references to outside sources
 - c. Main points
 - d. Incorporation of examples of support argument/point of view
 - e. Explanation of support
12. Engaging in peer review
- a. Presenting one's own writing for review
 - b. Articulating one's own questions about the text
 - c. Evaluating and incorporating peer review feedback to revisions

- d. Providing critical feedback
 - i. Marking texts
 - ii. Writing comments
 - iii. Asking questions
- 13. Reviewing and evaluating one's own writing
- 14. Developing questions about one's own writing
- 15. Managing time effectively for-in class writing
- 16. Applying grammatical structures in writing
- 17. Editing for grammar and mechanics
 - a. Simple, compound, and complex sentences
 - b. Subject
 - c. Verb phrase tense and form
 - i. Present
 - ii. Past
 - iii. Future
 - iv. Simple and progressive
 - v. Present perfect
 - vi. Present perfect progressive
 - vii. Past perfect
 - d. Dependent clauses
 - e. Transitions
 - f. Modals
 - g. Adjectives
 - h. Question formation
 - i. Punctuation
- 18. Identifying library and Internet resources
- 19. Applying appropriate formatting
- C. Demonstrating metacognitive awareness
 - 1. Assessing own reading
 - 2. Assessing own writing
- II. Study skills
 - A. Following expectations of American academic culture
 - B. Applying test-taking strategies
 - C. Applying organizational strategies (e.g. maintaining a class notebook, keeping accurate class notes)

B. Reading Assignments:

Reading assignments are required and may include, but are not limited to, the following:
High-Intermediate English language acquisition level materials

- I. Full-length novels or memoirs
- II. Collections of short stories
- III. Articles and editorials from magazines and/or newspapers (online and print)
- IV. Blogs
- V. Letters
- VI. Proposals
- VII. Poems
- VIII. Personal statements
- IX. Excerpts from textbooks
- X. Speech transcripts
- XI. Summary and response

C. Writing Assignments:

Writing assignments are required and may include, but are not limited to, the following:
High-Intermediate English language acquisition level

- I. Basic academic essays
- II. Journal entries and/or responses to questions related to assigned readings and class discussions
- III. Short stories
- IV. Articles for magazines and/or Newsletters

- V. Blogs
- VI. Letters
- VII. Proposals
- VIII. Poems
- IX. Personal statements
- X. Testimonials
- XI. Critiques of creative pieces
- XII. Reflections related to readings and one's own development as a writer
- XIII. Peer and/or self evaluations
- XIV. Class and/or field notes
- XV. Grammar journal/logs
- XVI. Vocabulary journal/logs
- XVII. Free-writing
- XVIII. Summary and response
- XIX. Outlines of readings

D. Appropriate Outside Assignments:

Outside assignments may include, but are not limited to, the following:
High-Intermediate English language acquisition level

- I. Reading and preparation for in-class discussions
- II. Attending community events or lectures
- III. Engaging in fieldwork, such as interviews and/or observations
- IV. Drafting paragraph and/or multi-paragraph writings from a variety of genres
- V. Revising writings
- VI. Tutoring sessions
- VII. Service learning
- VIII. Posting and responding to others on online discussion forum

E. Appropriate Assignments that Demonstrate Critical Thinking:

Critical thinking assignments are required and may include, but are not limited to, the following:

- I. Analyzing texts for purpose, content, organization, support, and development
- II. Formulating questions about texts
- III. Evaluating personal progress in reflective compositions
- IV. Distinguishing between alternative points of view
- V. Distinguishing between fact and opinion
- VI. Identifying and explaining connections between texts and personal experiences
- VII. Organizing and evaluating information from class readings and other texts
- VIII. Analyzing one's own and other's written work for coherence and clarity

2. METHODS OF EVALUATION:

A student's grade will be based on multiple measures of performance unless the course requires no grade. Multiple measures may include, but are not limited to, the following:

- I. Reading responses
- II. Multi-paragraph writings and revisions
- III. Journals
- IV. Homework assignments
- V. Quizzes
- VI. Portfolio
- VII. Class participation

3. METHODS OF INSTRUCTION:

Methods of instruction may include, but are not limited to, the following:

- * Audio-Visual
- * Collaborative Learning
- * Computer Assisted Instruction
- * Discussion Seminar
- * Distance Education (Fully online)
- * Lecture
- * Lecture Discussion
- * Other (Specify)
- * Mentor texts
- * Theme-based units

4. REQUIRED TEXTS AND SUPPLIES:

Textbooks may include, but are not limited to:

TEXTBOOKS:

1. Dumas, Firoozeh. Funny in Farsi: A Memoir of Growing Up Iranian in America, Random House Trade Paperbacks, 2004, ISBN: 9780812968378
2. Jimenez, Francisco. Breaking Through, HMH Books for Young Readers, 2002, ISBN: 9780618342488
3. Miller, Judith and Robert Cohen. Longman Academic Reading Series 3 with Essential Online Resources, Pearson Education ESL, 2016, ISBN: 9780134663371
4. Pearson Education. Longman Advanced American Dictionary, 3rd ed. Foreign Languages Teaching and Research Press, 2021, ISBN: 9787521320916

MANUALS:

PERIODICALS:

SOFTWARE:

SUPPLIES:

ORIGINATOR: Jennifer Boots

ORIGINATION DATE: 04/07/2022

PROPOSAL ORIGINATOR: Chris Sullivan

CO-CONTRIBUTOR(S)

PROPOSAL DATE: 06/27/2022

**SAN DIEGO COMMUNITY COLLEGE DISTRICT
COURSE PROPOSAL IMPACT REPORT**

COURSE TO BE PROPOSED: ELAC 035
Integrated Reading, Writing and Grammar II

ACTIVE/APPROVED COURSES IMPACTED:

ELAC 035 Integrated Reading, Writing and Grammar II (29155)

Prerequisite

ELAC 145 (Active)

Advisory

PERG 160 (Active)

Advisory: Completion of or concurrent enrollment in

ELAC 005B (Active)

ELAC 005B (Approved)

ACTIVE/APPROVED/PROPOSED PROGRAMS IMPACTED:

SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY , MESA AND MIRAMAR COLLEGES

Course Outline of Record: Curriculum Proposal Report

SECTION I

- I. **Subject Area:** English Language Acquisition
- II. **Course Number:** 035
- III. **Course Title:** Integrated Reading, Writing and Grammar II
- IV. **Disciplines (Instructor Minimum Qualifications):** ESL
- V.
- VI. **Family:**
- VII. **Current Short Title:** Intg Rdg, Wrtg, Grmr II
- VIII. **Course Is Active/Where?** CITY , MESA AND MIRAMAR
- IX. **Originating Campus:** MESA
- X. **Action Proposed:** Course Revision (May Include Activation)
- XI. **Distance Education Proposed At:** City , Miramar and Mesa
- XII. **Proposal Originating Date:** 06/27/2022
- XIII. **Proposed Start Semester:** Spring 2024
- XIV. **Field Trip:** May be required
- XV. **Grading Option:** Letter Grade or Pass/No Pass Option
- XVI. **Current Short Description:** Integrated reading, writing, and grammar at the high-intermediate English language acquisition level.

SECTION II

COURSE ENROLLMENT INFORMATION

- I. **Requisites:**
Prerequisite: ELAC 025 with a grade of "C" or better, or equivalent. Is a successor course in a discipline or cross-discipline sequence or Milestone L30
Limitation on Enrollment:: This course is not open to students with previous credit for ENGL 009; ENGL 006; or ESOL 030 + ESOL 031
- II. **Current Degree Applicability:** Not applicable to the Associate Degree
- III. **Current Basic Skills Designation:** B - Basic Skills Course
- IV. **Repeatability:** Course may be taken 1 time(s)
- V. **Course Equivalency:** Yes ESOL 030 + ESOL 031 = ELAC 035
- VI. **Additional Information:**
- VII. **Additional Textbook Information:** All textbooks are latest edition as of 7/2022

COURSE ANALYSIS DATA

- I. **Reason for Proposed Action:** Six yr review including review and update of textbooks for currency. (Course revision is for six year review.)
- II. **How Does The Course Fit The College Mission?** 1. Basic Skills/ESL
- III. **Current Transfer Options:**
- IV. **Proposed College/District Purpose:** 1. Course is not included in required units for major
- V. **Extraordinary Cost to the College:** None.
- VI. **Library Resource Materials:** .

GENERAL EDUCATION ANALYSIS

REQUISITES ANALYSIS

Readings and Writings will be at the basic skills level

- I. **Course: ELAC 025** Engage in creative and critical thinking in a variety of communicative activities
- II. **Course: ELAC 025** Apply critical reading strategies -- including annotating, notetaking, summarizing, and paraphrasing -- to understand and respond to a variety of texts of various lengths.

- III. Course: ELAC 025 Identify overall purpose, structure, and organization of a variety of texts.
- IV. Course: ELAC 025 Identify an author's point of view, main arguments, and strategies used to convey meaning in a variety of texts.
- V. Course: ELAC 025 Connect concepts in readings to other texts and personal experiences.
- VI. Course: ELAC 025 Develop a greater understanding of cultural references and common idiomatic language.
- VII. Course: ELAC 025 Build vocabulary learning strategies.
- VIII. Course: ELAC 025 Analyze grammatical structures in a variety of texts.
- IX. Course: ELAC 025 Plan, write, and revise paragraph and multi-paragraph writings from a variety of genres with clear organization and purpose.

SECTION III

COURSE DISTANCE EDUCATION INFORMATION

- I. MESA
- II. **Distance Education Methods of Instruction:** 1. Fully Online
- III. **Other Distance Education Methods:**
- IV. **Type and frequency of contact may include, but is not limited to:**
 - 1. Announcements
As needed
Participant/s: Faculty to Student/s
 - 2. Discussion Board
At least weekly
Participant/s: Faculty to Student/s , Among Students
 - 3. Email/Message System
As needed
Participant/s: Faculty to Student/s , Among Students
 - 4. Synchronous or Asynchronous Video
Frequent
Participant/s: Faculty to Student/s , Among Students
 - 5. Telephone Contact
As needed
Participant/s: Faculty to Student/s , Among Students
- V. **List of Techniques:** Online instruction includes regular student-to-student and instructor-to-student communication. Telephone calls between students and the instructor may be used to discuss questions and concerns throughout the course. E-mail may be used for asynchronous instructor-to-student and student-to-student communication. Chat rooms may be used for synchronous interaction between students and between the instructor and students. Threaded discussions may be used for instructor-to-student and student-to-student asynchronous group communication. Live-classroom may be used for synchronous online lectures, meetings and office hour meetings as appropriate. Video, audio, learning objects and archived live-classroom lectures may be included for students to interact with asynchronously where appropriate. Assignments and tests that will be used in the Distance Education course will be exactly the same as those in the traditional course. Students will submit all course work (tests and assignments) electronically to the instructor for grading.
- VI. **How to Evaluate Students for Achieved Outcomes:** The evaluation methods will mirror the on-campus course as specified in the course outline. The feedback on assignments and tests will be submitted electronically to the student.
- VII. **Additional Resources/Materials/Information:** SDCCD and DSPS personnel will provide all needed accommodations. DSPS will provide a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).
- VIII. **Audio Visual Library Materials:** NO
- IX. CITY
- X. **Distance Education Methods of Instruction:** 1. Fully Online
- XI. **Other Distance Education Methods:**
- XII. **Type and frequency of contact may include, but is not limited to:**
 - 1. Announcements
weekly
 - 2. Collaborative Web Documents
as assigned

3. Conferencing
as assigned
 4. Discussion Board
at least four times during the term
 5. Email/Message System
as needed
 6. Field Trips
as assigned
 7. Group Meetings
as assigned
 8. Individual Meetings
as needed
 9. Individualized Assignment Feedback
as assigned
 10. Synchronous or Asynchronous Video
as assigned
 11. Telephone Contact
as needed
- XIII. **List of Techniques:** Students engage in regular and effective interaction with each other and the instructor in ways that mirror the traditional classrooms; only the delivery system is altered. These methods include one-on-one communication with the instructor and with other students via e-mail, the announcement system, the discussion board, or other tools. Students also demonstrate an understanding and integration of course concepts via research assignments, problem sets, group projects, asynchronous class discussion, and/or other assignments. In-person activities may include discussion of texts as well as reading and writing workshops.
- XIV. **How to Evaluate Students for Achieved Outcomes:** Some of the evaluations are assessed in a traditional, on-campus format. Multiple measures are used to assess student learning objectives. These include performance on objective examinations administered via the assessment tool, writing assignments, and/or group or individual projects posted to the discussion board or other online collaboration tool. In-person evaluations may include timed writings as well as project presentations.
- XV. **Additional Resources/Materials/Information:** Materials posted online are consistent with those required for campus based class. SDCCD and DSPS personnel provide all needed accommodations. DSPS provide a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).
- XVI. **Audio Visual Library Materials:** NO
- XVII. **MIRAMAR**
- XVIII. **Distance Education Methods of Instruction:** 1. Fully Online
- XIX. **Other Distance Education Methods:**
- XX. **Type and frequency of contact may include, but is not limited to:**
1. Announcements
weekly, either via the "announcements" tool or during the in-person/synchronous online portion of the class
 2. Collaborative Web Documents
as assigned
 3. Conferencing
as assigned
 4. Discussion Board
at least five times during the term with the instructor and with other students
 5. Email/Message System
as needed
 6. Group Meetings
as assigned
 7. Individual Meetings
as needed
 8. Individualized Assignment Feedback
as assigned
 9. Synchronous or Asynchronous Video
as assigned
 10. Telephone Contact
as needed

- XXI. **List of Techniques:** Students interact with each other and the instructor in ways that mirror the traditional classroom; only the delivery system is altered. These methods include one-on-one communication with the instructor and with other students via email, the announcement system, the discussion board, or other tools. Students also demonstrate an understanding and integration of course concepts via research assignments, problem sets, group projects, asynchronous class discussion, and/or other assignments. In-person/synchronous online activities may include discussion of texts as well as reading and writing workshops.
- XXII. **How to Evaluate Students for Achieved Outcomes:** Some of the evaluations are assessed in a traditional, on-campus format. Multiple measures are used to assess student learning objectives. These include performance on objective examinations administered via the assessment tool, writing assignments, and/or group or individual projects posted to the discussion board or other online collaboration tool. In-person/synchronous online evaluations may include timed writings as well as project presentations.
- XXIII. **Additional Resources/Materials/Information:** Materials posted online are consistent with those required for the in-person class. SDCCD and DSPS personnel provide all needed accommodations. DSPS provides a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).
- XXIV. **Audio Visual Library Materials:** NO

SECTION IV

COURSE STUDENT LEARNING OUTCOME(S)

CITY

- Compose an organized, multi-paragraph piece that effectively responds to the work of another.
- Compose an organized, multi-paragraph piece that effectively responds to the work of another.
- Interpret and evaluate a full length novel or memoir.
- Interpret and evaluate a full length novel or memoir.

MESA

- Students will be able to interpret and evaluate a variety of texts, including a full-length novel or memoir.
- Students will be able to compose an organized, multi-paragraph piece that effectively responds to the work of another using intermediate-high grammatical structures.

MIRAMAR

- Writing
- Reading

SECTION V

COURSE DATA ADMINISTRATION ELEMENTS

I. Codes:

California Classification: (Y Credit Course)

TOP Code: 4930.87 ESL Integrated

SAM Code: E - Non Occupational

Course Prior to College Level (CB21): C - Three levels below transfer

Funding Agency Category (CB23): Not Applicable (funding not used to develop course)

Course Program Status (CB24): Not program-applicable

Course Gen Education Status (CB25): Y = Not applicable

Course Support Course Status (CB26): N = Course is not a support course

Major Restriction Code: NONE

II. Lect Units: 6.00

Total Units: 6

Lecture Hours Min: 96.00 **Max:** 108.00

Lab Hours Min: 0.00 **Max:** 0.00

Other Hours Min: 0.00 **Max:** 0.00

Total Contact Hours Min: 96.00 **Max:** 108.00

Outside-of-Class Hours Min: 192.00 Max:216.00

Total Student Learning Hours Min: 288.00 Max: 324.00

FTEF Lecture Min: 0.4000 Max:

FTEF Lab Min: 0.0000 Max:

FTEF Total Min: 0.4000 Max:

III. Last Time Pre/Co Requisite Update: 06/27/2022

IV. Last Outline Revision Date: 10/26/2017

V. CIC Approval:

VI. BOT Approval:

VII. State Approval:

VIII. Revised State Approval:

IX. Course Approval Effective Date:

SECTION VI

CREDIT FOR PRIOR LEARNING

Previous Report

ELAC 035

CIC Approval: 05/12/2022
BOT APPROVAL:
STATE APPROVAL:
EFFECTIVE TERM: Fall 2022

SAN DIEGO COMMUNITY COLLEGE DISTRICT CITY, MESA, AND MIRAMAR COLLEGES ASSOCIATE DEGREE COURSE OUTLINE

SECTION I

SUBJECT AREA AND COURSE NUMBER: English Language Acquisition 035

COURSE TITLE:

Integrated Reading, Writing and Grammar II

Units:

6

Letter Grade or Pass/No Pass Option

CATALOG COURSE DESCRIPTION:

This course provides non-native English speakers with the skills to integrate reading, writing, and grammar at the high-intermediate level. Emphasis is placed on applying critical reading strategies to a variety of genres, writing multi-paragraph compositions (including introduction of the academic essay) based on assigned readings and other sources, and analyzing and producing grammatical structures in context. This course is intended for non-native speakers of English preparing for college-level coursework.

REQUISITES:

Prerequisite:

ELAC 025 with a grade of "C" or better, or equivalent or Milestone L30

Limitation on Enrollment:

This course is not open to students with previous credit for ENGL 009; ENGL 006; or ESOL 030 + ESOL 031

FIELD TRIP REQUIREMENTS:

May be required

TRANSFER APPLICABILITY:

Not applicable to the Associate Degree

CID:

TOTAL LECTURE HOURS:

96 - 108

TOTAL LAB HOURS:

TOTAL CONTACT HOURS:

96 - 108

OUTSIDE-OF-CLASS HOURS:

192 - 216

TOTAL STUDENT LEARNING HOURS:

288 - 324

STUDENT LEARNING OBJECTIVES:

Upon successful completion of the course the student will be able to:

1. Engage in creative and critical thinking in a variety of communicative activities.
2. Apply critical reading strategies -- including annotating, notetaking, summarizing, and paraphrasing -- to understand and respond to a variety of texts of various lengths.
3. Identify overall purpose, structure, and organization of a variety of texts.
4. Identify an author's point of view, main arguments, and strategies used to convey meaning in a variety of texts.
5. Analyze an author's support for their argument by developing questions and making connections with other texts

Current Report

ELAC 035

CIC Approval:
BOT APPROVAL:
STATE APPROVAL:
EFFECTIVE TERM:

SAN DIEGO COMMUNITY COLLEGE DISTRICT CITY, MESA, AND MIRAMAR COLLEGES ASSOCIATE DEGREE COURSE OUTLINE

SECTION I

SUBJECT AREA AND COURSE NUMBER: English Language Acquisition 035

COURSE TITLE:

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3. Identify overall purpose, structure, and organization of a variety of texts.
4. Identify an author's point of view, main arguments, and strategies used to convey meaning in a variety of texts.
5. Analyze an author's support for their argument by developing questions and making connections with other texts and personal experiences.
6. Develop a greater understanding of cultural references and common idiomatic language.

- and personal experiences.
6. Develop a greater understanding of cultural references and common idiomatic language.
 7. Build vocabulary learning strategies.
 8. Analyze grammatical structures in a variety of texts.
 9. Formulate an argument and/or point of view in response to a variety of texts for an intended audience.
 10. Plan, write, and revise multi-paragraph writings from a variety of genres -- including the academic essay -- with clear organization and purpose.
 11. Incorporate outside sources in a basic academic essay.
 12. Produce in-class writings that demonstrate time management skills.
 13. Formulate questions related to one's own writing and other texts, including peer writing.
 14. Apply knowledge of mechanical and grammatical structures in the production and editing of essays and other types of texts which communicate a high-intermediate level of fluency and coherence.
 15. Identify library and Internet resources to engage in basic research.
 16. Demonstrate the ability to reflect on and monitor progress in one's English language acquisition process.
 17. Employ study skills necessary for success in further academic environments.

SECTION II

I. COURSE OUTLINE AND SCOPE:

A. Outline Of Topics:

The following topics are included in the framework of the course but are not intended as limits on content. The order of presentation and relative emphasis will vary with each instructor.

This course supports students learning the English language with **high-intermediate level materials**.

I. Creative and critical thinking

A. Reading strategies and engaging the text - variety of genres

1. Determining reader's purpose
2. Activating schema
3. Skimming
4. Scanning
5. Understanding the text
 - a. Confirming text comprehension
 - b. Paraphrasing
 - c. Summarizing
 - d. Interpreting
6. Identifying author's purpose
7. Identifying author's main arguments
8. Identifying author's support for main arguments
9. Analyzing author's choices in text structure and organization
10. Monitoring reading comprehension
11. Annotating
12. Notetaking
13. Developing questions
14. Predicting content
15. Connecting concepts
 - a. Other texts
 - b. One's own experiences
 - c. Observations
16. Developing one's own argument/point of view in relationship to texts
 - a. Group discussions about texts
 - b. Freewriting
17. Developing greater understanding of cultural references
18. Developing greater understanding of common idiomatic language
19. Building vocabulary learning strategies
 - a. Meaning from context
 - b. Academic word list
 - c. Dictionary strategies
 - i. Multiple meanings
 - ii. Word families
 - iii. Synonyms and antonyms
 - d. Collocations
20. Analyzing author's choices in grammar structure
 - a. Simple compound and complex sentences
 - b. Subject
 - c. Verb phrase tense and form
 - i. Present
 - ii. Past
 - iii. Future
 - iv. Simple and progressive

7. Build vocabulary learning strategies.
8. Analyze grammatical structures in a variety of texts.
9. Formulate an argument and/or point of view in response to a variety of texts for an intended audience.
10. Plan, write, and revise multi-paragraph writings from a variety of genres -- including the academic essay -- with clear organization and purpose.
11. Incorporate outside sources in a basic academic essay.
12. Produce in-class writings that demonstrate time management skills.
13. Formulate questions related to one's own writing and other texts, including peer writing.
14. Apply knowledge of mechanical and grammatical structures in the production and editing of essays and other types of texts which communicate a high-intermediate level of fluency and coherence.
15. Identify library and Internet resources to engage in basic research.
16. Demonstrate the ability to reflect on and monitor progress in one's English language acquisition process.
17. Employ study skills necessary for success in further academic environments.

SECTION II

I. COURSE OUTLINE AND SCOPE:

A. Outline Of Topics:

The following topics are included in the framework of the course but are not intended as limits on content. The order of presentation and relative emphasis will vary with each instructor.

This course supports students learning the English language with **high-intermediate level materials**.

I. Creative and critical thinking

A. Reading strategies and engaging the text - variety of genres

1. Determining reader's purpose
2. Activating schema
3. Skimming
4. Scanning
5. Understanding the text
 - a. Confirming text comprehension
 - b. Paraphrasing
 - c. Summarizing
 - d. Interpreting
6. Identifying author's purpose
7. Identifying author's main arguments
8. Identifying author's support for main arguments
9. Analyzing author's choices in text structure and organization
10. Monitoring reading comprehension
11. Annotating
12. Notetaking
13. Developing questions
14. Predicting content
15. Connecting concepts
 - a. Other texts
 - b. One's own experiences
 - c. Observations
16. Developing one's own argument/point of view in relationship to texts
 - a. Group discussions about texts
 - b. Freewriting
17. Developing greater understanding of cultural references
18. Developing greater understanding of common idiomatic language
19. Building vocabulary learning strategies
 - a. Meaning from context
 - b. Academic word list
 - c. Dictionary strategies
 - i. Multiple meanings
 - ii. Word families
 - iii. Synonyms and antonyms
 - d. Collocations
20. Analyzing author's choices in grammar structure
 - a. Simple compound and complex sentences
 - b. Subject
 - c. Verb phrase tense and form
 - i. Present
 - ii. Past
 - iii. Future
 - iv. Simple and progressive
 - v. Present perfect
 - vi. Present perfect progressive

- v. Present perfect
- vi. Present perfect progressive
- vii. Past perfect
- d. Dependent clauses
- e. Transitions
- f. Modals
- g. Adjectives
- h. Question formation
- i. Punctuation
- B. Multi-paragraph writings
 - 1. Responding to texts
 - 2. Analyzing prompts
 - 3. Determining writing purpose
 - 4. Considering audience in creation of one's own writing
 - 5. Engaging in the writing process - brainstorming planning writing revising
 - a. Producing a variety of genres including the academic essay
 - b. Developing and supporting an argument/point of view
 - c. Patterning writing on mentor models
 - 6. Building writing and academic language fluency
 - 7. Expressing appropriate tone
 - 8. Expressing clear purpose
 - 9. Demonstrating purposeful structure and organization
 - 10. Making connections
 - a. Other texts
 - b. One's own experiences
 - c. Observations
 - 11. Composing and revising basic academic essays
 - a. Academic language
 - b. Incorporating references to outside sources
 - c. Main points
 - d. Incorporation of examples of support argument/point of view
 - e. Explanation of support
 - 12. Engaging in peer review
 - a. Presenting one's own writing for review
 - b. Articulating one's own questions about the text
 - c. Evaluating and incorporating peer review feedback to revisions
 - d. Providing critical feedback
 - i. Marking texts
 - ii. Writing comments
 - iii. Asking questions
 - 13. Reviewing and evaluating one's own writing
 - 14. Developing questions about one's own writing
 - 15. Managing time effectively for-in class writing
 - 16. Applying grammatical structures in writing
 - 17. Editing for grammar and mechanics
 - a. Simple compound and complex sentences
 - b. Subject
 - c. Verb phrase tense and form
 - i. Present
 - ii. Past
 - iii. Future
 - iv. Simple and progressive
 - v. Present perfect
 - vi. Present perfect progressive
 - vii. Past perfect
 - d. Dependent clauses
 - e. Transitions
 - f. Modals
 - g. Adjectives
 - h. Question formation
 - i. Punctuation
 - 18. Identifying library and Internet resources
 - 19. Applying appropriate formatting
- C. Demonstrating metacognitive awareness
 - 1. Assessing own reading
 - 2. Assessing own writing
- II. Study skills
 - A. Following expectations of American academic culture
 - B. Applying test-taking strategies
 - C. Applying organizational strategies (e.g. maintaining a class notebook keeping accurate class notes)

B. Reading Assignments:

- vii. Past perfect
- d. Dependent clauses
- e. Transitions
- f. Modals
- g. Adjectives
- h. Question formation
- i. Punctuation
- B. Multi-paragraph writings
 - 1. Responding to texts
 - 2. Analyzing prompts
 - 3. Determining writing purpose
 - 4. Considering audience in creation of one's own writing
 - 5. Engaging in the writing process - brainstorming planning writing revising
 - a. Producing a variety of genres including the academic essay
 - b. Developing and supporting an argument/point of view
 - c. Patterning writing on mentor models
 - 6. Building writing and academic language fluency
 - 7. Expressing appropriate tone
 - 8. Expressing clear purpose
 - 9. Demonstrating purposeful structure and organization
 - 10. Making connections
 - a. Other texts
 - b. One's own experiences
 - c. Observations
 - 11. Composing and revising basic academic essays
 - a. Academic language
 - b. Incorporating references to outside sources
 - c. Main points
 - d. Incorporation of examples of support argument/point of view
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 - a. Presenting one's own writing for review
 - b. Articulating one's own questions about the text
 - c. Evaluating and incorporating peer review feedback to revisions
 - d. Providing critical feedback
 - i. Marking texts
 - ii. Writing comments
 - iii. Asking questions
 - 13. Reviewing and evaluating one's own writing
 - 14. Developing questions about one's own writing
 - 15. Managing time effectively for-in class writing
 - 16. Applying grammatical structures in writing
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 - i. Present
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 - 1. Assessing own reading
 - 2. Assessing own writing
- II. Study skills
 - A. Following expectations of American academic culture
 - B. Applying test-taking strategies
 - C. Applying organizational strategies (e.g. maintaining a class notebook keeping accurate class notes)

B. Reading Assignments:

Reading assignments are required and may include, but are not limited to, the following:
High-Intermediate English language acquisition level materials

Reading assignments are required and may include, but are not limited to, the following:
High-Intermediate English language acquisition level materials

- I. Full-length novels or memoirs
- II. Collections of short stories
- III. Articles and editorials from magazines and/or newspapers (online and print)
- IV. Blogs
- V. Letters
- VI. Proposals
- VII. Poems
- VIII. Personal statements
- IX. Excerpts from textbooks
- X. Speech transcripts
- XI. Summary and response

C. Writing Assignments:

Writing assignments are required and may include, but are not limited to, the following:
High-Intermediate English language acquisition level

- I. Basic academic essays
- II. Journal entries and/or responses to questions related to assigned readings and class discussions
- III. Short stories
- IV. Articles for magazines and/or Newsletters
- V. Blogs
- VI. Letters
- VII. Proposals
- VIII. Poems
- IX. Personal statements
- X. Testimonials
- XI. Critiques of creative pieces
- XII. Reflections related to readings and one's own development as a writer
- XIII. Peer and/or self evaluations
- XIV. Class and/or field notes
- XV. Grammar journal/logs
- XVI. Vocabulary journal/logs
- XVII. Free-writing
- XVIII. Summary and response
- XIX. Outlines of readings

D. Appropriate Outside Assignments:

Outside assignments may include, but are not limited to, the following:
High-Intermediate English language acquisition level

- I. Reading and preparation for in-class discussions
- II. Attending community events or lectures
- III. Engaging in fieldwork, such as interviews and/or observations
- IV. Drafting paragraph and/or multi-paragraph writings from a variety of genres
- V. Revising writings
- VI. Tutoring sessions
- VII. Service learning
- VIII. Posting and responding to others on online discussion forum

E. Appropriate Assignments that Demonstrate Critical Thinking:

Critical thinking assignments are required and may include, but are not limited to, the following:

- I. Analyzing texts for purpose, content, organization, support, and development
- II. Formulating questions about texts
- III. Evaluating personal progress in reflective compositions
- IV. Distinguishing between alternative points of view
- V. Distinguishing between fact and opinion
- VI. Identifying and explaining connections between texts and personal experiences
- VII. Organizing and evaluating information from class readings and other texts
- VIII. Analyzing one's own and other's written work for coherence and clarity

2. METHODS OF EVALUATION:

A student's grade will be based on multiple measures of performance unless the course requires no grade. Multiple measures may include, but are not limited to, the following:

- I. Reading responses
- II. Multi-paragraph writings and revisions

- I. Full-length novels or memoirs
- II. Collections of short stories
- III. Articles and editorials from magazines and/or newspapers (online and print)
- IV. Blogs
- V. Letters
- VI. Proposals
- VII. Poems
- VIII. Personal statements
- IX. Excerpts from textbooks
- X. Speech transcripts
- XI. Summary and response

C. Writing Assignments:

Writing assignments are required and may include, but are not limited to, the following:
High-Intermediate English language acquisition level

- I. Basic academic essays
- II. Journal entries and/or responses to questions related to assigned readings and class discussions
- III. Short stories
- IV. Articles for magazines and/or Newsletters
- V. Blogs
- VI. Letters
- VII. Proposals
- VIII. Poems
- IX. Personal statements
- X. Testimonials
- XI. Critiques of creative pieces
- XII. Reflections related to readings and one's own development as a writer
- XIII. Peer and/or self evaluations
- XIV. Class and/or field notes
- XV. Grammar journal/logs
- XVI. Vocabulary journal/logs
- XVII. Free-writing
- XVIII. Summary and response
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- V. Distinguishing between fact and opinion
- VI. Identifying and explaining connections between texts and personal experiences
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- VIII. Analyzing one's own and other's written work for coherence and clarity

2. METHODS OF EVALUATION:

A student's grade will be based on multiple measures of performance unless the course requires no grade. Multiple measures may include, but are not limited to, the following:

- I. Reading responses
- II. Multi-paragraph writings and revisions
- III. Journals

- III. Journals
- IV. Homework assignments
- V. Quizzes
- VI. Portfolio
- VII. Class participation

3. METHODS OF INSTRUCTION:

Methods of instruction may include, but are not limited to, the following:

- * Audio-Visual
- * Collaborative Learning
- * Computer Assisted Instruction
- * Discussion Seminar
- * Distance Education (Fully online)
- * Lecture
- * Lecture Discussion
- * Other (Specify)
- * Mentor texts
- * Theme-based units

4. REQUIRED TEXTS AND SUPPLIES:

Textbooks may include, but are not limited to:

TEXTBOOKS:

1. Bottcher, Elizabeth et al. Longman Academic Reading Series 3 with Essential Online Resources, Pearson, 2013, ISBN: 9780134663371
2. Dumas, Firoozeh. Funny in Farsi: A Memoir of Growing Up Iranian in America, Random House Trade Paperbacks, 2004, ISBN: 9780812968378
3. Jimenez, Francisco. Breaking Through, HMH Books for Young Readers, 2002, ISBN: 9780618342488
4. Pearson Education. Longman Advanced American Dictionary, 3rd ed. Pearson, 2013, ISBN: 9781447913139

MANUALS:

PERIODICALS:

SOFTWARE:

SUPPLIES:

ORIGINATOR: Jennifer Boots

CO-CONTRIBUTOR(S) Denise Maduli-Williams, Kenneth Reinstein
DATE: 04/07/2022

Status: Active

Date Printed: 10/11/2022

- IV. Homework assignments
- V. Quizzes
- VI. Portfolio
- VII. Class participation

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Textbooks may include, but are not limited to:

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2. Jimenez, Francisco. Breaking Through, HMH Books for Young Readers, 2002, ISBN: 9780618342488
3. Miller, Judith and Robert Cohen. Longman Academic Reading Series 3 with Essential Online Resources, Pearson Education ESL, 2016, ISBN: 9780134663371
4. Pearson Education. Longman Advanced American Dictionary, 3rd ed. Foreign Languages Teaching and Research Press, 2021, ISBN: 9787521320916

MANUALS:

PERIODICALS:

SOFTWARE:

SUPPLIES:

ORIGINATOR: Jennifer Boots

ORIGINATION DATE: 04/07/2022

PROPOSAL ORIGINATOR: Chris Sullivan

CO-CONTRIBUTOR(S)

PROPOSAL DATE: 06/27/2022

Status: Launched

Date Printed: 10/11/2022

Previous Report

SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY , MESA AND MIRAMAR COLLEGES

Course Outline of Record:
Curriculum Proposal Report

SECTION I

- I. **Subject Area:** English Language Acquisition
- II. **Course Number:** 035
- III. **Course Title:** Integrated Reading, Writing and Grammar II
- IV. **Disciplines (Instructor Minimum Qualifications):** ESL
- V.
- VI. **Family:**
- VII. **Current Short Title:** Intg Rdg, Wrtg, Grmr II
- VIII. **Course Is Active/Where?** CITY , MESA AND MIRAMAR
- IX. **Originating Campus:** CITY
- X. **Action Proposed:** Course Revision (May Include Activation)
- XI. **Distance Education Proposed At:** Mesa , City and Miramar
- XII. **Proposal Originating Date:** 04/07/2022
- XIII. **Proposed Start Semester:** Fall 2022
- XIV. **Field Trip:** May be required
- XV. **Grading Option:** Letter Grade or Pass/No Pass Option
- XVI. **Current Short Description:** Integrated reading, writing, and grammar at the high-intermediate English language acquisition level.

SECTION II

COURSE ENROLLMENT INFORMATION

- I. **Requisites:**
Prerequisite: ELAC 025 with a grade of "C" or better, or equivalent. Is a successor course in a discipline or cross-discipline sequence or Milestone L30
Limitation on Enrollment:: This course is not open to students with previous credit for ENGL 009; ENGL 006; or ESOL 030 + ESOL 031
- II. **Current Degree Applicability:** Not applicable to the Associate Degree
- III. **Current Basic Skills Designation:** B - Basic Skills Course
- IV. **Repeatability:** Course may be taken 1 time(s)
- V. **Course Equivalency:** Yes ESOL 030 + ESOL 031 = ELAC 035
- VI. **Additional Information:**
- VII. **Additional Textbook Information:** All textbooks are latest edition as of 11/2021

COURSE ANALYSIS DATA

- I. **Reason for Proposed Action:** DE Only Change. Propose for fully online for Miramar and City.
- II. **How Does The Course Fit The College Mission?** 1. Basic Skills/ESL
- III. **Current Transfer Options:**
- IV. **Proposed College/District Purpose:** 1. Course is not included in required units for major
- V. **Extraordinary Cost to the College:** None.
- VI. **Library Resource Materials:** .

GENERAL EDUCATION ANALYSIS

REQUISITES ANALYSIS

Readings and Writings will be at the basic skills level

Current Report

SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY , MESA AND MIRAMAR COLLEGES

Course Outline of Record:
Curriculum Proposal Report

SECTION I

- I. **Subject Area:** English Language Acquisition
- II. **Course Number:** 035
- III. **Course Title:** Integrated Reading, Writing and Grammar II
- IV. **Disciplines (Instructor Minimum Qualifications):** ESL
- V.
- VI. **Family:**
- VII. **Current Short Title:** Intg Rdg, Wrtg, Grmr II
- VIII. **Course Is Active/Where?** CITY , MESA AND MIRAMAR
- IX. **Originating Campus:** MESA
- X. **Action Proposed:** Course Revision (May Include Activation)
- XI. **Distance Education Proposed At:** City , Miramar and Mesa
- XII. **Proposal Originating Date:** 06/27/2022
- XIII. **Proposed Start Semester:** Spring 2024
- XIV. **Field Trip:** May be required
- XV. **Grading Option:** Letter Grade or Pass/No Pass Option
- XVI. **Current Short Description:** Integrated reading, writing, and grammar at the high-intermediate English language acquisition level.

SECTION II

COURSE ENROLLMENT INFORMATION

- I. **Requisites:**
Prerequisite: ELAC 025 with a grade of "C" or better, or equivalent. Is a successor course in a discipline or cross-discipline sequence or Milestone L30
Limitation on Enrollment:: This course is not open to students with previous credit for ENGL 009; ENGL 006; or ESOL 030 + ESOL 031
- II. **Current Degree Applicability:** Not applicable to the Associate Degree
- III. **Current Basic Skills Designation:** B - Basic Skills Course
- IV. **Repeatability:** Course may be taken 1 time(s)
- V. **Course Equivalency:** Yes ESOL 030 + ESOL 031 = ELAC 035
- VI. **Additional Information:**
- VII. **Additional Textbook Information:** All textbooks are latest edition as of 7/2022

COURSE ANALYSIS DATA

- I. **Reason for Proposed Action:** Six yr review including review and update of textbooks for currency. (Course revision is for six year review.)
- II. **How Does The Course Fit The College Mission?** 1. Basic Skills/ESL
- III. **Current Transfer Options:**
- IV. **Proposed College/District Purpose:** 1. Course is not included in required units for major
- V. **Extraordinary Cost to the College:** None.
- VI. **Library Resource Materials:** .

GENERAL EDUCATION ANALYSIS

REQUISITES ANALYSIS

Readings and Writings will be at the basic skills level

- I. Course: ELAC 025 Engage in creative and critical thinking in a variety of communicative activities
- II. Course: ELAC 025 Apply critical reading strategies -- including annotating, notetaking, summarizing, and paraphrasing -- to understand and respond to a variety of texts of various lengths.
- III. Course: ELAC 025 Identify overall purpose, structure, and organization of a variety of texts.
- IV. Course: ELAC 025 Identify an author's point of view, main arguments, and strategies used to convey meaning in a variety of texts.
- V. Course: ELAC 025 Analyze grammatical structures in a variety of texts.
- VI. Course: ELAC 025 Plan, write, and revise paragraph and multi-paragraph writings from a variety of genres with clear organization and purpose.

SECTION III

COURSE DISTANCE EDUCATION INFORMATION

- I. **MESA**
- II. **Distance Education Methods of Instruction:** 1. Fully Online
- III. **Other Distance Education Methods:**
- IV. **Type and frequency of contact may include, but is not limited to:**
 - 1. Announcements
As needed
Participant/s: Faculty to Student/s
 - 2. Discussion Board
At least weekly
Participant/s: Faculty to Student/s , Among Students
 - 3. Email/Message System
As needed
Participant/s: Faculty to Student/s , Among Students
 - 4. Synchronous or Asynchronous Video
Frequent
Participant/s: Faculty to Student/s , Among Students
 - 5. Telephone Contact
As needed
Participant/s: Faculty to Student/s , Among Students
- V. **List of Techniques:** Online instruction includes regular student-to-student and instructor-to-student communication. Telephone calls between students and the instructor may be used to discuss questions and concerns throughout the course. E-mail may be used for asynchronous instructor-to-student and student-to-student communication. Chat rooms may be used for synchronous interaction between students and between the instructor and students. Threaded discussions may be used for instructor-to-student and student-to-student asynchronous group communication. Live-classroom may be used for synchronous online lectures, meetings and office hour meetings as appropriate. Video, audio, learning objects and archived live-classroom lectures may be included for students to interact with asynchronously where appropriate. Assignments and tests that will be used in the Distance Education course will be exactly the same as those in the traditional course. Students will submit all course work (tests and assignments) electronically to the instructor for grading.
- VI. **How to Evaluate Students for Achieved Outcomes:** The evaluation methods will mirror the on-campus course as specified in the course outline. The feedback on assignments and tests will be submitted electronically to the student.
- VII. **Additional Resources/Materials/Information:** SDCCD and DSPS personnel will provide all needed accommodations. DSPS will provide a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).
- VIII. **Audio Visual Library Materials:** NO
- IX. **CITY**
- X. **Distance Education Methods of Instruction:** 1. Fully Online
- XI. **Other Distance Education Methods:**
- XII. **Type and frequency of contact may include, but is not limited to:**
 - 1. Announcements
weekly
 - 2. Collaborative Web Documents
as assigned
 - 3. Conferencing
as assigned
 - 4. Discussion Board
at least four times during the term
 - 5. Email/Message System
as needed
 - 6. Field Trips

- I. Course: ELAC 025 Engage in creative and critical thinking in a variety of communicative activities
- II. Course: ELAC 025 Apply critical reading strategies -- including annotating, notetaking, summarizing, and paraphrasing -- to understand and respond to a variety of texts of various lengths.
- III. Course: ELAC 025 Identify overall purpose, structure, and organization of a variety of texts.
- IV. Course: ELAC 025 Identify an author's point of view, main arguments, and strategies used to convey meaning in a variety of texts.
- V. Course: ELAC 025 Connect concepts in readings to other texts and personal experiences.
- VI. Course: ELAC 025 Develop a greater understanding of cultural references and common idiomatic language.
- VII. Course: ELAC 025 Build vocabulary learning strategies.
- VIII. Course: ELAC 025 Analyze grammatical structures in a variety of texts.
- IX. Course: ELAC 025 Plan, write, and revise paragraph and multi-paragraph writings from a variety of genres with clear organization and purpose.

SECTION III

COURSE DISTANCE EDUCATION INFORMATION

- I. **MESA**
- II. **Distance Education Methods of Instruction:** 1. Fully Online
- III. **Other Distance Education Methods:**
- IV. **Type and frequency of contact may include, but is not limited to:**
 - 1. Announcements
As needed
Participant/s: Faculty to Student/s
 - 2. Discussion Board
At least weekly
Participant/s: Faculty to Student/s , Among Students
 - 3. Email/Message System
As needed
Participant/s: Faculty to Student/s , Among Students
 - 4. Synchronous or Asynchronous Video
Frequent
Participant/s: Faculty to Student/s , Among Students
 - 5. Telephone Contact
As needed
Participant/s: Faculty to Student/s , Among Students
- V. **List of Techniques:** Online instruction includes regular student-to-student and instructor-to-student communication. Telephone calls between students and the instructor may be used to discuss questions and concerns throughout the course. E-mail may be used for asynchronous instructor-to-student and student-to-student communication. Chat rooms may be used for synchronous interaction between students and between the instructor and students. Threaded discussions may be used for instructor-to-student and student-to-student asynchronous group communication. Live-classroom may be used for synchronous online lectures, meetings and office hour meetings as appropriate. Video, audio, learning objects and archived live-classroom lectures may be included for students to interact with asynchronously where appropriate. Assignments and tests that will be used in the Distance Education course will be exactly the same as those in the traditional course. Students will submit all course work (tests and assignments) electronically to the instructor for grading.
- VI. **How to Evaluate Students for Achieved Outcomes:** The evaluation methods will mirror the on-campus course as specified in the course outline. The feedback on assignments and tests will be submitted electronically to the student.
- VII. **Additional Resources/Materials/Information:** SDCCD and DSPS personnel will provide all needed accommodations. DSPS will provide a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).
- VIII. **Audio Visual Library Materials:** NO
- IX. **CITY**
- X. **Distance Education Methods of Instruction:** 1. Fully Online
- XI. **Other Distance Education Methods:**
- XII. **Type and frequency of contact may include, but is not limited to:**
 - 1. Announcements
weekly
 - 2. Collaborative Web Documents
as assigned
 - 3. Conferencing
as assigned
 - 4. Discussion Board

- as assigned
- 7. Group Meetings
as assigned
- 8. Individual Meetings
as needed
- 9. Individualized Assignment Feedback
as assigned
- 10. Synchronous or Asynchronous Video
as assigned
- 11. Telephone Contact
as needed

XIII. List of Techniques: Students engage in regular and effective interaction with each other and the instructor in ways that mirror the traditional classrooms; only the delivery system is altered. These methods include one-on-one communication with the instructor and with other students via e-mail, the announcement system, the discussion board, or other tools. Students also demonstrate an understanding and integration of course concepts via research assignments, problem sets, group projects, asynchronous class discussion, and/or other assignments. In-person activities may include discussion of texts as well as reading and writing workshops.

XIV. How to Evaluate Students for Achieved Outcomes: Some of the evaluations are assessed in a traditional, on-campus format. Multiple measures are used to assess student learning objectives. These include performance on objective examinations administered via the assessment tool, writing assignments, and/or group or individual projects posted to the discussion board or other online collaboration tool. In-person evaluations may include timed writings as well as project presentations.

XV. Additional Resources/Materials/Information: Materials posted online are consistent with those required for campus based class. SDCCD and DSPS personnel provide all needed accommodations. DSPS provide a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).

XVI. Audio Visual Library Materials: NO

XVII. MIRAMAR

XVIII. Distance Education Methods of Instruction: 1. Fully Online

XIX. Other Distance Education Methods:

XX. Type and frequency of contact may include, but is not limited to:

1. Announcements
weekly, either via the "announcements" tool or during the in-person/synchronous online portion of the class
2. Collaborative Web Documents
as assigned
3. Conferencing
as assigned
4. Discussion Board
at least five times during the term with the instructor and with other students
5. Email/Message System
as needed
6. Group Meetings
as assigned
7. Individual Meetings
as needed
8. Individualized Assignment Feedback
as assigned
9. Synchronous or Asynchronous Video
as assigned
10. Telephone Contact
as needed

XXI. List of Techniques: Students interact with each other and the instructor in ways that mirror the traditional classroom; only the delivery system is altered. These methods include one-on-one communication with the instructor and with other students via email, the announcement system, the discussion board, or other tools. Students also demonstrate an understanding and integration of course concepts via research assignments, problem sets, group projects, asynchronous class discussion, and/or other assignments. In-person/synchronous online activities may include discussion of texts as well as reading and writing workshops.

XXII. How to Evaluate Students for Achieved Outcomes: Some of the evaluations are assessed in a traditional, on-campus format. Multiple measures are used to assess student learning objectives. These include performance on objective examinations administered via the assessment tool, writing assignments, and/or group or individual projects posted to the discussion board or other online collaboration tool. In-person/synchronous online evaluations may include timed writings as well as project presentations.

XXIII. Additional Resources/Materials/Information: Materials posted online are consistent with those required for the in-person class. SDCCD and DSPS personnel provide all needed accommodations. DSPS provides a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this

- at least four times during the term
- 5. Email/Message System
as needed
- 6. Field Trips
as assigned
- 7. Group Meetings
as assigned
- 8. Individual Meetings
as needed
- 9. Individualized Assignment Feedback
as assigned
- 10. Synchronous or Asynchronous Video
as assigned
- 11. Telephone Contact
as needed

XIII. List of Techniques: Students engage in regular and effective interaction with each other and the instructor in ways that mirror the traditional classrooms; only the delivery system is altered. These methods include one-on-one communication with the instructor and with other students via e-mail, the announcement system, the discussion board, or other tools. Students also demonstrate an understanding and integration of course concepts via research assignments, problem sets, group projects, asynchronous class discussion, and/or other assignments. In-person activities may include discussion of texts as well as reading and writing workshops.

XIV. How to Evaluate Students for Achieved Outcomes: Some of the evaluations are assessed in a traditional, on-campus format. Multiple measures are used to assess student learning objectives. These include performance on objective examinations administered via the assessment tool, writing assignments, and/or group or individual projects posted to the discussion board or other online collaboration tool. In-person evaluations may include timed writings as well as project presentations.

XV. Additional Resources/Materials/Information: Materials posted online are consistent with those required for campus based class. SDCCD and DSPS personnel provide all needed accommodations. DSPS provide a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).

XVI. Audio Visual Library Materials: NO

XVII. MIRAMAR

XVIII. Distance Education Methods of Instruction: 1. Fully Online

XIX. Other Distance Education Methods:

XX. Type and frequency of contact may include, but is not limited to:

1. Announcements
weekly, either via the "announcements" tool or during the in-person/synchronous online portion of the class
2. Collaborative Web Documents
as assigned
3. Conferencing
as assigned
4. Discussion Board
at least five times during the term with the instructor and with other students
5. Email/Message System
as needed
6. Group Meetings
as assigned
7. Individual Meetings
as needed
8. Individualized Assignment Feedback
as assigned
9. Synchronous or Asynchronous Video
as assigned
10. Telephone Contact
as needed

XXI. List of Techniques: Students interact with each other and the instructor in ways that mirror the traditional classroom; only the delivery system is altered. These methods include one-on-one communication with the instructor and with other students via email, the announcement system, the discussion board, or other tools. Students also demonstrate an understanding and integration of course concepts via research assignments, problem sets, group projects, asynchronous class discussion, and/or other assignments. In-person/synchronous online activities may include discussion of texts as well as reading and writing workshops.

XXII. How to Evaluate Students for Achieved Outcomes: Some of the evaluations are assessed in a traditional, on-campus format. Multiple measures are used to assess student learning objectives. These include performance on objective examinations administered via the assessment tool, writing assignments, and/or group or individual projects posted to the discussion board or other online collaboration tool. In-person/synchronous online evaluations

course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).

XXIV. Audio Visual Library Materials: NO

SECTION IV

COURSE STUDENT LEARNING OUTCOME(S)

CITY

- Compose an organized, multi-paragraph piece that effectively responds to the work of another.
- Compose an organized, multi-paragraph piece that effectively responds to the work of another.
- Interpret and evaluate a full length novel or memoir.
- Interpret and evaluate a full length novel or memoir.

MESA

- Students will be able to interpret and evaluate a variety of texts, including a full-length novel or memoir.
- Students will be able to compose an organized, multi-paragraph piece that effectively responds to the work of another using intermediate-high grammatical structures.

MIRAMAR

- Writing
- Reading

SECTION V

COURSE DATA ADMINISTRATION ELEMENTS

I. Codes:

California Classification: (Y Credit Course)

TOP Code: 4930.87 ESL Integrated

SAM Code: E - Non Occupational

Course Prior to College Level (CB21): C - Three levels below transfer

Funding Agency Category (CB23): Not Applicable (funding not used to develop course)

Course Program Status (CB24): Not program-applicable

Course Gen Education Status (CB25): Y = Not applicable

Course Support Course Status (CB26): N = Course is not a support course

Major Restriction Code: NONE

II. Lect Units: 6.00

Total Units: 6

Lecture Hours Min: 96.00 **Max:** 108.00

Lab Hours Min: 0.00 **Max:** 0.00

Other Hours Min: 0.00 **Max:** 0.00

Total Contact Hours Min: 96.00 **Max:** 108.00

Outside-of-Class Hours Min: 192.00 **Max:** 216.00

Total Student Learning Hours Min: 288.00 **Max:** 324.00

FTEF Lecture Min: 0.4000 **Max:**

FTEF Lab Min: 0.0000 **Max:**

FTEF Total Min: 0.4000 **Max:**

III. Last Time Pre/Co Requisite Update: 04/07/2022

IV. Last Outline Revision Date: 10/26/2017

V. CIC Approval: 05/12/2022

VI. BOT Approval:

VII. State Approval:

VIII. Revised State Approval:

IX. Course Approval Effective Date: Fall 2022

SECTION VI

CREDIT FOR PRIOR LEARNING

may include timed writings as well as project presentations.

XXIII. Additional Resources/Materials/Information: Materials posted online are consistent with those required for the in-person class. SDCCD and DSPS personnel provide all needed accommodations. DSPS provides a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).

XXIV. Audio Visual Library Materials: NO

SECTION IV

COURSE STUDENT LEARNING OUTCOME(S)

CITY

- Compose an organized, multi-paragraph piece that effectively responds to the work of another.
- Compose an organized, multi-paragraph piece that effectively responds to the work of another.
- Interpret and evaluate a full length novel or memoir.
- Interpret and evaluate a full length novel or memoir.

MESA

- Students will be able to interpret and evaluate a variety of texts, including a full-length novel or memoir.
- Students will be able to compose an organized, multi-paragraph piece that effectively responds to the work of another using intermediate-high grammatical structures.

MIRAMAR

- Writing
- Reading

SECTION V

COURSE DATA ADMINISTRATION ELEMENTS

I. Codes:

California Classification: (Y Credit Course)

TOP Code: 4930.87 ESL Integrated

SAM Code: E - Non Occupational

Course Prior to College Level (CB21): C - Three levels below transfer

Funding Agency Category (CB23): Not Applicable (funding not used to develop course)

Course Program Status (CB24): Not program-applicable

Course Gen Education Status (CB25): Y = Not applicable

Course Support Course Status (CB26): N = Course is not a support course

Major Restriction Code: NONE

II. Lect Units: 6.00

Total Units: 6

Lecture Hours Min: 96.00 **Max:** 108.00

Lab Hours Min: 0.00 **Max:** 0.00

Other Hours Min: 0.00 **Max:** 0.00

Total Contact Hours Min: 96.00 **Max:** 108.00

Outside-of-Class Hours Min: 192.00 **Max:** 216.00

Total Student Learning Hours Min: 288.00 **Max:** 324.00

FTEF Lecture Min: 0.4000 **Max:**

FTEF Lab Min: 0.0000 **Max:**

FTEF Total Min: 0.4000 **Max:**

III. Last Time Pre/Co Requisite Update: 06/27/2022

IV. Last Outline Revision Date: 10/26/2017

V. CIC Approval:

VI. BOT Approval:

VII. State Approval:

VIII. Revised State Approval:

IX. Course Approval Effective Date:

SECTION VI

CREDIT FOR PRIOR LEARNING

**SAN DIEGO COMMUNITY COLLEGE DISTRICT
CITY, MESA, AND MIRAMAR COLLEGES
ASSOCIATE DEGREE COURSE OUTLINE**

SECTION I

SUBJECT AREA AND COURSE NUMBER: English Language Acquisition 044

COURSE TITLE:
Supervised Tutoring

Units:
-
No Grade/0 Units

CATALOG COURSE DESCRIPTION:

This course is designed to prepare the student to succeed in the corequisite and subsequent subject matter courses. This course may be taken four times with a different corequisite subject matter course.

REQUISITES:

NONE

FIELD TRIP REQUIREMENTS:
Not required

TRANSFER APPLICABILITY:
College noncredit course

CID:

TOTAL LECTURE HOURS:

TOTAL LAB HOURS:

TOTAL CONTACT HOURS:
1 - 162

OUTSIDE-OF-CLASS HOURS:

TOTAL OTHER HOURS:
1 - 162

TOTAL STUDENT LEARNING HOURS:
1 - 162

STUDENT LEARNING OBJECTIVES:

Upon successful completion of the course the student will be able to:

1. Demonstrate the ability to apply basic study skills related to his/her subject area.
2. Effectively utilize available campus learning resources.
3. Develop reading, writing, listening, speaking, critical thinking/reasoning, and/or other skills that are necessary to perform effectively in the corequisite or subsequent subject matter courses.

SECTION II

1. COURSE OUTLINE AND SCOPE:

A. Outline Of Topics:

The following topics are included in the framework of the course but are not intended as limits on content. The order of presentation and relative emphasis will vary with each instructor.

I. Content will vary depending upon adjunct course. Attention will be given to basic study skills and availability of campus learning resources.

- A. Meet with the instructor to develop a plan of learning materials to be used during the course.
- B. Work independently on learning materials according to the plan developed.
- C. Meet with the instructor regularly to evaluate progress, make additions to and revisions of the plan, as necessary, and review completed assignments.
- D. Have a final conference with the instructor at the end of the semester.

B. Reading Assignments:

Reading assignments are required and may include, but are not limited to, the following:

I. Appropriate readings will be recommended by the instructor. Students will be expected to work to improve their reading skills and will be required to read and respond to their readings each week.

C. Writing Assignments:

Writing assignments are required and may include, but are not limited to, the following:

I. Writing assignments will be made by the appropriate instructor. Students will be expected to write short papers throughout the semester.

D. Appropriate Outside Assignments:

Outside assignments may include, but are not limited to, the following:

I. Students may be required to work outside of the Tutorial Center to complete assignments, revise written work, and do assigned readings.

E. Appropriate Assignments that Demonstrate Critical Thinking:

Critical thinking assignments are required and may include, but are not limited to, the following:

I. NA

2. METHODS OF EVALUATION:

A student's grade will be based on multiple measures of performance unless the course requires no grade. Multiple measures may include, but are not limited to, the following:

I. Credit will be awarded based on assignments completed and the instructor's evaluation of the quality of work. Standards for performance will be explained to the student when the individualized study plan is developed.

3. METHODS OF INSTRUCTION:

Methods of instruction may include, but are not limited to, the following:

- * Distance Education (Fully online)
- * Other (Specify)
- * Appropriate methods of instruction for this course include laboratory, individual instruction, independent study, small group instruction, and self-paced multimedia systems.

4. REQUIRED TEXTS AND SUPPLIES:

Textbooks may include, but are not limited to:

TEXTBOOKS:

MANUALS:

PERIODICALS:

SOFTWARE:

SUPPLIES:

1. Texts will be determined by each instructor or tutor in the adjunct course syllabus presented to each student at the beginning of the course.

ORIGINATOR: Chris Sullivan

ORIGINATION DATE: 11/15/2021

PROPOSAL ORIGINATOR: Chris Sullivan

CO-CONTRIBUTOR(S)

PROPOSAL DATE: 06/27/2022

**SAN DIEGO COMMUNITY COLLEGE DISTRICT
COURSE PROPOSAL IMPACT REPORT**

COURSE TO BE PROPOSED: ELAC 044
Supervised Tutoring

ACTIVE/APPROVED COURSES IMPACTED:

ELAC 044 Supervised Tutoring (29156)

ACTIVE/APPROVED/PROPOSED PROGRAMS IMPACTED:

SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY , MESA AND MIRAMAR COLLEGES

Course Outline of Record: Curriculum Proposal Report

SECTION I

- I. **Subject Area:** English Language Acquisition
- II. **Course Number:** 044
- III. **Course Title:** Supervised Tutoring
- IV. **Disciplines (Instructor Minimum Qualifications):** ESL
- V.
- VI. **Family:**
- VII. **Current Short Title:** Supervised Tutoring
- VIII. **Course Is Active/Where?** CITY , MESA AND MIRAMAR
- IX. **Originating Campus:** MESA
- X. **Action Proposed:** Course Revision (May Include Activation)
- XI. **Distance Education Proposed At:** Mesa , City and Miramar
- XII. **Proposal Originating Date:** 06/27/2022
- XIII. **Proposed Start Semester:** Spring 2024
- XIV. **Field Trip:** Not required
- XV. **Grading Option:** No Grade/0 Units
- XVI. **Current Short Description:** Prepares the student to succeed in corequisite and subsequent English for speakers of other languages courses.

SECTION II

COURSE ENROLLMENT INFORMATION

- I. **Requisites:** NONE
- II. **Current Degree Applicability:** College noncredit course
- III. **Current Basic Skills Designation:** B - Basic Skills Course
- IV. **Repeatability:** Course may be taken 4 time(s)
- V. **Course Equivalency:** Yes ESOL 044
- VI. **Additional Information:**
- VII. **Additional Textbook Information:**

COURSE ANALYSIS DATA

- I. **Reason for Proposed Action:** Six yr review. (Course revision is for six year review.)
- II. **How Does The Course Fit The College Mission?**
- III. **Current Transfer Options:**
- IV.
- V. **Extraordinary Cost to the College:** None.
- VI. **Library Resource Materials:** .

GENERAL EDUCATION ANALYSIS

REQUISITES ANALYSIS

SECTION III

COURSE DISTANCE EDUCATION INFORMATION

- I. **MESA**
- II. **Distance Education Methods of Instruction:** 1. Fully Online
- III. **Other Distance Education Methods:**
- IV. **Type and frequency of contact may include, but is not limited to:**
 1. Announcements

As needed

Participant/s: Faculty to Student/s

2. Email/Message System

As needed

Participant/s: Faculty to Student/s

3. Individualized Assignment Feedback

As appropriate

Participant/s: Faculty to Student/s

4. Synchronous or Asynchronous Video

Weekly or as scheduled

Participant/s: Faculty to Student/s

- V. **List of Techniques:** Online instruction includes regular student-to-student and instructor-to-student communication. Announcements from the instructor to the students will be used as needed. Telephone calls between students and the instructor may be used to discuss questions and concerns throughout the course. E-mail/Messaging may be used for asynchronous instructor-to-student and student-to-student communication. Chat rooms may be used for synchronous interaction between students and between the instructor and students. Threaded discussions may be used for instructor-to-student and student-to-student asynchronous group communication. Live-classroom may be used for synchronous online lectures, meetings and office hour meetings as appropriate. Video, audio, learning objects and archived live-classroom lectures may be included for students to interact with asynchronously where appropriate. Assignments and tests that will be used in the Distance Education course will be exactly the same as those in the traditional course. Students will submit all course work (tests and assignments) electronically to the instructor for grading.
- VI. **How to Evaluate Students for Achieved Outcomes:** The evaluation methods will mirror the on-campus course as specified in the course outline. The feedback on assignments and tests will be submitted electronically to the student.
- VII. **Additional Resources/Materials/Information:** SDCCD and DSPS personnel will provide all needed accommodations. DSPS will provide a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).
- VIII. **Audio Visual Library Materials:** NO
- IX. **CITY**
- X. **Distance Education Methods of Instruction:** 1. Fully Online
- XI. **Other Distance Education Methods:**
- XII. **Type and frequency of contact may include, but is not limited to:**
1. Announcements
as needed
 2. Collaborative Web Documents
as needed
 3. Conferencing
as assigned
 4. Email/Message System
as needed
 5. Group Meetings
as needed
 6. Individual Meetings
as needed
 7. Individualized Assignment Feedback
as needed
 8. Synchronous or Asynchronous Video
as needed
 9. Telephone Contact
as needed
- XIII. **List of Techniques:** Students engage in regular and effective interaction with each other and the instructor/assigned tutors as needed in ways that mirror the traditional classroom; only the delivery system is altered. These methods include one-on-one communication with the instructor/assigned tutors and may include communication with other students via e-mail, the announcement system, or other tools. Students also demonstrate an understanding and integration of course concepts via assignments, problem sets, group projects, asynchronous discussion, and/or other assignments.
- XIV. **How to Evaluate Students for Achieved Outcomes:** Multiple measures are used to assess student learning objectives. These include performance on writing assignments and/or group or individual projects.

XV. **Additional Resources/Materials/Information:** Materials posted online are consistent with those required for campus based class. SDCCD and DSPS personnel provide all needed accommodations. DSPS provide a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).

XVI. **Audio Visual Library Materials:** NO

XVII. **MIRAMAR**

XVIII. **Distance Education Methods of Instruction:** 1. Fully Online

XIX. **Other Distance Education Methods:**

XX. **Type and frequency of contact may include, but is not limited to:**

1. Announcements
as needed
2. Collaborative Web Documents
as needed
3. Conferencing
as assigned
4. Email/Message System
as needed
5. Group Meetings
as needed
6. Individual Meetings
as needed
7. Individualized Assignment Feedback
as needed
8. Synchronous or Asynchronous Video
as needed
9. Telephone Contact
as needed

XXI. **List of Techniques:** Students engage in regular and effective interaction with each other and the instructor/assigned tutors as needed in ways that mirror the traditional classroom; only the delivery system is altered. These methods include one-on-one communication with the instructor/assigned tutors and may include communication with other students via e-mail, the announcement system, or other tools. Students also demonstrate an understanding and integration of course concepts via assignments, problem sets, group projects, asynchronous discussion, and/or other assignments.

XXII. **How to Evaluate Students for Achieved Outcomes:** Multiple measures are used to assess student learning objectives. These include performance on writing assignments and/or group or individual projects.

XXIII. **Additional Resources/Materials/Information:** Materials posted online are consistent with those required for campus based class. SDCCD and DSPS personnel provide all needed accommodations. DSPS provide a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).

XXIV. **Audio Visual Library Materials:** NO

SECTION IV

COURSE STUDENT LEARNING OUTCOME(S)

CITY

MESA

MIRAMAR

SECTION V

COURSE DATA ADMINISTRATION ELEMENTS

I. Codes:

California Classification: (L Non-Enhanced Funding)

TOP Code: 4930.09 Supervised Tutoring

SAM Code: E - Non Occupational

Course Prior to College Level (CB21): B - Two levels below transfer

Funding Agency Category (CB23): Not Applicable (funding not used to develop course)

Course Program Status (CB24): Not program-applicable

Course Gen Education Status (CB25): Y = Not applicable

Course Support Course Status (CB26): N = Course is not a support course

Major Restriction Code: NONE

II. Total Units: 0

Lecture Hours Min: 0.00 **Max:** 0.00

Lab Hours Min: 0.00 **Max:** 0.00

Other Hours Min: 1.00 **Max:** 162.00

Total Contact Hours Min: 1.00 **Max:** 162.00

Outside-of-Class Hours Min: 0.00 **Max:** 0.00

Total Student Learning Hours Min: 1.00 **Max:** 162.00

FTEF Lecture Min: 0.0000 **Max:**

FTEF Lab Min: 0.0000 **Max:**

FTEF Total Min: 0.0000 **Max:**

III. Last Time Pre/Co Requisite Update:

IV. Last Outline Revision Date: 10/26/2017

V. CIC Approval:

VI. BOT Approval:

VII. State Approval:

VIII. Revised State Approval:

IX. Course Approval Effective Date:

SECTION VI

CREDIT FOR PRIOR LEARNING

ELAC 044

Previous Report

CIC Approval: 03/24/2022
BOT APPROVAL:
STATE APPROVAL:
EFFECTIVE TERM: Fall 2022

SAN DIEGO COMMUNITY COLLEGE DISTRICT CITY, MESA, AND MIRAMAR COLLEGES ASSOCIATE DEGREE COURSE OUTLINE

SECTION I

SUBJECT AREA AND COURSE NUMBER: English Language Acquisition 044

COURSE TITLE:
Supervised Tutoring

Units:
-
No Grade/0 Units

CATALOG COURSE DESCRIPTION:

This course is designed to prepare the student to succeed in the corequisite and subsequent subject matter courses. This course may be taken four times with a different corequisite subject matter course.

REQUISITES:

NONE

FIELD TRIP REQUIREMENTS:
Not required

TRANSFER APPLICABILITY:
College noncredit course

CID:

TOTAL LECTURE HOURS:

TOTAL LAB HOURS:

TOTAL CONTACT HOURS:
1 - 162

OUTSIDE-OF-CLASS HOURS:

TOTAL OTHER HOURS:
1 - 162

TOTAL STUDENT LEARNING HOURS:
1 - 162

STUDENT LEARNING OBJECTIVES:
Upon successful completion of the course the student will be able to:

1. Demonstrate the ability to apply basic study skills related to his/her subject area.
2. Effectively utilize available campus learning resources.
3. Develop reading, writing, listening, speaking, critical thinking/reasoning, and/or other skills that are necessary to perform effectively in the corequisite or subsequent subject matter courses.

SECTION II

1. COURSE OUTLINE AND SCOPE:

A. Outline Of Topics:

The following topics are included in the framework of the course but are not intended as limits on content. The order of presentation and relative emphasis will vary with each instructor.

Current Report

ELAC 044

CIC Approval:
BOT APPROVAL:
STATE APPROVAL:
EFFECTIVE TERM:

SAN DIEGO COMMUNITY COLLEGE DISTRICT CITY, MESA, AND MIRAMAR COLLEGES ASSOCIATE DEGREE COURSE OUTLINE

SECTION I

SUBJECT AREA AND COURSE NUMBER: English Language Acquisition 044

COURSE TITLE:
Supervised Tutoring

Units:
-
No Grade/0 Units

CATALOG COURSE DESCRIPTION:

This course is designed to prepare the student to succeed in the corequisite and subsequent subject matter courses. This course may be taken four times with a different corequisite subject matter course.

REQUISITES:

NONE

FIELD TRIP REQUIREMENTS:
Not required

TRANSFER APPLICABILITY:
College noncredit course

CID:

TOTAL LECTURE HOURS:

TOTAL LAB HOURS:

TOTAL CONTACT HOURS:
1 - 162

OUTSIDE-OF-CLASS HOURS:

TOTAL OTHER HOURS:
1 - 162

TOTAL STUDENT LEARNING HOURS:
1 - 162

STUDENT LEARNING OBJECTIVES:
Upon successful completion of the course the student will be able to:

1. Demonstrate the ability to apply basic study skills related to his/her subject area.
2. Effectively utilize available campus learning resources.
3. Develop reading, writing, listening, speaking, critical thinking/reasoning, and/or other skills that are necessary to perform effectively in the corequisite or subsequent subject matter courses.

SECTION II

1. COURSE OUTLINE AND SCOPE:

A. Outline Of Topics:

The following topics are included in the framework of the course but are not intended as limits on content. The order of presentation and relative emphasis will vary with each instructor.

- I. Content will vary depending upon adjunct course. Attention will be given to basic study skills and availability of campus learning resources.
- Meet with the instructor to develop a plan of learning materials to be used during the course.
 - Work independently on learning materials according to the plan developed.
 - Meet with the instructor regularly to evaluate progress make additions to and revisions of the plan as necessary and review completed assignments.
 - Have a final conference with the instructor at the end of the semester.

B. Reading Assignments:

Reading assignments are required and may include, but are not limited to, the following:

I. Appropriate readings will be recommended by the instructor. Students will be expected to work to improve their reading skills and will be required to read and respond to their readings each week.

C. Writing Assignments:

Writing assignments are required and may include, but are not limited to, the following:

I. Writing assignments will be made by the appropriate instructor. Students will be expected to write short papers throughout the semester.

D. Appropriate Outside Assignments:

Outside assignments may include, but are not limited to, the following:

I. Students may be required to work outside of the Tutorial Center to complete assignments, revise written work, and do assigned readings.

E. Appropriate Assignments that Demonstrate Critical Thinking:

Critical thinking assignments are required and may include, but are not limited to, the following:

I. NA

2. METHODS OF EVALUATION:

A student's grade will be based on multiple measures of performance unless the course requires no grade. Multiple measures may include, but are not limited to, the following:

I. Credit will be awarded based on assignments completed and the instructor's evaluation of the quality of work. Standards for performance will be explained to the student when the individualized study plan is developed.

3. METHODS OF INSTRUCTION:

Methods of instruction may include, but are not limited to, the following:

- * Distance Education (Fully online)
- * Other (Specify)
- * Appropriate methods of instruction for this course include laboratory, individual instruction, independent study, small group instruction, and self-paced multimedia systems.

4. REQUIRED TEXTS AND SUPPLIES:

Textbooks may include, but are not limited to:

TEXTBOOKS:

MANUALS:

PERIODICALS:

SOFTWARE:

SUPPLIES:

1. Texts will be determined by each instructor or tutor in the adjunct course syllabus presented to each student at the beginning of the course.

I. Content will vary depending upon adjunct course. Attention will be given to basic study skills and availability of campus learning resources.

- Meet with the instructor to develop a plan of learning materials to be used during the course.
- Work independently on learning materials according to the plan developed.
- Meet with the instructor regularly to evaluate progress make additions to and revisions of the plan as necessary and review completed assignments.
- Have a final conference with the instructor at the end of the semester.

B. Reading Assignments:

Reading assignments are required and may include, but are not limited to, the following:

I. Appropriate readings will be recommended by the instructor. Students will be expected to work to improve their reading skills and will be required to read and respond to their readings each week.

C. Writing Assignments:

Writing assignments are required and may include, but are not limited to, the following:

I. Writing assignments will be made by the appropriate instructor. Students will be expected to write short papers throughout the semester.

D. Appropriate Outside Assignments:

Outside assignments may include, but are not limited to, the following:

I. Students may be required to work outside of the Tutorial Center to complete assignments, revise written work, and do assigned readings.

E. Appropriate Assignments that Demonstrate Critical Thinking:

Critical thinking assignments are required and may include, but are not limited to, the following:

I. NA

2. METHODS OF EVALUATION:

A student's grade will be based on multiple measures of performance unless the course requires no grade. Multiple measures may include, but are not limited to, the following:

I. Credit will be awarded based on assignments completed and the instructor's evaluation of the quality of work. Standards for performance will be explained to the student when the individualized study plan is developed.

3. METHODS OF INSTRUCTION:

Methods of instruction may include, but are not limited to, the following:

- * Distance Education (Fully online)
- * Other (Specify)
- * Appropriate methods of instruction for this course include laboratory, individual instruction, independent study, small group instruction, and self-paced multimedia systems.

4. REQUIRED TEXTS AND SUPPLIES:

Textbooks may include, but are not limited to:

TEXTBOOKS:

MANUALS:

PERIODICALS:

SOFTWARE:

SUPPLIES:

1. Texts will be determined by each instructor or tutor in the adjunct course syllabus presented to each student at the beginning of the course.

ORIGINATOR: Chris Sullivan
ORINATION DATE: 11/15/2021
PROPOSAL ORIGINATOR: Chris Sullivan
CO-CONTRIBUTOR(S)
PROPOSAL DATE: 06/27/2022

ORIGINATOR: Chris Sullivan

CO-CONTRIBUTOR(S)
DATE: 11/15/2021

Status: Launched

Date Printed: 10/11/2022

Status: Active

Date Printed: 10/11/2022

Previous Report

SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY , MESA AND MIRAMAR COLLEGES

Course Outline of Record:
Curriculum Proposal Report

SECTION I

- I. **Subject Area:** English Language Acquisition
- II. **Course Number:** 044
- III. **Course Title:** Supervised Tutoring
- IV. **Disciplines (Instructor Minimum Qualifications):** ESL
- V.
- VI. **Family:**
- VII. **Current Short Title:** Supervised Tutoring
- VIII. **Course Is Active/Where?** CITY , MESA AND MIRAMAR
- IX. **Originating Campus:** MESA
- X. **Action Proposed:** Course Revision (May Include Activation)
- XI. **Distance Education Proposed At:** Mesa , City and Miramar
- XII. **Proposal Originating Date:** 11/15/2021
- XIII. **Proposed Start Semester:** Fall 2022
- XIV. **Field Trip:** Not required
- XV. **Grading Option:** No Grade/0 Units
- XVI. **Current Short Description:** Prepares the student to succeed in corequisite and subsequent English for speakers of other languages courses.

SECTION II

COURSE ENROLLMENT INFORMATION

- I. **Requisites:** NONE
- II. **Current Degree Applicability:** College noncredit course
- III. **Current Basic Skills Designation:** B - Basic Skills Course
- IV. **Repeatability:** Course may be taken 4 time(s)
- V. **Course Equivalency:** Yes ESOL 044
- VI. **Additional Information:**
- VII. **Additional Textbook Information:**

COURSE ANALYSIS DATA

- I. **Reason for Proposed Action:** Revision of Mesa Distance Ed from Emergency Only to Fully Online.
- II. **How Does The Course Fit The College Mission?**
- III. **Current Transfer Options:**
- IV.
- V. **Extraordinary Cost to the College:** None.
- VI. **Library Resource Materials:** .

GENERAL EDUCATION ANALYSIS

REQUISITES ANALYSIS

SECTION III

COURSE DISTANCE EDUCATION INFORMATION

- I. **MESA**
- II. **Distance Education Methods of Instruction:** 1. Fully Online

Current Report

SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY , MESA AND MIRAMAR COLLEGES

Course Outline of Record:
Curriculum Proposal Report

SECTION I

- I. **Subject Area:** English Language Acquisition
- II. **Course Number:** 044
- III. **Course Title:** Supervised Tutoring
- IV. **Disciplines (Instructor Minimum Qualifications):** ESL
- V.
- VI. **Family:**
- VII. **Current Short Title:** Supervised Tutoring
- VIII. **Course Is Active/Where?** CITY , MESA AND MIRAMAR
- IX. **Originating Campus:** MESA
- X. **Action Proposed:** Course Revision (May Include Activation)
- XI. **Distance Education Proposed At:** Mesa , City and Miramar
- XII. **Proposal Originating Date:** 06/27/2022
- XIII. **Proposed Start Semester:** Spring 2024
- XIV. **Field Trip:** Not required
- XV. **Grading Option:** No Grade/0 Units
- XVI. **Current Short Description:** Prepares the student to succeed in corequisite and subsequent English for speakers of other languages courses.

SECTION II

COURSE ENROLLMENT INFORMATION

- I. **Requisites:** NONE
- II. **Current Degree Applicability:** College noncredit course
- III. **Current Basic Skills Designation:** B - Basic Skills Course
- IV. **Repeatability:** Course may be taken 4 time(s)
- V. **Course Equivalency:** Yes ESOL 044
- VI. **Additional Information:**
- VII. **Additional Textbook Information:**

COURSE ANALYSIS DATA

- I. **Reason for Proposed Action:** Six yr review. (Course revision is for six year review.)
- II. **How Does The Course Fit The College Mission?**
- III. **Current Transfer Options:**
- IV.
- V. **Extraordinary Cost to the College:** None.
- VI. **Library Resource Materials:** .

GENERAL EDUCATION ANALYSIS

REQUISITES ANALYSIS

SECTION III

COURSE DISTANCE EDUCATION INFORMATION

- I. **MESA**
- II. **Distance Education Methods of Instruction:** 1. Fully Online

III. Other Distance Education Methods:

IV. Type and frequency of contact may include, but is not limited to:

1. Announcements

As needed

Participant/s: Faculty to Student/s

2. Email/Message System

As needed

Participant/s: Faculty to Student/s

3. Individualized Assignment Feedback

As appropriate

Participant/s: Faculty to Student/s

4. Synchronous or Asynchronous Video

Weekly or as scheduled

Participant/s: Faculty to Student/s

V. List of Techniques: Online instruction includes regular student-to-student and instructor-to-student communication. Announcements from the instructor to the students will be used as needed. Telephone calls between students and the instructor may be used to discuss questions and concerns throughout the course. E-mail/Messaging may be used for asynchronous instructor-to-student and student-to-student communication. Chat rooms may be used for synchronous interaction between students and between the instructor and students. Threaded discussions may be used for instructor-to-student and student-to-student asynchronous group communication. Live-classroom may be used for synchronous online lectures, meetings and office hour meetings as appropriate. Video, audio, learning objects and archived live-classroom lectures may be included for students to interact with asynchronously where appropriate. Assignments and tests that will be used in the Distance Education course will be exactly the same as those in the traditional course. Students will submit all course work (tests and assignments) electronically to the instructor for grading.

VI. How to Evaluate Students for Achieved Outcomes: The evaluation methods will mirror the on-campus course as specified in the course outline. The feedback on assignments and tests will be submitted electronically to the student.

VII. Additional Resources/Materials/Information: SDCCD and DSPS personnel will provide all needed accommodations. DSPS will provide a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).

VIII. Audio Visual Library Materials: NO

IX. CITY

X. Distance Education Methods of Instruction: 1. Fully Online

XI. Other Distance Education Methods:

XII. Type and frequency of contact may include, but is not limited to:

1. Announcements

as needed

2. Collaborative Web Documents

as needed

3. Conferencing

as assigned

4. Email/Message System

as needed

5. Group Meetings

as needed

6. Individual Meetings

as needed

7. Individualized Assignment Feedback

as needed

8. Synchronous or Asynchronous Video

as needed

9. Telephone Contact

as needed

XIII. List of Techniques: Students engage in regular and effective interaction with each other and the instructor/assigned tutors as needed in ways that mirror the traditional classroom; only the delivery system is altered. These methods include one-on-one communication with the instructor/assigned tutors and may include communication with other students via e-mail, the announcement system, or other tools. Students also demonstrate an understanding and integration of course concepts via assignments, problem sets, group projects, asynchronous discussion, and/or other assignments.

XIV. How to Evaluate Students for Achieved Outcomes: Multiple measures are used to assess student learning objectives. These include performance on writing assignments and/or group or individual projects.

XV. Additional Resources/Materials/Information: Materials posted online are consistent with those required for campus based class. SDCCD and DSPS personnel provide all needed accommodations. DSPS provide a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act).

III. Other Distance Education Methods:

IV. Type and frequency of contact may include, but is not limited to:

1. Announcements

As needed

Participant/s: Faculty to Student/s

2. Email/Message System

As needed

Participant/s: Faculty to Student/s

3. Individualized Assignment Feedback

As appropriate

Participant/s: Faculty to Student/s

4. Synchronous or Asynchronous Video

Weekly or as scheduled

Participant/s: Faculty to Student/s

V. List of Techniques: Online instruction includes regular student-to-student and instructor-to-student communication. Announcements from the instructor to the students will be used as needed. Telephone calls between students and the instructor may be used to discuss questions and concerns throughout the course. E-mail/Messaging may be used for asynchronous instructor-to-student and student-to-student communication. Chat rooms may be used for synchronous interaction between students and between the instructor and students. Threaded discussions may be used for instructor-to-student and student-to-student asynchronous group communication. Live-classroom may be used for synchronous online lectures, meetings and office hour meetings as appropriate. Video, audio, learning objects and archived live-classroom lectures may be included for students to interact with asynchronously where appropriate. Assignments and tests that will be used in the Distance Education course will be exactly the same as those in the traditional course. Students will submit all course work (tests and assignments) electronically to the instructor for grading.

VI. How to Evaluate Students for Achieved Outcomes: The evaluation methods will mirror the on-campus course as specified in the course outline. The feedback on assignments and tests will be submitted electronically to the student.

VII. Additional Resources/Materials/Information: SDCCD and DSPS personnel will provide all needed accommodations. DSPS will provide a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).

VIII. Audio Visual Library Materials: NO

IX. CITY

X. Distance Education Methods of Instruction: 1. Fully Online

XI. Other Distance Education Methods:

XII. Type and frequency of contact may include, but is not limited to:

1. Announcements

as needed

2. Collaborative Web Documents

as needed

3. Conferencing

as assigned

4. Email/Message System

as needed

5. Group Meetings

as needed

6. Individual Meetings

as needed

7. Individualized Assignment Feedback

as needed

8. Synchronous or Asynchronous Video

as needed

9. Telephone Contact

as needed

XIII. List of Techniques: Students engage in regular and effective interaction with each other and the instructor/assigned tutors as needed in ways that mirror the traditional classroom; only the delivery system is altered. These methods include one-on-one communication with the instructor/assigned tutors and may include communication with other students via e-mail, the announcement system, or other tools. Students also demonstrate an understanding and integration of course concepts via assignments, problem sets, group projects, asynchronous discussion, and/or other assignments.

XIV. How to Evaluate Students for Achieved Outcomes: Multiple measures are used to assess student learning objectives. These include performance on writing assignments and/or group or individual projects.

XV. Additional Resources/Materials/Information: Materials posted online are consistent with those required for campus based class. SDCCD and DSPS personnel provide all needed accommodations. DSPS provide a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act).

Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).

XVI. Audio Visual Library Materials: NO

XVII. MIRAMAR

XVIII. Distance Education Methods of Instruction: 1. Fully Online

XIX. Other Distance Education Methods:

XX. Type and frequency of contact may include, but is not limited to:

1. Announcements
as needed
2. Collaborative Web Documents
as needed
3. Conferencing
as assigned
4. Email/Message System
as needed
5. Group Meetings
as needed
6. Individual Meetings
as needed
7. Individualized Assignment Feedback
as needed
8. Synchronous or Asynchronous Video
as needed
9. Telephone Contact
as needed

XXI. List of Techniques: Students engage in regular and effective interaction with each other and the instructor/assigned tutors as needed in ways that mirror the traditional classroom; only the delivery system is altered. These methods include one-on-one communication with the instructor/assigned tutors and may include communication with other students via e-mail, the announcement system, or other tools. Students also demonstrate an understanding and integration of course concepts via assignments, problem sets, group projects, asynchronous discussion, and/or other assignments.

XXII. How to Evaluate Students for Achieved Outcomes: Multiple measures are used to assess student learning objectives. These include performance on writing assignments and/or group or individual projects.

XXIII. Additional Resources/Materials/Information: Materials posted online are consistent with those required for campus based class. SDCCD and DSPS personnel provide all needed accommodations. DSPS provide a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act).

Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).

XXIV. Audio Visual Library Materials: NO

SECTION IV

COURSE STUDENT LEARNING OUTCOME(S)

CITY

MESA

MIRAMAR

SECTION V

COURSE DATA ADMINISTRATION ELEMENTS

I. Codes:

California Classification: (L Non-Enhanced Funding)

TOP Code: 4930.09 Supervised Tutoring

SAM Code: E - Non Occupational

Course Prior to College Level (CB21): B - Two levels below transfer

Funding Agency Category (CB23): Not Applicable (funding not used to develop course)

Course Program Status (CB24): Not program-applicable

Course Gen Education Status (CB25): Y = Not applicable

Course Support Course Status (CB26): N = Course is not a support course

Major Restriction Code: NONE

II. Total Units: 0

Lecture Hours Min: 0.00 **Max:** 0.00

Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).

XVI. Audio Visual Library Materials: NO

XVII. MIRAMAR

XVIII. Distance Education Methods of Instruction: 1. Fully Online

XIX. Other Distance Education Methods:

XX. Type and frequency of contact may include, but is not limited to:

1. Announcements
as needed
2. Collaborative Web Documents
as needed
3. Conferencing
as assigned
4. Email/Message System
as needed
5. Group Meetings
as needed
6. Individual Meetings
as needed
7. Individualized Assignment Feedback
as needed
8. Synchronous or Asynchronous Video
as needed
9. Telephone Contact
as needed

XXI. List of Techniques: Students engage in regular and effective interaction with each other and the instructor/assigned tutors as needed in ways that mirror the traditional classroom; only the delivery system is altered. These methods include one-on-one communication with the instructor/assigned tutors and may include communication with other students via e-mail, the announcement system, or other tools. Students also demonstrate an understanding and integration of course concepts via assignments, problem sets, group projects, asynchronous discussion, and/or other assignments.

XXII. How to Evaluate Students for Achieved Outcomes: Multiple measures are used to assess student learning objectives. These include performance on writing assignments and/or group or individual projects.

XXIII. Additional Resources/Materials/Information: Materials posted online are consistent with those required for campus based class. SDCCD and DSPS personnel provide all needed accommodations. DSPS provide a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act).

Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).

XXIV. Audio Visual Library Materials: NO

SECTION IV

COURSE STUDENT LEARNING OUTCOME(S)

CITY

MESA

MIRAMAR

SECTION V

COURSE DATA ADMINISTRATION ELEMENTS

I. Codes:

California Classification: (L Non-Enhanced Funding)

TOP Code: 4930.09 Supervised Tutoring

SAM Code: E - Non Occupational

Course Prior to College Level (CB21): B - Two levels below transfer

Funding Agency Category (CB23): Not Applicable (funding not used to develop course)

Course Program Status (CB24): Not program-applicable

Course Gen Education Status (CB25): Y = Not applicable

Course Support Course Status (CB26): N = Course is not a support course

Major Restriction Code: NONE

II. Total Units: 0

Lecture Hours Min: 0.00 **Max:** 0.00

Lab Hours Min: 0.00 Max: 0.00
Other Hours Min: 1.00 Max:162.00
Total Contact Hours Min: 1.00 Max:162.00
Outside-of-Class Hours Min: 0.00 Max:0.00
Total Student Learning Hours Min: 1.00 Max: 162.00
FTEF Lecture Min: 0.0000 Max:
FTEF Lab Min: 0.0000 Max:
FTEF Total Min: 0.0000 Max:

- III. Last Time Pre/Co Requisite Update:
- IV. Last Outline Revision Date: 10/26/2017
- V. CIC Approval: 03/24/2022
- VI. BOT Approval:
- VII. State Approval:
- VIII. Revised State Approval:
- IX. Course Approval Effective Date: Fall 2022

SECTION VI

CREDIT FOR PRIOR LEARNING

Lab Hours Min: 0.00 Max: 0.00
Other Hours Min: 1.00 Max:162.00
Total Contact Hours Min: 1.00 Max:162.00
Outside-of-Class Hours Min: 0.00 Max:0.00
Total Student Learning Hours Min: 1.00 Max: 162.00
FTEF Lecture Min: 0.0000 Max:
FTEF Lab Min: 0.0000 Max:
FTEF Total Min: 0.0000 Max:

- III. Last Time Pre/Co Requisite Update:
- IV. Last Outline Revision Date: 10/26/2017
- V. CIC Approval:
- VI. BOT Approval:
- VII. State Approval:
- VIII. Revised State Approval:
- IX. Course Approval Effective Date:

SECTION VI

CREDIT FOR PRIOR LEARNING

**SAN DIEGO COMMUNITY COLLEGE DISTRICT
CITY, MESA, AND MIRAMAR COLLEGES
ASSOCIATE DEGREE COURSE OUTLINE**

SECTION I

SUBJECT AREA AND COURSE NUMBER: English 044

COURSE TITLE:

Supervised Tutoring in English

Units:

-

No Grade/0 Units

CATALOG COURSE DESCRIPTION:

This course is designed to prepare the student to succeed in the corequisite and subsequent subject matter courses. This course may be taken four times with a different corequisite subject matter course.

REQUISITES:

NONE

FIELD TRIP REQUIREMENTS:

Not required

TRANSFER APPLICABILITY:

College noncredit course

CID:

TOTAL LECTURE HOURS:

TOTAL LAB HOURS:

TOTAL CONTACT HOURS:

OUTSIDE-OF-CLASS HOURS:

TOTAL STUDENT LEARNING HOURS:

STUDENT LEARNING OBJECTIVES:

Upon successful completion of the course the student will be able to:

1. Demonstrate the ability to apply basic study skills as related to his/her subject area.
2. Effectively utilize available campus learning resources.
3. Develop reading, writing, listening, speaking, critical thinking/reasoning, math and or other skills that are necessary to perform effectively in the corequisite or subsequent subject matter courses.

SECTION II

1. COURSE OUTLINE AND SCOPE:

A. Outline Of Topics:

The following topics are included in the framework of the course but are not intended as limits on content. The order of presentation and relative emphasis will vary with each instructor.

- I. Content will vary depending upon adjunct course. Attention will be given to basic study skills and availability of campus learning resources.
 - A. Meet with the instructor to develop a plan of learning materials to be used during the course.
 - B. Work independently on learning materials according to the plan developed.
 - C. Meet with the instructor regularly to evaluate progress, make additions to and revisions of the plan, as necessary, and review completed assignments.
 - D. Have a final conference with the instructor at the end of the semester.

B. Reading Assignments:

Reading assignments are required and may include, but are not limited to, the following:

- I. Appropriate readings will be recommended by the instructor. Students will be expected to work to improve their reading skills and will be required to read and respond to their readings each week.

C. Writing Assignments:

Writing assignments are required and may include, but are not limited to, the following:

- I. Writing assignments will be made by the appropriate instructor. Students will be expected to write short papers throughout the semester.

D. Appropriate Outside Assignments:

Outside assignments may include, but are not limited to, the following:

- I. Students may be required to work outside of the Tutorial Center to complete assignments, revise written work, and do assigned readings.

E. Appropriate Assignments that Demonstrate Critical Thinking:

Critical thinking assignments are required and may include, but are not limited to, the following:

- I. NA

2. METHODS OF EVALUATION:

A student's grade will be based on multiple measures of performance unless the course requires no grade. Multiple measures may include, but are not limited to, the following:

- I. Credit will be awarded based on assignments completed and the instructor's evaluation of the quality of work. Standards for performance will be explained to the student when the individualized study plan is developed.

3. METHODS OF INSTRUCTION:

Methods of instruction may include, but are not limited to, the following:

- * Distance Education (Fully online)
- * Other (Specify)
- * Appropriate methods of instruction for this course include laboratory, individual instruction, independent study, small group instruction, and self-paced multimedia systems.

4. REQUIRED TEXTS AND SUPPLIES:

Textbooks may include, but are not limited to:

TEXTBOOKS:

MANUALS:

PERIODICALS:

SOFTWARE:

SUPPLIES:

1. Texts will be determined by each instructor or tutor in the adjunct course syllabus presented to each student at the beginning of the course.

ORIGINATOR: Chris Sullivan

ORIGINATION DATE: 11/15/2021

PROPOSAL ORIGINATOR: Chris Sullivan

CO-CONTRIBUTOR(S)

PROPOSAL DATE: 03/30/2022

**SAN DIEGO COMMUNITY COLLEGE DISTRICT
COURSE PROPOSAL IMPACT REPORT**

COURSE TO BE PROPOSED: ENGL 044
Supervised Tutoring in English

ACTIVE/APPROVED COURSES IMPACTED:

ENGL 044 Supervised Tutoring in English (28971)

ACTIVE/APPROVED/PROPOSED PROGRAMS IMPACTED:

SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY , MESA AND MIRAMAR COLLEGES

Course Outline of Record: Curriculum Proposal Report

SECTION I

- I. **Subject Area:** English
- II. **Course Number:** 044
- III. **Course Title:** Supervised Tutoring in English
- IV. **Disciplines (Instructor Minimum Qualifications):** English
- V.
- VI. **Family:**
- VII. **Current Short Title:** Supervised Tutoring in English
- VIII. **Course Is Active/Where?** CITY , MESA AND MIRAMAR
- IX. **Originating Campus:** MESA
- X. **Action Proposed:** Course Revision (May Include Activation)
- XI. **Distance Education Proposed At:** City , Mesa and Miramar
- XII. **Proposal Originating Date:** 03/30/2022
- XIII. **Proposed Start Semester:** Spring 2024
- XIV. **Field Trip:** Not required
- XV. **Grading Option:** No Grade/0 Units
- XVI. **Current Short Description:** Prepares the student to succeed in corequisite and subsequent English courses.

SECTION II

COURSE ENROLLMENT INFORMATION

- I. **Requisites:** NONE
- II. **Current Degree Applicability:** College noncredit course
- III. **Current Basic Skills Designation:** B - Basic Skills Course
- IV. **Repeatability:** Course may be taken 4 time(s)
- V. **Course Equivalency:** No
- VI. **Additional Information:**
- VII. **Additional Textbook Information:**

COURSE ANALYSIS DATA

- I. **Reason for Proposed Action:** Six yr review. (Course revision is for six year review.)
- II. **How Does The Course Fit The College Mission?**
- III. **Current Transfer Options:**
- IV.
- V. **Extraordinary Cost to the College:** None.
- VI. **Library Resource Materials:** .

GENERAL EDUCATION ANALYSIS

REQUISITES ANALYSIS

SECTION III

COURSE DISTANCE EDUCATION INFORMATION

- I. **CITY**
- II. **Distance Education Methods of Instruction:** 1. Fully Online
- III. **Other Distance Education Methods:**
- IV. **Type and frequency of contact may include, but is not limited to:**
 1. Announcements
as needed

2. Collaborative Web Documents
as needed
 3. Conferencing
as assigned
 4. Email/Message System
as needed
 5. Group Meetings
as needed
 6. Individual Meetings
as needed
 7. Individualized Assignment Feedback
as needed
 8. Synchronous or Asynchronous Video
as needed
 9. Telephone Contact
as needed
- V. **List of Techniques:** Students engage in regular and effective interaction with each other and the instructor/assigned tutors as needed in ways that mirror the traditional classroom; only the delivery system is altered. These methods include one-on-one communication with the instructor/assigned tutors and may include communication with other students via e-mail, the announcement system, or other tools. Students also demonstrate an understanding and integration of course concepts via assignments, problem sets, group projects, asynchronous discussion, and/or other assignments.
- VI. **How to Evaluate Students for Achieved Outcomes:** Multiple measures are used to assess student learning objectives. These include performance on writing assignments and/or group or individual projects.
- VII. **Additional Resources/Materials/Information:** Materials posted online are consistent with those required for campus based class. SDCCD and DSPS personnel provide all needed accommodations. DSPS provide a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).
- VIII. **Audio Visual Library Materials:** NO
- IX. **MESA**
- X. **Distance Education Methods of Instruction:** 1. Fully Online
- XI. **Other Distance Education Methods:**
- XII. **Type and frequency of contact may include, but is not limited to:**
1. Announcements
As needed
Participant/s: Faculty to Student/s
 2. Email/Message System
As needed
Participant/s: Faculty to Student/s , Among Students
 3. Individualized Assignment Feedback
As appropriate
Participant/s: Faculty to Student/s , Among Students
 4. Synchronous or Asynchronous Video
Weekly or as scheduled
Participant/s: Faculty to Student/s , Among Students
- XIII. **List of Techniques:** Online instruction includes regular student-to-student and instructor-to-student communication. Announcements from the instructor to the students will be used as needed. Telephone calls between students and the instructor may be used to discuss questions and concerns throughout the course. E-mail/Messaging may be used for asynchronous instructor-to-student and student-to-student communication. Chat rooms may be used for synchronous interaction between students and between the instructor and students. Threaded discussions may be used for instructor-to-student and student-to-student asynchronous group communication. Live-classroom may be used for synchronous online lectures, meetings and office hour meetings as appropriate. Video, audio, learning objects and archived live-classroom lectures may be included for students to interact with asynchronously where appropriate. Assignments and tests that will be used in the Distance Education course will be exactly the same as those in the traditional course. Students will submit all course work (tests and assignments) electronically to the instructor for grading.
- XIV. **How to Evaluate Students for Achieved Outcomes:** The evaluation methods will mirror the on-campus course as specified in the course outline. The feedback on assignments and tests will be submitted electronically to the student.

XV. **Additional Resources/Materials/Information:** SDCCD and DSPS personnel will provide all needed accommodations. DSPS will provide a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).

XVI. **Audio Visual Library Materials:** NO

XVII. **MIRAMAR**

XVIII. **Distance Education Methods of Instruction:** 1. Fully Online

XIX. **Other Distance Education Methods:**

XX. **Type and frequency of contact may include, but is not limited to:**

1. Announcements
as needed
2. Collaborative Web Documents
as needed
3. Conferencing
as assigned
4. Email/Message System
as needed
5. Group Meetings
as needed
6. Individual Meetings
as needed
7. Individualized Assignment Feedback
as needed
8. Synchronous or Asynchronous Video
as needed
9. Telephone Contact
as needed

XXI. **List of Techniques:** Students engage in regular and effective interaction with each other and the instructor/assigned tutors as needed in ways that mirror the traditional classroom; only the delivery system is altered. These methods include one-on-one communication with the instructor/assigned tutors and may include communication with other students via e-mail, the announcement system, or other tools. Students also demonstrate an understanding and integration of course concepts via assignments, problem sets, group projects, asynchronous discussion, and/or other assignments.

XXII. **How to Evaluate Students for Achieved Outcomes:** Multiple measures are used to assess student learning objectives. These include performance on writing assignments and/or group or individual projects.

XXIII. **Additional Resources/Materials/Information:** Materials posted online are consistent with those required for campus based class. SDCCD and DSPS personnel provide all needed accommodations. DSPS provide a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).

XXIV. **Audio Visual Library Materials:** NO

SECTION IV

COURSE STUDENT LEARNING OUTCOME(S)

CITY

MESA

MIRAMAR

SECTION V

COURSE DATA ADMINISTRATION ELEMENTS

I. Codes:

California Classification: (B Developmental Preparatory)

TOP Code: 4930.09 Supervised Tutoring

SAM Code: E - Non Occupational

Course Prior to College Level (CB21): B - Two levels below transfer

Funding Agency Category (CB23): Not Applicable (funding not used to develop course)

Course Program Status (CB24): Not program-applicable

Course Gen Education Status (CB25): Y = Not applicable

Course Support Course Status (CB26): N = Course is not a support course

Major Restriction Code: NONE

II. Total Units: 0

Lecture Hours Min: 0.00 **Max:** 0.00

Lab Hours Min: 0.00 **Max:** 0.00

Other Hours Min: 0.00 **Max:**0.00

Total Contact Hours Min: 0.00 **Max:**0.00

Outside-of-Class Hours Min: 0.00 **Max:**0.00

Total Student Learning Hours Min: 0.00 **Max:** 0.00

FTEF Lecture Min: 0.0000 **Max:**

FTEF Lab Min: 0.0000 **Max:**

FTEF Total Min: 0.0000 **Max:**

III. Last Time Pre/Co Requisite Update:

IV. Last Outline Revision Date: 03/09/1995

V. CIC Approval:

VI. BOT Approval:

VII. State Approval:

VIII. Revised State Approval:

IX. Course Approval Effective Date:

SECTION VI

CREDIT FOR PRIOR LEARNING

Previous Report

CIC Approval: 03/24/2022
BOT APPROVAL:
STATE APPROVAL:
EFFECTIVE TERM: Fall 2022

**SAN DIEGO COMMUNITY COLLEGE DISTRICT
CITY, MESA, AND MIRAMAR COLLEGES
ASSOCIATE DEGREE COURSE OUTLINE**

SECTION I

SUBJECT AREA AND COURSE NUMBER: English 044

COURSE TITLE:
Supervised Tutoring in English

Units:
-
No Grade/0 Units

CATALOG COURSE DESCRIPTION:

This course is designed to prepare the student to succeed in the corequisite and subsequent subject matter courses.
This course may be taken four times with a different corequisite subject matter course.

REQUISITES:

NONE

FIELD TRIP REQUIREMENTS:
Not required

TRANSFER APPLICABILITY:
College noncredit course

CID:

TOTAL LECTURE HOURS:

TOTAL LAB HOURS:

TOTAL CONTACT HOURS:

OUTSIDE-OF-CLASS HOURS:

TOTAL STUDENT LEARNING HOURS:

STUDENT LEARNING OBJECTIVES:

Upon successful completion of the course the student will be able to:

1. Demonstrate the ability to apply basic study skills as related to his/her subject area.
2. Effectively utilize available campus learning resources.
3. Develop reading, writing, listening, speaking, critical thinking/reasoning, math and or other skills that are necessary to perform effectively in the corequisite or subsequent subject matter courses.

SECTION II

I. COURSE OUTLINE AND SCOPE:

A. Outline Of Topics:

The following topics are included in the framework of the course but are not intended as limits on content. The order of presentation and relative emphasis will vary with each instructor.

- I. Content will vary depending upon adjunct course. Attention will be given to basic study skills and availability of campus learning resources.
 - A. Meet with the instructor to develop a plan of learning materials to be used during the course.

Current Report

CIC Approval:
BOT APPROVAL:
STATE APPROVAL:
EFFECTIVE TERM:

**SAN DIEGO COMMUNITY COLLEGE DISTRICT
CITY, MESA, AND MIRAMAR COLLEGES
ASSOCIATE DEGREE COURSE OUTLINE**

SECTION I

SUBJECT AREA AND COURSE NUMBER: English 044

COURSE TITLE:
Supervised Tutoring in English

Units:
-
No Grade/0 Units

CATALOG COURSE DESCRIPTION:

This course is designed to prepare the student to succeed in the corequisite and subsequent subject matter courses.
This course may be taken four times with a different corequisite subject matter course.

REQUISITES:

NONE

FIELD TRIP REQUIREMENTS:
Not required

TRANSFER APPLICABILITY:
College noncredit course

CID:

TOTAL LECTURE HOURS:

TOTAL LAB HOURS:

TOTAL CONTACT HOURS:

OUTSIDE-OF-CLASS HOURS:

TOTAL STUDENT LEARNING HOURS:

STUDENT LEARNING OBJECTIVES:

Upon successful completion of the course the student will be able to:

1. Demonstrate the ability to apply basic study skills as related to his/her subject area.
2. Effectively utilize available campus learning resources.
3. Develop reading, writing, listening, speaking, critical thinking/reasoning, math and or other skills that are necessary to perform effectively in the corequisite or subsequent subject matter courses.

SECTION II

I. COURSE OUTLINE AND SCOPE:

A. Outline Of Topics:

The following topics are included in the framework of the course but are not intended as limits on content. The order of presentation and relative emphasis will vary with each instructor.

- I. Content will vary depending upon adjunct course. Attention will be given to basic study skills and availability of campus learning resources.
 - A. Meet with the instructor to develop a plan of learning materials to be used during the course.
 - B. Work independently on learning materials according to the plan developed.

- B. Work independently on learning materials according to the plan developed.
- C. Meet with the instructor regularly to evaluate progress make additions to and revisions of the plan as necessary and review completed assignments.
- D. Have a final conference with the instructor at the end of the semester.

B. Reading Assignments:

Reading assignments are required and may include, but are not limited to, the following:

- I. Appropriate readings will be recommended by the instructor. Students will be expected to work to improve their reading skills and will be required to read and respond to their readings each week.

C. Writing Assignments:

Writing assignments are required and may include, but are not limited to, the following:

- I. Writing assignments will be made by the appropriate instructor. Students will be expected to write short papers throughout the semester.

D. Appropriate Outside Assignments:

Outside assignments may include, but are not limited to, the following:

- I. Students may be required to work outside of the Tutorial Center to complete assignments, revise written work, and do assigned readings.

E. Appropriate Assignments that Demonstrate Critical Thinking:

Critical thinking assignments are required and may include, but are not limited to, the following:

- I. NA

2. METHODS OF EVALUATION:

A student's grade will be based on multiple measures of performance unless the course requires no grade. Multiple measures may include, but are not limited to, the following:

- I. Credit will be awarded based on assignments completed and the instructor's evaluation of the quality of work. Standards for performance will be explained to the student when the individualized study plan is developed.

3. METHODS OF INSTRUCTION:

Methods of instruction may include, but are not limited to, the following:

- * Distance Education (Fully online)
- * Other (Specify)
- * Appropriate methods of instruction for this course include laboratory, individual instruction, independent study, small group instruction, and self-paced multimedia systems.

4. REQUIRED TEXTS AND SUPPLIES:

Textbooks may include, but are not limited to:

TEXTBOOKS:

MANUALS:

PERIODICALS:

SOFTWARE:

SUPPLIES:

- 1. Texts will be determined by each instructor or tutor in the adjunct course syllabus presented to each student at the beginning of the course.

- C. Meet with the instructor regularly to evaluate progress make additions to and revisions of the plan as necessary and review completed assignments.
- D. Have a final conference with the instructor at the end of the semester.

B. Reading Assignments:

Reading assignments are required and may include, but are not limited to, the following:

- I. Appropriate readings will be recommended by the instructor. Students will be expected to work to improve their reading skills and will be required to read and respond to their readings each week.

C. Writing Assignments:

Writing assignments are required and may include, but are not limited to, the following:

- I. Writing assignments will be made by the appropriate instructor. Students will be expected to write short papers throughout the semester.

D. Appropriate Outside Assignments:

Outside assignments may include, but are not limited to, the following:

- I. Students may be required to work outside of the Tutorial Center to complete assignments, revise written work, and do assigned readings.

E. Appropriate Assignments that Demonstrate Critical Thinking:

Critical thinking assignments are required and may include, but are not limited to, the following:

- I. NA

2. METHODS OF EVALUATION:

A student's grade will be based on multiple measures of performance unless the course requires no grade. Multiple measures may include, but are not limited to, the following:

- I. Credit will be awarded based on assignments completed and the instructor's evaluation of the quality of work. Standards for performance will be explained to the student when the individualized study plan is developed.

3. METHODS OF INSTRUCTION:

Methods of instruction may include, but are not limited to, the following:

- * Distance Education (Fully online)
- * Other (Specify)
- * Appropriate methods of instruction for this course include laboratory, individual instruction, independent study, small group instruction, and self-paced multimedia systems.

4. REQUIRED TEXTS AND SUPPLIES:

Textbooks may include, but are not limited to:

TEXTBOOKS:

MANUALS:

PERIODICALS:

SOFTWARE:

SUPPLIES:

- 1. Texts will be determined by each instructor or tutor in the adjunct course syllabus presented to each student at the beginning of the course.

ORIGINATOR: [Chris Sullivan](#)
ORIGINATION DATE: [11/15/2021](#)
PROPOSAL ORIGINATOR: [Chris Sullivan](#)
CO-CONTRIBUTOR(S)
PROPOSAL DATE: [03/30/2022](#)

Status: Launched

Date Printed: 10/11/2022

ORIGINATOR: [Chris Sullivan](#)

CO-CONTRIBUTOR(S)

DATE: [11/15/2021](#)



Previous Report

SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY , MESA AND MIRAMAR COLLEGES

Course Outline of Record:
Curriculum Proposal Report

SECTION I

- I. **Subject Area:** English
- II. **Course Number:** 044
- III. **Course Title:** Supervised Tutoring in English
- IV. **Disciplines (Instructor Minimum Qualifications):** English
- V.
- VI. **Family:**
- VII. **Current Short Title:** Supervised Tutoring in English
- VIII. **Course Is Active/Where?** CITY , MESA AND MIRAMAR
- IX. **Originating Campus:** MESA
- X. **Action Proposed:** Course Revision (May Include Activation)
- XI. **Distance Education Proposed At:** City , Mesa and Miramar
- XII. **Proposal Originating Date:** 11/15/2021
- XIII. **Proposed Start Semester:** Fall 2022
- XIV. **Field Trip:** Not required
- XV. **Grading Option:** No Grade/0 Units
- XVI. **Current Short Description:** Prepares the student to succeed in corequisite and subsequent English courses.

SECTION II

COURSE ENROLLMENT INFORMATION

- I. **Requisites:** NONE
- II. **Current Degree Applicability:** College noncredit course
- III. **Current Basic Skills Designation:** B - Basic Skills Course
- IV. **Repeatability:** Course may be taken 4 time(s)
- V. **Course Equivalency:** No
- VI. **Additional Information:**
- VII. **Additional Textbook Information:**

COURSE ANALYSIS DATA

- I. **Reason for Proposed Action:** Revision of Mesa Distance Ed from Emergency Only to Fully Online.
- II. **How Does The Course Fit The College Mission?**
- III. **Current Transfer Options:**
- IV.
- V. **Extraordinary Cost to the College:** None.
- VI. **Library Resource Materials:** .

GENERAL EDUCATION ANALYSIS

REQUISITES ANALYSIS

SECTION III

COURSE DISTANCE EDUCATION INFORMATION

- I. **CITY**
- II. **Distance Education Methods of Instruction:** 1. Fully Online
- III. **Other Distance Education Methods:**

Current Report

SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY , MESA AND MIRAMAR COLLEGES

Course Outline of Record:
Curriculum Proposal Report

SECTION I

- I. **Subject Area:** English
- II. **Course Number:** 044
- III. **Course Title:** Supervised Tutoring in English
- IV. **Disciplines (Instructor Minimum Qualifications):** English
- V.
- VI. **Family:**
- VII. **Current Short Title:** Supervised Tutoring in English
- VIII. **Course Is Active/Where?** CITY , MESA AND MIRAMAR
- IX. **Originating Campus:** MESA
- X. **Action Proposed:** Course Revision (May Include Activation)
- XI. **Distance Education Proposed At:** City , Mesa and Miramar
- XII. **Proposal Originating Date:** 03/30/2022
- XIII. **Proposed Start Semester:** Spring 2024
- XIV. **Field Trip:** Not required
- XV. **Grading Option:** No Grade/0 Units
- XVI. **Current Short Description:** Prepares the student to succeed in corequisite and subsequent English courses.

SECTION II

COURSE ENROLLMENT INFORMATION

- I. **Requisites:** NONE
- II. **Current Degree Applicability:** College noncredit course
- III. **Current Basic Skills Designation:** B - Basic Skills Course
- IV. **Repeatability:** Course may be taken 4 time(s)
- V. **Course Equivalency:** No
- VI. **Additional Information:**
- VII. **Additional Textbook Information:**

COURSE ANALYSIS DATA

- I. **Reason for Proposed Action:** Six yr review. (Course revision is for six year review.)
- II. **How Does The Course Fit The College Mission?**
- III. **Current Transfer Options:**
- IV.
- V. **Extraordinary Cost to the College:** None.
- VI. **Library Resource Materials:** .

GENERAL EDUCATION ANALYSIS

REQUISITES ANALYSIS

SECTION III

COURSE DISTANCE EDUCATION INFORMATION

- I. **CITY**
- II. **Distance Education Methods of Instruction:** 1. Fully Online
- III. **Other Distance Education Methods:**

IV. Type and frequency of contact may include, but is not limited to:

1. Announcements
as needed
2. Collaborative Web Documents
as needed
3. Conferencing
as assigned
4. Email/Message System
as needed
5. Group Meetings
as needed
6. Individual Meetings
as needed
7. Individualized Assignment Feedback
as needed
8. Synchronous or Asynchronous Video
as needed
9. Telephone Contact
as needed

V. List of Techniques: Students engage in regular and effective interaction with each other and the instructor/assigned tutors as needed in ways that mirror the traditional classroom; only the delivery system is altered. These methods include one-on-one communication with the instructor/assigned tutors and may include communication with other students via e-mail, the announcement system, or other tools. Students also demonstrate an understanding and integration of course concepts via assignments, problem sets, group projects, asynchronous discussion, and/or other assignments.

VI. How to Evaluate Students for Achieved Outcomes: Multiple measures are used to assess student learning objectives. These include performance on writing assignments and/or group or individual projects.

VII. Additional Resources/Materials/Information: Materials posted online are consistent with those required for campus based class. SDCCD and DSPS personnel provide all needed accommodations. DSPS provide a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).

VIII. Audio Visual Library Materials: NO**IX. MESA**

X. Distance Education Methods of Instruction: 1. Fully Online

XI. Other Distance Education Methods:

XII. Type and frequency of contact may include, but is not limited to:

1. Announcements
As needed
Participant/s: Faculty to Student/s
2. Email/Message System
As needed
Participant/s: Faculty to Student/s , Among Students
3. Individualized Assignment Feedback
As appropriate
Participant/s: Faculty to Student/s , Among Students
4. Synchronous or Asynchronous Video
Weekly or as scheduled
Participant/s: Faculty to Student/s , Among Students

XIII. List of Techniques: Online instruction includes regular student-to-student and instructor-to-student communication. Announcements from the instructor to the students will be used as needed. Telephone calls between students and the instructor may be used to discuss questions and concerns throughout the course. E-mail/Messaging may be used for asynchronous instructor-to-student and student-to-student communication. Chat rooms may be used for synchronous interaction between students and between the instructor and students. Threaded discussions may be used for instructor-to-student and student-to-student asynchronous group communication. Live-classroom may be used for synchronous online lectures, meetings and office hour meetings as appropriate. Video, audio, learning objects and archived live-classroom lectures may be included for students to interact with asynchronously where appropriate. Assignments and tests that will be used in the Distance Education course will be exactly the same as those in the traditional course. Students will submit all course work (tests and assignments) electronically to the instructor for grading.

XIV. How to Evaluate Students for Achieved Outcomes: The evaluation methods will mirror the on-campus course as specified in the course outline. The feedback on assignments and tests will be submitted electronically to the student.

XV. Additional Resources/Materials/Information: SDCCD and DSPS personnel will provide all needed accommodations. DSPS will provide a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working

IV. Type and frequency of contact may include, but is not limited to:

1. Announcements
as needed
2. Collaborative Web Documents
as needed
3. Conferencing
as assigned
4. Email/Message System
as needed
5. Group Meetings
as needed
6. Individual Meetings
as needed
7. Individualized Assignment Feedback
as needed
8. Synchronous or Asynchronous Video
as needed
9. Telephone Contact
as needed

V. List of Techniques: Students engage in regular and effective interaction with each other and the instructor/assigned tutors as needed in ways that mirror the traditional classroom; only the delivery system is altered. These methods include one-on-one communication with the instructor/assigned tutors and may include communication with other students via e-mail, the announcement system, or other tools. Students also demonstrate an understanding and integration of course concepts via assignments, problem sets, group projects, asynchronous discussion, and/or other assignments.

VI. How to Evaluate Students for Achieved Outcomes: Multiple measures are used to assess student learning objectives. These include performance on writing assignments and/or group or individual projects.

VII. Additional Resources/Materials/Information: Materials posted online are consistent with those required for campus based class. SDCCD and DSPS personnel provide all needed accommodations. DSPS provide a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).

VIII. Audio Visual Library Materials: NO**IX. MESA**

X. Distance Education Methods of Instruction: 1. Fully Online

XI. Other Distance Education Methods:

XII. Type and frequency of contact may include, but is not limited to:

1. Announcements
As needed
Participant/s: Faculty to Student/s
2. Email/Message System
As needed
Participant/s: Faculty to Student/s , Among Students
3. Individualized Assignment Feedback
As appropriate
Participant/s: Faculty to Student/s , Among Students
4. Synchronous or Asynchronous Video
Weekly or as scheduled
Participant/s: Faculty to Student/s , Among Students

XIII. List of Techniques: Online instruction includes regular student-to-student and instructor-to-student communication. Announcements from the instructor to the students will be used as needed. Telephone calls between students and the instructor may be used to discuss questions and concerns throughout the course. E-mail/Messaging may be used for asynchronous instructor-to-student and student-to-student communication. Chat rooms may be used for synchronous interaction between students and between the instructor and students. Threaded discussions may be used for instructor-to-student and student-to-student asynchronous group communication. Live-classroom may be used for synchronous online lectures, meetings and office hour meetings as appropriate. Video, audio, learning objects and archived live-classroom lectures may be included for students to interact with asynchronously where appropriate. Assignments and tests that will be used in the Distance Education course will be exactly the same as those in the traditional course. Students will submit all course work (tests and assignments) electronically to the instructor for grading.

XIV. How to Evaluate Students for Achieved Outcomes: The evaluation methods will mirror the on-campus course as specified in the course outline. The feedback on assignments and tests will be submitted electronically to the student.

XV. Additional Resources/Materials/Information: SDCCD and DSPS personnel will provide all needed accommodations. DSPS will provide a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working

with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).

XVI. Audio Visual Library Materials: NO

XVII. MIRAMAR

XVIII. Distance Education Methods of Instruction: 1. Fully Online

XIX. Other Distance Education Methods:

XX. Type and frequency of contact may include, but is not limited to:

1. Announcements
as needed
2. Collaborative Web Documents
as needed
3. Conferencing
as assigned
4. Email/Message System
as needed
5. Group Meetings
as needed
6. Individual Meetings
as needed
7. Individualized Assignment Feedback
as needed
8. Synchronous or Asynchronous Video
as needed
9. Telephone Contact
as needed

XXI. List of Techniques: Students engage in regular and effective interaction with each other and the instructor/assigned tutors as needed in ways that mirror the traditional classroom; only the delivery system is altered. These methods include one-on-one communication with the instructor/assigned tutors and may include communication with other students via e-mail, the announcement system, or other tools. Students also demonstrate an understanding and integration of course concepts via assignments, problem sets, group projects, asynchronous discussion, and/or other assignments.

XXII. How to Evaluate Students for Achieved Outcomes: Multiple measures are used to assess student learning objectives. These include performance on writing assignments and/or group or individual projects.

XXIII. Additional Resources/Materials/Information: Materials posted online are consistent with those required for campus based class. SDCCD and DSPS personnel provide all needed accommodations. DSPS provide a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).

XXIV. Audio Visual Library Materials: NO

SECTION IV

COURSE STUDENT LEARNING OUTCOME(S)

CITY

MESA

MIRAMAR

SECTION V

COURSE DATA ADMINISTRATION ELEMENTS

I. Codes:

California Classification: (B Developmental Preparatory)

TOP Code: 4930.09 Supervised Tutoring

SAM Code: E - Non Occupational

Course Prior to College Level (CB21): B - Two levels below transfer

Funding Agency Category (CB23): Not Applicable (funding not used to develop course)

Course Program Status (CB24): Not program-applicable

Course Gen Education Status (CB25): Y = Not applicable

Course Support Course Status (CB26): N = Course is not a support course

Major Restriction Code: NONE

II. Total Units: 0

Lecture Hours Min: 0.00 **Max:** 0.00

Lab Hours Min: 0.00 **Max:** 0.00

with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).

XVI. Audio Visual Library Materials: NO

XVII. MIRAMAR

XVIII. Distance Education Methods of Instruction: 1. Fully Online

XIX. Other Distance Education Methods:

XX. Type and frequency of contact may include, but is not limited to:

1. Announcements
as needed
2. Collaborative Web Documents
as needed
3. Conferencing
as assigned
4. Email/Message System
as needed
5. Group Meetings
as needed
6. Individual Meetings
as needed
7. Individualized Assignment Feedback
as needed
8. Synchronous or Asynchronous Video
as needed
9. Telephone Contact
as needed

XXI. List of Techniques: Students engage in regular and effective interaction with each other and the instructor/assigned tutors as needed in ways that mirror the traditional classroom; only the delivery system is altered. These methods include one-on-one communication with the instructor/assigned tutors and may include communication with other students via e-mail, the announcement system, or other tools. Students also demonstrate an understanding and integration of course concepts via assignments, problem sets, group projects, asynchronous discussion, and/or other assignments.

XXII. How to Evaluate Students for Achieved Outcomes: Multiple measures are used to assess student learning objectives. These include performance on writing assignments and/or group or individual projects.

XXIII. Additional Resources/Materials/Information: Materials posted online are consistent with those required for campus based class. SDCCD and DSPS personnel provide all needed accommodations. DSPS provide a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).

XXIV. Audio Visual Library Materials: NO

SECTION IV

COURSE STUDENT LEARNING OUTCOME(S)

CITY

MESA

MIRAMAR

SECTION V

COURSE DATA ADMINISTRATION ELEMENTS

I. Codes:

California Classification: (B Developmental Preparatory)

TOP Code: 4930.09 Supervised Tutoring

SAM Code: E - Non Occupational

Course Prior to College Level (CB21): B - Two levels below transfer

Funding Agency Category (CB23): Not Applicable (funding not used to develop course)

Course Program Status (CB24): Not program-applicable

Course Gen Education Status (CB25): Y = Not applicable

Course Support Course Status (CB26): N = Course is not a support course

Major Restriction Code: NONE

II. Total Units: 0

Lecture Hours Min: 0.00 **Max:** 0.00

Lab Hours Min: 0.00 **Max:** 0.00

Other Hours Min: 0.00 Max:0.00
Total Contact Hours Min: 0.00 Max:0.00
Outside-of-Class Hours Min: 0.00 Max:0.00
Total Student Learning Hours Min: 0.00 Max: 0.00
FTEF Lecture Min: 0.0000 Max:
FTEF Lab Min: 0.0000 Max:
FTEF Total Min: 0.0000 Max:

- III. Last Time Pre/Co Requisite Update:**
- IV. Last Outline Revision Date:** 03/09/1995
- V. CIC Approval:** 03/24/2022
- VI. BOT Approval:**
- VII. State Approval:**
- VIII. Revised State Approval:**
- IX. Course Approval Effective Date:** Fall 2022

SECTION VI

CREDIT FOR PRIOR LEARNING

Other Hours Min: 0.00 Max:0.00
Total Contact Hours Min: 0.00 Max:0.00
Outside-of-Class Hours Min: 0.00 Max:0.00
Total Student Learning Hours Min: 0.00 Max: 0.00
FTEF Lecture Min: 0.0000 Max:
FTEF Lab Min: 0.0000 Max:
FTEF Total Min: 0.0000 Max:

- III. Last Time Pre/Co Requisite Update:**
- IV. Last Outline Revision Date:** 03/09/1995
- V. CIC Approval:**
- VI. BOT Approval:**
- VII. State Approval:**
- VIII. Revised State Approval:**
- IX. Course Approval Effective Date:**

SECTION VI

CREDIT FOR PRIOR LEARNING

**SAN DIEGO COMMUNITY COLLEGE DISTRICT
MESA, AND MIRAMAR COLLEGES
ASSOCIATE DEGREE COURSE OUTLINE**

SECTION I

SUBJECT AREA AND COURSE NUMBER: Exercise Science 140A

COURSE TITLE:
Boot Camp I

Units:
0.5-1
Grade Only

CATALOG COURSE DESCRIPTION:

This course provides students with introductory level instruction in fundamental skills related to core strength, stability, and performance. Topics include physical readiness testing, proper exercise technique, and fundamental core and strength training. This course is the first in a series of four boot camp physical training courses. It is intended for kinesiology majors and all students interested in comprehensive physical fitness training. All objectives are covered in this course whether offered for 0.5 or one unit. When this course is offered for one unit, the additional time is utilized for additional skills practice and refinement of exercise technique.

REQUISITES:

NONE

FIELD TRIP REQUIREMENTS:
May be required

TRANSFER APPLICABILITY:
Associate Degree Credit & transfer to CSU UC Transfer Course List

CID:

TOTAL LECTURE HOURS:

TOTAL LAB HOURS:
32 - 54

TOTAL CONTACT HOURS:
32 - 54

OUTSIDE-OF-CLASS HOURS:

TOTAL STUDENT LEARNING HOURS:
32 - 54

STUDENT LEARNING OBJECTIVES:
Upon successful completion of the course the student will be able to:

All objectives are covered whether offered for .50 or 1.0 unit. When this course is offered for 1.0

unit, the additional time is utilized for skill development, and, enhanced cardiovascular fitness and muscular strength.

1. Appraise and evaluate personal fitness level.
2. Interpret individual level of fitness through a physical readiness test.
3. Identify and apply fundamental core stability and fitness terminology.
4. Identify, apply, and increase functional core stability at the introductory level.
5. Explain and utilize exercise safety principles.

SECTION II

1. COURSE OUTLINE AND SCOPE:

A. Outline Of Topics:

The following topics are included in the framework of the course but are not intended as limits on content. The order of presentation and relative emphasis will vary with each instructor.

- I. Fitness evaluation
 - A. Informed consent
 - B. Physical Activity Readiness Questionnaire (PAR-Q)
- II. Physical Readiness Test
 - A. 1.0 mile run for time
 - B. Plank max effort for time
 - C. Push-up test
 - D. Flexibility assessment
- III. Core stability terminology
 - A. Abdominal muscles
 - B. Lower back muscles
 - C. Gluteus muscles
 - D. Muscles that surround and stabilize the hips
 - E. Deep inner muscles that support the spine
 - F. Types of movement patterns
 1. Flexion/extension
 2. Rotational movements
 3. Crossing and side to side movements
 4. Adduction/abduction
- IV. Introductory types of functional training
 - A. Core
 - B. Circuit
 - C. Interval
 - D. Mobility
 - E. Plyometrics
 - F. Bodyweight
- V. Fundamental principles of exercise form and technique
 - A. Full range of motion
 - B. Muscle strength and joint flexibility
 - C. Types of exercise movement
 - D. Agonist
 - E. Antagonist
- VI. Fundamental principles of exercise safety
 - A. Proper warm-up/cool down
 - B. Overuse training

B. Reading Assignments:

Reading assignments are required and may include, but are not limited to, the following:

- I. Selected textbooks.
- II. Articles from fitness journals or magazines such as the IDEA Fitness Journal.

III. Related internet websites.

C. Writing Assignments:

Writing assignments are required and may include, but are not limited to, the following:

- I. Essay on the importance of building core stability.
- II. Critiques of articles from selected fitness journals.
- III. Personal fitness profile.

D. Appropriate Outside Assignments:

Outside assignments may include, but are not limited to, the following:

- I. Completing a written fitness profile.
- II. Participating in local fitness events.
- III. Interviewing a fitness expert.

E. Appropriate Assignments that Demonstrate Critical Thinking:

Critical thinking assignments are required and may include, but are not limited to, the following:

- I. Creating various types of exercises to increase core stability.
- II. Evaluating a personal fitness profile.
- III. Assessing one's current fitness level.

2. METHODS OF EVALUATION:

A student's grade will be based on multiple measures of performance unless the course requires no grade. Multiple measures may include, but are not limited to, the following:

- I. Fitness profile.
- II. Physical Readiness Test.
- III. Writing assignments.
- IV. Class participation.

3. METHODS OF INSTRUCTION:

Methods of instruction may include, but are not limited to, the following:

- * Collaborative Learning
- * Laboratory
- * Other (Specify)
- * A. Demonstration of proper technique.
- * B. Evaluation, modification, and application of proper technique.

4. REQUIRED TEXTS AND SUPPLIES:

Textbooks may include, but are not limited to:

TEXTBOOKS:

- 1. Delavier, Frederick and Michael Gundill. Delavier's Core Training Anatomy, 1st ed. Human Kinetics, 2011, ISBN: 9781450413992
- 2. Haff, G. Gregory and N. Travis Triplett (eds.). Essentials of Strength Training and Conditioning, 4th ed. Human Kinetics, 2016, ISBN: 9781492501626

MANUALS:

PERIODICALS:

SOFTWARE:

SUPPLIES:

1. Appropriate athletic shoes
2. Towel
3. Water
4. Appropriate workout clothes

ORIGINATOR: Rod Porter

ORIGINATION DATE: 08/31/2017

PROPOSAL ORIGINATOR: Kelsey Graham

CO-CONTRIBUTOR(S) Nathan Resch

PROPOSAL DATE: 09/02/2022

**SAN DIEGO COMMUNITY COLLEGE DISTRICT
COURSE PROPOSAL IMPACT REPORT**

**COURSE TO BE PROPOSED: EXSC 140A
Boot Camp I**

ACTIVE/APPROVED COURSES IMPACTED:

EXSC 140A Boot Camp I (29300)

Advisory

EXSC 140B (Active)

ACTIVE/APPROVED/PROPOSED PROGRAMS IMPACTED:

(Mesa)

Kinesiology *Approved*;
Associate in Arts for Transfer Degree

Fitness

(Mesa)

Kinesiology *Active*;
Associate of Science Degree

Select a minimum of one unit from Anarobics:

(Mesa)

Kinesiology *Approved*;
Associate of Science Degree

Select a minimum of one unit from Anarobics:

SAN DIEGO COMMUNITY COLLEGE DISTRICT

MESA AND MIRAMAR COLLEGES

Course Outline of Record: Curriculum Proposal Report

SECTION I

- I. **Subject Area:** Exercise Science
- II. **Course Number:** 140A
- III. **Course Title:** Boot Camp I
- IV. **Disciplines (Instructor Minimum Qualifications):** Physical Education
- V.
- VI. **Family:** ANAEROBIC
- VII. **Current Short Title:** Boot Camp I
- VIII. **Course Is Active/Where?** MESA AND MIRAMAR
- IX. **Originating Campus:** MESA
- X. **Action Proposed:** Course Revision (May Include Activation)
- XI. **Distance Education Proposed At:** Mesa and Miramar
- XII. **Proposal Originating Date:** 09/02/2022
- XIII. **Proposed Start Semester:** Fall 2024
- XIV. **Field Trip:** May be required
- XV. **Grading Option:** Grade Only
- XVI. **Current Short Description:** Introductory level core strength, stability, and performance training.

SECTION II

COURSE ENROLLMENT INFORMATION

- I. **Requisites:** NONE
- II. **Current Degree Applicability:** Associate Degree Credit & transfer to CSU
- III. **Current Basic Skills Designation:** N - Not a Basic Skills Course
- IV. **Repeatability:** Course may be taken 1 time(s)
- V. **Course Equivalency:** No
- VI. **Additional Information:** This course requires students to analyze and utilize student learning objectives 1-5 such as interpret individual level of fitness through a physical readiness test. 32 hours of activity are required as a minimum for physiological adaptation and development of these skill-related outcomes.
- VII. **Additional Textbook Information:** Texts are most current editions as of 9/1/2022.

COURSE ANALYSIS DATA

- I. **Reason for Proposed Action:** Six-year review including: 1) addition of extra min hrs statement and objective heading, 2) edit to description, and 3) review & update texts for currency. (Course revision is for six year review.)
- II. **How Does The Course Fit The College Mission?** 1. Transfer
- III. **Current Transfer Options:** 1. UC Transfer Course List
- IV. **Proposed College/District Purpose:** 1. Graduation Requirement
- V. **Extraordinary Cost to the College:** None.
- VI. **Library Resource Materials:** No new resources required..

GENERAL EDUCATION ANALYSIS

Other Graduation Requirement:

Yes

UC Transfer Course:

Yes

REQUISITES ANALYSIS

SECTION III

COURSE DISTANCE EDUCATION INFORMATION

I. MESA

II. **Distance Education Methods of Instruction:** 1. Online-Emergency Only

III. **Other Distance Education Methods:**

IV. **Type and frequency of contact may include, but is not limited to:**

1. Announcements
As needed
2. Discussion Board
At least weekly
3. Email/Message System
Frequent
4. Synchronous or Asynchronous Video
Frequent
5. Telephone Contact
As needed

V. **List of Techniques:** In EXSC courses with laboratory component, content and student learning objectives will be delivered to students using both synchronous and asynchronous student-to-student and student-to- instructor contact which include video presentation, discussion boards, Zoom meetings, YouTube, email and telephone contact. Students will do presentations using power point or other modality, will do demonstrations via synchronous and asynchronous video platforms such as Zoom or YouTube, and will use activity-specific Apps available to the public. Online instruction includes regular student-to-student and instructor-to-student communication. Telephone calls between students and the instructor may be used to discuss questions and concerns throughout the course. E-mail may be used for asynchronous instructor-to-student and student-to-student communication. Chat rooms may be used for synchronous interaction between students and between the instructor and students. Threaded discussions may be used for instructor-to-student and student-to-student asynchronous group communication. Live-classroom may be used for synchronous online lectures, meetings and office hour meetings as appropriate. Video, audio, learning objects and archived live-classroom lectures may be included for students to interact with asynchronously where appropriate. Assignments and tests that will be used in the Distance Education course will be exactly the same as those in the traditional course. Students will submit all course work (tests and assignments) electronically to the instructor for grading.

VI. **How to Evaluate Students for Achieved Outcomes:** The evaluation methods will mirror the on-campus course as specified in the course outline. The feedback on assignments and tests will be submitted electronically to the student.

VII. **Additional Resources/Materials/Information:** SDCCD and DSPS personnel will provide all needed accommodations. DSPS will provide a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).

VIII. **Audio Visual Library Materials:** NO

IX. MIRAMAR

X. **Distance Education Methods of Instruction:** 1. Online-Emergency Only

XI. **Other Distance Education Methods:**

XII. **Type and frequency of contact may include, but is not limited to:**

1. Announcements
weekly
2. Chat Rooms
as assigned
3. Conferencing
as assigned
4. Discussion Board
at least once during the term with the instructor and with other students
5. Email/Message System
as needed
6. Field Trips
as assigned
7. Group Meetings
optional guided workout sessions may be offered weekly
8. Individual Meetings
as needed

9. Individualized Assignment Feedback
as assigned
10. Synchronous or Asynchronous Video
optional guided workout sessions may be offered weekly
11. Telephone Contact
as needed
- XIII. **List of Techniques:** Students will interact with each other and the instructor in ways that mirror the traditional classroom, only the delivery system will be altered. These methods include one-on-one communication with the instructor and other students via e-mail, the discussion board, and/or the chat room. In addition, students will participate in individual projects such as designing a fitness program to meet their individual goals. Students will also demonstrate an understanding and integration of course concepts via group activities such as guided workouts, asynchronous class discussion, and/or other assignments.
- XIV. **How to Evaluate Students for Achieved Outcomes:** Multiple measures will be used to assess student learning objectives. These include performance on objective examinations administered via the assessment tool, personal fitness evaluations, and individual projects such as a fitness program to meet individual health goals. Students will also be assessed on the frequency and duration of course-related exercise through one of two methods: 1) Electronic documentation of workout time, fitness activity via time lapse video, calories burned, or other appropriate metrics from a personal fitness tracker such as a smartphone application or similar tool; or 2) Documentation of regular attendance at a fitness center, health club, or similar facility with appropriate equipment (this documentation must be provided by the facility itself).
- XV. **Additional Resources/Materials/Information:** Materials posted online are consistent with those required for campus-based class. SDCCD and DSPS personnel provide all needed accommodations. DSPS provides a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).
- XVI. **Audio Visual Library Materials:** NO

SECTION IV

COURSE STUDENT LEARNING OUTCOME(S)

MESA

- Identify personal fitness goals, and participate in an appropriate cardiovascular, strength, functional and flexibility, training program.
- Evaluate appropriate and safe exercises for cardiovascular, strength, functional and flexibility training program.
- Identify the factors contributing to wellness and longevity, and understand the consequences of unhealthful lifestyle choices.

MIRAMAR

SECTION V

COURSE DATA ADMINISTRATION ELEMENTS

I. Codes:

California Classification: (Y Credit Course)

TOP Code: 0835.00 Physical Education

SAM Code: E - Non Occupational

Course Prior to College Level (CB21): Y - Not applicable. Level of course is not one of the levels listed above, may be above level A (transferable) or below level C (more than 3 levels below transfer level).

Funding Agency Category (CB23): Not Applicable (funding not used to develop course)

Course Program Status (CB24): Program-applicable

Course Gen Education Status (CB25): Y = Not applicable

Course Support Course Status (CB26): N = Course is not a support course

Major Restriction Code: NONE

II. Lab Units: 0.50 - 1.00

Total Units: 0.5 - 1

Lecture Hours Min: 0.00 **Max:** 0.00

Lab Hours Min: 32.00 Max: 54.00

Other Hours Min: 0.00 Max:0.00

Total Contact Hours Min: 32.00 Max:54.00

Outside-of-Class Hours Min: 0.00 Max:0.00

Total Student Learning Hours Min: 32.00 Max: 54.00

FTEF Lecture Min: 0.0000 Max:0.0000

FTEF Lab Min: 0.1333 Max:0.2000

FTEF Total Min: 0.1333 Max:0.2000

III. Last Time Pre/Co Requisite Update:

IV. Last Outline Revision Date: 12/14/2017

V. CIC Approval:

VI. BOT Approval:

VII. State Approval:

VIII. Revised State Approval:

IX. Course Approval Effective Date:

SECTION VI

CREDIT FOR PRIOR LEARNING

Previous Report

EXSC 140A

CIC Approval: 12/14/2017
BOT APPROVAL:
STATE APPROVAL:
EFFECTIVE TERM: Fall 2018

**SAN DIEGO COMMUNITY COLLEGE DISTRICT
MESA, AND MIRAMAR COLLEGES
ASSOCIATE DEGREE COURSE OUTLINE**

SECTION I

SUBJECT AREA AND COURSE NUMBER: Exercise Science 140A

COURSE TITLE:
Boot Camp I

Units:
0.5-1
Grade Only

CATALOG COURSE DESCRIPTION:

This course provides students with introductory level instruction in fundamental skills related to core strength, stability, and performance. Topics include physical readiness testing, proper exercise technique, and fundamental core and strength training using various training models derived from or inspired by military physical training techniques. This course is the first in a series of four boot camp physical training courses. It is intended for kinesiology majors and all students interested in comprehensive physical fitness training. All objectives are covered in this course whether offered for 0.5 or one unit. When this course is offered for one unit, the additional time is utilized for additional skills practice and refinement of exercise technique.

REQUISITES:

NONE

FIELD TRIP REQUIREMENTS:
May be required

TRANSFER APPLICABILITY:
Associate Degree Credit & transfer to CSU UC Transfer Course List

CID:

TOTAL LECTURE HOURS:

TOTAL LAB HOURS:
32 - 54

TOTAL CONTACT HOURS:
32 - 54

OUTSIDE-OF-CLASS HOURS:

TOTAL STUDENT LEARNING HOURS:
32 - 54

STUDENT LEARNING OBJECTIVES:

Upon successful completion of the course the student will be able to:

1. Appraise and evaluate personal fitness level.
2. Interpret individual level of fitness through a physical readiness test.
3. Identify and apply fundamental core stability and fitness terminology.
4. Identify, apply, and increase functional core stability at the introductory level.
5. Explain and utilize exercise safety principles.

Current Report

EXSC 140A

CIC Approval:
BOT APPROVAL:
STATE APPROVAL:
EFFECTIVE TERM:

**SAN DIEGO COMMUNITY COLLEGE DISTRICT
MESA, AND MIRAMAR COLLEGES
ASSOCIATE DEGREE COURSE OUTLINE**

SECTION I

SUBJECT AREA AND COURSE NUMBER: Exercise Science 140A

COURSE TITLE:
Boot Camp I

Units:
0.5-1
Grade Only

CATALOG COURSE DESCRIPTION:

This course provides students with introductory level instruction in fundamental skills related to core strength, stability, and performance. Topics include physical readiness testing, proper exercise technique, and fundamental core and strength training. This course is the first in a series of four boot camp physical training courses. It is intended for kinesiology majors and all students interested in comprehensive physical fitness training. All objectives are covered in this course whether offered for 0.5 or one unit. When this course is offered for one unit, the additional time is utilized for additional skills practice and refinement of exercise technique.

REQUISITES:

NONE

FIELD TRIP REQUIREMENTS:
May be required

TRANSFER APPLICABILITY:
Associate Degree Credit & transfer to CSU UC Transfer Course List

CID:

TOTAL LECTURE HOURS:

TOTAL LAB HOURS:
32 - 54

TOTAL CONTACT HOURS:
32 - 54

OUTSIDE-OF-CLASS HOURS:

TOTAL STUDENT LEARNING HOURS:
32 - 54

STUDENT LEARNING OBJECTIVES:

Upon successful completion of the course the student will be able to:

- All objectives are covered whether offered for .50 or 1.0 unit. When this course is offered for 1.0 unit, the additional time is utilized for skill development, and, enhanced cardiovascular fitness and muscular strength.**
1. Appraise and evaluate personal fitness level.
 2. Interpret individual level of fitness through a physical readiness test.
 3. Identify and apply fundamental core stability and fitness terminology.
 4. Identify, apply, and increase functional core stability at the introductory level.
 5. Explain and utilize exercise safety principles.

SECTION II

I. COURSE OUTLINE AND SCOPE:

A. Outline Of Topics:

The following topics are included in the framework of the course but are not intended as limits on content. The order of presentation and relative emphasis will vary with each instructor.

- I. Fitness evaluation
 - A. Informed consent
 - B. Physical Activity Readiness Questionnaire (PAR-Q)
- II. Physical Readiness Test
 - A. 1.0 mile run for time
 - B. Plank max effort for time
 - C. Push-up test
 - D. Flexibility assessment
- III. Core stability terminology
 - A. Abdominal muscles
 - B. Lower back muscles
 - C. Gluteus muscles
 - D. Muscles that surround and stabilize the hips
 - E. Deep inner muscles that support the spine
 - F. Types of movement patterns
 1. Flexion/extension
 2. Rotational movements
 3. Crossing and side to side movements
 4. Adduction/abduction
- IV. Introductory types of functional training
 - A. Core
 - B. Circuit
 - C. Interval
 - D. Mobility
 - E. Plyometrics
 - F. Bodyweight
- V. Fundamental principles of exercise form and technique
 - A. Full range of motion
 - B. Muscle strength and joint flexibility
 - C. Types of exercise movement
 - D. Agonist
 - E. Antagonist
- VI. Fundamental principles of exercise safety
 - A. Proper warm-up/cool down
 - B. Overuse training

B. Reading Assignments:

Reading assignments are required and may include, but are not limited to, the following:

- I. Selected textbooks.
- II. Articles from fitness journals or magazines such as the IDEA Fitness Journal.
- III. Related internet websites.

C. Writing Assignments:

Writing assignments are required and may include, but are not limited to, the following:

- I. Essay on the importance of building core stability.
- II. Critiques of articles from selected fitness journals.
- III. Personal fitness profile.

D. Appropriate Outside Assignments:

Outside assignments may include, but are not limited to, the following:

- I. Completing a written fitness profile.
- II. Participating in local fitness events.
- III. Interviewing a fitness expert.

E. Appropriate Assignments that Demonstrate Critical Thinking:

Critical thinking assignments are required and may include, but are not limited to, the following:

- I. Creating various types of exercises to increase core stability.

SECTION II

I. COURSE OUTLINE AND SCOPE:

A. Outline Of Topics:

The following topics are included in the framework of the course but are not intended as limits on content. The order of presentation and relative emphasis will vary with each instructor.

- I. Fitness evaluation
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 - B. Physical Activity Readiness Questionnaire (PAR-Q)
- II. Physical Readiness Test
 - A. 1.0 mile run for time
 - B. Plank max effort for time
 - C. Push-up test
 - D. Flexibility assessment
- III. Core stability terminology
 - A. Abdominal muscles
 - B. Lower back muscles
 - C. Gluteus muscles
 - D. Muscles that surround and stabilize the hips
 - E. Deep inner muscles that support the spine
 - F. Types of movement patterns
 1. Flexion/extension
 2. Rotational movements
 3. Crossing and side to side movements
 4. Adduction/abduction
- IV. Introductory types of functional training
 - A. Core
 - B. Circuit
 - C. Interval
 - D. Mobility
 - E. Plyometrics
 - F. Bodyweight
- V. Fundamental principles of exercise form and technique
 - A. Full range of motion
 - B. Muscle strength and joint flexibility
 - C. Types of exercise movement
 - D. Agonist
 - E. Antagonist
- VI. Fundamental principles of exercise safety
 - A. Proper warm-up/cool down
 - B. Overuse training

B. Reading Assignments:

Reading assignments are required and may include, but are not limited to, the following:

- I. Selected textbooks.
- II. Articles from fitness journals or magazines such as the IDEA Fitness Journal.
- III. Related internet websites.

C. Writing Assignments:

Writing assignments are required and may include, but are not limited to, the following:

- I. Essay on the importance of building core stability.
- II. Critiques of articles from selected fitness journals.
- III. Personal fitness profile.

D. Appropriate Outside Assignments:

Outside assignments may include, but are not limited to, the following:

- I. Completing a written fitness profile.
- II. Participating in local fitness events.
- III. Interviewing a fitness expert.

E. Appropriate Assignments that Demonstrate Critical Thinking:

Critical thinking assignments are required and may include, but are not limited to, the following:

- I. Creating various types of exercises to increase core stability.

- II. Evaluating a personal fitness profile.
- III. Assessing one's current fitness level.

2. METHODS OF EVALUATION:

A student's grade will be based on multiple measures of performance unless the course requires no grade. Multiple measures may include, but are not limited to, the following:

- I. Fitness profile.
- II. Physical Readiness Test.
- III. Writing assignments.
- IV. Class participation.

3. METHODS OF INSTRUCTION:

Methods of instruction may include, but are not limited to, the following:

- * Collaborative Learning
- * Laboratory
- * Other (Specify)
- * A. Demonstration of proper technique.
- * B. Evaluation, modification, and application of proper technique.

4. REQUIRED TEXTS AND SUPPLIES:

Textbooks may include, but are not limited to:

TEXTBOOKS:

1. Burngardt, Kurt, Brett Burngardt, and Mike Burngardt. The Complete Book of Core Training. 1st ed. Hachette, 2006, ISBN: 9781401307882
2. Haff, G. Gregory and N. Travis Triplett (eds.). Essentials of Strength Training and Conditioning. 4th ed. Human Kinetics, 2016, ISBN: 9781492501626

MANUALS:

PERIODICALS:

SOFTWARE:

SUPPLIES:

1. Appropriate workout clothes
2. Appropriate athletic shoes
3. Towel
4. Water

ORIGINATOR: Rod Porter

CO-CONTRIBUTOR(S) Duane Short

DATE: 08/31/2017

Status: Active

Date Printed: 10/11/2022

- II. Evaluating a personal fitness profile.
- III. Assessing one's current fitness level.

2. METHODS OF EVALUATION:

A student's grade will be based on multiple measures of performance unless the course requires no grade. Multiple measures may include, but are not limited to, the following:

- I. Fitness profile.
- II. Physical Readiness Test.
- III. Writing assignments.
- IV. Class participation.

3. METHODS OF INSTRUCTION:

Methods of instruction may include, but are not limited to, the following:

- * Collaborative Learning
- * Laboratory
- * Other (Specify)
- * A. Demonstration of proper technique.
- * B. Evaluation, modification, and application of proper technique.

4. REQUIRED TEXTS AND SUPPLIES:

Textbooks may include, but are not limited to:

TEXTBOOKS:

1. Delavier, Frederick and Michael Gundill. Delavier's Core Training Anatomy. 1st ed. Human Kinetics, 2011, ISBN: 9781450413992
2. Haff, G. Gregory and N. Travis Triplett (eds.). Essentials of Strength Training and Conditioning. 4th ed. Human Kinetics, 2016, ISBN: 9781492501626

MANUALS:

PERIODICALS:

SOFTWARE:

SUPPLIES:

1. Appropriate athletic shoes
2. Towel
3. Water
4. Appropriate workout clothes

ORIGINATOR: Rod Porter

ORIGINATION DATE: 08/31/2017

PROPOSAL ORIGINATOR: Kelsey Graham

CO-CONTRIBUTOR(S) Nathan Resch

PROPOSAL DATE: 09/02/2022

Status: Launched

Date Printed: 10/11/2022

Previous Report

SAN DIEGO COMMUNITY COLLEGE DISTRICT

MESA AND MIRAMAR COLLEGES

Course Outline of Record:
Curriculum Proposal Report

SECTION I

- I. **Subject Area:** Exercise Science
- II. **Course Number:** 140A
- III. **Course Title:** Boot Camp I
- IV. **Disciplines (Instructor Minimum Qualifications):** Physical Education
- V.
- VI. **Family:** ANAEROBIC
- VII. **Current Short Title:** Boot Camp I
- VIII. **Course Is Active/Where?** MESA AND MIRAMAR
- IX. **Originating Campus:** MIRAMAR
- X. **Action Proposed:** Course Revision (May Include Activation)
- XI. **Distance Education Proposed At:** Mesa and Miramar
- XII. **Proposal Originating Date:** 08/31/2017
- XIII. **Proposed Start Semester:** Fall 2018
- XIV. **Field Trip:** May be required
- XV. **Grading Option:** Grade Only
- XVI. **Current Short Description:** This course focuses on core strength, stability and performance.
Proposed Short Description: Introductory level core strength, stability, and performance training.

SECTION II

COURSE ENROLLMENT INFORMATION

- I. **Requisites:** NONE
- II. **Current Degree Applicability:** Associate Degree Credit & transfer to CSU
- III. **Current Basic Skills Designation:** N - Not a Basic Skills Course
- IV. **Repeatability:** Course may be taken 1 time(s)
- V. **Course Equivalency:** No
- VI. **Additional Information:**
- VII. **Additional Textbook Information:**

COURSE ANALYSIS DATA

- I. **Reason for Proposed Action:** Six-year review including entry skills verification, removal of fitness profile topic (covered in 140B), textbook updates, and alignment of catalog description with other courses in the series (140B and proposed new courses 140C and D). (Course revision is for six year review.)
- II. **How Does The Course Fit The College Mission?** 1. Transfer
- III. **Current Transfer Options:** 1. UC Transfer Course List
- IV. **Proposed College/District Purpose:** 1. Graduation Requirement
- V. **Extraordinary Cost to the College:** Minimal equipment, e.g.: jump ropes.
- VI. **Library Resource Materials:** No new resources required..

GENERAL EDUCATION ANALYSIS

Other Graduation Requirement:
Yes

Current Report

SAN DIEGO COMMUNITY COLLEGE DISTRICT

MESA AND MIRAMAR COLLEGES

Course Outline of Record:
Curriculum Proposal Report

SECTION I

- I. **Subject Area:** Exercise Science
- II. **Course Number:** 140A
- III. **Course Title:** Boot Camp I
- IV. **Disciplines (Instructor Minimum Qualifications):** Physical Education
- V.
- VI. **Family:** ANAEROBIC
- VII. **Current Short Title:** Boot Camp I
- VIII. **Course Is Active/Where?** MESA AND MIRAMAR
- IX. **Originating Campus:** MESA
- X. **Action Proposed:** Course Revision (May Include Activation)
- XI. **Distance Education Proposed At:** Mesa and Miramar
- XII. **Proposal Originating Date:** 09/02/2022
- XIII. **Proposed Start Semester:** Fall 2024
- XIV. **Field Trip:** May be required
- XV. **Grading Option:** Grade Only
- XVI. **Current Short Description:** Introductory level core strength, stability, and performance training.

SECTION II

COURSE ENROLLMENT INFORMATION

- I. **Requisites:** NONE
- II. **Current Degree Applicability:** Associate Degree Credit & transfer to CSU
- III. **Current Basic Skills Designation:** N - Not a Basic Skills Course
- IV. **Repeatability:** Course may be taken 1 time(s)
- V. **Course Equivalency:** No
- VI. **Additional Information:** This course requires students to analyze and utilize student learning objectives 1-5 such as interpret individual level of fitness through a physical readiness test. 32 hours of activity are required as a minimum for physiological adaptation and development of these skill-related outcomes.
- VII. **Additional Textbook Information:** Texts are most current editions as of 9/1/2022.

COURSE ANALYSIS DATA

- I. **Reason for Proposed Action:** Six-year review including: 1) addition of extra min hrs statement and objective heading, 2) edit to description, and 3) review & update texts for currency. (Course revision is for six year review.)
- II. **How Does The Course Fit The College Mission?** 1. Transfer
- III. **Current Transfer Options:** 1. UC Transfer Course List
- IV. **Proposed College/District Purpose:** 1. Graduation Requirement
- V. **Extraordinary Cost to the College:** None.
- VI. **Library Resource Materials:** No new resources required..

GENERAL EDUCATION ANALYSIS

Other Graduation Requirement:
Yes

UC Transfer Course:

Yes

REQUISITES ANALYSIS**SECTION III****COURSE DISTANCE EDUCATION INFORMATION****I. MESA****II. Distance Education Methods of Instruction:** 1. Online-Emergency Only**III. Other Distance Education Methods:****IV. Type and frequency of contact may include, but is not limited to:**

1. Announcements
As needed
2. Discussion Board
At least weekly
3. Email/Message System
Frequent
4. Synchronous or Asynchronous Video
Frequent
5. Telephone Contact
As needed

V. List of Techniques: In EXSC courses with laboratory component, content and student learning objectives will be delivered to students using both synchronous and asynchronous student-to-student and student-to-instructor contact which include video presentation, discussion boards, Zoom meetings, YouTube, email and telephone contact. Students will do presentations using power point or other modality, will do demonstrations via synchronous and asynchronous video platforms such as Zoom or YouTube, and will use activity-specific Apps available to the public. Online instruction includes regular student-to-student and instructor-to-student communication. Telephone calls between students and the instructor may be used to discuss questions and concerns throughout the course. E-mail may be used for asynchronous instructor-to-student and student-to-student communication. Chat rooms may be used for synchronous interaction between students and between the instructor and students. Threaded discussions may be used for instructor-to-student and student-to-student asynchronous group communication. Live-classroom may be used for synchronous online lectures, meetings and office hour meetings as appropriate. Video, audio, learning objects and archived live-classroom lectures may be included for students to interact with asynchronously where appropriate. Assignments and tests that will be used in the Distance Education course will be exactly the same as those in the traditional course. Students will submit all course work (tests and assignments) electronically to the instructor for grading.

VI. How to Evaluate Students for Achieved Outcomes: The evaluation methods will mirror the on-campus course as specified in the course outline. The feedback on assignments and tests will be submitted electronically to the student.

VII. Additional Resources/Materials/Information: SDCCD and DSPS personnel will provide all needed accommodations. DSPS will provide a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).

VIII. Audio Visual Library Materials: NO**IX. MIRAMAR****X. Distance Education Methods of Instruction:** 1. Online-Emergency Only**XI. Other Distance Education Methods:****XII. Type and frequency of contact may include, but is not limited to:**

1. Announcements
weekly
2. Chat Rooms
as assigned
3. Conferencing
as assigned
4. Discussion Board
at least once during the term with the instructor and with other students
5. Email/Message System
as needed
6. Field Trips
as assigned
7. Group Meetings
optional guided workout sessions may be offered weekly
8. Individual Meetings

UC Transfer Course:

Yes

REQUISITES ANALYSIS**SECTION III****COURSE DISTANCE EDUCATION INFORMATION****I. MESA****II. Distance Education Methods of Instruction:** 1. Online-Emergency Only**III. Other Distance Education Methods:****IV. Type and frequency of contact may include, but is not limited to:**

1. Announcements
As needed
2. Discussion Board
At least weekly
3. Email/Message System
Frequent
4. Synchronous or Asynchronous Video
Frequent
5. Telephone Contact
As needed

V. List of Techniques: In EXSC courses with laboratory component, content and student learning objectives will be delivered to students using both synchronous and asynchronous student-to-student and student-to-instructor contact which include video presentation, discussion boards, Zoom meetings, YouTube, email and telephone contact. Students will do presentations using power point or other modality, will do demonstrations via synchronous and asynchronous video platforms such as Zoom or YouTube, and will use activity-specific Apps available to the public. Online instruction includes regular student-to-student and instructor-to-student communication. Telephone calls between students and the instructor may be used to discuss questions and concerns throughout the course. E-mail may be used for asynchronous instructor-to-student and student-to-student communication. Chat rooms may be used for synchronous interaction between students and between the instructor and students. Threaded discussions may be used for instructor-to-student and student-to-student asynchronous group communication. Live-classroom may be used for synchronous online lectures, meetings and office hour meetings as appropriate. Video, audio, learning objects and archived live-classroom lectures may be included for students to interact with asynchronously where appropriate. Assignments and tests that will be used in the Distance Education course will be exactly the same as those in the traditional course. Students will submit all course work (tests and assignments) electronically to the instructor for grading.

VI. How to Evaluate Students for Achieved Outcomes: The evaluation methods will mirror the on-campus course as specified in the course outline. The feedback on assignments and tests will be submitted electronically to the student.

VII. Additional Resources/Materials/Information: SDCCD and DSPS personnel will provide all needed accommodations. DSPS will provide a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).

VIII. Audio Visual Library Materials: NO**IX. MIRAMAR****X. Distance Education Methods of Instruction:** 1. Online-Emergency Only**XI. Other Distance Education Methods:****XII. Type and frequency of contact may include, but is not limited to:**

1. Announcements
weekly
2. Chat Rooms
as assigned
3. Conferencing
as assigned
4. Discussion Board
at least once during the term with the instructor and with other students
5. Email/Message System
as needed
6. Field Trips
as assigned
7. Group Meetings
optional guided workout sessions may be offered weekly
8. Individual Meetings
as needed

- as needed
- 9. Individualized Assignment Feedback
as assigned
- 10. Synchronous or Asynchronous Video
optional guided workout sessions may be offered weekly
- 11. Telephone Contact
as needed

XIII. List of Techniques: Students will interact with each other and the instructor in ways that mirror the traditional classroom, only the delivery system will be altered. These methods include one-on-one communication with the instructor and other students via e-mail, the discussion board, and/or the chat room. In addition, students will participate in individual projects such as designing a fitness program to meet their individual goals. Students will also demonstrate an understanding and integration of course concepts via group activities such as guided workouts, asynchronous class discussion, and/or other assignments.

XIV. How to Evaluate Students for Achieved Outcomes: Multiple measures will be used to assess student learning objectives. These include performance on objective examinations administered via the assessment tool, personal fitness evaluations, and individual projects such as a fitness program to meet individual health goals. Students will also be assessed on the frequency and duration of course-related exercise through one of two methods: 1) Electronic documentation of workout time, fitness activity via time lapse video, calories burned, or other appropriate metrics from a personal fitness tracker such as a smartphone application or similar tool; or 2) Documentation of regular attendance at a fitness center, health club, or similar facility with appropriate equipment (this documentation must be provided by the facility itself).

XV. Additional Resources/Materials/Information: Materials posted online are consistent with those required for campus-based class. SDCCD and DSPS personnel provide all needed accommodations. DSPS provides a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).

XVI. Audio Visual Library Materials: NO

SECTION IV

COURSE STUDENT LEARNING OUTCOME(S)

MESA

- Identify personal fitness goals, and participate in an appropriate cardiovascular, strength, functional and flexibility, training program.
- Evaluate appropriate and safe exercises for cardiovascular, strength, functional and flexibility training program.
- Identify the factors contributing to wellness and longevity, and understand the consequences of unhealthy lifestyle choices.

MIRAMAR

SECTION V

COURSE DATA ADMINISTRATION ELEMENTS

I. Codes:

California Classification: (Y Credit Course)

TOP Code: 0835.00 Physical Education

SAM Code: E - Non Occupational

Course Prior to College Level (CB21): Y - Not applicable. Level of course is not one of the levels listed above, may be above level A (transferable) or below level C (more than 3 levels below transfer level).

Funding Agency Category (CB23): Not Applicable (funding not used to develop course)

Course Program Status (CB24): Program-applicable

Course Gen Education Status (CB25):

Course Support Course Status (CB26):

Major Restriction Code: NONE

II. Lab Units: 0.50 - 1.00

Total Units: 0.5 - 1

Lecture Hours Min: 0.00 **Max:** 0.00

Lab Hours Min: 32.00 **Max:** 54.00

Other Hours Min: 0.00 **Max:** 0.00

Total Contact Hours Min: 32.00 **Max:** 54.00

Outside-of-Class Hours Min: 0.00 **Max:** 0.00

Total Student Learning Hours Min: 32.00 **Max:** 54.00

FTEF Lecture Min: 0.0000 **Max:** 0.0000

9. Individualized Assignment Feedback

as assigned

10. Synchronous or Asynchronous Video

optional guided workout sessions may be offered weekly

11. Telephone Contact

as needed

XIII. List of Techniques: Students will interact with each other and the instructor in ways that mirror the traditional classroom, only the delivery system will be altered. These methods include one-on-one communication with the instructor and other students via e-mail, the discussion board, and/or the chat room. In addition, students will participate in individual projects such as designing a fitness program to meet their individual goals. Students will also demonstrate an understanding and integration of course concepts via group activities such as guided workouts, asynchronous class discussion, and/or other assignments.

XIV. How to Evaluate Students for Achieved Outcomes: Multiple measures will be used to assess student learning objectives. These include performance on objective examinations administered via the assessment tool, personal fitness evaluations, and individual projects such as a fitness program to meet individual health goals. Students will also be assessed on the frequency and duration of course-related exercise through one of two methods: 1) Electronic documentation of workout time, fitness activity via time lapse video, calories burned, or other appropriate metrics from a personal fitness tracker such as a smartphone application or similar tool; or 2) Documentation of regular attendance at a fitness center, health club, or similar facility with appropriate equipment (this documentation must be provided by the facility itself).

XV. Additional Resources/Materials/Information: Materials posted online are consistent with those required for campus-based class. SDCCD and DSPS personnel provide all needed accommodations. DSPS provides a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).

XVI. Audio Visual Library Materials: NO

SECTION IV

COURSE STUDENT LEARNING OUTCOME(S)

MESA

- Identify personal fitness goals, and participate in an appropriate cardiovascular, strength, functional and flexibility, training program.
- Evaluate appropriate and safe exercises for cardiovascular, strength, functional and flexibility training program.
- Identify the factors contributing to wellness and longevity, and understand the consequences of unhealthy lifestyle choices.

MIRAMAR

SECTION V

COURSE DATA ADMINISTRATION ELEMENTS

I. Codes:

California Classification: (Y Credit Course)

TOP Code: 0835.00 Physical Education

SAM Code: E - Non Occupational

Course Prior to College Level (CB21): Y - Not applicable. Level of course is not one of the levels listed above, may be above level A (transferable) or below level C (more than 3 levels below transfer level).

Funding Agency Category (CB23): Not Applicable (funding not used to develop course)

Course Program Status (CB24): Program-applicable

Course Gen Education Status (CB25): Y = Not applicable

Course Support Course Status (CB26): N = Course is not a support course

Major Restriction Code: NONE

II. Lab Units: 0.50 - 1.00

Total Units: 0.5 - 1

Lecture Hours Min: 0.00 **Max:** 0.00

Lab Hours Min: 32.00 **Max:** 54.00

Other Hours Min: 0.00 **Max:** 0.00

Total Contact Hours Min: 32.00 **Max:** 54.00

Outside-of-Class Hours Min: 0.00 **Max:** 0.00

Total Student Learning Hours Min: 32.00 **Max:** 54.00

FTEF Lecture Min: 0.0000 **Max:** 0.0000

FTEF Lab Min: 0.1333 **Max:** 0.2000

FTEF Lab Min: 0.1333 Max:0.2000

FTEF Total Min: 0.1333 Max:0.2000

III. Last Time Pre/Co Requisite Update:

IV. Last Outline Revision Date: 12/14/2017

V. CIC Approval: 12/14/2017

VI. BOT Approval:

VII. State Approval:

VIII. Revised State Approval:

IX. Course Approval Effective Date: Fall 2018

SECTION VI

CREDIT FOR PRIOR LEARNING

FTEF Total Min: 0.1333 Max:0.2000

III. Last Time Pre/Co Requisite Update:

IV. Last Outline Revision Date: 12/14/2017

V. CIC Approval:

VI. BOT Approval:

VII. State Approval:

VIII. Revised State Approval:

IX. Course Approval Effective Date:

SECTION VI

CREDIT FOR PRIOR LEARNING

**SAN DIEGO COMMUNITY COLLEGE DISTRICT
MESA, AND MIRAMAR COLLEGES
ASSOCIATE DEGREE COURSE OUTLINE**

SECTION I

SUBJECT AREA AND COURSE NUMBER: Exercise Science 140B

COURSE TITLE:
Boot Camp II

Units:
0.5-1
Grade Only

CATALOG COURSE DESCRIPTION:

This course provides introductory students with beginning level instruction in fundamental skills related to core and unilateral strength, stability, and performance. Topics include core stability, targeted functional training. This course is the second in a series of four boot camp physical training courses. It is intended for kinesiology majors and all students interested in comprehensive physical fitness training. All objectives are covered in this course whether offered for 0.5 or one unit. When this course is offered for one unit, the additional time is utilized for additional skills practice and refinement of exercise technique.

REQUISITES:

Advisory:
EXSC 140A with a grade of "C" or better, or equivalent

FIELD TRIP REQUIREMENTS:

May be required

TRANSFER APPLICABILITY:

Associate Degree Credit & transfer to CSU UC Transfer Course List

CID:

TOTAL LECTURE HOURS:

TOTAL LAB HOURS:

32 - 54

TOTAL CONTACT HOURS:

32 - 54

OUTSIDE-OF-CLASS HOURS:

TOTAL STUDENT LEARNING HOURS:

32 - 54

STUDENT LEARNING OBJECTIVES:

Upon successful completion of the course the student will be able to:

All objectives are covered whether offered for .50 or 1.0 unit. When this course is offered for 1.0 unit, the additional time is utilized for skill development, and, enhanced cardiovascular fitness and muscular strength.

1. Appraise and evaluate personal fitness level.
2. Interpret individual level of fitness through a physical readiness test and fitness profile.
3. Identify, analyze, and implement unilateral strength techniques through moderately intense activities at a beginning level.
4. Identify, apply, measure, and increase overall health and body development through three training models.
5. Explain the principles of fitness program design and personal fitness plans.

SECTION II

1. COURSE OUTLINE AND SCOPE:

A. Outline Of Topics:

The following topics are included in the framework of the course but are not intended as limits on content. The order of presentation and relative emphasis will vary with each instructor.

- I. Fitness evaluation
 - A. Fitness profile
 - B. Informed consent
 - C. Physical Activity Readiness Questionnaire (PAR-Q)
- II. Physical Readiness Test
 - A. 1 x 300 yard shuttle for time
 - B. Plank max effort for time
 - C. Push-up test
 - D. Flexibility assessment
- III. Unilateral strength
 - A. Body development
 1. Single arm exercise
 2. Single leg exercises
 - B. Moderately intense activities
 1. Interval
 2. Circuit
 3. Plyometrics
- IV. Beginning level training focus
 - A. Core
 1. Transverse abdomens
 2. External/internal obliques
 3. Rectus Abdominis
 4. Hip adductors/abductors
 5. Hip flexors
 6. Pelvic floor
 7. Lumbar spine
 - B. Plyometrics
 1. Muscle exertion
 2. Time
 3. Speed/power
 - C. Bodyweight
 1. Bodyweight resistance
 2. Flexibility
 3. Balance
 4. Repetitions for endurance
 5. Intensity for strength
- V. Fundamental principles of program design
 - A. Upper body
 - B. Lower body
- VI. Exercise order

- A. Intensity
 - B. Volume
 - C. Variety
- VII. Introduction to personal fitness plans

B. Reading Assignments:

Reading assignments are required and may include, but are not limited to, the following:

- I. Selected textbooks.
- II. Articles from fitness journals or magazines such as the IDEA Fitness Journal.
- III. Related internet websites.

C. Writing Assignments:

Writing assignments are required and may include, but are not limited to, the following:

- I. Essay on the importance of building unilateral strength.
- II. Critiques of articles selected fitness journals.
- III. Personal fitness profile.

D. Appropriate Outside Assignments:

Outside assignments may include, but are not limited to, the following:

- I. Completing a written fitness profile.
- II. Participating in local fitness events.
- III. Interviewing a fitness expert.

E. Appropriate Assignments that Demonstrate Critical Thinking:

Critical thinking assignments are required and may include, but are not limited to, the following:

- I. Comparing and contrasting fitness training models.
- II. Evaluating a fitness profile.
- III. Assessing one's current fitness level and documentation of improvement.

2. METHODS OF EVALUATION:

A student's grade will be based on multiple measures of performance unless the course requires no grade. Multiple measures may include, but are not limited to, the following:

- I. Fitness profile.
- II. Physical Readiness Test.
- III. Writing assignments.
- IV. Class participation.

3. METHODS OF INSTRUCTION:

Methods of instruction may include, but are not limited to, the following:

- * Collaborative Learning
- * Laboratory
- * Other (Specify)
 - * A. Demonstration of proper technique.
 - * B. Evaluation, modification, and application of proper technique.

4. REQUIRED TEXTS AND SUPPLIES:

Textbooks may include, but are not limited to:

TEXTBOOKS:

1. Delavier, Frederick and Gundill, Michael. Delavier's Core Training Anatomy, 1st ed. Human Kinetics, 2011, ISBN: 9781450413992
2. Haff, G. Gregory and N. Travis Triplett (eds.). Essentials of Strength Training and Conditioning, 4th ed. Human Kinetics, 2016, ISBN: 9781492501626

MANUALS:**PERIODICALS:****SOFTWARE:****SUPPLIES:**

1. Water
2. Appropriate workout clothes
3. Appropriate athletic shoes
4. Towel

ORIGINATOR: Rod Porter

ORIGINATION DATE: 08/31/2017

PROPOSAL ORIGINATOR: Kelsey Graham

CO-CONTRIBUTOR(S) Nathan Resch

PROPOSAL DATE: 09/02/2022

**SAN DIEGO COMMUNITY COLLEGE DISTRICT
COURSE PROPOSAL IMPACT REPORT**

**COURSE TO BE PROPOSED: EXSC 140B
Boot Camp II**

ACTIVE/APPROVED COURSES IMPACTED:

EXSC 140B Boot Camp II (29301)

Advisory

EXSC 140C (Active)

ACTIVE/APPROVED/PROPOSED PROGRAMS IMPACTED:

(Mesa)

Kinesiology *Approved*;
Associate in Arts for Transfer Degree

Fitness

(Mesa)

Kinesiology *Active*;
Associate of Science Degree

Select a minimum of one unit from Anarobics:

(Mesa)

Kinesiology *Approved*;
Associate of Science Degree

Select a minimum of one unit from Anarobics:

SAN DIEGO COMMUNITY COLLEGE DISTRICT

MESA AND MIRAMAR COLLEGES

Course Outline of Record: Curriculum Proposal Report

SECTION I

- I. **Subject Area:** Exercise Science
- II. **Course Number:** 140B
- III. **Course Title:** Boot Camp II
- IV. **Disciplines (Instructor Minimum Qualifications):** Physical Education
- V.
- VI. **Family:** ANAEROBIC
- VII. **Current Short Title:** Boot Camp II
- VIII. **Course Is Active/Where?** MESA AND MIRAMAR
- IX. **Originating Campus:** MESA
- X. **Action Proposed:** Course Revision (May Include Activation)
- XI. **Distance Education Proposed At:** Mesa and Miramar
- XII. **Proposal Originating Date:** 09/02/2022
- XIII. **Proposed Start Semester:** Fall 2024
- XIV. **Field Trip:** May be required
- XV. **Grading Option:** Grade Only
- XVI. **Current Short Description:** Beginning level core and unilateral strength, stability, and performance training.

SECTION II

COURSE ENROLLMENT INFORMATION

- I. **Requisites:**
Advisory: EXSC 140A with a grade of "C" or better, or equivalent.
- II. **Current Degree Applicability:** Associate Degree Credit & transfer to CSU
- III. **Current Basic Skills Designation:** N - Not a Basic Skills Course
- IV. **Repeatability:** Course may be taken 1 time(s)
- V. **Course Equivalency:** No
- VI. **Additional Information:** This course requires students to analyze and utilize student learning objectives 1-5 such as identify, apply, measure, and increase overall health and body development through three training models. 32 hours of activity are required as a minimum for physiological adaptation and development of these skill-related outcomes.
- VII. **Additional Textbook Information:** Texts are most current editions as of 9/1/2022.

COURSE ANALYSIS DATA

- I. **Reason for Proposed Action:** Six-year review including: 1) addition of extra min hrs statement and objective heading, 2) edit to description, and 3) review & update texts for currency. (Course revision is for six year review.)
- II. **How Does The Course Fit The College Mission?** 1. Transfer
- III. **Current Transfer Options:** 1. UC Transfer Course List
- IV. **Proposed College/District Purpose:** 1. Graduation Requirement
- V. **Extraordinary Cost to the College:** None.
- VI. **Library Resource Materials:** No new materials required..

GENERAL EDUCATION ANALYSIS

Other Graduation Requirement:

Yes

UC Transfer Course:

Yes

REQUISITES ANALYSIS

Introductory level core stability skills.

- I. Course: EXSC 140A Appraise and evaluate personal fitness level.**
- II. Course: EXSC 140A Interpret individual level of fitness through a physical readiness test.**
- III. Course: EXSC 140A Identify and apply fundamental core stability and fitness terminology.**
- IV. Course: EXSC 140A Identify, apply, and increase functional core stability at the introductory level.**
- V. Course: EXSC 140A Explain and utilize exercise safety principles.**

SECTION III

COURSE DISTANCE EDUCATION INFORMATION

- I. MESA**
- II. Distance Education Methods of Instruction:** 1. Online-Emergency Only
- III. Other Distance Education Methods:**
- IV. Type and frequency of contact may include, but is not limited to:**
 1. Announcements
As needed
 2. Discussion Board
At least weekly
 3. Email/Message System
Frequent
 4. Synchronous or Asynchronous Video
Frequent
 5. Telephone Contact
As needed
- V. List of Techniques:** In EXSC courses with laboratory component, content and student learning objectives will be delivered to students using both synchronous and asynchronous student-to-student and student-to-instructor contact which include video presentation, discussion boards, Zoom meetings, YouTube, email and telephone contact. Students will do presentations using power point or other modality, will do demonstrations via synchronous and asynchronous video platforms such as Zoom or YouTube, and will use activity-specific Apps available to the public. Online instruction includes regular student-to-student and instructor-to-student communication. Telephone calls between students and the instructor may be used to discuss questions and concerns throughout the course. E-mail may be used for asynchronous instructor-to-student and student-to-student communication. Chat rooms may be used for synchronous interaction between students and between the instructor and students. Threaded discussions may be used for instructor-to-student and student-to-student asynchronous group communication. Live-classroom may be used for synchronous online lectures, meetings and office hour meetings as appropriate. Video, audio, learning objects and archived live-classroom lectures may be included for students to interact with asynchronously where appropriate. Assignments and tests that will be used in the Distance Education course will be exactly the same as those in the traditional course. Students will submit all course work (tests and assignments) electronically to the instructor for grading.
- VI. How to Evaluate Students for Achieved Outcomes:** The evaluation methods will mirror the on-campus course as specified in the course outline. The feedback on assignments and tests will be submitted electronically to the student.
- VII. Additional Resources/Materials/Information:** SDCCD and DSPS personnel will provide all needed accommodations. DSPS will provide a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).
- VIII. Audio Visual Library Materials:** NO
- IX. MIRAMAR**
- X. Distance Education Methods of Instruction:** 1. Online-Emergency Only
- XI. Other Distance Education Methods:**
- XII. Type and frequency of contact may include, but is not limited to:**
 1. Announcements
weekly
 2. Chat Rooms
as assigned
 3. Conferencing
as assigned
 4. Discussion Board

- at least once during the term with the instructor and with other students
5. Email/Message System
as needed
 6. Field Trips
as assigned
 7. Group Meetings
optional guided workout sessions may be offered weekly
 8. Individual Meetings
as needed
 9. Individualized Assignment Feedback
as assigned
 10. Synchronous or Asynchronous Video
optional guided workout sessions may be offered weekly
 11. Telephone Contact
as needed
- XIII. **List of Techniques:** Students will interact with each other and the instructor in ways that mirror the traditional classroom, only the delivery system will be altered. These methods include one-on-one communication with the instructor and other students via e-mail, the discussion board, and/or the chat room. In addition, students will participate in individual projects such as designing a fitness program to meet their individual goals. Students will also demonstrate an understanding and integration of course concepts via group activities such as guided workouts, asynchronous class discussion, and/or other assignments.
- XIV. **How to Evaluate Students for Achieved Outcomes:** Multiple measures will be used to assess student learning objectives. These include performance on objective examinations administered via the assessment tool, personal fitness evaluations, and individual projects such as a fitness program to meet individual health goals. Students will also be assessed on the frequency and duration of course-related exercise through one of two methods: 1) Electronic documentation of workout time, fitness activity via time lapse video, calories burned, or other appropriate metrics from a personal fitness tracker such as a smartphone application or similar tool; or 2) Documentation of regular attendance at a fitness center, health club, or similar facility with appropriate equipment (this documentation must be provided by the facility itself).
- XV. **Additional Resources/Materials/Information:** Materials posted online are consistent with those required for campus-based class. SDCCD and DSPS personnel provide all needed accommodations. DSPS provides a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).
- XVI. **Audio Visual Library Materials:** NO

SECTION IV

COURSE STUDENT LEARNING OUTCOME(S)

MESA

- Identify personal fitness goals and modify goal setting as changes occur in fitness level. Design an appropriate cardiovascular, strength, functional and flexibility, training program based on those goals.
- Evaluate appropriate and safe exercises for cardiovascular, strength, functional and flexibility training program and demonstrate those techniques.
- Identify the factors contributing to wellness and longevity, understand the consequences of unhealthful lifestyle choices, and apply these concepts to goal setting and workout design.

MIRAMAR

SECTION V

COURSE DATA ADMINISTRATION ELEMENTS

I. Codes:

California Classification: (Y Credit Course)

TOP Code: 0835.00 Physical Education

SAM Code: E - Non Occupational

Course Prior to College Level (CB21): Y - Not applicable. Level of course is not one of the levels listed above, may be above level A (transferable) or below level C (more than 3 levels below transfer level).

Funding Agency Category (CB23): Not Applicable (funding not used to develop course)

Course Program Status (CB24): Program-applicable

Course Gen Education Status (CB25): Y = Not applicable

Course Support Course Status (CB26): N = Course is not a support course

Major Restriction Code: NONE

II. Lab Units: 0.50 - 1.00

Total Units: 0.5 - 1

Lecture Hours Min: 0.00 **Max:** 0.00

Lab Hours Min: 32.00 **Max:** 54.00

Other Hours Min: 0.00 **Max:**0.00

Total Contact Hours Min: 32.00 **Max:**54.00

Outside-of-Class Hours Min: 0.00 **Max:**0.00

Total Student Learning Hours Min: 32.00 **Max:** 54.00

FTEF Lecture Min: 0.0000 **Max:**0.0000

FTEF Lab Min: 0.1333 **Max:**0.2000

FTEF Total Min: 0.1333 **Max:**0.2000

III. Last Time Pre/Co Requisite Update: 09/02/2022

IV. Last Outline Revision Date: 12/14/2017

V. CIC Approval:

VI. BOT Approval:

VII. State Approval:

VIII. Revised State Approval:

IX. Course Approval Effective Date:

SECTION VI

CREDIT FOR PRIOR LEARNING

Previous Report

EXSC 140B

CIC Approval: 12/14/2017
BOT APPROVAL:
STATE APPROVAL:
EFFECTIVE TERM: Fall 2018

**SAN DIEGO COMMUNITY COLLEGE DISTRICT
MESA, AND MIRAMAR COLLEGES
ASSOCIATE DEGREE COURSE OUTLINE**

SECTION I

SUBJECT AREA AND COURSE NUMBER: Exercise Science 140B

COURSE TITLE:
Boot Camp II

Units:
0.5-1
Grade Only

CATALOG COURSE DESCRIPTION:

This course provides introductory students with beginning level instruction in fundamental skills related to core and unilateral strength, stability, and performance. Topics include core stability, targeted functional training, and various training models and fitness plans derived from or inspired by military physical training techniques. This course is the second in a series of four boot camp physical training courses. It is intended for kinesiology majors and all students interested in comprehensive physical fitness training. All objectives are covered in this course whether offered for 0.5 or one unit. When this course is offered for one unit, the additional time is utilized for additional skills practice and refinement of exercise technique.

REQUISITES:

Advisory:
EXSC 140A with a grade of "C" or better, or equivalent

FIELD TRIP REQUIREMENTS:
May be required

TRANSFER APPLICABILITY:
Associate Degree Credit & transfer to CSU UC Transfer Course List

CID:

TOTAL LECTURE HOURS:

TOTAL LAB HOURS:
32 - 54

TOTAL CONTACT HOURS:
32 - 54

OUTSIDE-OF-CLASS HOURS:

TOTAL STUDENT LEARNING HOURS:
32 - 54

STUDENT LEARNING OBJECTIVES:
Upon successful completion of the course the student will be able to:

1. Appraise and evaluate personal fitness level.
2. Interpret individual level of fitness through a physical readiness test and fitness profile.
3. Identify, analyze, and implement unilateral strength techniques through moderately intense activities at a beginning level.
4. Identify, apply, measure, and increase overall health and body development through three training models.
5. Explain the principles of fitness program design and personal fitness plans.

Current Report

EXSC 140B

CIC Approval:
BOT APPROVAL:
STATE APPROVAL:
EFFECTIVE TERM:

**SAN DIEGO COMMUNITY COLLEGE DISTRICT
MESA, AND MIRAMAR COLLEGES
ASSOCIATE DEGREE COURSE OUTLINE**

SECTION I

SUBJECT AREA AND COURSE NUMBER: Exercise Science 140B

COURSE TITLE:
Boot Camp II

Units:
0.5-1
Grade Only

CATALOG COURSE DESCRIPTION:

This course provides introductory students with beginning level instruction in fundamental skills related to core and unilateral strength, stability, and performance. Topics include core stability, targeted functional training. This course is the second in a series of four boot camp physical training courses. It is intended for kinesiology majors and all students interested in comprehensive physical fitness training. All objectives are covered in this course whether offered for 0.5 or one unit. When this course is offered for one unit, the additional time is utilized for additional skills practice and refinement of exercise technique.

REQUISITES:

Advisory:
EXSC 140A with a grade of "C" or better, or equivalent

FIELD TRIP REQUIREMENTS:
May be required

TRANSFER APPLICABILITY:
Associate Degree Credit & transfer to CSU UC Transfer Course List

CID:

TOTAL LECTURE HOURS:

TOTAL LAB HOURS:
32 - 54

TOTAL CONTACT HOURS:
32 - 54

OUTSIDE-OF-CLASS HOURS:

TOTAL STUDENT LEARNING HOURS:
32 - 54

STUDENT LEARNING OBJECTIVES:
Upon successful completion of the course the student will be able to:

- All objectives are covered whether offered for .50 or 1.0 unit. When this course is offered for 1.0 unit, the additional time is utilized for skill development, and, enhanced cardiovascular fitness and muscular strength.**
1. Appraise and evaluate personal fitness level.
 2. Interpret individual level of fitness through a physical readiness test and fitness profile.
 3. Identify, analyze, and implement unilateral strength techniques through moderately intense activities at a beginning level.
 4. Identify, apply, measure, and increase overall health and body development through three training models.

SECTION II**I. COURSE OUTLINE AND SCOPE:****A. Outline Of Topics:**

The following topics are included in the framework of the course but are not intended as limits on content. The order of presentation and relative emphasis will vary with each instructor.

- I. Fitness evaluation
 - A. Fitness profile
 - B. Informed consent
 - C. Physical Activity Readiness Questionnaire (PAR-Q)
- II. Physical Readiness Test
 - A. 1 x 300 yard shuttle for time
 - B. Plank max effort for time
 - C. Push-up test
 - D. Flexibility assessment
- III. Unilateral strength
 - A. Body development
 1. Single arm exercise
 2. Single leg exercises
 - B. Moderately intense activities
 1. Interval
 2. Circuit
 3. Plyometrics
- IV. Beginning level training focus
 - A. Core
 1. Transverse abdomens
 2. External/internal obliques
 3. Rectus Abdominis
 4. Hip adductors/abductors
 5. Hip flexors
 6. Pelvic floor
 7. Lumbar spine
 - B. Plyometrics
 1. Muscle exertion
 2. Time
 3. Speed/power
 - C. Bodyweight
 1. Bodyweight resistance
 2. Flexibility
 3. Balance
 4. Repetitions for endurance
 5. Intensity for strength
- V. Fundamental principles of program design
 - A. Upper body
 - B. Lower body
- VI. Exercise order
 - A. Intensity
 - B. Volume
 - C. Variety
- VII. Introduction to personal fitness plans

B. Reading Assignments:

Reading assignments are required and may include, but are not limited to, the following:

- I. Selected textbooks.
- II. Articles from fitness journals or magazines such as the IDEA Fitness Journal.
- III. Related internet websites.

C. Writing Assignments:

Writing assignments are required and may include, but are not limited to, the following:

- I. Essay on the importance of building unilateral strength.
- II. Critiques of articles selected fitness journals.
- III. Personal fitness profile.

SECTION II**I. COURSE OUTLINE AND SCOPE:****A. Outline Of Topics:**

The following topics are included in the framework of the course but are not intended as limits on content. The order of presentation and relative emphasis will vary with each instructor.

- I. Fitness evaluation
 - A. Fitness profile
 - B. Informed consent
 - C. Physical Activity Readiness Questionnaire (PAR-Q)
- II. Physical Readiness Test
 - A. 1 x 300 yard shuttle for time
 - B. Plank max effort for time
 - C. Push-up test
 - D. Flexibility assessment
- III. Unilateral strength
 - A. Body development
 1. Single arm exercise
 2. Single leg exercises
 - B. Moderately intense activities
 1. Interval
 2. Circuit
 3. Plyometrics
- IV. Beginning level training focus
 - A. Core
 1. Transverse abdomens
 2. External/internal obliques
 3. Rectus Abdominis
 4. Hip adductors/abductors
 5. Hip flexors
 6. Pelvic floor
 7. Lumbar spine
 - B. Plyometrics
 1. Muscle exertion
 2. Time
 3. Speed/power
 - C. Bodyweight
 1. Bodyweight resistance
 2. Flexibility
 3. Balance
 4. Repetitions for endurance
 5. Intensity for strength
- V. Fundamental principles of program design
 - A. Upper body
 - B. Lower body
- VI. Exercise order
 - A. Intensity
 - B. Volume
 - C. Variety
- VII. Introduction to personal fitness plans

B. Reading Assignments:

Reading assignments are required and may include, but are not limited to, the following:

- I. Selected textbooks.
- II. Articles from fitness journals or magazines such as the IDEA Fitness Journal.
- III. Related internet websites.

C. Writing Assignments:

Writing assignments are required and may include, but are not limited to, the following:

- I. Essay on the importance of building unilateral strength.
- II. Critiques of articles selected fitness journals.
- III. Personal fitness profile.

D. Appropriate Outside Assignments:

Outside assignments may include, but are not limited to, the following:

- I. Completing a written fitness profile.
- II. Participating in local fitness events.
- III. Interviewing a fitness expert.

E. Appropriate Assignments that Demonstrate Critical Thinking:

Critical thinking assignments are required and may include, but are not limited to, the following:

- I. Comparing and contrasting fitness training models.
- II. Evaluating a fitness profile.
- III. Assessing one's current fitness level and documentation of improvement.

2. METHODS OF EVALUATION:

A student's grade will be based on multiple measures of performance unless the course requires no grade. Multiple measures may include, but are not limited to, the following:

- I. Fitness profile.
- II. Physical Readiness Test.
- III. Writing assignments.
- IV. Class participation.

3. METHODS OF INSTRUCTION:

Methods of instruction may include, but are not limited to, the following:

- * Collaborative Learning
- * Laboratory
- * Other (Specify)
- * A. Demonstration of proper technique.
- * B. Evaluation, modification, and application of proper technique.

4. REQUIRED TEXTS AND SUPPLIES:

Textbooks may include, but are not limited to:

TEXTBOOKS:

- 1. Burngardt, Kurt, Brett Burngardt, and Mike Burngardt. The Complete Book of Core Training. 1st ed. Hachette, 2006, ISBN: 9781401307882
- 2. Haff, G. Gregory and N. Travis Triplett (eds.). Essentials of Strength Training and Conditioning., 4th ed. Human Kinetics, 2016, ISBN: 9781492501626

MANUALS:

PERIODICALS:

SOFTWARE:

SUPPLIES:

- 1. Water
- 2. Appropriate workout clothes
- 3. Appropriate athletic shoes
- 4. Towel

ORIGINATOR: Rod Porter

CO-CONTRIBUTOR(S) Duane Short
DATE: 08/31/2017

Status: Active

Date Printed: 10/11/2022

D. Appropriate Outside Assignments:

Outside assignments may include, but are not limited to, the following:

- I. Completing a written fitness profile.
- II. Participating in local fitness events.
- III. Interviewing a fitness expert.

E. Appropriate Assignments that Demonstrate Critical Thinking:

Critical thinking assignments are required and may include, but are not limited to, the following:

- I. Comparing and contrasting fitness training models.
- II. Evaluating a fitness profile.
- III. Assessing one's current fitness level and documentation of improvement.

2. METHODS OF EVALUATION:

A student's grade will be based on multiple measures of performance unless the course requires no grade. Multiple measures may include, but are not limited to, the following:

- I. Fitness profile.
- II. Physical Readiness Test.
- III. Writing assignments.
- IV. Class participation.

3. METHODS OF INSTRUCTION:

Methods of instruction may include, but are not limited to, the following:

- * Collaborative Learning
- * Laboratory
- * Other (Specify)
- * A. Demonstration of proper technique.
- * B. Evaluation, modification, and application of proper technique.

4. REQUIRED TEXTS AND SUPPLIES:

Textbooks may include, but are not limited to:

TEXTBOOKS:

- 1. Delavier, Frederick and Gundill, Michael. Delavier's Core Training Anatomy., 1st ed. Human Kinetics, 2011, ISBN: 9781450413992
- 2. Haff, G. Gregory and N. Travis Triplett (eds.). Essentials of Strength Training and Conditioning., 4th ed. Human Kinetics, 2016, ISBN: 9781492501626

MANUALS:

PERIODICALS:

SOFTWARE:

SUPPLIES:

- 1. Water
- 2. Appropriate workout clothes
- 3. Appropriate athletic shoes
- 4. Towel

ORIGINATOR: Rod Porter

ORIGINATION DATE: 08/31/2017

PROPOSAL ORIGINATOR: Kelsey Graham

CO-CONTRIBUTOR(S) Nathan Resch

PROPOSAL DATE: 09/02/2022

Status: Launched

Date Printed: 10/11/2022

Previous Report

SAN DIEGO COMMUNITY COLLEGE DISTRICT

MESA AND MIRAMAR COLLEGES

Course Outline of Record:
Curriculum Proposal Report

SECTION I

- I. **Subject Area:** Exercise Science
- II. **Course Number:** 140B
- III. **Course Title:** Boot Camp II
- IV. **Disciplines (Instructor Minimum Qualifications):** Physical Education
- V.
- VI. **Family:** ANAEROBIC
- VII. **Current Short Title:** Boot Camp II
- VIII. **Course Is Active/Where?** MESA AND MIRAMAR
- IX. **Originating Campus:** MIRAMAR
- X. **Action Proposed:** Course Revision (May Include Activation)
- XI. **Distance Education Proposed At:** Mesa and Miramar
- XII. **Proposal Originating Date:** 08/31/2017
- XIII. **Proposed Start Semester:** Fall 2018
- XIV. **Field Trip:** May be required
- XV. **Grading Option:** Grade Only
- XVI. **Current Short Description:** This course covers unilateral strength and fitness plans at a moderately intense level.
Proposed Short Description: Beginning level core and unilateral strength, stability, and performance training.

SECTION II

COURSE ENROLLMENT INFORMATION

- I. **Requisites:**
Advisory: EXSC 140A with a grade of "C" or better, or equivalent.
- II. **Current Degree Applicability:** Associate Degree Credit & transfer to CSU
- III. **Current Basic Skills Designation:** N - Not a Basic Skills Course
- IV. **Repeatability:** Course may be taken 1 time(s)
- V. **Course Equivalency:** No
- VI. **Additional Information:**
- VII. **Additional Textbook Information:**

COURSE ANALYSIS DATA

- I. **Reason for Proposed Action:** Six-year review including entry skills verification, textbook updates, and alignment of catalog description with other courses in the series. (Course revision is for six year review.)
- II. **How Does The Course Fit The College Mission?** 1. Transfer
- III. **Current Transfer Options:** 1. UC Transfer Course List
- IV. **Proposed College/District Purpose:** 1. Graduation Requirement
- V. **Extraordinary Cost to the College:** Minimal equipment, e.g.: jump ropes.
- VI. **Library Resource Materials:** No new materials required..

GENERAL EDUCATION ANALYSIS

Other Graduation Requirement:
Yes

Current Report

SAN DIEGO COMMUNITY COLLEGE DISTRICT

MESA AND MIRAMAR COLLEGES

Course Outline of Record:
Curriculum Proposal Report

SECTION I

- I. **Subject Area:** Exercise Science
- II. **Course Number:** 140B
- III. **Course Title:** Boot Camp II
- IV. **Disciplines (Instructor Minimum Qualifications):** Physical Education
- V.
- VI. **Family:** ANAEROBIC
- VII. **Current Short Title:** Boot Camp II
- VIII. **Course Is Active/Where?** MESA AND MIRAMAR
- IX. **Originating Campus:** MESA
- X. **Action Proposed:** Course Revision (May Include Activation)
- XI. **Distance Education Proposed At:** Mesa and Miramar
- XII. **Proposal Originating Date:** 09/02/2022
- XIII. **Proposed Start Semester:** Fall 2024
- XIV. **Field Trip:** May be required
- XV. **Grading Option:** Grade Only
- XVI. **Current Short Description:** Beginning level core and unilateral strength, stability, and performance training.

SECTION II

COURSE ENROLLMENT INFORMATION

- I. **Requisites:**
Advisory: EXSC 140A with a grade of "C" or better, or equivalent.
- II. **Current Degree Applicability:** Associate Degree Credit & transfer to CSU
- III. **Current Basic Skills Designation:** N - Not a Basic Skills Course
- IV. **Repeatability:** Course may be taken 1 time(s)
- V. **Course Equivalency:** No
- VI. **Additional Information:** This course requires students to analyze and utilize student learning objectives 1-5 such as identify, apply, measure, and increase overall health and body development through three training models. 32 hours of activity are required as a minimum for physiological adaptation and development of these skill-related outcomes.
- VII. **Additional Textbook Information:** Texts are most current editions as of 9/1/2022.

COURSE ANALYSIS DATA

- I. **Reason for Proposed Action:** Six-year review including: 1) addition of extra min hrs statement and objective heading, 2) edit to description, and 3) review & update texts for currency. (Course revision is for six year review.)
- II. **How Does The Course Fit The College Mission?** 1. Transfer
- III. **Current Transfer Options:** 1. UC Transfer Course List
- IV. **Proposed College/District Purpose:** 1. Graduation Requirement
- V. **Extraordinary Cost to the College:** None.
- VI. **Library Resource Materials:** No new materials required..

GENERAL EDUCATION ANALYSIS

Other Graduation Requirement:
Yes

UC Transfer Course:

Yes

REQUISITES ANALYSIS**Introductory level core stability skills.**

- I. Course: EXSC 140A Appraise and evaluate personal fitness level.
- II. Course: EXSC 140A Interpret individual level of fitness through physical readiness test.
- III. Course: EXSC 140A Identify and apply fundamental core stability and fitness terminology.
- IV. Course: EXSC 140A Identify, apply and increase functional core stability.
- V. Course: EXSC 140A Explain and utilize exercise safety principles.

SECTION III**COURSE DISTANCE EDUCATION INFORMATION**

- I. **MESA**
- II. **Distance Education Methods of Instruction:** 1. Online-Emergency Only
- III. **Other Distance Education Methods:**
- IV. **Type and frequency of contact may include, but is not limited to:**
 1. Announcements
As needed
 2. Discussion Board
At least weekly
 3. Email/Message System
Frequent
 4. Synchronous or Asynchronous Video
Frequent
 5. Telephone Contact
As needed
- V. **List of Techniques:** In EXSC courses with laboratory component, content and student learning objectives will be delivered to students using both synchronous and asynchronous student-to-student and student-to- instructor contact which include video presentation, discussion boards, Zoom meetings, YouTube, email and telephone contact. Students will do presentations using power point or other modality, will do demonstrations via synchronous and asynchronous video platforms such as Zoom or YouTube, and will use activity-specific Apps available to the public. Online instruction includes regular student-to-student and instructor-to-student communication. Telephone calls between students and the instructor may be used to discuss questions and concerns throughout the course. E-mail may be used for asynchronous instructor-to-student and student-to-student communication. Chat rooms may be used for synchronous interaction between students and between the instructor and students. Threaded discussions may be used for instructor-to-student and student-to-student asynchronous group communication. Live-classroom may be used for synchronous online lectures, meetings and office hour meetings as appropriate. Video, audio, learning objects and archived live-classroom lectures may be included for students to interact with asynchronously where appropriate. Assignments and tests that will be used in the Distance Education course will be exactly the same as those in the traditional course. Students will submit all course work (tests and assignments) electronically to the instructor for grading.
- VI. **How to Evaluate Students for Achieved Outcomes:** The evaluation methods will mirror the on-campus course as specified in the course outline. The feedback on assignments and tests will be submitted electronically to the student.
- VII. **Additional Resources/Materials/Information:** SDCCD and DSPS personnel will provide all needed accommodations. DSPS will provide a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).
- VIII. **Audio Visual Library Materials:** NO
- IX. **MIRAMAR**
- X. **Distance Education Methods of Instruction:** 1. Online-Emergency Only
- XI. **Other Distance Education Methods:**
- XII. **Type and frequency of contact may include, but is not limited to:**
 1. Announcements
weekly
 2. Chat Rooms
as assigned
 3. Conferencing
as assigned
 4. Discussion Board
at least once during the term with the instructor and with other students

UC Transfer Course:

Yes

REQUISITES ANALYSIS**Introductory level core stability skills.**

- I. Course: EXSC 140A Appraise and evaluate personal fitness level.
- II. Course: EXSC 140A Interpret individual level of fitness through a physical readiness test.
- III. Course: EXSC 140A Identify and apply fundamental core stability and fitness terminology.
- IV. Course: EXSC 140A Identify, apply, and increase functional core stability at the introductory level.
- V. Course: EXSC 140A Explain and utilize exercise safety principles.

SECTION III**COURSE DISTANCE EDUCATION INFORMATION**

- I. **MESA**
- II. **Distance Education Methods of Instruction:** 1. Online-Emergency Only
- III. **Other Distance Education Methods:**
- IV. **Type and frequency of contact may include, but is not limited to:**
 1. Announcements
As needed
 2. Discussion Board
At least weekly
 3. Email/Message System
Frequent
 4. Synchronous or Asynchronous Video
Frequent
 5. Telephone Contact
As needed
- V. **List of Techniques:** In EXSC courses with laboratory component, content and student learning objectives will be delivered to students using both synchronous and asynchronous student-to-student and student-to- instructor contact which include video presentation, discussion boards, Zoom meetings, YouTube, email and telephone contact. Students will do presentations using power point or other modality, will do demonstrations via synchronous and asynchronous video platforms such as Zoom or YouTube, and will use activity-specific Apps available to the public. Online instruction includes regular student-to-student and instructor-to-student communication. Telephone calls between students and the instructor may be used to discuss questions and concerns throughout the course. E-mail may be used for asynchronous instructor-to-student and student-to-student communication. Chat rooms may be used for synchronous interaction between students and between the instructor and students. Threaded discussions may be used for instructor-to-student and student-to-student asynchronous group communication. Live-classroom may be used for synchronous online lectures, meetings and office hour meetings as appropriate. Video, audio, learning objects and archived live-classroom lectures may be included for students to interact with asynchronously where appropriate. Assignments and tests that will be used in the Distance Education course will be exactly the same as those in the traditional course. Students will submit all course work (tests and assignments) electronically to the instructor for grading.
- VI. **How to Evaluate Students for Achieved Outcomes:** The evaluation methods will mirror the on-campus course as specified in the course outline. The feedback on assignments and tests will be submitted electronically to the student.
- VII. **Additional Resources/Materials/Information:** SDCCD and DSPS personnel will provide all needed accommodations. DSPS will provide a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).
- VIII. **Audio Visual Library Materials:** NO
- IX. **MIRAMAR**
- X. **Distance Education Methods of Instruction:** 1. Online-Emergency Only
- XI. **Other Distance Education Methods:**
- XII. **Type and frequency of contact may include, but is not limited to:**
 1. Announcements
weekly
 2. Chat Rooms
as assigned
 3. Conferencing
as assigned
 4. Discussion Board
at least once during the term with the instructor and with other students

5. Email/Message System
as needed
6. Field Trips
as assigned
7. Group Meetings
optional guided workout sessions may be offered weekly
8. Individual Meetings
as needed
9. Individualized Assignment Feedback
as assigned
10. Synchronous or Asynchronous Video
optional guided workout sessions may be offered weekly
11. Telephone Contact
as needed

XIII. List of Techniques: Students will interact with each other and the instructor in ways that mirror the traditional classroom, only the delivery system will be altered. These methods include one-on-one communication with the instructor and other students via e-mail, the discussion board, and/or the chat room. In addition, students will participate in individual projects such as designing a fitness program to meet their individual goals. Students will also demonstrate an understanding and integration of course concepts via group activities such as guided workouts, asynchronous class discussion, and/or other assignments.

XIV. How to Evaluate Students for Achieved Outcomes: Multiple measures will be used to assess student learning objectives. These include performance on objective examinations administered via the assessment tool, personal fitness evaluations, and individual projects such as a fitness program to meet individual health goals. Students will also be assessed on the frequency and duration of course-related exercise through one of two methods: 1) Electronic documentation of workout time, fitness activity via time lapse video, calories burned, or other appropriate metrics from a personal fitness tracker such as a smartphone application or similar tool; or 2) Documentation of regular attendance at a fitness center, health club, or similar facility with appropriate equipment (this documentation must be provided by the facility itself).

XV. Additional Resources/Materials/Information: Materials posted online are consistent with those required for campus-based class. SDCCD and DSPS personnel provide all needed accommodations. DSPS provides a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).

XVI. Audio Visual Library Materials: NO

SECTION IV

COURSE STUDENT LEARNING OUTCOME(S)

MESA

- Identify personal fitness goals and modify goal setting as changes occur in fitness level. Design an appropriate cardiovascular, strength, functional and flexibility, training program based on those goals.
- Evaluate appropriate and safe exercises for cardiovascular, strength, functional and flexibility training program and demonstrate those techniques.
- Identify the factors contributing to wellness and longevity, understand the consequences of unhealthful lifestyle choices, and apply these concepts to goal setting and workout design.

MIRAMAR

SECTION V

COURSE DATA ADMINISTRATION ELEMENTS

I. Codes:

California Classification: (Y Credit Course)

TOP Code: 0835.00 Physical Education

SAM Code: E - Non Occupational

Course Prior to College Level (CB21): Y - Not applicable. Level of course is not one of the levels listed above, may be above level A (transferable) or below level C (more than 3 levels below transfer level).

Funding Agency Category (CB23): Not Applicable (funding not used to develop course)

Course Program Status (CB24): Program-applicable

Course Gen Education Status (CB25): Y

Course Support Course Status (CB26): N

Major Restriction Code: NONE

II. Lab Units: 0.50 - 1.00

5. Email/Message System
as needed
6. Field Trips
as assigned
7. Group Meetings
optional guided workout sessions may be offered weekly
8. Individual Meetings
as needed
9. Individualized Assignment Feedback
as assigned
10. Synchronous or Asynchronous Video
optional guided workout sessions may be offered weekly
11. Telephone Contact
as needed

XIII. List of Techniques: Students will interact with each other and the instructor in ways that mirror the traditional classroom, only the delivery system will be altered. These methods include one-on-one communication with the instructor and other students via e-mail, the discussion board, and/or the chat room. In addition, students will participate in individual projects such as designing a fitness program to meet their individual goals. Students will also demonstrate an understanding and integration of course concepts via group activities such as guided workouts, asynchronous class discussion, and/or other assignments.

XIV. How to Evaluate Students for Achieved Outcomes: Multiple measures will be used to assess student learning objectives. These include performance on objective examinations administered via the assessment tool, personal fitness evaluations, and individual projects such as a fitness program to meet individual health goals. Students will also be assessed on the frequency and duration of course-related exercise through one of two methods: 1) Electronic documentation of workout time, fitness activity via time lapse video, calories burned, or other appropriate metrics from a personal fitness tracker such as a smartphone application or similar tool; or 2) Documentation of regular attendance at a fitness center, health club, or similar facility with appropriate equipment (this documentation must be provided by the facility itself).

XV. Additional Resources/Materials/Information: Materials posted online are consistent with those required for campus-based class. SDCCD and DSPS personnel provide all needed accommodations. DSPS provides a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).

XVI. Audio Visual Library Materials: NO

SECTION IV

COURSE STUDENT LEARNING OUTCOME(S)

MESA

- Identify personal fitness goals and modify goal setting as changes occur in fitness level. Design an appropriate cardiovascular, strength, functional and flexibility, training program based on those goals.
- Evaluate appropriate and safe exercises for cardiovascular, strength, functional and flexibility training program and demonstrate those techniques.
- Identify the factors contributing to wellness and longevity, understand the consequences of unhealthful lifestyle choices, and apply these concepts to goal setting and workout design.

MIRAMAR

SECTION V

COURSE DATA ADMINISTRATION ELEMENTS

I. Codes:

California Classification: (Y Credit Course)

TOP Code: 0835.00 Physical Education

SAM Code: E - Non Occupational

Course Prior to College Level (CB21): Y - Not applicable. Level of course is not one of the levels listed above, may be above level A (transferable) or below level C (more than 3 levels below transfer level).

Funding Agency Category (CB23): Not Applicable (funding not used to develop course)

Course Program Status (CB24): Program-applicable

Course Gen Education Status (CB25): Y = Not applicable

Course Support Course Status (CB26): N = Course is not a support course

Major Restriction Code: NONE

II. Lab Units: 0.50 - 1.00

Total Units: 0.5 - 1
Lecture Hours Min: 0.00 **Max:** 0.00
Lab Hours Min: 32.00 **Max:** 54.00
Other Hours Min: 0.00 **Max:**0.00
Total Contact Hours Min: 32.00 **Max:**54.00
Outside-of-Class Hours Min: 0.00 **Max:**0.00
Total Student Learning Hours Min: 32.00 **Max:** 54.00
FTEF Lecture Min: 0.0000 **Max:**0.0000
FTEF Lab Min: 0.1333 **Max:**0.2000
FTEF Total Min: 0.1333 **Max:**0.2000

III. Last Time Pre/Co Requisite Update: 08/31/2017

IV. Last Outline Revision Date: 12/14/2017

V. CIC Approval: 12/14/2017

VI. BOT Approval:

VII. State Approval:

VIII. Revised State Approval:

IX. Course Approval Effective Date: Fall 2018

SECTION VI

CREDIT FOR PRIOR LEARNING

Total Units: 0.5 - 1
Lecture Hours Min: 0.00 **Max:** 0.00
Lab Hours Min: 32.00 **Max:** 54.00
Other Hours Min: 0.00 **Max:**0.00
Total Contact Hours Min: 32.00 **Max:**54.00
Outside-of-Class Hours Min: 0.00 **Max:**0.00
Total Student Learning Hours Min: 32.00 **Max:** 54.00
FTEF Lecture Min: 0.0000 **Max:**0.0000
FTEF Lab Min: 0.1333 **Max:**0.2000
FTEF Total Min: 0.1333 **Max:**0.2000

III. Last Time Pre/Co Requisite Update: 09/02/2022

IV. Last Outline Revision Date: 12/14/2017

V. CIC Approval:

VI. BOT Approval:

VII. State Approval:

VIII. Revised State Approval:

IX. Course Approval Effective Date:

SECTION VI

CREDIT FOR PRIOR LEARNING

**SAN DIEGO COMMUNITY COLLEGE DISTRICT
MESA, AND MIRAMAR COLLEGES
ASSOCIATE DEGREE COURSE OUTLINE**

SECTION I

SUBJECT AREA AND COURSE NUMBER: Exercise Science 140C

COURSE TITLE:
Boot Camp III

Units:
0.5-1
Grade Only

CATALOG COURSE DESCRIPTION:

This course provides students with intermediate level instruction in fundamental skills related to core and unilateral strength, stability, and performance. Topics include core stability and targeted functional training. This course is the third in a series of four boot camp physical training courses. It is intended for kinesiology majors and all students interested in comprehensive physical fitness training. All objectives are covered in this course whether offered for 0.5 or one unit. When this course is offered for one unit, the additional time is utilized for additional skills practice and refinement of exercise technique.

REQUISITES:

Advisory:
EXSC 140B with a grade of "C" or better, or equivalent

FIELD TRIP REQUIREMENTS:
May be required

TRANSFER APPLICABILITY:
Associate Degree Credit & transfer to CSU UC Transfer Course List

CID:

TOTAL LECTURE HOURS:

TOTAL LAB HOURS:
32 - 54

TOTAL CONTACT HOURS:
32 - 54

OUTSIDE-OF-CLASS HOURS:

TOTAL STUDENT LEARNING HOURS:
32 - 54

STUDENT LEARNING OBJECTIVES:
Upon successful completion of the course the student will be able to:

All objectives are covered whether offered for .50 or 1.0 unit. When this course is offered for 1.0

unit, the additional time is utilized for skill development, and, enhanced cardiovascular fitness and muscular strength.

1. Appraise and evaluate personal fitness level.
2. Interpret individual level of fitness and changes in fitness over time through a physical readiness test and fitness profile.
3. Identify, analyze, and implement unilateral strength exercises at an intermediate level of difficulty.
4. Identify, apply, measure, and increase overall health and body development through the application of at least three training models.
5. Develop a personal fitness plan based on principles of fitness program design.

SECTION II

1. COURSE OUTLINE AND SCOPE:

A. Outline Of Topics:

The following topics are included in the framework of the course but are not intended as limits on content. The order of presentation and relative emphasis will vary with each instructor.

- I. Fitness evaluation
 - A. Fitness profile
 - B. Informed consent
 - C. Physical Activity Readiness Questionnaire (PAR-Q)
- II. Physical Readiness Test
 - A. 1 x 300 yard shuttle for time
 - B. Plank max effort for time
 - C. Push-up test
 - D. Flexibility assessment
- III. Unilateral strength
 - A. Body development
 1. Single arm exercise
 2. Single leg exercises
 - B. Moderately intense activities
 1. Interval
 2. Circuit
 3. Plyometrics
- IV. Intermediate level training focus
 - A. Core
 1. Transverse abdomens
 2. External/internal obliques
 3. Rectus Abdominis
 4. Hip adductors/abductors
 5. Hip flexors
 6. Pelvic floor
 7. Lumbar spine
 - B. Plyometrics
 1. Muscle exertion
 2. Time
 3. Speed/power
 - C. Bodyweight
 1. Bodyweight resistance
 2. Flexibility
 3. Balance
 4. Repetitions for endurance
 5. Intensity for strength
- V. Principles of program design
 - A. Upper body
 - B. Lower body
- VI. Exercise order
 - A. Intensity

- B. Volume
- C. Variety
- VII. Personal fitness plan
 - A. Current fitness level
 - B. Fitness goals
 - C. Fitness routine
 - D. Integration in daily routine
 - E. Activity sequence and variety

B. Reading Assignments:

Reading assignments are required and may include, but are not limited to, the following:

- I. Selected textbooks.
- II. Articles from fitness journals or magazines such as the IDEA Fitness Journal.
- III. Related internet websites.

C. Writing Assignments:

Writing assignments are required and may include, but are not limited to, the following:

- I. Essay on the principles and components of fitness plans.
- II. Critiques of articles from selected fitness journals.
- III. Personal fitness profile.
- IV. Personal fitness plan.

D. Appropriate Outside Assignments:

Outside assignments may include, but are not limited to, the following:

- I. Completing a written fitness profile.
- II. Developing a personal fitness plan.
- III. Participating in local fitness events.
- IV. Interviewing a fitness expert.

E. Appropriate Assignments that Demonstrate Critical Thinking:

Critical thinking assignments are required and may include, but are not limited to, the following:

- I. Comparing and contrasting training models in the design of a personal fitness plan.
- II. Creating a fitness plan utilizing various types of exercises that improve core and unilateral strength.
- III. Evaluating a fitness profile.
- IV. Assessing one's current fitness level and documentation of improvement.

2. METHODS OF EVALUATION:

A student's grade will be based on multiple measures of performance unless the course requires no grade. Multiple measures may include, but are not limited to, the following:

- I. Fitness profile.
- II. Physical Readiness Test.
- III. Writing assignments such as a personal fitness plan.
- IV. Class participation.

3. METHODS OF INSTRUCTION:

Methods of instruction may include, but are not limited to, the following:

- * Collaborative Learning
- * Laboratory
- * Other (Specify)
- * A. Demonstration of proper technique.

* B. Evaluation, modification, and application of proper technique.

4. REQUIRED TEXTS AND SUPPLIES:

Textbooks may include, but are not limited to:

TEXTBOOKS:

1. Delavier, Frederick and Gundill, Michael. Delavier's Core Training Anatomy, 1st ed. Human Kinetics, 2011, ISBN: 9781450413992
2. Haff, G. Gregory and N. Travis Triplett (eds.). Essentials of Strength Training and Conditioning, 4th ed. Human Kinetics, 2016, ISBN: 9781492501626

MANUALS:

PERIODICALS:

SOFTWARE:

SUPPLIES:

1. Water
2. Appropriate workout clothes
3. Appropriate athletic shoes
4. Towel

ORIGINATOR: Edward Helscher

ORIGINATION DATE: 10/22/2018

PROPOSAL ORIGINATOR: Kelsey Graham

CO-CONTRIBUTOR(S) Nathan Resch

PROPOSAL DATE: 09/02/2022

**SAN DIEGO COMMUNITY COLLEGE DISTRICT
COURSE PROPOSAL IMPACT REPORT**

**COURSE TO BE PROPOSED: EXSC 140C
Boot Camp III**

ACTIVE/APPROVED COURSES IMPACTED:

EXSC 140C Boot Camp III (29302)

Advisory

EXSC 140D (Active)

ACTIVE/APPROVED/PROPOSED PROGRAMS IMPACTED:

(Mesa)

Kinesiology *Approved*;
Associate in Arts for Transfer Degree

Fitness

(Mesa)

Kinesiology *Active*;
Associate of Science Degree

Select a minimum of one unit from Anarobics:

(Mesa)

Kinesiology *Approved*;
Associate of Science Degree

Select a minimum of one unit from Anarobics:

SAN DIEGO COMMUNITY COLLEGE DISTRICT

MESA AND MIRAMAR COLLEGES

**Course Outline of Record:
Curriculum Proposal Report**

SECTION I

- I. **Subject Area:** Exercise Science
- II. **Course Number:** 140C
- III. **Course Title:** Boot Camp III
- IV. **Disciplines (Instructor Minimum Qualifications):** Physical Education
- V.
- VI. **Family:** ANAEROBIC
- VII. **Current Short Title:** Boot Camp III
- VIII. **Course Is Active/Where?** MESA AND MIRAMAR
- IX. **Originating Campus:** MESA
- X. **Action Proposed:** Course Revision (May Include Activation)
- XI. **Distance Education Proposed At:** Mesa and Miramar
- XII. **Proposal Originating Date:** 09/02/2022
- XIII. **Proposed Start Semester:** Fall 2024
- XIV. **Field Trip:** May be required
- XV. **Grading Option:** Grade Only
- XVI. **Current Short Description:** Intermediate level core and unilateral strength, stability, and performance training.

SECTION II

COURSE ENROLLMENT INFORMATION

- I. **Requisites:**
Advisory: EXSC 140B with a grade of "C" or better, or equivalent.
- II. **Current Degree Applicability:** Associate Degree Credit & transfer to CSU
- III. **Current Basic Skills Designation:** N - Not a Basic Skills Course
- IV. **Repeatability:** Course may be taken 1 time(s)
- V. **Course Equivalency:** No
- VI. **Additional Information:** This course requires students to analyze and utilize student learning objectives 1-5 such as identify, analyze, and implement unilateral strength exercises at an intermediate level of difficulty. 32 hours of activity are required as a minimum for physiological adaptation and development of these skill-related outcomes.
- VII. **Additional Textbook Information:** Texts are most current editions as of 9/1/2022.

COURSE ANALYSIS DATA

- I. **Reason for Proposed Action:** Six-year review including: 1) addition of extra min hrs statement and objective heading, 2) edit to description, and 3) review & update texts for currency. (Course revision is for six year review.)
- II. **How Does The Course Fit The College Mission?** 1. Transfer
- III. **Current Transfer Options:** 1. UC Transfer Course List
- IV. **Proposed College/District Purpose:** 1. Graduation Requirement
- V. **Extraordinary Cost to the College:** None.
- VI. **Library Resource Materials:** None..

GENERAL EDUCATION ANALYSIS

Other Graduation Requirement:

Yes

UC Transfer Course:

Yes

REQUISITES ANALYSIS

Beginning level core and unilateral stability skills.

- I. Course: EXSC 140B Appraise and evaluate personal fitness level.**
- II. Course: EXSC 140B Interpret individual level of fitness through a physical readiness test and fitness profile.**
- III. Course: EXSC 140B Identify, analyze, and implement unilateral strength techniques through moderately intense activities at a beginning level.**
- IV. Course: EXSC 140B Identify, apply, measure, and increase overall health and body development through three training models.**
- V. Course: EXSC 140B Explain the principles of fitness program design and personal fitness plans.**

SECTION III

COURSE DISTANCE EDUCATION INFORMATION

- I. MESA**
- II. Distance Education Methods of Instruction:** 1. Online-Emergency Only
- III. Other Distance Education Methods:**
- IV. Type and frequency of contact may include, but is not limited to:**
 1. Announcements
As needed
 2. Discussion Board
At least weekly
 3. Email/Message System
Frequent
 4. Synchronous or Asynchronous Video
Frequent
 5. Telephone Contact
As needed
- V. List of Techniques:** In EXSC courses with laboratory component, content and student learning objectives will be delivered to students using both synchronous and asynchronous student-to-student and student-to- instructor contact which include video presentation, discussion boards, Zoom meetings, YouTube, email and telephone contact. Students will do presentations using power point or other modality, will do demonstrations via synchronous and asynchronous video platforms such as Zoom or YouTube, and will use activity-specific Apps available to the public. Online instruction includes regular student-to-student and instructor-to-student communication. Telephone calls between students and the instructor may be used to discuss questions and concerns throughout the course. E-mail may be used for asynchronous instructor-to-student and student-to-student communication. Chat rooms may be used for synchronous interaction between students and between the instructor and students. Threaded discussions may be used for instructor-to-student and student-to-student asynchronous group communication. Live-classroom may be used for synchronous online lectures, meetings and office hour meetings as appropriate. Video, audio, learning objects and archived live-classroom lectures may be included for students to interact with asynchronously where appropriate. Assignments and tests that will be used in the Distance Education course will be exactly the same as those in the traditional course. Students will submit all course work (tests and assignments) electronically to the instructor for grading.
- VI. How to Evaluate Students for Achieved Outcomes:** The evaluation methods will mirror the on-campus course as specified in the course outline. The feedback on assignments and tests will be submitted electronically to the student.
- VII. Additional Resources/Materials/Information:** SDCCD and DSPS personnel will provide all needed accommodations. DSPS will provide a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).
- VIII. Audio Visual Library Materials:** NO
- IX. MIRAMAR**
- X. Distance Education Methods of Instruction:** 1. Online-Emergency Only
- XI. Other Distance Education Methods:**
- XII. Type and frequency of contact may include, but is not limited to:**
 1. Announcements
weekly
 2. Chat Rooms
as assigned

3. Conferencing
as assigned
 4. Discussion Board
at least once during the term with the instructor and with other students
 5. Email/Message System
as needed
 6. Field Trips
as assigned
 7. Group Meetings
optional guided workout sessions may be offered weekly
 8. Individual Meetings
as needed
 9. Individualized Assignment Feedback
as assigned
 10. Synchronous or Asynchronous Video
optional guided workout sessions may be offered weekly
 11. Telephone Contact
as needed
- XIII. **List of Techniques:** Students will interact with each other and the instructor in ways that mirror the traditional classroom, only the delivery system will be altered. These methods include one-on-one communication with the instructor and other students via e-mail, the discussion board, and/or the chat room. In addition, students will participate in individual projects such as designing a fitness program to meet their individual goals. Students will also demonstrate an understanding and integration of course concepts via group activities such as guided workouts, asynchronous class discussion, and/or other assignments.
- XIV. **How to Evaluate Students for Achieved Outcomes:** Multiple measures will be used to assess student learning objectives. These include performance on objective examinations administered via the assessment tool, personal fitness evaluations, and individual projects such as a fitness program to meet individual health goals. Students will also be assessed on the frequency and duration of course-related exercise through one of two methods: 1) Electronic documentation of workout time, fitness activity via time lapse video, calories burned, or other appropriate metrics from a personal fitness tracker such as a smartphone application or similar tool; or 2) Documentation of regular attendance at a fitness center, health club, or similar facility with appropriate equipment (this documentation must be provided by the facility itself).
- XV. **Additional Resources/Materials/Information:** Materials posted online are consistent with those required for campus-based class. SDCCD and DSPS personnel provide all needed accommodations. DSPS provides a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).
- XVI. **Audio Visual Library Materials:** NO

SECTION IV

COURSE STUDENT LEARNING OUTCOME(S)

MESA

MIRAMAR

SECTION V

COURSE DATA ADMINISTRATION ELEMENTS

I. Codes:

California Classification: (Y Credit Course)

TOP Code: 0835.00 Physical Education

SAM Code: E - Non Occupational

Course Prior to College Level (CB21): Y - Not applicable. Level of course is not one of the levels listed above, may be above level A (transferable) or below level C (more than 3 levels below transfer level).

Funding Agency Category (CB23): Not Applicable (funding not used to develop course)

Course Program Status (CB24): Program-applicable

Course Gen Education Status (CB25): Y = Not applicable

Course Support Course Status (CB26): N = Course is not a support course

Major Restriction Code: NONE

II. Lab Units: 0.50 - 1.00

Total Units: 0.5 - 1

Lecture Hours Min: 0.00 **Max:** 0.00

Lab Hours Min: 32.00 **Max:** 54.00

Other Hours Min: 0.00 **Max:**0.00

Total Contact Hours Min: 32.00 **Max:**54.00

Outside-of-Class Hours Min: 0.00 **Max:**0.00

Total Student Learning Hours Min: 32.00 **Max:** 54.00

FTEF Lecture Min: 0.0000 **Max:**0.0000

FTEF Lab Min: 0.1333 **Max:**0.2000

FTEF Total Min: 0.1333 **Max:**0.2000

III. Last Time Pre/Co Requisite Update: 09/02/2022

IV. Last Outline Revision Date: 12/14/2017

V. CIC Approval:

VI. BOT Approval:

VII. State Approval:

VIII. Revised State Approval:

IX. Course Approval Effective Date:

SECTION VI

CREDIT FOR PRIOR LEARNING

Previous Report

EXSC 140C

CIC Approval: 04/11/2019
BOT APPROVAL:
STATE APPROVAL:
EFFECTIVE TERM: Fall 2020

**SAN DIEGO COMMUNITY COLLEGE DISTRICT
MESA, AND MIRAMAR COLLEGES
ASSOCIATE DEGREE COURSE OUTLINE**

SECTION I

SUBJECT AREA AND COURSE NUMBER: Exercise Science 140C

COURSE TITLE:
Boot Camp III

Units:
0.5-1
Grade Only

CATALOG COURSE DESCRIPTION:

This course provides beginning students with intermediate level instruction in fundamental skills related to core and unilateral strength, stability, and performance. Topics include core stability, targeted functional training, and various training models and fitness plans derived from or inspired by military physical training techniques. This course is the third in a series of four boot camp physical training courses. It is intended for kinesiology majors and all students interested in comprehensive physical fitness training. All objectives are covered in this course whether offered for 0.5 or one unit. When this course is offered for one unit, the additional time is utilized for additional skills practice and refinement of exercise technique.

REQUISITES:

Advisory:
EXSC 140B with a grade of "C" or better, or equivalent

FIELD TRIP REQUIREMENTS:
May be required

TRANSFER APPLICABILITY:
Associate Degree Credit & transfer to CSU UC Transfer Course List

CID:

TOTAL LECTURE HOURS:

TOTAL LAB HOURS:
32 - 54

TOTAL CONTACT HOURS:
32 - 54

OUTSIDE-OF-CLASS HOURS:

TOTAL STUDENT LEARNING HOURS:
32 - 54

STUDENT LEARNING OBJECTIVES:
Upon successful completion of the course the student will be able to:

1. Appraise and evaluate personal fitness level.
2. Interpret individual level of fitness and changes in fitness over time through a physical readiness test and fitness profile.
3. Identify, analyze, and implement unilateral strength exercises at an intermediate level of difficulty.
4. Identify, apply, measure, and increase overall health and body development through the application of at least three training models.
5. Develop a personal fitness plan based on principles of fitness program design.

Current Report

EXSC 140C

CIC Approval:
BOT APPROVAL:
STATE APPROVAL:
EFFECTIVE TERM:

**SAN DIEGO COMMUNITY COLLEGE DISTRICT
MESA, AND MIRAMAR COLLEGES
ASSOCIATE DEGREE COURSE OUTLINE**

SECTION I

SUBJECT AREA AND COURSE NUMBER: Exercise Science 140C

COURSE TITLE:
Boot Camp III

Units:
0.5-1
Grade Only

CATALOG COURSE DESCRIPTION:

This course provides students with intermediate level instruction in fundamental skills related to core and unilateral strength, stability, and performance. Topics include core stability and targeted functional training. This course is the third in a series of four boot camp physical training courses. It is intended for kinesiology majors and all students interested in comprehensive physical fitness training. All objectives are covered in this course whether offered for 0.5 or one unit. When this course is offered for one unit, the additional time is utilized for additional skills practice and refinement of exercise technique.

REQUISITES:

Advisory:
EXSC 140B with a grade of "C" or better, or equivalent

FIELD TRIP REQUIREMENTS:
May be required

TRANSFER APPLICABILITY:
Associate Degree Credit & transfer to CSU UC Transfer Course List

CID:

TOTAL LECTURE HOURS:

TOTAL LAB HOURS:
32 - 54

TOTAL CONTACT HOURS:
32 - 54

OUTSIDE-OF-CLASS HOURS:

TOTAL STUDENT LEARNING HOURS:
32 - 54

STUDENT LEARNING OBJECTIVES:
Upon successful completion of the course the student will be able to:

- All objectives are covered whether offered for .50 or 1.0 unit. When this course is offered for 1.0 unit, the additional time is utilized for skill development, and, enhanced cardiovascular fitness and muscular strength.**
1. Appraise and evaluate personal fitness level.
 2. Interpret individual level of fitness and changes in fitness over time through a physical readiness test and fitness profile.
 3. Identify, analyze, and implement unilateral strength exercises at an intermediate level of difficulty.
 4. Identify, apply, measure, and increase overall health and body development through the application of at least three training models.

SECTION II

I. COURSE OUTLINE AND SCOPE:

A. Outline Of Topics:

The following topics are included in the framework of the course but are not intended as limits on content. The order of presentation and relative emphasis will vary with each instructor.

- I. Fitness evaluation
 - A. Fitness profile
 - B. Informed consent
 - C. Physical Activity Readiness Questionnaire (PAR-Q)
- II. Physical Readiness Test
 - A. 1 x 300 yard shuttle for time
 - B. Plank max effort for time
 - C. Push-up test
 - D. Flexibility assessment
- III. Unilateral strength
 - A. Body development
 1. Single arm exercise
 2. Single leg exercises
 - B. Moderately intense activities
 1. Interval
 2. Circuit
 3. Plyometrics
- IV. Intermediate level training focus
 - A. Core
 1. Transverse abdomens
 2. External/internal obliques
 3. Rectus Abdominis
 4. Hip adductors/abductors
 5. Hip flexors
 6. Pelvic floor
 7. Lumbar spine
 - B. Plyometrics
 1. Muscle exertion
 2. Time
 3. Speed/power
 - C. Bodyweight
 1. Bodyweight resistance
 2. Flexibility
 3. Balance
 4. Repetitions for endurance
 5. Intensity for strength
- V. Principles of program design
 - A. Upper body
 - B. Lower body
- VI. Exercise order
 - A. Intensity
 - B. Volume
 - C. Variety
- VII. Personal fitness plan
 - A. Current fitness level
 - B. Fitness goals
 - C. Fitness routine
 - D. Integration in daily routine
 - E. Activity sequence and variety

B. Reading Assignments:

Reading assignments are required and may include, but are not limited to, the following:

- I. Selected textbooks.
- II. Articles from fitness journals or magazines such as the IDEA Fitness Journal.
- III. Related internet websites.

C. Writing Assignments:

Writing assignments are required and may include, but are not limited to, the following:

three training models.

5. Develop a personal fitness plan based on principles of fitness program design.

SECTION II

I. COURSE OUTLINE AND SCOPE:

A. Outline Of Topics:

The following topics are included in the framework of the course but are not intended as limits on content. The order of presentation and relative emphasis will vary with each instructor.

- I. Fitness evaluation
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- IV. Intermediate level training focus
 - A. Core
 1. Transverse abdomens
 2. External/internal obliques
 3. Rectus Abdominis
 4. Hip adductors/abductors
 5. Hip flexors
 6. Pelvic floor
 7. Lumbar spine
 - B. Plyometrics
 1. Muscle exertion
 2. Time
 3. Speed/power
 - C. Bodyweight
 1. Bodyweight resistance
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- I. Selected textbooks.
- II. Articles from fitness journals or magazines such as the IDEA Fitness Journal.
- III. Related internet websites.

C. Writing Assignments:

Writing assignments are required and may include, but are not limited to, the following:

- I. Essay on the principles and components of fitness plans.
- II. Critiques of articles from selected fitness journals.
- III. Personal fitness profile.
- IV. Personal fitness plan.

D. Appropriate Outside Assignments:

Outside assignments may include, but are not limited to, the following:

- I. Completing a written fitness profile.
- II. Developing a personal fitness plan.
- III. Participating in local fitness events.
- IV. Interviewing a fitness expert.

E. Appropriate Assignments that Demonstrate Critical Thinking:

Critical thinking assignments are required and may include, but are not limited to, the following:

- I. Comparing and contrasting training models in the design of a personal fitness plan.
- II. Creating a fitness plan utilizing various types of exercises that improve core and unilateral strength.
- III. Evaluating a fitness profile.
- IV. Assessing one's current fitness level and documentation of improvement.

2. METHODS OF EVALUATION:

A student's grade will be based on multiple measures of performance unless the course requires no grade. Multiple measures may include, but are not limited to, the following:

- I. Fitness profile.
- II. Physical Readiness Test.
- III. Writing assignments such as a personal fitness plan.
- IV. Class participation.

3. METHODS OF INSTRUCTION:

Methods of instruction may include, but are not limited to, the following:

- * Collaborative Learning
- * Laboratory
- * Other (Specify)
- * A. Demonstration of proper technique.
- * B. Evaluation, modification, and application of proper technique.

4. REQUIRED TEXTS AND SUPPLIES:

Textbooks may include, but are not limited to:

TEXTBOOKS:

1. Burngardt, Kurt, Brett Burngardt, and Mike Burngardt. The Complete Book of Core Training. 1st ed. Hachette, 2006, ISBN: 9781401307882
2. Haff, G. Gregory and N. Travis Triplett (eds.). Essentials of Strength Training and Conditioning. 4th ed. Human Kinetics, 2016, ISBN: 9781492501626

MANUALS:

PERIODICALS:

SOFTWARE:

SUPPLIES:

1. Water
2. Appropriate workout clothes
3. Appropriate athletic shoes
4. Towel

- I. Essay on the principles and components of fitness plans.
- II. Critiques of articles from selected fitness journals.
- III. Personal fitness profile.
- IV. Personal fitness plan.

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Outside assignments may include, but are not limited to, the following:

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- * Laboratory
- * Other (Specify)
- * A. Demonstration of proper technique.
- * B. Evaluation, modification, and application of proper technique.

4. REQUIRED TEXTS AND SUPPLIES:

Textbooks may include, but are not limited to:

TEXTBOOKS:

1. Delavier, Frederick and Gundill, Michael. Delavier's Core Training Anatomy. 1st ed. Human Kinetics, 2011, ISBN: 9781450413992
2. Haff, G. Gregory and N. Travis Triplett (eds.). Essentials of Strength Training and Conditioning. 4th ed. Human Kinetics, 2016, ISBN: 9781492501626

MANUALS:

PERIODICALS:

SOFTWARE:

SUPPLIES:

1. Water
2. Appropriate workout clothes
3. Appropriate athletic shoes
4. Towel

ORIGINATOR: Edward Helscher
ORINATION DATE: 10/22/2018
PROPOSAL ORIGINATOR: Kelsey Graham
CO-CONTRIBUTOR(S) Nathan Resch
PROPOSAL DATE: 09/02/2022

Status: Launched

ORIGINATOR: Edward Helscher

CO-CONTRIBUTOR(S)

DATE: 10/22/2018

Date Printed: 10/11/2022

Status: Active

Date Printed: 10/11/2022

Previous Report

SAN DIEGO COMMUNITY COLLEGE DISTRICT

MESA AND MIRAMAR COLLEGES

Course Outline of Record:
Curriculum Proposal Report

SECTION I

- I. **Subject Area:** Exercise Science
- II. **Course Number:** 140C
- III. **Course Title:** Boot Camp III
- IV. **Disciplines (Instructor Minimum Qualifications):** Physical Education
- V.
- VI. **Family:** ANAEROBIC
- VII. **Current Short Title:** Boot Camp III
- VIII. **Course Is Active/Where?** MESA AND MIRAMAR
- IX. **Originating Campus:** MESA
- X. **Action Proposed:** Course Activation (Currently active at another college)
- XI. **Distance Education Proposed At:** Mesa and Miramar
- XII. **Proposal Originating Date:** 10/22/2018
- XIII. **Proposed Start Semester:** Fall 2020
- XIV. **Field Trip:** May be required
- XV. **Grading Option:** Grade Only
- XVI. **Current Short Description:** Intermediate level core and unilateral strength, stability, and performance training.

SECTION II

COURSE ENROLLMENT INFORMATION

- I. **Requisites:**
Advisory: EXSC 140B with a grade of "C" or better, or equivalent.
- II. **Current Degree Applicability:** Associate Degree Credit & transfer to CSU
- III. **Current Basic Skills Designation:** N - Not a Basic Skills Course
- IV. **Repeatability:** Course may be taken 1 time(s)
- V. **Course Equivalency:** No
- VI. **Additional Information:**
- VII. **Additional Textbook Information:**

COURSE ANALYSIS DATA

- I. **Reason for Proposed Action:** Course activation and added to AS in Kinesiology.
- II. **How Does The Course Fit The College Mission?** 1. Transfer
- III. **Current Transfer Options:** 1. UC Transfer Course List
- IV. **Proposed College/District Purpose:** 1. Graduation Requirement
- V. **Extraordinary Cost to the College:** No new costs..
- VI. **Library Resource Materials:** None..

GENERAL EDUCATION ANALYSIS

Other Graduation Requirement:
Yes

UC Transfer Course:

Current Report

SAN DIEGO COMMUNITY COLLEGE DISTRICT

MESA AND MIRAMAR COLLEGES

Course Outline of Record:
Curriculum Proposal Report

SECTION I

- I. **Subject Area:** Exercise Science
- II. **Course Number:** 140C
- III. **Course Title:** Boot Camp III
- IV. **Disciplines (Instructor Minimum Qualifications):** Physical Education
- V.
- VI. **Family:** ANAEROBIC
- VII. **Current Short Title:** Boot Camp III
- VIII. **Course Is Active/Where?** MESA AND MIRAMAR
- IX. **Originating Campus:** MESA
- X. **Action Proposed:** Course Revision (May Include Activation)
- XI. **Distance Education Proposed At:** Mesa and Miramar
- XII. **Proposal Originating Date:** 09/02/2022
- XIII. **Proposed Start Semester:** Fall 2024
- XIV. **Field Trip:** May be required
- XV. **Grading Option:** Grade Only
- XVI. **Current Short Description:** Intermediate level core and unilateral strength, stability, and performance training.

SECTION II

COURSE ENROLLMENT INFORMATION

- I. **Requisites:**
Advisory: EXSC 140B with a grade of "C" or better, or equivalent.
- II. **Current Degree Applicability:** Associate Degree Credit & transfer to CSU
- III. **Current Basic Skills Designation:** N - Not a Basic Skills Course
- IV. **Repeatability:** Course may be taken 1 time(s)
- V. **Course Equivalency:** No
- VI. **Additional Information:** This course requires students to analyze and utilize student learning objectives 1-5 such as identify, analyze, and implement unilateral strength exercises at an intermediate level of difficulty. 32 hours of activity are required as a minimum for physiological adaptation and development of these skill-related outcomes.
- VII. **Additional Textbook Information:** Texts are most current editions as of 9/1/2022.

COURSE ANALYSIS DATA

- I. **Reason for Proposed Action:** Six-year review including: 1) addition of extra min hrs statement and objective heading, 2) edit to description, and 3) review & update texts for currency. (Course revision is for six year review.)
- II. **How Does The Course Fit The College Mission?** 1. Transfer
- III. **Current Transfer Options:** 1. UC Transfer Course List
- IV. **Proposed College/District Purpose:** 1. Graduation Requirement
- V. **Extraordinary Cost to the College:** None.
- VI. **Library Resource Materials:** None..

GENERAL EDUCATION ANALYSIS

Other Graduation Requirement:
Yes

Yes

REQUISITES ANALYSIS

Beginning level core and unilateral stability skills.

- I. Course: EXSC 140B Appraise and evaluate personal fitness level.
- II. Course: EXSC 140B Interpret individual level of fitness through a physical readiness test and fitness profile.
- III. Course: EXSC 140B Identify, analyze, and implement unilateral strength through moderately intense activities.
- IV. Course: EXSC 140B Identify, apply, measure and increase overall health and body development through three training models.

SECTION III

COURSE DISTANCE EDUCATION INFORMATION

- I. **MESA**
- II. **Distance Education Methods of Instruction:** 1. Online-Emergency Only
- III. **Other Distance Education Methods:**
- IV. **Type and frequency of contact may include, but is not limited to:**
 1. Announcements
As needed
 2. Discussion Board
At least weekly
 3. Email/Message System
Frequent
 4. Synchronous or Asynchronous Video
Frequent
 5. Telephone Contact
As needed
- V. **List of Techniques:** In EXSC courses with laboratory component, content and student learning objectives will be delivered to students using both synchronous and asynchronous student-to-student and student-to- instructor contact which include video presentation, discussion boards, Zoom meetings, YouTube, email and telephone contact. Students will do presentations using power point or other modality, will do demonstrations via synchronous and asynchronous video platforms such as Zoom or YouTube, and will use activity-specific Apps available to the public. Online instruction includes regular student-to-student and instructor-to-student communication. Telephone calls between students and the instructor may be used to discuss questions and concerns throughout the course. E-mail may be used for asynchronous instructor-to-student and student-to-student communication. Chat rooms may be used for synchronous interaction between students and between the instructor and students. Threaded discussions may be used for instructor-to-student and student-to-student asynchronous group communication. Live-classroom may be used for synchronous online lectures, meetings and office hour meetings as appropriate. Video, audio, learning objects and archived live-classroom lectures may be included for students to interact with asynchronously where appropriate. Assignments and tests that will be used in the Distance Education course will be exactly the same as those in the traditional course. Students will submit all course work (tests and assignments) electronically to the instructor for grading.
- VI. **How to Evaluate Students for Achieved Outcomes:** The evaluation methods will mirror the on-campus course as specified in the course outline. The feedback on assignments and tests will be submitted electronically to the student.
- VII. **Additional Resources/Materials/Information:** SDCCD and DSPS personnel will provide all needed accommodations. DSPS will provide a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).
- VIII. **Audio Visual Library Materials:** NO
- IX. **MIRAMAR**
- X. **Distance Education Methods of Instruction:** 1. Online-Emergency Only
- XI. **Other Distance Education Methods:**
- XII. **Type and frequency of contact may include, but is not limited to:**
 1. Announcements
weekly
 2. Chat Rooms
as assigned
 3. Conferencing
as assigned
 4. Discussion Board

UC Transfer Course:

Yes

REQUISITES ANALYSIS

Beginning level core and unilateral stability skills.

- I. Course: EXSC 140B Appraise and evaluate personal fitness level.
- II. Course: EXSC 140B Interpret individual level of fitness through a physical readiness test and fitness profile.
- III. Course: EXSC 140B Identify, analyze, and implement unilateral strength techniques through moderately intense activities at a beginning level.
- IV. Course: EXSC 140B Identify, apply, measure, and increase overall health and body development through three training models.
- V. Course: EXSC 140B Explain the principles of fitness program design and personal fitness plans.

SECTION III

COURSE DISTANCE EDUCATION INFORMATION

- I. **MESA**
- II. **Distance Education Methods of Instruction:** 1. Online-Emergency Only
- III. **Other Distance Education Methods:**
- IV. **Type and frequency of contact may include, but is not limited to:**
 1. Announcements
As needed
 2. Discussion Board
At least weekly
 3. Email/Message System
Frequent
 4. Synchronous or Asynchronous Video
Frequent
 5. Telephone Contact
As needed
- V. **List of Techniques:** In EXSC courses with laboratory component, content and student learning objectives will be delivered to students using both synchronous and asynchronous student-to-student and student-to- instructor contact which include video presentation, discussion boards, Zoom meetings, YouTube, email and telephone contact. Students will do presentations using power point or other modality, will do demonstrations via synchronous and asynchronous video platforms such as Zoom or YouTube, and will use activity-specific Apps available to the public. Online instruction includes regular student-to-student and instructor-to-student communication. Telephone calls between students and the instructor may be used to discuss questions and concerns throughout the course. E-mail may be used for asynchronous instructor-to-student and student-to-student communication. Chat rooms may be used for synchronous interaction between students and between the instructor and students. Threaded discussions may be used for instructor-to-student and student-to-student asynchronous group communication. Live-classroom may be used for synchronous online lectures, meetings and office hour meetings as appropriate. Video, audio, learning objects and archived live-classroom lectures may be included for students to interact with asynchronously where appropriate. Assignments and tests that will be used in the Distance Education course will be exactly the same as those in the traditional course. Students will submit all course work (tests and assignments) electronically to the instructor for grading.
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- VIII. **Audio Visual Library Materials:** NO
- IX. **MIRAMAR**
- X. **Distance Education Methods of Instruction:** 1. Online-Emergency Only
- XI. **Other Distance Education Methods:**
- XII. **Type and frequency of contact may include, but is not limited to:**
 1. Announcements
weekly
 2. Chat Rooms
as assigned
 3. Conferencing

at least once during the term with the instructor and with other students

5. Email/Message System

as needed

6. Field Trips

as assigned

7. Group Meetings

optional guided workout sessions may be offered weekly

8. Individual Meetings

as needed

9. Individualized Assignment Feedback

as assigned

10. Synchronous or Asynchronous Video

optional guided workout sessions may be offered weekly

11. Telephone Contact

as needed

XIII. List of Techniques: Students will interact with each other and the instructor in ways that mirror the traditional classroom, only the delivery system will be altered. These methods include one-on-one communication with the instructor and other students via e-mail, the discussion board, and/or the chat room. In addition, students will participate in individual projects such as designing a fitness program to meet their individual goals. Students will also demonstrate an understanding and integration of course concepts via group activities such as guided workouts, asynchronous class discussion, and/or other assignments.

XIV. How to Evaluate Students for Achieved Outcomes: Multiple measures will be used to assess student learning objectives. These include performance on objective examinations administered via the assessment tool, personal fitness evaluations, and individual projects such as a fitness program to meet individual health goals. Students will also be assessed on the frequency and duration of course-related exercise through one of two methods: 1) Electronic documentation of workout time, fitness activity via time lapse video, calories burned, or other appropriate metrics from a personal fitness tracker such as a smartphone application or similar tool; or 2) Documentation of regular attendance at a fitness center, health club, or similar facility with appropriate equipment (this documentation must be provided by the facility itself).

XV. Additional Resources/Materials/Information: Materials posted online are consistent with those required for campus-based class. SDCCD and DSPS personnel provide all needed accommodations. DSPS provides a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).

XVI. Audio Visual Library Materials: NO

SECTION IV

COURSE STUDENT LEARNING OUTCOME(S)

MESA

MIRAMAR

SECTION V

COURSE DATA ADMINISTRATION ELEMENTS

I. Codes:

California Classification: (Y Credit Course)

TOP Code: 0835.00 Physical Education

SAM Code: E - Non Occupational

Course Prior to College Level (CB21): Y - Not applicable. Level of course is not one of the levels listed above, may be above level A (transferable) or below level C (more than 3 levels below transfer level).

Funding Agency Category (CB23): Not Applicable (funding not used to develop course)

Course Program Status (CB24): Program-applicable

Course Gen Education Status (CB25):

Course Support Course Status (CB26):

Major Restriction Code: NONE

II. Lab Units: 0.50 - 1.00

Total Units: 0.5 - 1

Lecture Hours Min: 0.00 **Max:** 0.00

Lab Hours Min: 32.00 **Max:** 54.00

Other Hours Min: 0.00 **Max:** 0.00

Total Contact Hours Min: 32.00 **Max:** 54.00

Outside-of-Class Hours Min: 0.00 **Max:** 0.00

as assigned

4. Discussion Board

at least once during the term with the instructor and with other students

5. Email/Message System

as needed

6. Field Trips

as assigned

7. Group Meetings

optional guided workout sessions may be offered weekly

8. Individual Meetings

as needed

9. Individualized Assignment Feedback

as assigned

10. Synchronous or Asynchronous Video

optional guided workout sessions may be offered weekly

11. Telephone Contact

as needed

XIII. List of Techniques: Students will interact with each other and the instructor in ways that mirror the traditional classroom, only the delivery system will be altered. These methods include one-on-one communication with the instructor and other students via e-mail, the discussion board, and/or the chat room. In addition, students will participate in individual projects such as designing a fitness program to meet their individual goals. Students will also demonstrate an understanding and integration of course concepts via group activities such as guided workouts, asynchronous class discussion, and/or other assignments.

XIV. How to Evaluate Students for Achieved Outcomes: Multiple measures will be used to assess student learning objectives. These include performance on objective examinations administered via the assessment tool, personal fitness evaluations, and individual projects such as a fitness program to meet individual health goals. Students will also be assessed on the frequency and duration of course-related exercise through one of two methods: 1) Electronic documentation of workout time, fitness activity via time lapse video, calories burned, or other appropriate metrics from a personal fitness tracker such as a smartphone application or similar tool; or 2) Documentation of regular attendance at a fitness center, health club, or similar facility with appropriate equipment (this documentation must be provided by the facility itself).

XV. Additional Resources/Materials/Information: Materials posted online are consistent with those required for campus-based class. SDCCD and DSPS personnel provide all needed accommodations. DSPS provides a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).

XVI. Audio Visual Library Materials: NO

SECTION IV

COURSE STUDENT LEARNING OUTCOME(S)

MESA

MIRAMAR

SECTION V

COURSE DATA ADMINISTRATION ELEMENTS

I. Codes:

California Classification: (Y Credit Course)

TOP Code: 0835.00 Physical Education

SAM Code: E - Non Occupational

Course Prior to College Level (CB21): Y - Not applicable. Level of course is not one of the levels listed above, may be above level A (transferable) or below level C (more than 3 levels below transfer level).

Funding Agency Category (CB23): Not Applicable (funding not used to develop course)

Course Program Status (CB24): Program-applicable

Course Gen Education Status (CB25): Y = Not applicable

Course Support Course Status (CB26): N = Course is not a support course

Major Restriction Code: NONE

II. Lab Units: 0.50 - 1.00

Total Units: 0.5 - 1

Lecture Hours Min: 0.00 **Max:** 0.00

Lab Hours Min: 32.00 **Max:** 54.00

Other Hours Min: 0.00 **Max:** 0.00

Total Student Learning Hours Min: 32.00 Max: 54.00

FTEF Lecture Min: 0.0000 Max:0.0000

FTEF Lab Min: 0.1333 Max:0.2000

FTEF Total Min: 0.1333 Max:0.2000

III. Last Time Pre/Co Requisite Update: 10/22/2018

IV. Last Outline Revision Date: 12/14/2017

V. CIC Approval: 04/11/2019

VI. BOT Approval:

VII. State Approval:

VIII. Revised State Approval:

IX. Course Approval Effective Date: Fall 2020

SECTION VI

CREDIT FOR PRIOR LEARNING

Total Contact Hours Min: 32.00 Max:54.00

Outside-of-Class Hours Min: 0.00 Max:0.00

Total Student Learning Hours Min: 32.00 Max: 54.00

FTEF Lecture Min: 0.0000 Max:0.0000

FTEF Lab Min: 0.1333 Max:0.2000

FTEF Total Min: 0.1333 Max:0.2000

III. Last Time Pre/Co Requisite Update: 09/02/2022

IV. Last Outline Revision Date: 12/14/2017

V. CIC Approval:

VI. BOT Approval:

VII. State Approval:

VIII. Revised State Approval:

IX. Course Approval Effective Date:

SECTION VI

CREDIT FOR PRIOR LEARNING

**SAN DIEGO COMMUNITY COLLEGE DISTRICT
MESA, AND MIRAMAR COLLEGES
ASSOCIATE DEGREE COURSE OUTLINE**

SECTION I

SUBJECT AREA AND COURSE NUMBER: Exercise Science 140D

COURSE TITLE:
Boot Camp IV

Units:
0.5-1
Grade Only

CATALOG COURSE DESCRIPTION:

This course provides intermediate students with advanced level instruction in skills related to core and unilateral strength, stability, and performance. Topics include core stability and targeted functional training. This course is the fourth in a series of four boot camp physical training courses. It is intended for kinesiology majors and all students interested in comprehensive physical fitness training. All objectives are covered in this course whether offered for 0.5 or one unit. When this course is offered for one unit, the additional time is utilized for additional skills practice and refinement of exercise technique.

REQUISITES:

Advisory:
EXSC 140C with a grade of "C" or better, or equivalent

FIELD TRIP REQUIREMENTS:
May be required

TRANSFER APPLICABILITY:
Associate Degree Credit & transfer to CSU UC Transfer Course List

CID:

TOTAL LECTURE HOURS:

TOTAL LAB HOURS:
32 - 54

TOTAL CONTACT HOURS:
32 - 54

OUTSIDE-OF-CLASS HOURS:

TOTAL STUDENT LEARNING HOURS:
32 - 54

STUDENT LEARNING OBJECTIVES:
Upon successful completion of the course the student will be able to:

All objectives will be met whether the course is offered for .5 or 1.0 unit. When this course is

offered for 1.0 unit, the additional hours will be used to maximize skill acquisition and fitness development

1. Appraise and evaluate personal fitness level.
2. Interpret individual level of fitness and changes in fitness over time through a physical readiness test and fitness profile.
3. Identify, analyze, and implement core and unilateral strength exercises at an advanced level of difficulty.
4. Identify, apply, measure, and increase overall health and body development through the application and personal integration of at least three training models.
5. Develop, evaluate, and refine a personal fitness plan based on principles of fitness program design.

SECTION II

1. COURSE OUTLINE AND SCOPE:

A. Outline Of Topics:

The following topics are included in the framework of the course but are not intended as limits on content. The order of presentation and relative emphasis will vary with each instructor.

- I. Fitness evaluation
 - A. Fitness profile
 - B. Informed consent
 - C. Physical Activity Readiness Questionnaire (PAR-Q)
- II. Physical Readiness Test
 - A. 1 x 300 yard shuttle for time
 - B. Plank max effort for time
 - C. Push-up test
 - D. Flexibility assessment
- III. Unilateral strength
 - A. Body development
 1. Single arm exercise
 2. Single leg exercises
 - B. Moderately intense activities
 1. Interval
 2. Circuit
 3. Plyometrics
- IV. Advanced level training focus
 - A. Core
 1. Transverse abdomens
 2. External/internal obliques
 3. Rectus Abdominis
 4. Hip adductors/abductors
 5. Hip flexors
 6. Pelvic floor
 7. Lumbar spine
 - B. Plyometrics
 1. Muscle exertion
 2. Time
 3. Speed/power
 - C. Bodyweight
 1. Bodyweight resistance
 2. Flexibility
 3. Balance
 4. Repetitions for endurance
 5. Intensity for strength
- V. Principles of program design
 - A. Upper body
 - B. Lower body
- VI. Exercise order

- A. Intensity
- B. Volume
- C. Variety
- VII. Personal fitness plan
 - A. Current fitness level
 - B. Fitness goals
 - C. Fitness routine
 - D. Integration in daily routine
 - E. Activity sequence and variety
 - F. Personal motivation
 - G. Monitoring progress over time
 - H. Evaluation
 - I. Refinement

B. Reading Assignments:

Reading assignments are required and may include, but are not limited to, the following:

- I. Selected textbooks.
- II. Articles from fitness journals or magazines such as the IDEA Fitness Journal.
- III. Related internet websites.

C. Writing Assignments:

Writing assignments are required and may include, but are not limited to, the following:

- I. Essay on the evaluation and refinement of fitness plans.
- II. Critiques of articles from selected fitness journals.
- III. Personal fitness profile.
- IV. Written evaluation and refinement of personal fitness plan.

D. Appropriate Outside Assignments:

Outside assignments may include, but are not limited to, the following:

- I. Completing a written fitness profile.
- II. Developing and/or refining a personal fitness plan.
- III. Participating in local fitness events.
- IV. Interviewing a fitness expert.

E. Appropriate Assignments that Demonstrate Critical Thinking:

Critical thinking assignments are required and may include, but are not limited to, the following:

- I. Evaluating various types of personal fitness plans.
- II. Evaluating and refining a personal fitness plan that incorporates core and unilateral strength training techniques.
- III. Evaluating a fitness profile.
- IV. Assessing one's current fitness level and documentation of improvement after following a personal fitness plan.

2. METHODS OF EVALUATION:

A student's grade will be based on multiple measures of performance unless the course requires no grade. Multiple measures may include, but are not limited to, the following:

- I. Fitness profile.
- II. Physical Readiness Test.
- III. Writing assignments such as a personal fitness plan.
- IV. Class participation.

3. METHODS OF INSTRUCTION:

Methods of instruction may include, but are not limited to, the following:

- * Collaborative Learning
- * Laboratory
- * Other (Specify)
- * A. Demonstration of proper technique.
- * B. Evaluation, modification, and application of proper technique.

4. REQUIRED TEXTS AND SUPPLIES:

Textbooks may include, but are not limited to:

TEXTBOOKS:

1. Delavier, Frederick and Gundill, Michael. Delavier's Core Training Anatomy, 1st ed. Human Kinetics, 2011, ISBN: 9781450413992
2. Haff, G. Gregory and N. Travis Triplett (eds.). Essentials of Strength Training and Conditioning, 4th ed. Human Kinetics, 2016, ISBN: 9781492501626

MANUALS:

PERIODICALS:

SOFTWARE:

SUPPLIES:

1. Water
2. Appropriate workout clothes
3. Appropriate athletic shoes
4. Towel

ORIGINATOR: Edward Helscher
ORIGINATION DATE: 10/22/2018
PROPOSAL ORIGINATOR: Kelsey Graham
CO-CONTRIBUTOR(S) Nathan Resch
PROPOSAL DATE: 09/02/2022

**SAN DIEGO COMMUNITY COLLEGE DISTRICT
COURSE PROPOSAL IMPACT REPORT**

**COURSE TO BE PROPOSED: EXSC 140D
Boot Camp IV**

ACTIVE/APPROVED COURSES IMPACTED:

EXSC 140D Boot Camp IV (29303)

ACTIVE/APPROVED/PROPOSED PROGRAMS IMPACTED:

(Mesa)

Kinesiology *Approved*;
Associate in Arts for Transfer Degree

Fitness

(Mesa)

Kinesiology *Active*;
Associate of Science Degree

Select a minimum of one unit from Anarobics:

(Mesa)

Kinesiology *Approved*;
Associate of Science Degree

Select a minimum of one unit from Anarobics:

SAN DIEGO COMMUNITY COLLEGE DISTRICT

MESA AND MIRAMAR COLLEGES

Course Outline of Record: Curriculum Proposal Report

SECTION I

- I. **Subject Area:** Exercise Science
- II. **Course Number:** 140D
- III. **Course Title:** Boot Camp IV
- IV. **Disciplines (Instructor Minimum Qualifications):** Physical Education
- V.
- VI. **Family:** ANAEROBIC
- VII. **Current Short Title:** Boot Camp IV
- VIII. **Course Is Active/Where?** MIRAMAR AND MESA
- IX. **Originating Campus:** MESA
- X. **Action Proposed:** Course Revision (May Include Activation)
- XI. **Distance Education Proposed At:** Mesa and Miramar
- XII. **Proposal Originating Date:** 09/02/2022
- XIII. **Proposed Start Semester:** Fall 2024
- XIV. **Field Trip:** May be required
- XV. **Grading Option:** Grade Only
- XVI. **Current Short Description:** Intermediate level core and unilateral strength, stability, and performance training.

SECTION II

COURSE ENROLLMENT INFORMATION

- I. **Requisites:**
Advisory: EXSC 140C with a grade of "C" or better, or equivalent.
- II. **Current Degree Applicability:** Associate Degree Credit & transfer to CSU
- III. **Current Basic Skills Designation:** N - Not a Basic Skills Course
- IV. **Repeatability:** Course may be taken 1 time(s)
- V. **Course Equivalency:** No
- VI. **Additional Information:** This course requires students to analyze and utilize student learning objectives 1-5 such as develop, evaluate, and refine a personal fitness plan based on principles of fitness program design. 32 hours of activity are required as a minimum for physiological adaptation and development of these skill-related outcomes.
- VII. **Additional Textbook Information:** Texts are most current edition as of 9/1/2022..

COURSE ANALYSIS DATA

- I. **Reason for Proposed Action:** Six-year review including: 1) addition of extra min hrs statement and objective heading, 2) edit to description, and 3) review & update texts for currency. (Course revision is for six year review.)
- II. **How Does The Course Fit The College Mission?** 1. Transfer
- III. **Current Transfer Options:** 1. UC Transfer Course List
- IV. **Proposed College/District Purpose:** 1. Graduation Requirement
- V. **Extraordinary Cost to the College:** None.
- VI. **Library Resource Materials:** None needed..

GENERAL EDUCATION ANALYSIS

Other Graduation Requirement:

Yes

UC Transfer Course:

Yes

REQUISITES ANALYSIS

Intermediate level core and unilateral stability skills.

- I. Course: EXSC 140C Appraise and evaluate personal fitness level.**
- II. Course: EXSC 140C Interpret individual level of fitness and changes in fitness over time through a physical readiness test and fitness profile.**
- III. Course: EXSC 140C Identify, analyze, and implement unilateral strength exercises at an intermediate level of difficulty.**
- IV. Course: EXSC 140C Identify, apply, measure, and increase overall health and body development through the application of at least three training models.**
- V. Course: EXSC 140C Develop a personal fitness plan based on principles of fitness program design.**

SECTION III

COURSE DISTANCE EDUCATION INFORMATION

- I. MESA**
- II. Distance Education Methods of Instruction:** 1. Online-Emergency Only
- III. Other Distance Education Methods:**
- IV. Type and frequency of contact may include, but is not limited to:**
 1. Announcements
As needed
 2. Discussion Board
At least weekly
 3. Email/Message System
Frequent
 4. Synchronous or Asynchronous Video
Frequent
 5. Telephone Contact
As needed
- V. List of Techniques:** In EXSC courses with laboratory component, content and student learning objectives will be delivered to students using both synchronous and asynchronous student-to-student and student-to-instructor contact which include video presentation, discussion boards, Zoom meetings, YouTube, email and telephone contact. Students will do presentations using power point or other modality, will do demonstrations via synchronous and asynchronous video platforms such as Zoom or YouTube, and will use activity-specific Apps available to the public. Online instruction includes regular student-to-student and instructor-to-student communication. Telephone calls between students and the instructor may be used to discuss questions and concerns throughout the course. E-mail may be used for asynchronous instructor-to-student and student-to-student communication. Chat rooms may be used for synchronous interaction between students and between the instructor and students. Threaded discussions may be used for instructor-to-student and student-to-student asynchronous group communication. Live-classroom may be used for synchronous online lectures, meetings and office hour meetings as appropriate. Video, audio, learning objects and archived live-classroom lectures may be included for students to interact with asynchronously where appropriate. Assignments and tests that will be used in the Distance Education course will be exactly the same as those in the traditional course. Students will submit all course work (tests and assignments) electronically to the instructor for grading.
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- VII. Additional Resources/Materials/Information:** SDCCD and DSPS personnel will provide all needed accommodations. DSPS will provide a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).
- VIII. Audio Visual Library Materials:** NO
- IX. MIRAMAR**
- X. Distance Education Methods of Instruction:** 1. Online-Emergency Only
- XI. Other Distance Education Methods:**
- XII. Type and frequency of contact may include, but is not limited to:**
 1. Announcements
weekly

2. Chat Rooms
as assigned
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as assigned
 4. Discussion Board
at least once during the term with the instructor and with other students
 5. Email/Message System
as needed
 6. Field Trips
as assigned
 7. Group Meetings
optional guided workout sessions may be offered weekly
 8. Individual Meetings
as needed
 9. Individualized Assignment Feedback
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as needed
- XIII. **List of Techniques:** Students will interact with each other and the instructor in ways that mirror the traditional classroom, only the delivery system will be altered. These methods include one-on-one communication with the instructor and other students via e-mail, the discussion board, and/or the chat room. In addition, students will participate in individual projects such as designing a fitness program to meet their individual goals. Students will also demonstrate an understanding and integration of course concepts via group activities such as guided workouts, asynchronous class discussion, and/or other assignments.
- XIV. **How to Evaluate Students for Achieved Outcomes:** Multiple measures will be used to assess student learning objectives. These include performance on objective examinations administered via the assessment tool, personal fitness evaluations, and individual projects such as a fitness program to meet individual health goals. Students will also be assessed on the frequency and duration of course-related exercise through one of two methods: 1) Electronic documentation of workout time, fitness activity via time lapse video, calories burned, or other appropriate metrics from a personal fitness tracker such as a smartphone application or similar tool; or 2) Documentation of regular attendance at a fitness center, health club, or similar facility with appropriate equipment (this documentation must be provided by the facility itself).
- XV. **Additional Resources/Materials/Information:** Materials posted online are consistent with those required for campus-based class. SDCCD and DSPS personnel provide all needed accommodations. DSPS provides a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).
- XVI. **Audio Visual Library Materials:** NO

SECTION IV

COURSE STUDENT LEARNING OUTCOME(S)

MESA

MIRAMAR

SECTION V

COURSE DATA ADMINISTRATION ELEMENTS

I. Codes:

California Classification: (Y Credit Course)

TOP Code: 0835.00 Physical Education

SAM Code: E - Non Occupational

Course Prior to College Level (CB21): Y - Not applicable. Level of course is not one of the levels listed above, may be above level A (transferable) or below level C (more than 3 levels below transfer level).

Funding Agency Category (CB23): Not Applicable (funding not used to develop course)

Course Program Status (CB24): Program-applicable

Course Gen Education Status (CB25): Y = Not applicable

Course Support Course Status (CB26): N = Course is not a support course

Major Restriction Code: NONE

II. Lab Units: 0.50 - 1.00

Total Units: 0.5 - 1

Lecture Hours Min: 0.00 **Max:** 0.00

Lab Hours Min: 32.00 **Max:** 54.00

Other Hours Min: 0.00 **Max:**0.00

Total Contact Hours Min: 32.00 **Max:**54.00

Outside-of-Class Hours Min: 0.00 **Max:**0.00

Total Student Learning Hours Min: 32.00 **Max:** 54.00

FTEF Lecture Min: 0.0000 **Max:**0.0000

FTEF Lab Min: 0.1333 **Max:**0.2000

FTEF Total Min: 0.1333 **Max:**0.2000

III. Last Time Pre/Co Requisite Update: 09/02/2022

IV. Last Outline Revision Date: 12/14/2017

V. CIC Approval:

VI. BOT Approval:

VII. State Approval:

VIII. Revised State Approval:

IX. Course Approval Effective Date:

SECTION VI

CREDIT FOR PRIOR LEARNING

Previous Report

EXSC 140D

CIC Approval: 04/11/2019
BOT APPROVAL:
STATE APPROVAL:
EFFECTIVE TERM: Fall 2020

**SAN DIEGO COMMUNITY COLLEGE DISTRICT
MESA, AND MIRAMAR COLLEGES
ASSOCIATE DEGREE COURSE OUTLINE**

SECTION I

SUBJECT AREA AND COURSE NUMBER: Exercise Science 140D

COURSE TITLE:
Boot Camp IV

Units:
0.5-1
Grade Only

CATALOG COURSE DESCRIPTION:

This course provides intermediate students with advanced level instruction in skills related to core and unilateral strength, stability, and performance. Topics include core stability, targeted functional training, and various training models and fitness plans derived from or inspired by military physical training techniques. This course is the fourth in a series of four boot camp physical training courses. It is intended for kinesiology majors and all students interested in comprehensive physical fitness training. All objectives are covered in this course whether offered for 0.5 or one unit. When this course is offered for one unit, the additional time is utilized for additional skills practice and refinement of exercise technique.

REQUISITES:

Advisory:
EXSC 140C with a grade of "C" or better, or equivalent

FIELD TRIP REQUIREMENTS:
May be required

TRANSFER APPLICABILITY:
Associate Degree Credit & transfer to CSU UC Transfer Course List

CID:

TOTAL LECTURE HOURS:

TOTAL LAB HOURS:
32 - 54

TOTAL CONTACT HOURS:
32 - 54

OUTSIDE-OF-CLASS HOURS:

TOTAL STUDENT LEARNING HOURS:
32 - 54

STUDENT LEARNING OBJECTIVES:
Upon successful completion of the course the student will be able to:

1. Appraise and evaluate personal fitness level.
2. Interpret individual level of fitness and changes in fitness over time through a physical readiness test and fitness profile.
3. Identify, analyze, and implement core and unilateral strength exercises at an advanced level of difficulty.
4. Identify, apply, measure, and increase overall health and body development through the application and personal integration of at least three training models.
5. Develop, evaluate, and refine a personal fitness plan based on principles of fitness program design.

Current Report

EXSC 140D

CIC Approval:
BOT APPROVAL:
STATE APPROVAL:
EFFECTIVE TERM:

**SAN DIEGO COMMUNITY COLLEGE DISTRICT
MESA, AND MIRAMAR COLLEGES
ASSOCIATE DEGREE COURSE OUTLINE**

SECTION I

SUBJECT AREA AND COURSE NUMBER: Exercise Science 140D

COURSE TITLE:
Boot Camp IV

Units:
0.5-1
Grade Only

CATALOG COURSE DESCRIPTION:

This course provides intermediate students with advanced level instruction in skills related to core and unilateral strength, stability, and performance. Topics include core stability and targeted functional training. This course is the fourth in a series of four boot camp physical training courses. It is intended for kinesiology majors and all students interested in comprehensive physical fitness training. All objectives are covered in this course whether offered for 0.5 or one unit. When this course is offered for one unit, the additional time is utilized for additional skills practice and refinement of exercise technique.

REQUISITES:

Advisory:
EXSC 140C with a grade of "C" or better, or equivalent

FIELD TRIP REQUIREMENTS:
May be required

TRANSFER APPLICABILITY:
Associate Degree Credit & transfer to CSU UC Transfer Course List

CID:

TOTAL LECTURE HOURS:

TOTAL LAB HOURS:
32 - 54

TOTAL CONTACT HOURS:
32 - 54

OUTSIDE-OF-CLASS HOURS:

TOTAL STUDENT LEARNING HOURS:
32 - 54

STUDENT LEARNING OBJECTIVES:
Upon successful completion of the course the student will be able to:

- All objectives will be met whether the course is offered for .5 or 1.0 unit. When this course is offered for 1.0 unit, the additional hours will be used to maximize skill acquisition and fitness development**
1. Appraise and evaluate personal fitness level.
 2. Interpret individual level of fitness and changes in fitness over time through a physical readiness test and fitness profile.
 3. Identify, analyze, and implement core and unilateral strength exercises at an advanced level of difficulty.
 4. Identify, apply, measure, and increase overall health and body development through the application and personal

SECTION II

I. COURSE OUTLINE AND SCOPE:

A. Outline Of Topics:

The following topics are included in the framework of the course but are not intended as limits on content. The order of presentation and relative emphasis will vary with each instructor.

- I. Fitness evaluation
 - A. Fitness profile
 - B. Informed consent
 - C. Physical Activity Readiness Questionnaire (PAR-Q)
- II. Physical Readiness Test
 - A. 1 x 300 yard shuttle for time
 - B. Plank max effort for time
 - C. Push-up test
 - D. Flexibility assessment
- III. Unilateral strength
 - A. Body development
 1. Single arm exercise
 2. Single leg exercises
 - B. Moderately intense activities
 1. Interval
 2. Circuit
 3. Plyometrics
- IV. Advanced level training focus
 - A. Core
 1. Transverse abdomens
 2. External/internal obliques
 3. Rectus Abdominis
 4. Hip adductors/abductors
 5. Hip flexors
 6. Pelvic floor
 7. Lumbar spine
 - B. Plyometrics
 1. Muscle exertion
 2. Time
 3. Speed/power
 - C. Bodyweight
 1. Bodyweight resistance
 2. Flexibility
 3. Balance
 4. Repetitions for endurance
 5. Intensity for strength
- V. Principles of program design
 - A. Upper body
 - B. Lower body
- VI. Exercise order
 - A. Intensity
 - B. Volume
 - C. Variety
- VII. Personal fitness plan
 - A. Current fitness level
 - B. Fitness goals
 - C. Fitness routine
 - D. Integration in daily routine
 - E. Activity sequence and variety
 - F. Personal motivation
 - G. Monitoring progress over time
 - H. Evaluation
 - I. Refinement

B. Reading Assignments:

Reading assignments are required and may include, but are not limited to, the following:

- I. Selected textbooks.
- II. Articles from fitness journals or magazines such as the IDEA Fitness Journal.
- III. Related internet websites.

integration of at least three training models.

5. Develop, evaluate, and refine a personal fitness plan based on principles of fitness program design.

SECTION II

I. COURSE OUTLINE AND SCOPE:

A. Outline Of Topics:

The following topics are included in the framework of the course but are not intended as limits on content. The order of presentation and relative emphasis will vary with each instructor.

- I. Fitness evaluation
 - A. Fitness profile
 - B. Informed consent
 - C. Physical Activity Readiness Questionnaire (PAR-Q)
- II. Physical Readiness Test
 - A. 1 x 300 yard shuttle for time
 - B. Plank max effort for time
 - C. Push-up test
 - D. Flexibility assessment
- III. Unilateral strength
 - A. Body development
 1. Single arm exercise
 2. Single leg exercises
 - B. Moderately intense activities
 1. Interval
 2. Circuit
 3. Plyometrics
- IV. Advanced level training focus
 - A. Core
 1. Transverse abdomens
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 3. Rectus Abdominis
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 5. Hip flexors
 6. Pelvic floor
 7. Lumbar spine
 - B. Plyometrics
 1. Muscle exertion
 2. Time
 3. Speed/power
 - C. Bodyweight
 1. Bodyweight resistance
 2. Flexibility
 3. Balance
 4. Repetitions for endurance
 5. Intensity for strength
- V. Principles of program design
 - A. Upper body
 - B. Lower body
- VI. Exercise order
 - A. Intensity
 - B. Volume
 - C. Variety
- VII. Personal fitness plan
 - A. Current fitness level
 - B. Fitness goals
 - C. Fitness routine
 - D. Integration in daily routine
 - E. Activity sequence and variety
 - F. Personal motivation
 - G. Monitoring progress over time
 - H. Evaluation
 - I. Refinement

B. Reading Assignments:

Reading assignments are required and may include, but are not limited to, the following:

- I. Selected textbooks.
- II. Articles from fitness journals or magazines such as the IDEA Fitness Journal.
- III. Related internet websites.

C. Writing Assignments:

Writing assignments are required and may include, but are not limited to, the following:

- I. Essay on the evaluation and refinement of fitness plans.
- II. Critiques of articles from selected fitness journals.
- III. Personal fitness profile.
- IV. Written evaluation and refinement of personal fitness plan.

D. Appropriate Outside Assignments:

Outside assignments may include, but are not limited to, the following:

- I. Completing a written fitness profile.
- II. Developing and/or refining a personal fitness plan.
- III. Participating in local fitness events.
- IV. Interviewing a fitness expert.

E. Appropriate Assignments that Demonstrate Critical Thinking:

Critical thinking assignments are required and may include, but are not limited to, the following:

- I. Evaluating various types of personal fitness plans.
- II. Evaluating and refining a personal fitness plan that incorporates core and unilateral strength training techniques.
- III. Evaluating a fitness profile.
- IV. Assessing one's current fitness level and documentation of improvement after following a personal fitness plan.

2. METHODS OF EVALUATION:

A student's grade will be based on multiple measures of performance unless the course requires no grade. Multiple measures may include, but are not limited to, the following:

- I. Fitness profile.
- II. Physical Readiness Test.
- III. Writing assignments such as a personal fitness plan.
- IV. Class participation.

3. METHODS OF INSTRUCTION:

Methods of instruction may include, but are not limited to, the following:

- * Collaborative Learning
- * Laboratory
- * Other (Specify)
- * A. Demonstration of proper technique.
- * B. Evaluation, modification, and application of proper technique.

4. REQUIRED TEXTS AND SUPPLIES:

Textbooks may include, but are not limited to:

TEXTBOOKS:

1. Burngardt, Kurt, Brett Burngardt, and Mike Burngardt. The Complete Book of Core Training. 1st ed. Hachette, 2006, ISBN: 9781401307882
2. Haff, G. Gregory and N. Travis Triplett (eds.). Essentials of Strength Training and Conditioning. 4th ed. Human Kinetics, 2016, ISBN: 9781492501626

MANUALS:

PERIODICALS:

SOFTWARE:

SUPPLIES:

1. Water
2. Appropriate workout clothes
3. Appropriate athletic shoes
4. Towel

C. Writing Assignments:

Writing assignments are required and may include, but are not limited to, the following:

- I. Essay on the evaluation and refinement of fitness plans.
- II. Critiques of articles from selected fitness journals.
- III. Personal fitness profile.
- IV. Written evaluation and refinement of personal fitness plan.

D. Appropriate Outside Assignments:

Outside assignments may include, but are not limited to, the following:

- I. Completing a written fitness profile.
- II. Developing and/or refining a personal fitness plan.
- III. Participating in local fitness events.
- IV. Interviewing a fitness expert.

E. Appropriate Assignments that Demonstrate Critical Thinking:

Critical thinking assignments are required and may include, but are not limited to, the following:

- I. Evaluating various types of personal fitness plans.
- II. Evaluating and refining a personal fitness plan that incorporates core and unilateral strength training techniques.
- III. Evaluating a fitness profile.
- IV. Assessing one's current fitness level and documentation of improvement after following a personal fitness plan.

2. METHODS OF EVALUATION:

A student's grade will be based on multiple measures of performance unless the course requires no grade. Multiple measures may include, but are not limited to, the following:

- I. Fitness profile.
- II. Physical Readiness Test.
- III. Writing assignments such as a personal fitness plan.
- IV. Class participation.

3. METHODS OF INSTRUCTION:

Methods of instruction may include, but are not limited to, the following:

- * Collaborative Learning
- * Laboratory
- * Other (Specify)
- * A. Demonstration of proper technique.
- * B. Evaluation, modification, and application of proper technique.

4. REQUIRED TEXTS AND SUPPLIES:

Textbooks may include, but are not limited to:

TEXTBOOKS:

1. Delavier, Frederick and Gundill, Michael. Delavier's Core Training Anatomy. 1st ed. Human Kinetics, 2011, ISBN: 9781450413992
2. Haff, G. Gregory and N. Travis Triplett (eds.). Essentials of Strength Training and Conditioning. 4th ed. Human Kinetics, 2016, ISBN: 9781492501626

MANUALS:

PERIODICALS:

SOFTWARE:

SUPPLIES:

1. Water
2. Appropriate workout clothes
3. Appropriate athletic shoes
4. Towel

ORIGINATOR: Edward Helscher

CO-CONTRIBUTOR(S)

DATE: 10/22/2018

Status: Active

Date Printed: 10/11/2022

CO-CONTRIBUTOR(S) Nathan Resch

PROPOSAL DATE: 09/02/2022

Status: Launched

Date Printed: 10/11/2022

Previous Report

SAN DIEGO COMMUNITY COLLEGE DISTRICT

MESA AND MIRAMAR COLLEGES

Course Outline of Record:
Curriculum Proposal Report

SECTION I

- I. **Subject Area:** Exercise Science
- II. **Course Number:** 140D
- III. **Course Title:** Boot Camp IV
- IV. **Disciplines (Instructor Minimum Qualifications):** Physical Education
- V.
- VI. **Family:** ANAEROBIC
- VII. **Current Short Title:** Boot Camp IV
- VIII. **Course Is Active/Where?** MESA AND MIRAMAR
- IX. **Originating Campus:** MESA
- X. **Action Proposed:** Course Activation (Currently active at another college)
- XI. **Distance Education Proposed At:** Mesa and Miramar
- XII. **Proposal Originating Date:** 10/22/2018
- XIII. **Proposed Start Semester:** Fall 2020
- XIV. **Field Trip:** May be required
- XV. **Grading Option:** Grade Only
- XVI. **Current Short Description:** Intermediate level core and unilateral strength, stability, and performance training.

SECTION II

COURSE ENROLLMENT INFORMATION

- I. **Requisites:**
Advisory: EXSC 140C with a grade of "C" or better, or equivalent.
- II. **Current Degree Applicability:** Associate Degree Credit & transfer to CSU
- III. **Current Basic Skills Designation:** N - Not a Basic Skills Course
- IV. **Repeatability:** Course may be taken 1 time(s)
- V. **Course Equivalency:** No
- VI. **Additional Information:**
- VII. **Additional Textbook Information:** Texts are most current edition.

COURSE ANALYSIS DATA

- I. **Reason for Proposed Action:** Course activation. Added to AS in Kinesiology.
- II. **How Does The Course Fit The College Mission?** 1. Transfer
- III. **Current Transfer Options:** 1. UC Transfer Course List
- IV. **Proposed College/District Purpose:** 1. Graduation Requirement
- V. **Extraordinary Cost to the College:** No new costs..
- VI. **Library Resource Materials:** None needed..

GENERAL EDUCATION ANALYSIS

Other Graduation Requirement:
Yes

UC Transfer Course:

Current Report

SAN DIEGO COMMUNITY COLLEGE DISTRICT

MESA AND MIRAMAR COLLEGES

Course Outline of Record:
Curriculum Proposal Report

SECTION I

- I. **Subject Area:** Exercise Science
- II. **Course Number:** 140D
- III. **Course Title:** Boot Camp IV
- IV. **Disciplines (Instructor Minimum Qualifications):** Physical Education
- V.
- VI. **Family:** ANAEROBIC
- VII. **Current Short Title:** Boot Camp IV
- VIII. **Course Is Active/Where?** MIRAMAR AND MESA
- IX. **Originating Campus:** MESA
- X. **Action Proposed:** Course Revision (May Include Activation)
- XI. **Distance Education Proposed At:** Mesa and Miramar
- XII. **Proposal Originating Date:** 09/02/2022
- XIII. **Proposed Start Semester:** Fall 2024
- XIV. **Field Trip:** May be required
- XV. **Grading Option:** Grade Only
- XVI. **Current Short Description:** Intermediate level core and unilateral strength, stability, and performance training.

SECTION II

COURSE ENROLLMENT INFORMATION

- I. **Requisites:**
Advisory: EXSC 140C with a grade of "C" or better, or equivalent.
- II. **Current Degree Applicability:** Associate Degree Credit & transfer to CSU
- III. **Current Basic Skills Designation:** N - Not a Basic Skills Course
- IV. **Repeatability:** Course may be taken 1 time(s)
- V. **Course Equivalency:** No
- VI. **Additional Information:** This course requires students to analyze and utilize student learning objectives 1-5 such as develop, evaluate, and refine a personal fitness plan based on principles of fitness program design. 32 hours of activity are required as a minimum for physiological adaptation and development of these skill-related outcomes.
- VII. **Additional Textbook Information:** Texts are most current edition as of 9/1/2022..

COURSE ANALYSIS DATA

- I. **Reason for Proposed Action:** Six-year review including: 1) addition of extra min hrs statement and objective heading, 2) edit to description, and 3) review & update texts for currency. (Course revision is for six year review.)
- II. **How Does The Course Fit The College Mission?** 1. Transfer
- III. **Current Transfer Options:** 1. UC Transfer Course List
- IV. **Proposed College/District Purpose:** 1. Graduation Requirement
- V. **Extraordinary Cost to the College:** None.
- VI. **Library Resource Materials:** None needed..

GENERAL EDUCATION ANALYSIS

Other Graduation Requirement:
Yes

Yes

REQUISITES ANALYSIS

Intermediate level core and unilateral stability skills.

- I. Course: EXSC 140C Appraise and evaluate personal fitness level.
- II. Course: EXSC 140C Interpret individual level of fitness and changes in fitness over time through a physical readiness test and fitness profile.
- III. Course: EXSC 140C Identify, analyze, and implement unilateral strength exercises at an intermediate level of difficulty.
- IV. Course: EXSC 140C Identify, apply, measure, and increase overall health and body development through the application of at least three training models.
- V. Course: EXSC 140C Develop a personal fitness plan based on principles of fitness program design.

SECTION III

COURSE DISTANCE EDUCATION INFORMATION

- I. MESA
- II. **Distance Education Methods of Instruction:** 1. Online-Emergency Only
- III. **Other Distance Education Methods:**
- IV. **Type and frequency of contact may include, but is not limited to:**
 1. Announcements
As needed
 2. Discussion Board
At least weekly
 3. Email/Message System
Frequent
 4. Synchronous or Asynchronous Video
Frequent
 5. Telephone Contact
As needed
- V. **List of Techniques:** In EXSC courses with laboratory component, content and student learning objectives will be delivered to students using both synchronous and asynchronous student-to-student and student-to-instructor contact which include video presentation, discussion boards, Zoom meetings, YouTube, email and telephone contact. Students will do presentations using power point or other modality, will do demonstrations via synchronous and asynchronous video platforms such as Zoom or YouTube, and will use activity-specific Apps available to the public. Online instruction includes regular student-to-student and instructor-to-student communication. Telephone calls between students and the instructor may be used to discuss questions and concerns throughout the course. E-mail may be used for asynchronous instructor-to-student and student-to-student communication. Chat rooms may be used for synchronous interaction between students and between the instructor and students. Threaded discussions may be used for instructor-to-student and student-to-student asynchronous group communication. Live-classroom may be used for synchronous online lectures, meetings and office hour meetings as appropriate. Video, audio, learning objects and archived live-classroom lectures may be included for students to interact with asynchronously where appropriate. Assignments and tests that will be used in the Distance Education course will be exactly the same as those in the traditional course. Students will submit all course work (tests and assignments) electronically to the instructor for grading.
- VI. **How to Evaluate Students for Achieved Outcomes:** The evaluation methods will mirror the on-campus course as specified in the course outline. The feedback on assignments and tests will be submitted electronically to the student. SDCCD and DSPS personnel will provide all needed accommodations. DSPS will provide a student in an online classroom with the same level of support as an on-campus student.
- VII. **Additional Resources/Materials/Information:** SDCCD and DSPS personnel will provide all needed accommodations. DSPS will provide a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).
- VIII. **Audio Visual Library Materials:** NO
- IX. MIRAMAR
- X. **Distance Education Methods of Instruction:** 1. Online-Emergency Only
- XI. **Other Distance Education Methods:**
- XII. **Type and frequency of contact may include, but is not limited to:**
 1. Announcements
weekly
 2. Chat Rooms
as assigned

UC Transfer Course:

Yes

REQUISITES ANALYSIS

Intermediate level core and unilateral stability skills.

- I. Course: EXSC 140C Appraise and evaluate personal fitness level.
- II. Course: EXSC 140C Interpret individual level of fitness and changes in fitness over time through a physical readiness test and fitness profile.
- III. Course: EXSC 140C Identify, analyze, and implement unilateral strength exercises at an intermediate level of difficulty.
- IV. Course: EXSC 140C Identify, apply, measure, and increase overall health and body development through the application of at least three training models.
- V. Course: EXSC 140C Develop a personal fitness plan based on principles of fitness program design.

SECTION III

COURSE DISTANCE EDUCATION INFORMATION

- I. MESA
- II. **Distance Education Methods of Instruction:** 1. Online-Emergency Only
- III. **Other Distance Education Methods:**
- IV. **Type and frequency of contact may include, but is not limited to:**
 1. Announcements
As needed
 2. Discussion Board
At least weekly
 3. Email/Message System
Frequent
 4. Synchronous or Asynchronous Video
Frequent
 5. Telephone Contact
As needed
- V. **List of Techniques:** In EXSC courses with laboratory component, content and student learning objectives will be delivered to students using both synchronous and asynchronous student-to-student and student-to-instructor contact which include video presentation, discussion boards, Zoom meetings, YouTube, email and telephone contact. Students will do presentations using power point or other modality, will do demonstrations via synchronous and asynchronous video platforms such as Zoom or YouTube, and will use activity-specific Apps available to the public. Online instruction includes regular student-to-student and instructor-to-student communication. Telephone calls between students and the instructor may be used to discuss questions and concerns throughout the course. E-mail may be used for asynchronous instructor-to-student and student-to-student communication. Chat rooms may be used for synchronous interaction between students and between the instructor and students. Threaded discussions may be used for instructor-to-student and student-to-student asynchronous group communication. Live-classroom may be used for synchronous online lectures, meetings and office hour meetings as appropriate. Video, audio, learning objects and archived live-classroom lectures may be included for students to interact with asynchronously where appropriate. Assignments and tests that will be used in the Distance Education course will be exactly the same as those in the traditional course. Students will submit all course work (tests and assignments) electronically to the instructor for grading.
- VI. **How to Evaluate Students for Achieved Outcomes:** The evaluation methods will mirror the on-campus course as specified in the course outline. The feedback on assignments and tests will be submitted electronically to the student. SDCCD and DSPS personnel will provide all needed accommodations. DSPS will provide a student in an online classroom with the same level of support as an on-campus student.
- VII. **Additional Resources/Materials/Information:** SDCCD and DSPS personnel will provide all needed accommodations. DSPS will provide a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).
- VIII. **Audio Visual Library Materials:** NO
- IX. MIRAMAR
- X. **Distance Education Methods of Instruction:** 1. Online-Emergency Only
- XI. **Other Distance Education Methods:**
- XII. **Type and frequency of contact may include, but is not limited to:**
 1. Announcements
weekly
 2. Chat Rooms

3. Conferencing
as assigned
4. Discussion Board
at least once during the term with the instructor and with other students
5. Email/Message System
as needed
6. Field Trips
as assigned
7. Group Meetings
optional guided workout sessions may be offered weekly
8. Individual Meetings
as needed
9. Individualized Assignment Feedback
as assigned
10. Synchronous or Asynchronous Video
optional guided workout sessions may be offered weekly
11. Telephone Contact
as needed

XIII. List of Techniques: Students will interact with each other and the instructor in ways that mirror the traditional classroom, only the delivery system will be altered. These methods include one-on-one communication with the instructor and other students via e-mail, the discussion board, and/or the chat room. In addition, students will participate in individual projects such as designing a fitness program to meet their individual goals. Students will also demonstrate an understanding and integration of course concepts via group activities such as guided workouts, asynchronous class discussion, and/or other assignments.

XIV. How to Evaluate Students for Achieved Outcomes: Multiple measures will be used to assess student learning objectives. These include performance on objective examinations administered via the assessment tool, personal fitness evaluations, and individual projects such as a fitness program to meet individual health goals. Students will also be assessed on the frequency and duration of course-related exercise through one of two methods: 1) Electronic documentation of workout time, fitness activity via time lapse video, calories burned, or other appropriate metrics from a personal fitness tracker such as a smartphone application or similar tool; or 2) Documentation of regular attendance at a fitness center, health club, or similar facility with appropriate equipment (this documentation must be provided by the facility itself).

XV. Additional Resources/Materials/Information: Materials posted online are consistent with those required for campus-based class. SDCCD and DSPS personnel provide all needed accommodations. DSPS provides a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).

XVI. Audio Visual Library Materials: NO

SECTION IV

COURSE STUDENT LEARNING OUTCOME(S)

MESA

MIRAMAR

SECTION V

COURSE DATA ADMINISTRATION ELEMENTS

I. Codes:

California Classification: (Y Credit Course)

TOP Code: 0835.00 Physical Education

SAM Code: E - Non Occupational

Course Prior to College Level (CB21): Y - Not applicable. Level of course is not one of the levels listed above, may be above level A (transferable) or below level C (more than 3 levels below transfer level).

Funding Agency Category (CB23): Not Applicable (funding not used to develop course)

Course Program Status (CB24): Program-applicable

Course Gen Education Status (CB25): Y

Course Support Course Status (CB26): Y

Major Restriction Code: NONE

II. Lab Units: 0.50 - 1.00

Total Units: 0.5 - 1

Lecture Hours Min: 0.00 **Max:** 0.00

Lab Hours Min: 32.00 **Max:** 54.00

- as assigned
3. Conferencing
as assigned
4. Discussion Board
at least once during the term with the instructor and with other students
5. Email/Message System
as needed
6. Field Trips
as assigned
7. Group Meetings
optional guided workout sessions may be offered weekly
8. Individual Meetings
as needed
9. Individualized Assignment Feedback
as assigned
10. Synchronous or Asynchronous Video
optional guided workout sessions may be offered weekly
11. Telephone Contact
as needed

XIII. List of Techniques: Students will interact with each other and the instructor in ways that mirror the traditional classroom, only the delivery system will be altered. These methods include one-on-one communication with the instructor and other students via e-mail, the discussion board, and/or the chat room. In addition, students will participate in individual projects such as designing a fitness program to meet their individual goals. Students will also demonstrate an understanding and integration of course concepts via group activities such as guided workouts, asynchronous class discussion, and/or other assignments.

XIV. How to Evaluate Students for Achieved Outcomes: Multiple measures will be used to assess student learning objectives. These include performance on objective examinations administered via the assessment tool, personal fitness evaluations, and individual projects such as a fitness program to meet individual health goals. Students will also be assessed on the frequency and duration of course-related exercise through one of two methods: 1) Electronic documentation of workout time, fitness activity via time lapse video, calories burned, or other appropriate metrics from a personal fitness tracker such as a smartphone application or similar tool; or 2) Documentation of regular attendance at a fitness center, health club, or similar facility with appropriate equipment (this documentation must be provided by the facility itself).

XV. Additional Resources/Materials/Information: Materials posted online are consistent with those required for campus-based class. SDCCD and DSPS personnel provide all needed accommodations. DSPS provides a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).

XVI. Audio Visual Library Materials: NO

SECTION IV

COURSE STUDENT LEARNING OUTCOME(S)

MESA

MIRAMAR

SECTION V

COURSE DATA ADMINISTRATION ELEMENTS

I. Codes:

California Classification: (Y Credit Course)

TOP Code: 0835.00 Physical Education

SAM Code: E - Non Occupational

Course Prior to College Level (CB21): Y - Not applicable. Level of course is not one of the levels listed above, may be above level A (transferable) or below level C (more than 3 levels below transfer level).

Funding Agency Category (CB23): Not Applicable (funding not used to develop course)

Course Program Status (CB24): Program-applicable

Course Gen Education Status (CB25): Y = Not applicable

Course Support Course Status (CB26): N = Course is not a support course

Major Restriction Code: NONE

II. Lab Units: 0.50 - 1.00

Total Units: 0.5 - 1

Lecture Hours Min: 0.00 **Max:** 0.00

Other Hours Min: 0.00 **Max:**0.00
Total Contact Hours Min: 32.00 **Max:**54.00
Outside-of-Class Hours Min: 0.00 **Max:**0.00
Total Student Learning Hours Min: 32.00 **Max:** 54.00
FTEF Lecture Min: 0.0000 **Max:**0.0000
FTEF Lab Min: 0.1333 **Max:**0.2000
FTEF Total Min: 0.1333 **Max:**0.2000

III. Last Time Pre/Co Requisite Update: 10/22/2018

IV. Last Outline Revision Date: 12/14/2017

V. CIC Approval: 04/11/2019

VI. BOT Approval:

VII. State Approval:

VIII. Revised State Approval:

IX. Course Approval Effective Date: Fall 2020

SECTION VI

CREDIT FOR PRIOR LEARNING

Lab Hours Min: 32.00 **Max:** 54.00
Other Hours Min: 0.00 **Max:**0.00
Total Contact Hours Min: 32.00 **Max:**54.00
Outside-of-Class Hours Min: 0.00 **Max:**0.00
Total Student Learning Hours Min: 32.00 **Max:** 54.00
FTEF Lecture Min: 0.0000 **Max:**0.0000
FTEF Lab Min: 0.1333 **Max:**0.2000
FTEF Total Min: 0.1333 **Max:**0.2000

III. Last Time Pre/Co Requisite Update: 09/02/2022

IV. Last Outline Revision Date: 12/14/2017

V. CIC Approval:

VI. BOT Approval:

VII. State Approval:

VIII. Revised State Approval:

IX. Course Approval Effective Date:

SECTION VI

CREDIT FOR PRIOR LEARNING

**SAN DIEGO COMMUNITY COLLEGE DISTRICT
CITY, MESA, AND MIRAMAR COLLEGES
ASSOCIATE DEGREE COURSE OUTLINE**

SECTION I

SUBJECT AREA AND COURSE NUMBER: Exercise Science 178A

COURSE TITLE:

Tennis I

Units:

0.5-1

Grade Only

CATALOG COURSE DESCRIPTION:

This course is the first in a series of four courses in tennis. Emphasis is placed on introductory level skills, strokes, strategies, rules and etiquette. This course is intended for kinesiology majors and all students interested in incorporating the game of tennis into an active lifestyle.

REQUISITES:

Limitation on Enrollment:

This course is not open to students with previous credit for PHYE 159 and PHYE 159W.

FIELD TRIP REQUIREMENTS:

May be required

TRANSFER APPLICABILITY:

Associate Degree Credit & transfer to CSU UC Transfer Course List

CID:

TOTAL LECTURE HOURS:

TOTAL LAB HOURS:

32 - 54

TOTAL CONTACT HOURS:

32 - 54

OUTSIDE-OF-CLASS HOURS:

TOTAL STUDENT LEARNING HOURS:

32 - 54

STUDENT LEARNING OBJECTIVES:

Upon successful completion of the course the student will be able to:

All objectives are covered whether offered for .50 or 1.0 unit. When this course is offered for 1.0 unit, the additional time is utilized for skill development, and enhanced cardiovascular fitness and muscular strength.

1. Utilize beginning tennis skills in a game situation.

2. List, define and apply fundamental strategies in singles and doubles matches.
3. Define and apply elementary tennis rules relating to scoring and elementary faults.
4. Distinguish and employ behaviors which characterize good sportsmanship, good tennis etiquette and class leadership.
5. Recognize safety considerations inherent to tennis, evaluate potential safety hazards as they arise, and utilize safe practices in the classroom.
6. Name the local facilities available for recreational play.
7. Define and utilize vocabulary appropriate to beginning tennis play.

SECTION II

1. COURSE OUTLINE AND SCOPE:

A. Outline Of Topics:

The following topics are included in the framework of the course but are not intended as limits on content. The order of presentation and relative emphasis will vary with each instructor.

- I. Beginning Tennis Skills
 - A. Forehand drive
 - B. Backhand drive
 - C. Volley
 - D. Overhand serve
 - E. Grip
 - F. Footwork
 - G. Swing
 - H. Trajectory and use of stroke
- II. Tennis Strategies
 - A. Singles
 1. Placement of shots
 2. Minimizing errors
 3. Hitting to opponents weaknesses
 - B. Doubles
 1. First serve in
 2. Protecting alley
 3. Playing at net only if success likely
- III. Rules
 - A. Scoring
 1. Point
 2. Game
 3. Set
 4. Match
 5. Tie breaker
 - B. Faults
 1. Foot fault
 2. Touching net
 3. Catching ball before it bounces
- IV. Sportsmanship, Etiquette and Leadership
 - A. Line calls
 - B. Walking though matches in progress
 - C. Asking for return of ball
 - D. Appropriate language and behavior
 - E. Responsibility to others for positive learning environment
- V. Safety Considerations
 - A. Extra balls on court
 - B. Wet or dirty court surfaces
 - C. Appropriate shoes
- VI. Recreational Facilities
 - A. Public parks
 - B. K-12 schools and colleges

- C. Private tennis clubs
- VII. Beginning Tennis Vocabulary
 - A. Names of strokes
 - B. Names of lines

B. Reading Assignments:

Reading assignments are required and may include, but are not limited to, the following:

- I. Assigned text related to Tennis.
- II. Instructor generated handouts related to fundamental Tennis skills and strokes.
- III. Online Tennis videos and websites.

C. Writing Assignments:

Writing assignments are required and may include, but are not limited to, the following:

- I. Short papers evaluating a live tennis match.
- II. Short paper summarizing the types of tennis resources available on the internet.

D. Appropriate Outside Assignments:

Outside assignments may include, but are not limited to, the following:

- I. Practice ball toss for serve.
- II. Practice groundstroke (without ball) in front of a mirror, noting length of back swing and follow through, trajectory of swing from low to high and position of wrist throughout swing.
- III. Reading rules distributed in class.
- IV. Reading definitions of terminology/vocabulary distributed in class.
- V. Web site topic search.

E. Appropriate Assignments that Demonstrate Critical Thinking:

Critical thinking assignments are required and may include, but are not limited to, the following:

- I. Observe and critique a live tennis singles match at the intercollegiate, professional or USTA 4.5 level or higher. Analyze and compare the strokes of each player in terms of grip, stance, weight-transfer, and force generated.
- II. Videotaped analysis of performance of grip, strokes and volleys.

2. METHODS OF EVALUATION:

A student's grade will be based on multiple measures of performance unless the course requires no grade. Multiple measures may include, but are not limited to, the following:

- I. Written exams and quizzes.
- II. Practical exams, mid-terms and finals.
- III. Objective skills tests.
- IV. Active class participation.

3. METHODS OF INSTRUCTION:

Methods of instruction may include, but are not limited to, the following:

- * Audio-Visual
- * Collaborative Learning
- * Computer Assisted Instruction
- * Laboratory

4. REQUIRED TEXTS AND SUPPLIES:

Textbooks may include, but are not limited to:

TEXTBOOKS:

1. Greenwald, Jeff. The Best Tennis of Your Life, 1st ed. Betterway Books, 2007, ISBN: 9781558708440
2. McEnroe, Patrick. Tennis For Dummies, 2nd ed. Hungry Minds Inc, 2011, ISBN: 9780764550874

MANUALS:

PERIODICALS:

SOFTWARE:

SUPPLIES:

1. One or more tubes of Championship Tennis Balls.
2. Appropriate exercise clothing and court shoes.

ORIGINATOR: Lisa Williams

ORIGINATION DATE: 09/24/2013

PROPOSAL ORIGINATOR: Nathan Resch

CO-CONTRIBUTOR(S)

PROPOSAL DATE: 07/20/2022

**SAN DIEGO COMMUNITY COLLEGE DISTRICT
COURSE PROPOSAL IMPACT REPORT**

**COURSE TO BE PROPOSED: EXSC 178A
Tennis I**

ACTIVE/APPROVED COURSES IMPACTED:

EXSC 178A Tennis I (29211)

Advisory

EXSC 178B (Active)

ACTIVE/APPROVED/PROPOSED PROGRAMS IMPACTED:

(Mesa)

Athletics *Pending*;

Certificate of Achievement

Select one skills development course.

(Miramar)

Exercise and Nutritional Sciences *Active*;

Associate of Science Degree

Select at least one course and the remainder of units needed to meet the minimum of 18 from the following:

(Miramar)

Exercise and Nutritional Sciences *Pending*;

Associate of Science Degree

Select at least one course and the remainder of units needed to meet the minimum of 18 from the following:

(City)

Individual Sports *Active*;

Certificate of Performance

Select four (4) courses from the following:

(City)

Individual Sports *Launched*;

Certificate of Performance

Select four (4) courses from the following:

(Miramar)

Kinesiology *Active*;

Associate in Arts for Transfer Degree

Individual Sports

(Mesa)

Kinesiology *Active*;

Associate in Arts for Transfer Degree

Individual Sports

(City)

Kinesiology *Active*;

Associate in Arts for Transfer Degree

Individual Sports

(Mesa)

Kinesiology *Approved*;

Associate in Arts for Transfer Degree

Individual Sports

(Mesa)

Kinesiology *Active*;

Associate of Science Degree

Select a minimum of one unit from Individual Sports:

(Mesa)

Kinesiology *Approved*;

Associate of Science Degree

Select a minimum of one unit from Individual Sports:

(City)

Nutrition and Community Wellness *Pending*;

Certificate of Achievement

Select three (3) units from the following:

SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY , MESA AND MIRAMAR COLLEGES

Course Outline of Record: Curriculum Proposal Report

SECTION I

- I. **Subject Area:** Exercise Science
- II. **Course Number:** 178A
- III. **Course Title:** Tennis I
- IV. **Disciplines (Instructor Minimum Qualifications):** Physical Education
- V.
- VI. **Family:** TENNIS
- VII. **Current Short Title:** Tennis I
- VIII. **Course Is Active/Where?** CITY , MESA AND MIRAMAR
- IX. **Originating Campus:** MESA
- X. **Action Proposed:** Course Revision (May Include Activation)
- XI. **Distance Education Proposed At:** City , Miramar and Mesa
- XII. **Proposal Originating Date:** 07/20/2022
- XIII. **Proposed Start Semester:** Spring 2024
- XIV. **Field Trip:** May be required
- XV. **Grading Option:** Grade Only
- XVI. **Current Short Description:** Provides instruction in skills, strategies, and rules for introductory tennis.

SECTION II

COURSE ENROLLMENT INFORMATION

- I. **Requisites:**
Limitation on Enrollment:: This course is not open to students with previous credit for PHYE 159 and PHYE 159W.
- II. **Current Degree Applicability:** Associate Degree Credit & transfer to CSU
- III. **Current Basic Skills Designation:** N - Not a Basic Skills Course
- IV. **Repeatability:** Course may be taken 1 time(s)
- V. **Course Equivalency:** Yes PHYE 159 or PHYE 159W.
- VI. **Additional Information:** This course requires students to analyze and utilize student learning objectives 1-7 such as distinguish and employ behaviors which characterize good sportsmanship, good tennis etiquette and class leadership. 32 hours of activity is required as a minimum for physiological adaptation and development of these skill-related outcomes.
- VII. **Additional Textbook Information:** Texts are most current editions.

COURSE ANALYSIS DATA

- I. **Reason for Proposed Action:** Six yr review including: 1) addition of override hrs statement, 2) revised objectives header, and 3) reviewed texts for currency. (Course revision is for six year review.)
- II. **How Does The Course Fit The College Mission?** 1. Transfer
- III. **Current Transfer Options:** 1. UC Transfer Course List
- IV. **Proposed College/District Purpose:** 1. Graduation Requirement
- V. **Extraordinary Cost to the College:** None.
- VI. **Library Resource Materials:** No new resources needed.

GENERAL EDUCATION ANALYSIS

Other Graduation Requirement:

Yes

UC Transfer Course:

Yes

REQUISITES ANALYSIS

SECTION III

COURSE DISTANCE EDUCATION INFORMATION

I. CITY

II. **Distance Education Methods of Instruction:** 1. Online-Emergency Only

III. **Other Distance Education Methods:**

IV. **Type and frequency of contact may include, but is not limited to:**

1. Announcements
weekly
2. Discussion Board
at least 1 time during the semester
3. Email/Message System
as needed
4. Field Trips
as assigned
5. Group Meetings
as assigned
6. Individual Meetings
at least 1 time during the semester
7. Individualized Assignment Feedback
as needed for class assignments, comments, feedback, etc...
8. Synchronous or Asynchronous Video
as assigned
9. Telephone Contact
as needed

V. **List of Techniques:** Students engage in regular and effective interaction with each other and the instructor in ways that mirror the traditional classroom; only the delivery system is altered. These methods include one-on-one communication with the instructor and with other students via e-mail, the announcement system, the discussion board, or other tools. Students also demonstrate an understanding and integration of course concepts via research assignments, problem sets, group projects, asynchronous class discussion, weekly progress reports/updates via email, telephone, zoom, or other communication software; Students apply tennis skillsets, strategies, and/or techniques relative to the game and journal, video, and/or discuss on zoom, their workout experiences.

VI. **How to Evaluate Students for Achieved Outcomes:** Multiple measures are used to assess student learning objectives. These include performance on objective examinations administered via the assessment tool, writing assignments, and/or group or individual projects posted to the discussion board or other online collaboration tool. Other measures may include 1) Electronic documentation of tennis workout time and calories burned from a personal fitness tracker such as a smartphone application or similar tool; or 2) Documentation of a regular cardio routine verified by a fitness app, and if safe and appropriate fitness facility, including pre- and post-step/or cardiovascular, strength, flexibility, and abdominal assessment; reflective journal entries on one's unique cardiovascular exercise regime; and, analysis of electronic submissions of daily tennis skillsets, strategies, and/or techniques.

VII. **Additional Resources/Materials/Information:** Materials posted online are consistent with those required for campus based class. SDCCD and DSPS personnel provide all needed accommodations. DSPS provide a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).

VIII. **Audio Visual Library Materials:** NO

IX. MIRAMAR

X. **Distance Education Methods of Instruction:** 1. Online-Emergency Only

XI. **Other Distance Education Methods:** At least 25% of the in-class time (i.e. 8 hours for the 0.5-unit version of the course or 12 hours for the 1-unit version of the course) must be conducted in a synchronous online format. Students must also have access to a tennis racquet, tennis balls, and wall to hit on for conducting drills.

XII. **Type and frequency of contact may include, but is not limited to:**

1. Announcements
weekly through the "assessments" tool or during the mandatory synchronous video portion of the course
2. Collaborative Web Documents

- as assigned
 - 3. Conferencing
 - as assigned
 - 4. Discussion Board
 - as assigned
 - 5. Email/Message System
 - as needed
 - 6. Individual Meetings
 - as needed
 - 7. Individualized Assignment Feedback
 - as assigned
 - 8. Synchronous or Asynchronous Video
 - at least weekly for demonstration of sports techniques, strategic analysis of competitions, evaluation of student skills, and the mandatory synchronous video instruction portion of the course
 - 9. Telephone Contact
 - as needed
- XIII. **List of Techniques:** Students interact with each other and the instructor in ways that mirror the traditional classroom; only the delivery system is altered. These methods include one-on-one communication with the instructor and with other students via email, the announcement system, the discussion board, or other tools. Sport-specific skills are developed through video demonstration, guided drills, and individual practice. Students also learn sport rules, techniques, and strategy through video-based review and analysis of individual and/or team competitions.
- XIV. **How to Evaluate Students for Achieved Outcomes:** Multiple measures are used to assess student learning objectives. These include performance on objective examinations administered via the assessment tool, writing assignments such as written analyses of sports techniques and strategy, and synchronous or asynchronous video demonstrations of sports-related skills.
- XV. **Additional Resources/Materials/Information:** Materials posted online are consistent with those required for the in-person class. SDCCD and DSPS personnel provide all needed accommodations. DSPS provides a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).
- XVI. **Audio Visual Library Materials:** NO
- XVII. **MESA**
- XVIII. **Distance Education Methods of Instruction:** 1. Online-Emergency Only
- XIX. **Other Distance Education Methods:**
- XX. **Type and frequency of contact may include, but is not limited to:**
- 1. Announcements
 - As needed
 - Participant/s:** Faculty to Student/s
 - 2. Discussion Board
 - Weekly
 - Participant/s:** Faculty to Student/s , Among Students
 - 3. Email/Message System
 - As needed
 - Participant/s:** Faculty to Student/s , Among Students
 - 4. Synchronous or Asynchronous Video
 - Weekly
 - Participant/s:** Faculty to Student/s , Among Students
 - 5. Telephone Contact
 - As needed
 - Participant/s:** Faculty to Student/s , Among Students
- XXI. **List of Techniques:** Online instruction includes regular student-to-student and instructor-to-student communication. Announcements from the instructor to the students will be used as needed. Telephone calls between students and the instructor may be used to discuss questions and concerns throughout the course. E-mail/Messaging may be used for asynchronous instructor-to-student and student-to-student communication. Chat rooms may be used for synchronous interaction between students and between the instructor and students. Threaded discussions may be used for instructor-to-student and student-to-student asynchronous group communication. Live-classroom may be used for synchronous online lectures, meetings and office hour meetings as appropriate. Video, audio, learning objects and archived live-classroom lectures may be included for students to interact with asynchronously where appropriate. Assignments and tests that will be used in the Distance Education course will be exactly the same as those in the

traditional course. Students will submit all course work (tests and assignments) electronically to the instructor.

- XXII. **How to Evaluate Students for Achieved Outcomes:** The evaluation methods will mirror the on-campus course as specified in the course outline. The feedback on assignments and tests will be submitted electronically to the student.
- XXIII. **Additional Resources/Materials/Information:** SDCCD and DSPS personnel will provide all needed accommodations. DSPS will provide a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).
- XXIV. **Audio Visual Library Materials:** NO

SECTION IV

COURSE STUDENT LEARNING OUTCOME(S)

CITY

- Upon completion of the course students will be able to demonstrate proper technique including the serve.

MESA

- Using Instructor or machine feed balls, analyze appropriate selection of stroke and demonstrate proper technique for basic forehand and backhand ground strokes, volleys and serve.
- Explain elementary rules of tennis relating to scoring and faults.
- Recognize and evaluate potential safety hazards, and correct any unsafe practices on court.
- Recognize and demonstrate appropriate tennis etiquette, good sportsmanship and class leadership.

MIRAMAR

- Ability to demonstrate hitting a backhand in exercises, drills and game simulations. Emphasis will be on footwork, racket control, and proper swing. Students are given 10 balls from ball machine and hitting balls into opposite court will be counted and measured in the appropriate level of the class the student is enrolled in.
- Ability to demonstrate hitting a forehand in exercises, drills and game simulations. Emphasis will be on footwork, racket control, and proper swing. Students are given 10 balls from ball machine and hitting balls into opposite court will be counted and measured in the appropriate level of the class the student is enrolled in.
- Ability to demonstrate hitting a serve in exercises, drills and game simulations. Emphasis will be on footwork, ball toss, and proper swing. Students are given 10 balls and must serve into opposite court will be counted and measured at the appropriate level of the class the student is enrolled in.

SECTION V

COURSE DATA ADMINISTRATION ELEMENTS

I. Codes:

California Classification: (Y Credit Course)

TOP Code: 0835.00 Physical Education

SAM Code: E - Non Occupational

Course Prior to College Level (CB21): Y - Not applicable. Level of course is not one of the levels listed above, may be above level A (transferable) or below level C (more than 3 levels below transfer level).

Funding Agency Category (CB23): Not Applicable (funding not used to develop course)

Course Program Status (CB24): Program-applicable

Course Gen Education Status (CB25): Y = Not applicable

Course Support Course Status (CB26): N = Course is not a support course

Major Restriction Code: NONE

II. Lab Units: 0.50 - 1.00

Total Units: 0.5 - 1

Lecture Hours Min: 0.00 **Max:** 0.00

Lab Hours Min: 32.00 **Max:** 54.00

Other Hours Min: 0.00 **Max:**0.00

Total Contact Hours Min: 32.00 **Max:**54.00

Outside-of-Class Hours Min: 0.00 **Max:**0.00

Total Student Learning Hours Min: 32.00 **Max:** 54.00

FTEF Lecture Min: 0.0000 Max:0.0000

FTEF Lab Min: 0.1333 Max:0.2000

FTEF Total Min: 0.1333 Max:0.2000

III. Last Time Pre/Co Requisite Update: 07/20/2022

IV. Last Outline Revision Date: 11/14/2013

V. CIC Approval:

VI. BOT Approval:

VII. State Approval:

VIII. Revised State Approval:

IX. Course Approval Effective Date:

SECTION VI

CREDIT FOR PRIOR LEARNING

Previous Report

EXSC 178A

CIC Approval: 11/14/2013
BOT APPROVAL:
STATE APPROVAL:
EFFECTIVE TERM: Fall 2014

SAN DIEGO COMMUNITY COLLEGE DISTRICT CITY, MESA, AND MIRAMAR COLLEGES ASSOCIATE DEGREE COURSE OUTLINE

SECTION I

SUBJECT AREA AND COURSE NUMBER: Exercise Science 178A

COURSE TITLE:
Tennis I

Units:
0.5-1
Grade Only

CATALOG COURSE DESCRIPTION:

This course is the first in a series of four courses in tennis. Emphasis is placed on introductory level skills, strokes, strategies, rules and etiquette. This course is intended for kinesiology majors and all students interested in incorporating the game of tennis into an active lifestyle.

REQUISITES:

Limitation on Enrollment:

This course is not open to students with previous credit for PHYE 159 and PHYE 159W.

FIELD TRIP REQUIREMENTS:

May be required

TRANSFER APPLICABILITY:

Associate Degree Credit & transfer to CSU UC Transfer Course List

CID:

TOTAL LECTURE HOURS:

TOTAL LAB HOURS:

32 - 54

TOTAL CONTACT HOURS:

32 - 54

OUTSIDE-OF-CLASS HOURS:

TOTAL STUDENT LEARNING HOURS:

32 - 54

STUDENT LEARNING OBJECTIVES:

Upon successful completion of the course the student will be able to:

All objectives are covered in this course whether offered for .50 or 1.0 unit. When this course is offered for three hours per week, the additional time is utilized for skill development.

1. Utilize beginning tennis skills in a game situation.
2. List, define and apply fundamental strategies in singles and doubles matches.
3. Define and apply elementary tennis rules relating to scoring and elementary faults.
4. Distinguish and employ behaviors which characterize good sportsmanship, good tennis etiquette and class leadership.
5. Recognize safety considerations inherent to tennis, evaluate potential safety hazards as they arise, and utilize safe practices in the classroom.
6. Name the local facilities available for recreational play.
7. Define and utilize vocabulary appropriate to beginning tennis play.

Current Report

EXSC 178A

CIC Approval:
BOT APPROVAL:
STATE APPROVAL:
EFFECTIVE TERM:

SAN DIEGO COMMUNITY COLLEGE DISTRICT CITY, MESA, AND MIRAMAR COLLEGES ASSOCIATE DEGREE COURSE OUTLINE

SECTION I

SUBJECT AREA AND COURSE NUMBER: Exercise Science 178A

COURSE TITLE:
Tennis I

Units:
0.5-1
Grade Only

CATALOG COURSE DESCRIPTION:

This course is the first in a series of four courses in tennis. Emphasis is placed on introductory level skills, strokes, strategies, rules and etiquette. This course is intended for kinesiology majors and all students interested in incorporating the game of tennis into an active lifestyle.

REQUISITES:

Limitation on Enrollment:

This course is not open to students with previous credit for PHYE 159 and PHYE 159W.

FIELD TRIP REQUIREMENTS:

May be required

TRANSFER APPLICABILITY:

Associate Degree Credit & transfer to CSU UC Transfer Course List

CID:

TOTAL LECTURE HOURS:

TOTAL LAB HOURS:

32 - 54

TOTAL CONTACT HOURS:

32 - 54

OUTSIDE-OF-CLASS HOURS:

TOTAL STUDENT LEARNING HOURS:

32 - 54

STUDENT LEARNING OBJECTIVES:

Upon successful completion of the course the student will be able to:

All objectives are covered whether offered for .50 or 1.0 unit. When this course is offered for 1.0 unit, the additional time is utilized for skill development, and enhanced cardiovascular fitness and muscular strength.

1. Utilize beginning tennis skills in a game situation.
2. List, define and apply fundamental strategies in singles and doubles matches.
3. Define and apply elementary tennis rules relating to scoring and elementary faults.
4. Distinguish and employ behaviors which characterize good sportsmanship, good tennis etiquette and class leadership.
5. Recognize safety considerations inherent to tennis, evaluate potential safety hazards as they arise, and utilize safe practices in the classroom.
6. Name the local facilities available for recreational play.
7. Define and utilize vocabulary appropriate to beginning tennis play.

SECTION II

I. COURSE OUTLINE AND SCOPE:

A. Outline Of Topics:

The following topics are included in the framework of the course but are not intended as limits on content. The order of presentation and relative emphasis will vary with each instructor.

- I. Beginning Tennis Skills
 - A. Forehand drive
 - B. Backhand drive
 - C. Volley
 - D. Overhand serve
 - E. Grip
 - F. Footwork
 - G. Swing
 - H. Trajectory and use of stroke
- II. Tennis Strategies
 - A. Singles
 1. Placement of shots
 2. Minimizing errors
 3. Hitting to opponents weaknesses
 - B. Doubles
 1. First serve in
 2. Protecting alley
 3. Playing at net only if success likely
- III. Rules
 - A. Scoring
 1. Point
 2. Game
 3. Set
 4. Match
 5. Tie breaker
 - B. Faults
 1. Foot fault
 2. Touching net
 3. Catching ball before it bounces
- IV. Sportsmanship Etiquette and Leadership
 - A. Line calls
 - B. Walking through matches in progress
 - C. Asking for return of ball
 - D. Appropriate language and behavior
 - E. Responsibility to others for positive learning environment
- V. Safety Considerations
 - A. Extra balls on court
 - B. Wet or dirty court surfaces
 - C. Appropriate shoes
- VI. Recreational Facilities
 - A. Public parks
 - B. K-12 schools and colleges
 - C. Private tennis clubs
- VII. Beginning Tennis Vocabulary
 - A. Names of strokes
 - B. Names of lines

B. Reading Assignments:

Reading assignments are required and may include, but are not limited to, the following:

- I. Assigned text related to Tennis.
- II. Instructor generated handouts related to fundamental Tennis skills and strokes.
- III. Online Tennis videos and websites.

C. Writing Assignments:

Writing assignments are required and may include, but are not limited to, the following:

- I. Short papers evaluating a live tennis match.
- II. Short paper summarizing the types of tennis resources available on the internet.

SECTION II

I. COURSE OUTLINE AND SCOPE:

A. Outline Of Topics:

The following topics are included in the framework of the course but are not intended as limits on content. The order of presentation and relative emphasis will vary with each instructor.

- I. Beginning Tennis Skills
 - A. Forehand drive
 - B. Backhand drive
 - C. Volley
 - D. Overhand serve
 - E. Grip
 - F. Footwork
 - G. Swing
 - H. Trajectory and use of stroke
- II. Tennis Strategies
 - A. Singles
 1. Placement of shots
 2. Minimizing errors
 3. Hitting to opponents weaknesses
 - B. Doubles
 1. First serve in
 2. Protecting alley
 3. Playing at net only if success likely
- III. Rules
 - A. Scoring
 1. Point
 2. Game
 3. Set
 4. Match
 5. Tie breaker
 - B. Faults
 1. Foot fault
 2. Touching net
 3. Catching ball before it bounces
- IV. Sportsmanship Etiquette and Leadership
 - A. Line calls
 - B. Walking through matches in progress
 - C. Asking for return of ball
 - D. Appropriate language and behavior
 - E. Responsibility to others for positive learning environment
- V. Safety Considerations
 - A. Extra balls on court
 - B. Wet or dirty court surfaces
 - C. Appropriate shoes
- VI. Recreational Facilities
 - A. Public parks
 - B. K-12 schools and colleges
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B. Reading Assignments:

Reading assignments are required and may include, but are not limited to, the following:

- I. Assigned text related to Tennis.
- II. Instructor generated handouts related to fundamental Tennis skills and strokes.
- III. Online Tennis videos and websites.

C. Writing Assignments:

Writing assignments are required and may include, but are not limited to, the following:

- I. Short papers evaluating a live tennis match.
- II. Short paper summarizing the types of tennis resources available on the internet.

D. Appropriate Outside Assignments:

Outside assignments may include, but are not limited to, the following:

D. Appropriate Outside Assignments:

Outside assignments may include, but are not limited to, the following:

- I. Practice ball toss for serve.
- II. Practice groundstroke (without ball) in front of a mirror, noting length of back swing and follow through, trajectory of swing from low to high and position of wrist throughout swing.
- III. Reading rules distributed in class.
- IV. Reading definitions of terminology/vocabulary distributed in class.
- V. Web site topic search.

E. Appropriate Assignments that Demonstrate Critical Thinking:

Critical thinking assignments are required and may include, but are not limited to, the following:

- I. Observe and critique a live tennis singles match at the intercollegiate, professional or USTA 4.5 level or higher. Analyze and compare the strokes of each player in terms of grip, stance, weight-transfer, and force generated.
- II. Videotaped analysis of performance of grip, strokes and volleys.

2. METHODS OF EVALUATION:

A student's grade will be based on multiple measures of performance unless the course requires no grade. Multiple measures may include, but are not limited to, the following:

- I. Written exams and quizzes.
- II. Practical exams, mid-terms and finals.
- III. Objective skills tests.
- IV. Active class participation.

3. METHODS OF INSTRUCTION:

Methods of instruction may include, but are not limited to, the following:

- * Audio-Visual
- * Collaborative Learning
- * Computer Assisted Instruction
- * Laboratory

4. REQUIRED TEXTS AND SUPPLIES:

Textbooks may include, but are not limited to:

TEXTBOOKS:

1. Greenwald, Jeff. The Best Tennis of Your Life, 1st ed. Betterway Books, 2007, ISBN: 978-155870844
2. McEnroe, Patrick. Tennis For Dummies, 2nd ed. Hungry Minds Inc, 2011, ISBN: 0-7645-5087-x

MANUALS:

PERIODICALS:

SOFTWARE:

SUPPLIES:

1. One or more tubes of Championship Tennis Balls.
2. Appropriate exercise clothing and court shoes.

ORIGINATOR: Lisa Williams

CO-CONTRIBUTOR(S)

DATE: 09/24/2013

Status: Active

Date Printed: 10/11/2022

- I. Practice ball toss for serve.
- II. Practice groundstroke (without ball) in front of a mirror, noting length of back swing and follow through, trajectory of swing from low to high and position of wrist throughout swing.
- III. Reading rules distributed in class.
- IV. Reading definitions of terminology/vocabulary distributed in class.
- V. Web site topic search.

E. Appropriate Assignments that Demonstrate Critical Thinking:

Critical thinking assignments are required and may include, but are not limited to, the following:

- I. Observe and critique a live tennis singles match at the intercollegiate, professional or USTA 4.5 level or higher. Analyze and compare the strokes of each player in terms of grip, stance, weight-transfer, and force generated.
- II. Videotaped analysis of performance of grip, strokes and volleys.

2. METHODS OF EVALUATION:

A student's grade will be based on multiple measures of performance unless the course requires no grade. Multiple measures may include, but are not limited to, the following:

- I. Written exams and quizzes.
- II. Practical exams, mid-terms and finals.
- III. Objective skills tests.
- IV. Active class participation.

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Methods of instruction may include, but are not limited to, the following:

- * Audio-Visual
- * Collaborative Learning
- * Computer Assisted Instruction
- * Laboratory

4. REQUIRED TEXTS AND SUPPLIES:

Textbooks may include, but are not limited to:

TEXTBOOKS:

1. Greenwald, Jeff. The Best Tennis of Your Life, 1st ed. Betterway Books, 2007, ISBN: 9781558708440
2. McEnroe, Patrick. Tennis For Dummies, 2nd ed. Hungry Minds Inc, 2011, ISBN: 9780764550874

MANUALS:

PERIODICALS:

SOFTWARE:

SUPPLIES:

1. One or more tubes of Championship Tennis Balls.
2. Appropriate exercise clothing and court shoes.

ORIGINATOR: Lisa Williams

ORIGINATION DATE: 09/24/2013

PROPOSAL ORIGINATOR: Nathan Resch

CO-CONTRIBUTOR(S)

PROPOSAL DATE: 07/20/2022

Status: Launched

Date Printed: 10/11/2022

Previous Report

SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY , MESA AND MIRAMAR COLLEGES

Course Outline of Record:
Curriculum Proposal Report

SECTION I

- I. **Subject Area:** Exercise Science
- II. **Course Number:** 178A
- III. **Course Title:** Tennis I
- IV. **Disciplines (Instructor Minimum Qualifications):** Physical Education
- V.
- VI. **Family:** TENNIS
- VII. **Current Short Title:** Tennis I
- VIII. **Course Is Active/Where?** CITY , MESA AND MIRAMAR
- IX. **Originating Campus:** MESA
- X. **Action Proposed:** Course Revision (May Include Activation)
- XI. **Distance Education Proposed At:** City , Miramar and Mesa
- XII. **Proposal Originating Date:** 09/24/2013
- XIII. **Proposed Start Semester:** Fall 2014
- XIV. **Field Trip:** May be required
- XV. **Grading Option:** Grade Only
- XVI. **Current Short Description:** Provides instruction in skills, strategies, and rules for introductory tennis.

SECTION II

COURSE ENROLLMENT INFORMATION

- I. **Requisites:**
Limitation on Enrollment:: This course is not open to students with previous credit for PHYE 159 and PHYE 159W.
- II. **Current Degree Applicability:** Associate Degree Credit & transfer to CSU
- III. **Current Basic Skills Designation:** N - Not a Basic Skills Course
- IV. **Repeatability:** Course may be taken 1 time(s)
- V. **Course Equivalency:** Yes PHYE 159 or PHYE 159W.
- VI. **Additional Information:**
- VII. **Additional Textbook Information:**

COURSE ANALYSIS DATA

- I. **Reason for Proposed Action:** Subject indicator and course number change.
- II. **How Does The Course Fit The College Mission?** 1. Transfer
- III. **Current Transfer Options:** 1. UC Transfer Course List
- IV. **Proposed College/District Purpose:** 1. Graduation Requirement
- V. **Extraordinary Cost to the College:** None.
- VI. **Library Resource Materials:** No new resources needed..

GENERAL EDUCATION ANALYSIS

Other Graduation Requirement:
Yes

Current Report

SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY , MESA AND MIRAMAR COLLEGES

Course Outline of Record:
Curriculum Proposal Report

SECTION I

- I. **Subject Area:** Exercise Science
- II. **Course Number:** 178A
- III. **Course Title:** Tennis I
- IV. **Disciplines (Instructor Minimum Qualifications):** Physical Education
- V.
- VI. **Family:** TENNIS
- VII. **Current Short Title:** Tennis I
- VIII. **Course Is Active/Where?** CITY , MESA AND MIRAMAR
- IX. **Originating Campus:** MESA
- X. **Action Proposed:** Course Revision (May Include Activation)
- XI. **Distance Education Proposed At:** City , Miramar and Mesa
- XII. **Proposal Originating Date:** 07/20/2022
- XIII. **Proposed Start Semester:** Spring 2024
- XIV. **Field Trip:** May be required
- XV. **Grading Option:** Grade Only
- XVI. **Current Short Description:** Provides instruction in skills, strategies, and rules for introductory tennis.

SECTION II

COURSE ENROLLMENT INFORMATION

- I. **Requisites:**
Limitation on Enrollment:: This course is not open to students with previous credit for PHYE 159 and PHYE 159W.
- II. **Current Degree Applicability:** Associate Degree Credit & transfer to CSU
- III. **Current Basic Skills Designation:** N - Not a Basic Skills Course
- IV. **Repeatability:** Course may be taken 1 time(s)
- V. **Course Equivalency:** Yes PHYE 159 or PHYE 159W.
- VI. **Additional Information:** This course requires students to analyze and utilize student learning objectives 1-7 such as distinguish and employ behaviors which characterize good sportsmanship, good tennis etiquette and class leadership. 32 hours of activity is required as a minimum for physiological adaptation and development of these skill-related outcomes.
- VII. **Additional Textbook Information:** Texts are most current editions.

COURSE ANALYSIS DATA

- I. **Reason for Proposed Action:** Six yr review including: 1) addition of override hrs statement, 2) revised objectives header, and 3) reviewed texts for currency. (Course revision is for six year review.)
- II. **How Does The Course Fit The College Mission?** 1. Transfer
- III. **Current Transfer Options:** 1. UC Transfer Course List
- IV. **Proposed College/District Purpose:** 1. Graduation Requirement
- V. **Extraordinary Cost to the College:** None.
- VI. **Library Resource Materials:** No new resources needed.

GENERAL EDUCATION ANALYSIS

Other Graduation Requirement:
Yes

UC Transfer Course:

Yes

REQUISITES ANALYSIS**SECTION III****COURSE DISTANCE EDUCATION INFORMATION****I. CITY****II. Distance Education Methods of Instruction:** 1. Online-Emergency Only**III. Other Distance Education Methods:****IV. Type and frequency of contact may include, but is not limited to:**

1. Announcements
weekly
2. Discussion Board
at least 1 time during the semester
3. Email/Message System
as needed
4. Field Trips
as assigned
5. Group Meetings
as assigned
6. Individual Meetings
at least 1 time during the semester
7. Individualized Assignment Feedback
as needed for class assignments, comments, feedback, etc...
8. Synchronous or Asynchronous Video
as assigned
9. Telephone Contact
as needed

V. List of Techniques: Students engage in regular and effective interaction with each other and the instructor in ways that mirror the traditional classroom; only the delivery system is altered. These methods include one-on-one communication with the instructor and with other students via e-mail, the announcement system, the discussion board, or other tools. Students also demonstrate an understanding and integration of course concepts via research assignments, problem sets, group projects, asynchronous class discussion, weekly progress reports/updates via email, telephone, zoom, or other communication software; Students apply tennis skillsets, strategies, and/or techniques relative to the game and journal, video, and/or discuss on zoom, their workout experiences.

VI. How to Evaluate Students for Achieved Outcomes: Multiple measures are used to assess student learning objectives. These include performance on objective examinations administered via the assessment tool, writing assignments, and/or group or individual projects posted to the discussion board or other online collaboration tool. Other measures may include 1) Electronic documentation of tennis workout time and calories burned from a personal fitness tracker such as a smartphone application or similar tool; or 2) Documentation of a regular cardio routine verified by a fitness app, and if safe and appropriate fitness facility, including pre- and post-step/or cardiovascular, strength, flexibility, and abdominal assessment; reflective journal entries on one's unique cardiovascular exercise regime; and, analysis of electronic submissions of daily tennis skillsets, strategies, and/or techniques.

VII. Additional Resources/Materials/Information: Materials posted online are consistent with those required for campus based class. SDCCD and DSPS personnel provide all needed accommodations. DSPS provide a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).

VIII. Audio Visual Library Materials: NO**IX. MIRAMAR****X. Distance Education Methods of Instruction:** 1. Online-Emergency Only

XI. Other Distance Education Methods: At least 25% of the in-class time (i.e. 8 hours for the 0.5-unit version of the course or 12 hours for the 1-unit version of the course) must be conducted in a synchronous online format. Students must also have access to a tennis racquet, tennis balls, and wall to hit on for conducting drills.

XII. Type and frequency of contact may include, but is not limited to:

1. Announcements
weekly through the "assessments" tool or during the mandatory synchronous video portion of the course
2. Collaborative Web Documents
as assigned
3. Conferencing
as assigned

UC Transfer Course:

Yes

REQUISITES ANALYSIS**SECTION III****COURSE DISTANCE EDUCATION INFORMATION****I. CITY****II. Distance Education Methods of Instruction:** 1. Online-Emergency Only**III. Other Distance Education Methods:****IV. Type and frequency of contact may include, but is not limited to:**

1. Announcements
weekly
2. Discussion Board
at least 1 time during the semester
3. Email/Message System
as needed
4. Field Trips
as assigned
5. Group Meetings
as assigned
6. Individual Meetings
at least 1 time during the semester
7. Individualized Assignment Feedback
as needed for class assignments, comments, feedback, etc...
8. Synchronous or Asynchronous Video
as assigned
9. Telephone Contact
as needed

V. List of Techniques: Students engage in regular and effective interaction with each other and the instructor in ways that mirror the traditional classroom; only the delivery system is altered. These methods include one-on-one communication with the instructor and with other students via e-mail, the announcement system, the discussion board, or other tools. Students also demonstrate an understanding and integration of course concepts via research assignments, problem sets, group projects, asynchronous class discussion, weekly progress reports/updates via email, telephone, zoom, or other communication software; Students apply tennis skillsets, strategies, and/or techniques relative to the game and journal, video, and/or discuss on zoom, their workout experiences.

VI. How to Evaluate Students for Achieved Outcomes: Multiple measures are used to assess student learning objectives. These include performance on objective examinations administered via the assessment tool, writing assignments, and/or group or individual projects posted to the discussion board or other online collaboration tool. Other measures may include 1) Electronic documentation of tennis workout time and calories burned from a personal fitness tracker such as a smartphone application or similar tool; or 2) Documentation of a regular cardio routine verified by a fitness app, and if safe and appropriate fitness facility, including pre- and post-step/or cardiovascular, strength, flexibility, and abdominal assessment; reflective journal entries on one's unique cardiovascular exercise regime; and, analysis of electronic submissions of daily tennis skillsets, strategies, and/or techniques.

VII. Additional Resources/Materials/Information: Materials posted online are consistent with those required for campus based class. SDCCD and DSPS personnel provide all needed accommodations. DSPS provide a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).

VIII. Audio Visual Library Materials: NO**IX. MIRAMAR****X. Distance Education Methods of Instruction:** 1. Online-Emergency Only

XI. Other Distance Education Methods: At least 25% of the in-class time (i.e. 8 hours for the 0.5-unit version of the course or 12 hours for the 1-unit version of the course) must be conducted in a synchronous online format. Students must also have access to a tennis racquet, tennis balls, and wall to hit on for conducting drills.

XII. Type and frequency of contact may include, but is not limited to:

1. Announcements
weekly through the "assessments" tool or during the mandatory synchronous video portion of the course
2. Collaborative Web Documents
as assigned
3. Conferencing

4. Discussion Board
as assigned
5. Email/Message System
as needed
6. Individual Meetings
as needed
7. Individualized Assignment Feedback
as assigned
8. Synchronous or Asynchronous Video
at least weekly for demonstration of sports techniques, strategic analysis of competitions, evaluation of student skills, and the mandatory synchronous video instruction portion of the course
9. Telephone Contact
as needed

XIII. List of Techniques: Students interact with each other and the instructor in ways that mirror the traditional classroom; only the delivery system is altered. These methods include one-on-one communication with the instructor and with other students via email, the announcement system, the discussion board, or other tools. Sport-specific skills are developed through video demonstration, guided drills, and individual practice. Students also learn sport rules, techniques, and strategy through video-based review and analysis of individual and/or team competitions.

XIV. How to Evaluate Students for Achieved Outcomes: Multiple measures are used to assess student learning objectives. These include performance on objective examinations administered via the assessment tool, writing assignments such as written analyses of sports techniques and strategy, and synchronous or asynchronous video demonstrations of sports-related skills.

XV. Additional Resources/Materials/Information: Materials posted online are consistent with those required for the in-person class. SDCCD and DSPS personnel provide all needed accommodations. DSPS provides a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).

XVI. Audio Visual Library Materials: NO

XVII. MESA

XVIII. Distance Education Methods of Instruction: 1. Online-Emergency Only

XIX. Other Distance Education Methods:

XX. Type and frequency of contact may include, but is not limited to:

1. Announcements
As needed
2. Chat Rooms
As desired
3. Discussion Board
Weekly
4. Email/Message System
Frequent
5. Synchronous or Asynchronous Video
Weekly
6. Telephone Contact
As needed

XXI. List of Techniques: Online instruction includes regular student-to-student and instructor-to-student communication. Announcements from the instructor to the students will be used as needed. Telephone calls between students and the instructor may be used to discuss questions and concerns throughout the course. E-mail/Messaging may be used for asynchronous instructor-to-student and student-to-student communication. Chat rooms may be used for synchronous interaction between students and between the instructor and students. Threaded discussions may be used for instructor-to-student and student-to-student asynchronous group communication. Live-classroom may be used for synchronous online lectures, meetings and office hour meetings as appropriate. Video, audio, learning objects and archived live-classroom lectures may be included for students to interact with asynchronously where appropriate. Assignments and tests that will be used in the Distance Education course will be exactly the same as those in the traditional course. Students will submit all course work (tests and assignments) electronically to the instructor. The evaluation methods will mirror the on-campus course as specified in the course outline. The feedback on assignments and tests will be submitted electronically to the student. Additional Resources- SDCCD and DSPS personnel will provide all needed accommodations. DSPS will provide a student in an online classroom with the same level of support as an on-campus student.

XXII. How to Evaluate Students for Achieved Outcomes: x

- as assigned
4. Discussion Board
as assigned
5. Email/Message System
as needed
6. Individual Meetings
as needed
7. Individualized Assignment Feedback
as assigned
8. Synchronous or Asynchronous Video
at least weekly for demonstration of sports techniques, strategic analysis of competitions, evaluation of student skills, and the mandatory synchronous video instruction portion of the course
9. Telephone Contact
as needed

XIII. List of Techniques: Students interact with each other and the instructor in ways that mirror the traditional classroom; only the delivery system is altered. These methods include one-on-one communication with the instructor and with other students via email, the announcement system, the discussion board, or other tools. Sport-specific skills are developed through video demonstration, guided drills, and individual practice. Students also learn sport rules, techniques, and strategy through video-based review and analysis of individual and/or team competitions.

XIV. How to Evaluate Students for Achieved Outcomes: Multiple measures are used to assess student learning objectives. These include performance on objective examinations administered via the assessment tool, writing assignments such as written analyses of sports techniques and strategy, and synchronous or asynchronous video demonstrations of sports-related skills.

XV. Additional Resources/Materials/Information: Materials posted online are consistent with those required for the in-person class. SDCCD and DSPS personnel provide all needed accommodations. DSPS provides a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).

XVI. Audio Visual Library Materials: NO

XVII. MESA

XVIII. Distance Education Methods of Instruction: 1. Online-Emergency Only

XIX. Other Distance Education Methods:

XX. Type and frequency of contact may include, but is not limited to:

1. Announcements
As needed
Participant/s: Faculty to Student/s
2. Discussion Board
Weekly
Participant/s: Faculty to Student/s , Among Students
3. Email/Message System
As needed
Participant/s: Faculty to Student/s , Among Students
4. Synchronous or Asynchronous Video
Weekly
Participant/s: Faculty to Student/s , Among Students
5. Telephone Contact
As needed
Participant/s: Faculty to Student/s , Among Students

XXI. List of Techniques: Online instruction includes regular student-to-student and instructor-to-student communication. Announcements from the instructor to the students will be used as needed. Telephone calls between students and the instructor may be used to discuss questions and concerns throughout the course. E-mail/Messaging may be used for asynchronous instructor-to-student and student-to-student communication. Chat rooms may be used for synchronous interaction between students and between the instructor and students. Threaded discussions may be used for instructor-to-student and student-to-student asynchronous group communication. Live-classroom may be used for synchronous online lectures, meetings and office hour meetings as appropriate. Video, audio, learning objects and archived live-classroom lectures may be included for students to interact with asynchronously where appropriate. Assignments and tests that will be used in the Distance Education course will be exactly the same as those in the traditional course. Students will submit all course work (tests and assignments) electronically to the instructor.

XXII. How to Evaluate Students for Achieved Outcomes: The evaluation methods will mirror the on-campus course as specified in the course outline. The feedback on assignments and tests will be submitted electronically to the student.

XXIII. Additional Resources/Materials/Information: x Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).

SECTION IV

COURSE STUDENT LEARNING OUTCOME(S)

CITY

XXIV. Audio Visual Library Materials: NO Upon completion of the course students will be able to demonstrate proper technique including the serve.

MESA

- Using Instructor or machine feed balls, analyze appropriate selection of stroke and demonstrate proper technique for basic forehand and backhand ground strokes, volleys and serve.
- Explain elementary rules of tennis relating to scoring and faults.
- Recognize and evaluate potential safety hazards, and correct any unsafe practices on court.
- Recognize and demonstrate appropriate tennis etiquette, good sportsmanship and class leadership.

MIRAMAR

- Ability to demonstrate hitting a backhand in exercises, drills and game simulations. Emphasis will be on footwork, racket control, and proper swing. Students are given 10 balls from ball machine and hitting balls into opposite court will be counted and measured in the appropriate level of the class the student is enrolled in.
- Ability to demonstrate hitting a forehand in exercises, drills and game simulations. Emphasis will be on footwork, racket control, and proper swing. Students are given 10 balls from ball machine and hitting balls into opposite court will be counted and measured in the appropriate level of the class the student is enrolled in.
- Ability to demonstrate hitting a serve in exercises, drills and game simulations. Emphasis will be on footwork, ball toss, and proper swing. Students are given 10 balls and must serve into opposite court will be counted and measured at the appropriate level of the class the student is enrolled in.

SECTION V

COURSE DATA ADMINISTRATION ELEMENTS

I. Codes:

California Classification: (Y Credit Course)

TOP Code: 0835.00 Physical Education

SAM Code: E - Non Occupational

Course Prior to College Level (CB21): Y - Not applicable. Level of course is not one of the levels listed above, may be above level A (transferable) or below level C (more than 3 levels below transfer level).

Funding Agency Category (CB23): Not Applicable (funding not used to develop course)

Course Program Status (CB24): Program-applicable

Course Gen Education Status (CB25):

Course Support Course Status (CB26):

Major Restriction Code: NONE

II. Lab Units: 0.50 - 1.00

Total Units: 0.5 - 1

Lecture Hours Min: 0.00 **Max:** 0.00

Lab Hours Min: 32.00 **Max:** 54.00

Other Hours Min: 0.00 **Max:** 0.00

Total Contact Hours Min: 32.00 **Max:** 54.00

Outside-of-Class Hours Min: 0.00 **Max:** 0.00

Total Student Learning Hours Min: 32.00 **Max:** 54.00

FTEF Lecture Min: 0.0000 **Max:** 0.0000

FTEF Lab Min: 0.1333 **Max:** 0.2000

FTEF Total Min: 0.1333 **Max:** 0.2000

III. Last Time Pre/Co Requisite Update: 09/24/2013

IV. Last Outline Revision Date: 11/14/2013

V. CIC Approval: 11/14/2013

VI. BOT Approval:

VII. State Approval:

VIII. Revised State Approval:

IX. Course Approval Effective Date: Fall 2014

SECTION VI

CREDIT FOR PRIOR LEARNING

XXIII. Additional Resources/Materials/Information: SDCCD and DSPS personnel will provide all needed accommodations. DSPS will provide a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).

XXIV. Audio Visual Library Materials: NO

SECTION IV

COURSE STUDENT LEARNING OUTCOME(S)

CITY

- Upon completion of the course students will be able to demonstrate proper technique including the serve.

MESA

- Using Instructor or machine feed balls, analyze appropriate selection of stroke and demonstrate proper technique for basic forehand and backhand ground strokes, volleys and serve.
- Explain elementary rules of tennis relating to scoring and faults.
- Recognize and evaluate potential safety hazards, and correct any unsafe practices on court.
- Recognize and demonstrate appropriate tennis etiquette, good sportsmanship and class leadership.

MIRAMAR

- Ability to demonstrate hitting a backhand in exercises, drills and game simulations. Emphasis will be on footwork, racket control, and proper swing. Students are given 10 balls from ball machine and hitting balls into opposite court will be counted and measured in the appropriate level of the class the student is enrolled in.
- Ability to demonstrate hitting a forehand in exercises, drills and game simulations. Emphasis will be on footwork, racket control, and proper swing. Students are given 10 balls from ball machine and hitting balls into opposite court will be counted and measured in the appropriate level of the class the student is enrolled in.
- Ability to demonstrate hitting a serve in exercises, drills and game simulations. Emphasis will be on footwork, ball toss, and proper swing. Students are given 10 balls and must serve into opposite court will be counted and measured at the appropriate level of the class the student is enrolled in.

SECTION V

COURSE DATA ADMINISTRATION ELEMENTS

I. Codes:

California Classification: (Y Credit Course)

TOP Code: 0835.00 Physical Education

SAM Code: E - Non Occupational

Course Prior to College Level (CB21): Y - Not applicable. Level of course is not one of the levels listed above, may be above level A (transferable) or below level C (more than 3 levels below transfer level).

Funding Agency Category (CB23): Not Applicable (funding not used to develop course)

Course Program Status (CB24): Program-applicable

Course Gen Education Status (CB25): Y = Not applicable

Course Support Course Status (CB26): N = Course is not a support course

Major Restriction Code: NONE

II. Lab Units: 0.50 - 1.00

Total Units: 0.5 - 1

Lecture Hours Min: 0.00 **Max:** 0.00

Lab Hours Min: 32.00 **Max:** 54.00

Other Hours Min: 0.00 **Max:** 0.00

Total Contact Hours Min: 32.00 **Max:** 54.00

Outside-of-Class Hours Min: 0.00 **Max:** 0.00

Total Student Learning Hours Min: 32.00 **Max:** 54.00

FTEF Lecture Min: 0.0000 **Max:** 0.0000

FTEF Lab Min: 0.1333 **Max:** 0.2000

FTEF Total Min: 0.1333 **Max:** 0.2000

III. Last Time Pre/Co Requisite Update: 07/20/2022

IV. Last Outline Revision Date: 11/14/2013

V. CIC Approval:

VI. BOT Approval:

VII. State Approval:

VIII. Revised State Approval:
IX. Course Approval Effective Date:

SECTION VI

CREDIT FOR PRIOR LEARNING

**SAN DIEGO COMMUNITY COLLEGE DISTRICT
CITY, MESA, AND MIRAMAR COLLEGES
ASSOCIATE DEGREE COURSE OUTLINE**

SECTION I

SUBJECT AREA AND COURSE NUMBER: Exercise Science 178B

COURSE TITLE:

Tennis II

Units:

0.5-1

Grade Only

CATALOG COURSE DESCRIPTION:

This course is the second in a series of four courses in tennis. Emphasis is placed on beginning level skills, strokes, strategies, rules and etiquette as they relate to tournament play. This course is intended for kinesiology majors and all students interested in incorporating the game of tennis into an active lifestyle. All objectives are covered in this course whether offered for .50 or 1.0 unit. When this course is offered for three hours per week, the additional time is utilized for skill development.

REQUISITES:

Advisory:

EXSC 178A with a grade of "C" or better, or equivalent

Limitation on Enrollment:

This course is not open to students with previous credit for PHYE 159X.

FIELD TRIP REQUIREMENTS:

May be required

TRANSFER APPLICABILITY:

Associate Degree Credit & transfer to CSU UC Transfer Course List

CID:

TOTAL LECTURE HOURS:

TOTAL LAB HOURS:

32 - 54

TOTAL CONTACT HOURS:

32 - 54

OUTSIDE-OF-CLASS HOURS:

TOTAL STUDENT LEARNING HOURS:

32 - 54

STUDENT LEARNING OBJECTIVES:

Upon successful completion of the course the student will be able to:

All objectives are covered whether offered for .50 or 1.0 unit. When this course is offered for 1.0 unit, the additional time is utilized for skill development, and enhanced cardiovascular fitness and muscular strength.

1. Use the following skills in a game situation: topspin forehand and backhand drives, volley and spin serve.
2. Explain the effect of spin on the flight of the ball in the forehand and backhand drives.
3. Utilize correct lateral and forward movement footwork in a drill situation.
4. Explain and apply tennis rules relating to all faults, court position requirements and scoring.
5. Define and utilize vocabulary appropriate to intermediate tennis play.
6. Describe and experience a variety of tennis tournament formats.
7. Distinguish and employ behaviors which characterize good sportsmanship, good tennis etiquette and class leadership.
8. Recognize safety considerations inherent to tennis, evaluate potential safety hazards as they arise, and utilize safe practices in the classroom.

SECTION II

1. COURSE OUTLINE AND SCOPE:

A. Outline Of Topics:

The following topics are included in the framework of the course but are not intended as limits on content. The order of presentation and relative emphasis will vary with each instructor.

I. Intermediate Tennis Skills

A. Topspin forehand and backhand drives, volley and overhand serve

1. Grip, footwork, swing
2. Trajectory and use of stroke

B. Spin

1. Topspin on forehand and backhand drives
2. Effect on trajectory of ball

C. Lateral and forward movement footwork

1. Split step, slide steps and running steps
2. Recovery from movement to ball
3. Court positioning

D. Tennis rules

1. Court position requirements
2. Faults
 - a. Serving
 - b. Positioning
 - c. Time constraints
3. Scoring
 - a. Point
 - b. Game
 - c. Set
 - d. Match
 - e. Tiebreaker

E. Intermediate Tennis Vocabulary

1. Locations on the court
 - a. Down the line
 - b. Crosscourt
 - c. Backcourt
 - d. "no persons land"
 - e. Forecourt

F. Tournament formats

1. Single elimination for both singles and doubles.
2. Elimination-consolation for both singles and doubles.

G. Sportsmanship, etiquette and leadership.

1. Line calls
2. Walking through matches in progress

3. Asking for return of ball
 4. Appropriate language and behavior.
 5. Responsibility to others for positive learning environment
- H. Safety considerations inherent to tennis
1. Extra balls on court
 2. Wet or dirty court surfaces
 3. Appropriate shoes
 4. Position on court when playing doubles

B. Reading Assignments:

Reading assignments are required and may include, but are not limited to, the following:

- I. Assigned text related to Tennis.
- II. Instructor generated handouts related to fundamental Tennis skills and strokes.
- III. Online Tennis videos and websites

C. Writing Assignments:

Writing assignments are required and may include, but are not limited to, the following:

- I. Short papers evaluating a live tennis match.
- II. Short paper summarizing the types of tennis resources available on the internet.

D. Appropriate Outside Assignments:

Outside assignments may include, but are not limited to, the following:

- I. Web site topic search.
- II. Practice of skills.
- III. Reading assignments.

E. Appropriate Assignments that Demonstrate Critical Thinking:

Critical thinking assignments are required and may include, but are not limited to, the following:

- I. Observe and critique live tennis matches at the intercollegiate level.
- II. Observe and critique a video of one's own strokes and compare form to that taught in class.
- III. Evaluate Internet resources for intermediate tennis players.

2. METHODS OF EVALUATION:

A student's grade will be based on multiple measures of performance unless the course requires no grade. Multiple measures may include, but are not limited to, the following:

- I. Written exams and quizzes.
- II. Practical exams, mid-terms and finals.
- III. Objective skills tests.
- IV. Active class participation.

3. METHODS OF INSTRUCTION:

Methods of instruction may include, but are not limited to, the following:

- * Audio-Visual
- * Collaborative Learning
- * Computer Assisted Instruction
- * Laboratory

4. REQUIRED TEXTS AND SUPPLIES:

Textbooks may include, but are not limited to:

TEXTBOOKS:

1. Greenwald, Jeff. The Best Tennis of Your Life, 1st ed. Betterway Books, 2007, ISBN: 9781558708440
2. McEnroe, John, et al. Tennis for Dummies, 2nd ed. Hungry Minds Inc, 2001, ISBN: 9780764550874

MANUALS:

PERIODICALS:

SOFTWARE:

SUPPLIES:

1. One or more tubes of Championship Tennis Balls.
2. Appropriate exercise clothing and court shoes.

ORIGINATOR: Lisa Williams

ORIGINATION DATE: 10/01/2013

PROPOSAL ORIGINATOR: Nathan Resch

CO-CONTRIBUTOR(S)

PROPOSAL DATE: 07/18/2022

**SAN DIEGO COMMUNITY COLLEGE DISTRICT
COURSE PROPOSAL IMPACT REPORT**

**COURSE TO BE PROPOSED: EXSC 178B
Tennis II**

ACTIVE/APPROVED COURSES IMPACTED:

EXSC 178B Tennis II (29205)

Advisory

EXSC 178C (Active)

ACTIVE/APPROVED/PROPOSED PROGRAMS IMPACTED:

(Miramar)

Exercise and Nutritional Sciences *Active*;

Associate of Science Degree

Select at least one course and the remainder of units needed to meet the minimum of 18 from the following:

(Miramar)

Exercise and Nutritional Sciences *Pending*;

Associate of Science Degree

Select at least one course and the remainder of units needed to meet the minimum of 18 from the following:

(City)

Individual Sports *Active*;

Certificate of Performance

Select four (4) courses from the following:

(City)

Individual Sports *Launched*;

Certificate of Performance

Select four (4) courses from the following:

(Mesa)

Kinesiology *Active*;

Associate in Arts for Transfer Degree

Individual Sports

(Mesa)

Kinesiology *Approved*;

Associate in Arts for Transfer Degree

Individual Sports

(Mesa)

Kinesiology *Active*;

Associate of Science Degree

Select a minimum of one unit from Individual Sports:

(Mesa)

Kinesiology *Approved*;

Associate of Science Degree

Select a minimum of one unit from Individual Sports:

SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY , MESA AND MIRAMAR COLLEGES

Course Outline of Record: Curriculum Proposal Report

SECTION I

- I. **Subject Area:** Exercise Science
- II. **Course Number:** 178B
- III. **Course Title:** Tennis II
- IV. **Disciplines (Instructor Minimum Qualifications):** Physical Education
- V.
- VI. **Family:** TENNIS
- VII. **Current Short Title:** Tennis II
- VIII. **Course Is Active/Where?** MESA , MIRAMAR AND CITY
- IX. **Originating Campus:** MESA
- X. **Action Proposed:** Course Revision (May Include Activation)
- XI. **Distance Education Proposed At:** Mesa , City and Miramar
- XII. **Proposal Originating Date:** 07/18/2022
- XIII. **Proposed Start Semester:** Spring 2024
- XIV. **Field Trip:** May be required
- XV. **Grading Option:** Grade Only
- XVI. **Current Short Description:** Beginning Tennis.

SECTION II

COURSE ENROLLMENT INFORMATION

- I. **Requisites:**
Advisory: EXSC 178A with a grade of "C" or better, or equivalent.
Limitation on Enrollment:: This course is not open to students with previous credit for PHYE 159X.
- II. **Current Degree Applicability:** Associate Degree Credit & transfer to CSU
- III. **Current Basic Skills Designation:** N - Not a Basic Skills Course
- IV. **Repeatability:** Course may be taken 1 time(s)
- V. **Course Equivalency:** Yes EXSC 178B is equivalent to PHYE 159X.
- VI. **Additional Information:** This course requires students to analyze and utilize student learning objectives 1-8 such as utilize correct lateral and forward movement footwork in a drill situation. 32 hours of activity is required as a minimum for physiological adaptation and development of these skill-related outcomes.
- VII. **Additional Textbook Information:** Textbooks are the most current editions.

COURSE ANALYSIS DATA

- I. **Reason for Proposed Action:** Six yr review including: 1) addition of override hrs statement, 2) revised objectives header, and 3) reviewed texts for currency. (Course revision is for six year review.)
- II. **How Does The Course Fit The College Mission?** 1. Transfer
- III. **Current Transfer Options:** 1. UC Transfer Course List
- IV. **Proposed College/District Purpose:** 1. Graduation Requirement
- V. **Extraordinary Cost to the College:** None.
- VI. **Library Resource Materials:** No new materials required.

GENERAL EDUCATION ANALYSIS

REQUISITES ANALYSIS

Beginning Tennis skills

SECTION III

COURSE DISTANCE EDUCATION INFORMATION

I. **CITY**

II. **Distance Education Methods of Instruction:** 1. Online-Emergency Only

III. **Other Distance Education Methods:**

IV. **Type and frequency of contact may include, but is not limited to:**

1. Announcements
weekly
2. Discussion Board
at least 1 time during the semester
3. Email/Message System
as needed
4. Field Trips
as assigned
5. Group Meetings
as assigned
6. Individual Meetings
at least 1 time during the semester
7. Individualized Assignment Feedback
as needed for class assignments, comments, feedback, etc...
8. Synchronous or Asynchronous Video
as assigned
9. Telephone Contact
as needed

V. **List of Techniques:** Students engage in regular and effective interaction with each other and the instructor in ways that mirror the traditional classroom; only the delivery system is altered. These methods include one-on-one communication with the instructor and with other students via e-mail, the announcement system, the discussion board, or other tools. Students also demonstrate an understanding and integration of course concepts via research assignments, problem sets, group projects, asynchronous class discussion, electronic emails weekly demonstrating progress in class expectations, uploading or emailing of results from fitness tracking app, daily journaling, guided practices, and/or other assignments.

VI. **How to Evaluate Students for Achieved Outcomes:** Multiple measures are used to assess student learning objectives. These include performance on objective examinations administered via the assessment tool, writing assignments, and/or group or individual projects posted to the discussion board or other online collaboration tool. Other measures may include 1) Electronic documentation of sport workout time and calories burned from a personal fitness tracker such as a smartphone application or similar tool; or 2) Documentation of regular attendance to a cardio routine verified by fitness app, fitness facility or similar fitness center (this documentation must be provided by either the app or the facility itself). Pre- and post-step/or cardiovascular, strength, flexibility, and abdominal assessment as well as reflections on one's unique cardiovascular exercise regime. Analysis of electronic submissions of daily exercise routines.

VII. **Additional Resources/Materials/Information:** Materials posted online are consistent with those required for campus based class. SDCCD and DSPS personnel provide all needed accommodations. DSPS provide a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).

VIII. **Audio Visual Library Materials:** NO

IX. **MIRAMAR**

X. **Distance Education Methods of Instruction:** 1. Online-Emergency Only

XI. **Other Distance Education Methods:** At least 25% of the in-class time (i.e. 8 hours for the 0.5-unit version of the course or 12 hours for the 1-unit version of the course) must be conducted in a synchronous online format. Students must also have access to a tennis racquet, tennis balls, and wall to hit on for conducting drills.

XII. **Type and frequency of contact may include, but is not limited to:**

1. Announcements
weekly through the "assessments" tool or during the mandatory synchronous video portion of the course
2. Collaborative Web Documents
as assigned
3. Conferencing
as assigned
4. Discussion Board
as assigned
5. Email/Message System

as needed

6. Individual Meetings

as needed

7. Individualized Assignment Feedback

as assigned

8. Synchronous or Asynchronous Video

at least weekly for demonstration of sports techniques, strategic analysis of competitions, evaluation of student skills, and the mandatory synchronous video instruction portion of the course

9. Telephone Contact

as needed

XIII. **List of Techniques:** Students interact with each other and the instructor in ways that mirror the traditional classroom; only the delivery system is altered. These methods include one-on-one communication with the instructor and with other students via email, the announcement system, the discussion board, or other tools. Sport-specific skills are developed through video demonstration, guided drills, and individual practice. Students also learn sport rules, techniques, and strategy through video-based review and analysis of individual and/or team competitions.

XIV. **How to Evaluate Students for Achieved Outcomes:** Multiple measures are used to assess student learning objectives. These include performance on objective examinations administered via the assessment tool, writing assignments such as written analyses of sports techniques and strategy, and synchronous or asynchronous video demonstrations of sports-related skills.

XV. **Additional Resources/Materials/Information:** Materials posted online are consistent with those required for the in-person class. SDCCD and DSPS personnel provide all needed accommodations. DSPS provides a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).

XVI. **Audio Visual Library Materials:** NO

XVII. **MESA**

XVIII. **Distance Education Methods of Instruction:** 1. Online-Emergency Only

XIX. **Other Distance Education Methods:**

XX. **Type and frequency of contact may include, but is not limited to:**

1. Announcements

As needed

Participant/s: Faculty to Student/s

2. Discussion Board

Weekly

Participant/s: Faculty to Student/s , Among Students

3. Email/Message System

As needed

Participant/s: Faculty to Student/s , Among Students

4. Synchronous or Asynchronous Video

Weekly

Participant/s: Faculty to Student/s , Among Students

5. Telephone Contact

As needed

Participant/s: Faculty to Student/s , Among Students

XXI. **List of Techniques:** Online instruction includes regular student-to-student and instructor-to-student communication. Announcements from the instructor to the students will be used as needed. Telephone calls between students and the instructor may be used to discuss questions and concerns throughout the course. E-mail/Messaging may be used for asynchronous instructor-to-student and student-to-student communication. Chat rooms may be used for synchronous interaction between students and between the instructor and students. Threaded discussions may be used for instructor-to-student and student-to-student asynchronous group communication. Live-classroom may be used for synchronous online lectures, meetings and office hour meetings as appropriate. Video, audio, learning objects and archived live-classroom lectures may be included for students to interact with asynchronously where appropriate. Assignments and tests that will be used in the Distance Education course will be exactly the same as those in the traditional course. Students will submit all course work (tests and assignments) electronically to the instructor.

XXII. **How to Evaluate Students for Achieved Outcomes:** The evaluation methods will mirror the on-campus course as specified in the course outline. The feedback on assignments and tests will be submitted electronically to the student.

XXIII. **Additional Resources/Materials/Information:** SDCCD and DSPS personnel will provide all needed accommodations. DSPS will provide a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities

(Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).

XXIV. **Audio Visual Library Materials:** NO

SECTION IV

COURSE STUDENT LEARNING OUTCOME(S)

CITY

- Upon completion of the course, students will demonstrate an understanding of basic tennis terms, rules of the game, and proper etiquette.

MESA

- Analyze appropriate selection of stroke and demonstrate proper technique for topspin forehand and backhand ground strokes, volleys and the spin serve.
- Explain court positioning for singles play.
- Use the internet to research types and locations of facilities available for recreational play.

MIRAMAR

SECTION V

COURSE DATA ADMINISTRATION ELEMENTS

I. Codes:

California Classification: (Y Credit Course)

TOP Code: 0835.00 Physical Education

SAM Code: E - Non Occupational

Course Prior to College Level (CB21): Y - Not applicable. Level of course is not one of the levels listed above, may be above level A (transferable) or below level C (more than 3 levels below transfer level).

Funding Agency Category (CB23): Not Applicable (funding not used to develop course)

Course Program Status (CB24): Program-applicable

Course Gen Education Status (CB25): Y = Not applicable

Course Support Course Status (CB26): N = Course is not a support course

Major Restriction Code: NONE

II. Lab Units: 0.50 - 1.00

Total Units: 0.5 - 1

Lecture Hours Min: 0.00 **Max:** 0.00

Lab Hours Min: 32.00 **Max:** 54.00

Other Hours Min: 0.00 **Max:**0.00

Total Contact Hours Min: 32.00 **Max:**54.00

Outside-of-Class Hours Min: 0.00 **Max:**0.00

Total Student Learning Hours Min: 32.00 **Max:** 54.00

FTEF Lecture Min: 0.0000 **Max:**0.0000

FTEF Lab Min: 0.1333 **Max:**0.2000

FTEF Total Min: 0.1333 **Max:**0.2000

III. Last Time Pre/Co Requisite Update: 07/18/2022

IV. Last Outline Revision Date: 11/14/2013

V. CIC Approval:

VI. BOT Approval:

VII. State Approval:

VIII. Revised State Approval:

IX. Course Approval Effective Date:

SECTION VI

CREDIT FOR PRIOR LEARNING

Previous Report

EXSC 178B

CIC Approval: 11/14/2013
BOT APPROVAL:
STATE APPROVAL:
EFFECTIVE TERM: Fall 2014

SAN DIEGO COMMUNITY COLLEGE DISTRICT CITY, MESA, AND MIRAMAR COLLEGES ASSOCIATE DEGREE COURSE OUTLINE

SECTION I

SUBJECT AREA AND COURSE NUMBER: Exercise Science 178B

COURSE TITLE:
Tennis II

Units:
0.5-1
Grade Only

CATALOG COURSE DESCRIPTION:

This course is the second in a series of four courses in tennis. Emphasis is placed on beginning level skills, strokes, strategies, rules and etiquette as they relate to tournament play. This course is intended for kinesiology majors and all students interested in incorporating the game of tennis into an active lifestyle. All objectives are covered in this course whether offered for .50 or 1.0 unit. When this course is offered for three hours per week, the additional time is utilized for skill development.

REQUISITES:

Advisory:
EXSC 178A with a grade of "C" or better, or equivalent
Limitation on Enrollment:
This course is not open to students with previous credit for PHYE 159X.

FIELD TRIP REQUIREMENTS:
May be required

TRANSFER APPLICABILITY:
Associate Degree Credit & transfer to CSU UC Transfer Course List

CID:

TOTAL LECTURE HOURS:

TOTAL LAB HOURS:
32 - 54

TOTAL CONTACT HOURS:
32 - 54

OUTSIDE-OF-CLASS HOURS:

TOTAL STUDENT LEARNING HOURS:
32 - 54

STUDENT LEARNING OBJECTIVES:
Upon successful completion of the course the student will be able to:

All objectives are covered in this course whether offered for .50 or 1.0 unit. When this course is offered for three hours per week, the additional time is utilized for skill development.

1. Use the following skills in a game situation: topspin forehand and backhand drives, volley and spin serve.
2. Explain the effect of spin on the flight of the ball in the forehand and backhand drives.
3. Utilize correct lateral and forward movement footwork in a drill situation.
4. Explain and apply tennis rules relating to all faults, court position requirements and scoring.
5. Define and utilize vocabulary appropriate to intermediate tennis play.

Current Report

EXSC 178B

CIC Approval:
BOT APPROVAL:
STATE APPROVAL:
EFFECTIVE TERM:

SAN DIEGO COMMUNITY COLLEGE DISTRICT CITY, MESA, AND MIRAMAR COLLEGES ASSOCIATE DEGREE COURSE OUTLINE

SECTION I

SUBJECT AREA AND COURSE NUMBER: Exercise Science 178B

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CATALOG COURSE DESCRIPTION:

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FIELD TRIP REQUIREMENTS:
May be required

TRANSFER APPLICABILITY:
Associate Degree Credit & transfer to CSU UC Transfer Course List

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TOTAL LECTURE HOURS:

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32 - 54

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TOTAL STUDENT LEARNING HOURS:
32 - 54

STUDENT LEARNING OBJECTIVES:
Upon successful completion of the course the student will be able to:

All objectives are covered whether offered for .50 or 1.0 unit. When this course is offered for 1.0 unit, the additional time is utilized for skill development, and enhanced cardiovascular fitness and muscular strength.

1. Use the following skills in a game situation: topspin forehand and backhand drives, volley and spin serve.
2. Explain the effect of spin on the flight of the ball in the forehand and backhand drives.
3. Utilize correct lateral and forward movement footwork in a drill situation.
4. Explain and apply tennis rules relating to all faults, court position requirements and scoring.
5. Define and utilize vocabulary appropriate to intermediate tennis play.
6. Describe and experience a variety of tennis tournament formats.
7. Distinguish and employ behaviors which characterize good sportsmanship, good tennis etiquette and class

6. Describe and experience a variety of tennis tournament formats.
7. Distinguish and employ behaviors which characterize good sportsmanship, good tennis etiquette and class leadership.
8. Recognize safety considerations inherent to tennis, evaluate potential safety hazards as they arise, and utilize safe practices in the classroom.

SECTION II

I. COURSE OUTLINE AND SCOPE:

A. Outline Of Topics:

The following topics are included in the framework of the course but are not intended as limits on content. The order of presentation and relative emphasis will vary with each instructor.

- I. Intermediate Tennis Skills
 - A. Topspin forehand and backhand drives volley and overhand serve
 1. Grip footworkswing
 2. Trajectory and use of stroke
 - B. Spin
 1. Topspin on forehand and backhand drives
 2. Effect on trajectory of ball
 - C. Lateral and forward movement footwork
 1. Split step slide steps and running steps
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 3. Court positioning
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 1. Court position requirements
 2. Faults
 - a. Serving
 - b. Positioning
 - c. Time constraints
 3. Scoring
 - a. Point
 - b. Game
 - c. Set
 - d. Match
 - e. Tiebreaker
 - E. Intermediate Tennis Vocabulary
 1. Locations on the court
 - a. Down the line
 - b. Crosscourt
 - c. Backcourt
 - d. "no persons land"
 - e. Forecourt
 - F. Tournament formats
 1. Single elimination for both singles and doubles.
 2. Elimination-consolation for both singles and doubles.
 - G. Sportsmanship etiquette and leadership.
 1. Line calls
 2. Walking through matches in progress
 3. Asking for return of ball
 4. Appropriate language and behavior.
 5. Responsibility to others for positive learning environment
 - H. Safety considerations inherent to tennis
 1. Extra balls on court
 2. Wet or dirty court surfaces
 3. Appropriate shoes
 4. Position on court when playing doubles

B. Reading Assignments:

Reading assignments are required and may include, but are not limited to, the following:

- I. Assigned text related to Tennis.
- II. Instructor generated handouts related to fundamental Tennis skills and strokes.
- III. Online Tennis videos and websites

C. Writing Assignments:

Writing assignments are required and may include, but are not limited to, the following:

- I. Short papers evaluating a live tennis match.
- II. Short paper summarizing the types of tennis resources available on the internet.

leadership.

8. Recognize safety considerations inherent to tennis, evaluate potential safety hazards as they arise, and utilize safe practices in the classroom.

SECTION II

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- I. Short papers evaluating a live tennis match.
- II. Short paper summarizing the types of tennis resources available on the internet.

D. Appropriate Outside Assignments:

D. Appropriate Outside Assignments:

Outside assignments may include, but are not limited to, the following:

- I. Web site topic search.
- II. Practice of skills.
- III. Reading assignments.

E. Appropriate Assignments that Demonstrate Critical Thinking:

Critical thinking assignments are required and may include, but are not limited to, the following:

- I. Observe and critique live tennis matches at the intercollegiate level.
- II. Observe and critique a video of one's own strokes and compare form to that taught in class.
- III. Evaluate Internet resources for intermediate tennis players.

2. METHODS OF EVALUATION:

A student's grade will be based on multiple measures of performance unless the course requires no grade. Multiple measures may include, but are not limited to, the following:

- I. Written exams and quizzes.
- II. Practical exams, mid-terms and finals.
- III. Objective skills tests.
- IV. Active class participation.

3. METHODS OF INSTRUCTION:

Methods of instruction may include, but are not limited to, the following:

- * Audio-Visual
- * Collaborative Learning
- * Computer Assisted Instruction
- * Laboratory

4. REQUIRED TEXTS AND SUPPLIES:

Textbooks may include, but are not limited to:

TEXTBOOKS:

- 1. Greenwald, Jeff. The Best Tennis of Your Life, 1st ed. Betterway Books, 2007, ISBN: 978-155870844
- 2. McEnroe, John, et al. Tennis for Dummies, 2nd ed. Hungry Minds Inc, 2001, ISBN: 9780764550874

MANUALS:

PERIODICALS:

SOFTWARE:

SUPPLIES:

- 1. One or more tubes of Championship Tennis Balls.
- 2. Appropriate exercise clothing and court shoes.

ORIGINATOR: Lisa Williams

CO-CONTRIBUTOR(S)

DATE: 10/01/2013

Status: Active

Date Printed: 10/11/2022

Outside assignments may include, but are not limited to, the following:

- I. Web site topic search.
- II. Practice of skills.
- III. Reading assignments.

E. Appropriate Assignments that Demonstrate Critical Thinking:

Critical thinking assignments are required and may include, but are not limited to, the following:

- I. Observe and critique live tennis matches at the intercollegiate level.
- II. Observe and critique a video of one's own strokes and compare form to that taught in class.
- III. Evaluate Internet resources for intermediate tennis players.

2. METHODS OF EVALUATION:

A student's grade will be based on multiple measures of performance unless the course requires no grade. Multiple measures may include, but are not limited to, the following:

- I. Written exams and quizzes.
- II. Practical exams, mid-terms and finals.
- III. Objective skills tests.
- IV. Active class participation.

3. METHODS OF INSTRUCTION:

Methods of instruction may include, but are not limited to, the following:

- * Audio-Visual
- * Collaborative Learning
- * Computer Assisted Instruction
- * Laboratory

4. REQUIRED TEXTS AND SUPPLIES:

Textbooks may include, but are not limited to:

TEXTBOOKS:

- 1. Greenwald, Jeff. The Best Tennis of Your Life, 1st ed. Betterway Books, 2007, ISBN: 9781558708440
- 2. McEnroe, John, et al. Tennis for Dummies, 2nd ed. Hungry Minds Inc, 2001, ISBN: 9780764550874

MANUALS:

PERIODICALS:

SOFTWARE:

SUPPLIES:

- 1. One or more tubes of Championship Tennis Balls.
- 2. Appropriate exercise clothing and court shoes.

ORIGINATOR: Lisa Williams

ORIGINATION DATE: 10/01/2013

PROPOSAL ORIGINATOR: Nathan Resch

CO-CONTRIBUTOR(S)

PROPOSAL DATE: 07/18/2022

Status: Launched

Date Printed: 10/11/2022

Previous Report

SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY , MESA AND MIRAMAR COLLEGES

Course Outline of Record:
Curriculum Proposal Report

SECTION I

- I. **Subject Area:** Exercise Science
- II. **Course Number:** 178B
- III. **Course Title:** Tennis II
- IV. **Disciplines (Instructor Minimum Qualifications):** Physical Education
- V.
- VI. **Family:** TENNIS
- VII. **Current Short Title:** Tennis II
- VIII. **Course Is Active/Where?** CITY , MESA AND MIRAMAR
- IX. **Originating Campus:** MESA
- X. **Action Proposed:** Course Revision (May Include Activation)
- XI. **Distance Education Proposed At:** City , Miramar and Mesa
- XII. **Proposal Originating Date:** 10/01/2013
- XIII. **Proposed Start Semester:** Fall 2014
- XIV. **Field Trip:** May be required
- XV. **Grading Option:** Grade Only
- XVI. **Current Short Description:** Beginning Tennis.

SECTION II

COURSE ENROLLMENT INFORMATION

- I. **Requisites:**
Advisory: EXSC 178A with a grade of "C" or better, or equivalent.
Limitation on Enrollment:: This course is not open to students with previous credit for PHYE 159X.
- II. **Current Degree Applicability:** Associate Degree Credit & transfer to CSU
- III. **Current Basic Skills Designation:** N - Not a Basic Skills Course
- IV. **Repeatability:** Course may be taken 1 time(s)
- V. **Course Equivalency:** Yes EXSC 178B is equivalent to PHYE 159X.
- VI. **Additional Information:**
- VII. **Additional Textbook Information:** Textbooks are the most current available.

COURSE ANALYSIS DATA

- I. **Reason for Proposed Action:** Subject indicator and course number change to EXSC.
- II. **How Does The Course Fit The College Mission?** 1. Transfer
- III. **Current Transfer Options:** 1. UC Transfer Course List
- IV. **Proposed College/District Purpose:** 1. Graduation Requirement
- V. **Extraordinary Cost to the College:** None.
- VI. **Library Resource Materials:** No new materials required..

GENERAL EDUCATION ANALYSIS

REQUISITES ANALYSIS

Beginning Tennis skills

Current Report

SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY , MESA AND MIRAMAR COLLEGES

Course Outline of Record:
Curriculum Proposal Report

SECTION I

- I. **Subject Area:** Exercise Science
- II. **Course Number:** 178B
- III. **Course Title:** Tennis II
- IV. **Disciplines (Instructor Minimum Qualifications):** Physical Education
- V.
- VI. **Family:** TENNIS
- VII. **Current Short Title:** Tennis II
- VIII. **Course Is Active/Where?** MESA , MIRAMAR AND CITY
- IX. **Originating Campus:** MESA
- X. **Action Proposed:** Course Revision (May Include Activation)
- XI. **Distance Education Proposed At:** Mesa , City and Miramar
- XII. **Proposal Originating Date:** 07/18/2022
- XIII. **Proposed Start Semester:** Spring 2024
- XIV. **Field Trip:** May be required
- XV. **Grading Option:** Grade Only
- XVI. **Current Short Description:** Beginning Tennis.

SECTION II

COURSE ENROLLMENT INFORMATION

- I. **Requisites:**
Advisory: EXSC 178A with a grade of "C" or better, or equivalent.
Limitation on Enrollment:: This course is not open to students with previous credit for PHYE 159X.
- II. **Current Degree Applicability:** Associate Degree Credit & transfer to CSU
- III. **Current Basic Skills Designation:** N - Not a Basic Skills Course
- IV. **Repeatability:** Course may be taken 1 time(s)
- V. **Course Equivalency:** Yes EXSC 178B is equivalent to PHYE 159X.
- VI. **Additional Information:** This course requires students to analyze and utilize student learning objectives 1-8 such as utilize correct lateral and forward movement footwork in a drill situation. 32 hours of activity is required as a minimum for physiological adaptation and development of these skill-related outcomes.
- VII. **Additional Textbook Information:** Textbooks are the most current editions.

COURSE ANALYSIS DATA

- I. **Reason for Proposed Action:** Six yr review including: 1) addition of override hrs statement, 2) revised objectives header, and 3) reviewed texts for currency. (Course revision is for six year review.)
- II. **How Does The Course Fit The College Mission?** 1. Transfer
- III. **Current Transfer Options:** 1. UC Transfer Course List
- IV. **Proposed College/District Purpose:** 1. Graduation Requirement
- V. **Extraordinary Cost to the College:** None.
- VI. **Library Resource Materials:** No new materials required.

GENERAL EDUCATION ANALYSIS

REQUISITES ANALYSIS

Beginning Tennis skills

- I. Course: EXSC 178A Utilize beginning tennis skills in a game situation.
- II. Course: EXSC 178A List, define and apply fundamental strategies in singles and doubles matches.
- III. Course: EXSC 178A Define and apply elementary tennis rules relating to scoring and elementary faults.
- IV. Course: EXSC 178A Distinguish and employ behaviors which characterize good sportsmanship, good tennis etiquette and class leadership.
- V. Course: EXSC 178A Recognize safety considerations inherent to tennis, evaluate potential safety hazards as they arise, and utilize safe practices in the classroom.
- VI. Course: EXSC 178A Name the local facilities available for recreational play.
- VII. Course: EXSC 178A Define and utilize vocabulary appropriate to beginning tennis play.

SECTION III

COURSE DISTANCE EDUCATION INFORMATION

- I. **CITY**
- II. **Distance Education Methods of Instruction:** 1. Online-Emergency Only
- III. **Other Distance Education Methods:**
- IV. **Type and frequency of contact may include, but is not limited to:**

1. Announcements
weekly
2. Discussion Board
at least 1 time during the semester
3. Email/Message System
as needed
4. Field Trips
as assigned
5. Group Meetings
as assigned
6. Individual Meetings
at least 1 time during the semester
7. Individualized Assignment Feedback
as needed for class assignments, comments, feedback, etc...
8. Synchronous or Asynchronous Video
as assigned
9. Telephone Contact
as needed

V. **List of Techniques:** Students engage in regular and effective interaction with each other and the instructor in ways that mirror the traditional classroom; only the delivery system is altered. These methods include one-on-one communication with the instructor and with other students via e-mail, the announcement system, the discussion board, or other tools. Students also demonstrate an understanding and integration of course concepts via research assignments, problem sets, group projects, asynchronous class discussion, electronic emails weekly demonstrating progress in class expectations, uploading or emailing of results from fitness tracking app, daily journaling, guided practices, and/or other assignments.

VI. **How to Evaluate Students for Achieved Outcomes:** Multiple measures are used to assess student learning objectives. These include performance on objective examinations administered via the assessment tool, writing assignments, and/or group or individual projects posted to the discussion board or other online collaboration tool. Other measures may include 1) Electronic documentation of sport workout time and calories burned from a personal fitness tracker such as a smartphone application or similar tool; or 2) Documentation of regular attendance to a cardio routine verified by fitness app, fitness facility or similar fitness center (this documentation must be provided by either the app or the facility itself). Pre- and post-step/or cardiovascular, strength, flexibility, and abdominal assessment as well as reflections on one's unique cardiovascular exercise regime. Analysis of electronic submissions of daily exercise routines.

VII. **Additional Resources/Materials/Information:** Materials posted online are consistent with those required for campus based class. SDCCD and DSPS personnel provide all needed accommodations. DSPS provide a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).

VIII. **Audio Visual Library Materials:** NO

IX. MIRAMAR

X. **Distance Education Methods of Instruction:** 1. Online-Emergency Only

XI. **Other Distance Education Methods:** At least 25% of the in-class time (i.e. 8 hours for the 0.5-unit version of the course or 12 hours for the 1-unit version of the course) must be conducted in a synchronous online format. Students must also have access to a tennis racquet, tennis balls, and wall to hit on for conducting drills.

XII. **Type and frequency of contact may include, but is not limited to:**

1. Announcements
weekly through the "assessments" tool or during the mandatory synchronous video portion of the course
2. Collaborative Web Documents
as assigned
3. Conferencing
as assigned
4. Discussion Board
as assigned
5. Email/Message System
as needed
6. Individual Meetings

SECTION III

COURSE DISTANCE EDUCATION INFORMATION

I. CITY

II. **Distance Education Methods of Instruction:** 1. Online-Emergency Only

III. **Other Distance Education Methods:**

IV. **Type and frequency of contact may include, but is not limited to:**

1. Announcements
weekly
2. Discussion Board
at least 1 time during the semester
3. Email/Message System
as needed
4. Field Trips
as assigned
5. Group Meetings
as assigned
6. Individual Meetings
at least 1 time during the semester
7. Individualized Assignment Feedback
as needed for class assignments, comments, feedback, etc...
8. Synchronous or Asynchronous Video
as assigned
9. Telephone Contact
as needed

V. **List of Techniques:** Students engage in regular and effective interaction with each other and the instructor in ways that mirror the traditional classroom; only the delivery system is altered. These methods include one-on-one communication with the instructor and with other students via e-mail, the announcement system, the discussion board, or other tools. Students also demonstrate an understanding and integration of course concepts via research assignments, problem sets, group projects, asynchronous class discussion, electronic emails weekly demonstrating progress in class expectations, uploading or emailing of results from fitness tracking app, daily journaling, guided practices, and/or other assignments.

VI. **How to Evaluate Students for Achieved Outcomes:** Multiple measures are used to assess student learning objectives. These include performance on objective examinations administered via the assessment tool, writing assignments, and/or group or individual projects posted to the discussion board or other online collaboration tool. Other measures may include 1) Electronic documentation of sport workout time and calories burned from a personal fitness tracker such as a smartphone application or similar tool; or 2) Documentation of regular attendance to a cardio routine verified by fitness app, fitness facility or similar fitness center (this documentation must be provided by either the app or the facility itself). Pre- and post-step/or cardiovascular, strength, flexibility, and abdominal assessment as well as reflections on one's unique cardiovascular exercise regime. Analysis of electronic submissions of daily exercise routines.

VII. **Additional Resources/Materials/Information:** Materials posted online are consistent with those required for campus based class. SDCCD and DSPS personnel provide all needed accommodations. DSPS provide a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).

VIII. **Audio Visual Library Materials:** NO

IX. MIRAMAR

X. **Distance Education Methods of Instruction:** 1. Online-Emergency Only

XI. **Other Distance Education Methods:** At least 25% of the in-class time (i.e. 8 hours for the 0.5-unit version of the course or 12 hours for the 1-unit version of the course) must be conducted in a synchronous online format. Students must also have access to a tennis racquet, tennis balls, and wall to hit on for conducting drills.

XII. **Type and frequency of contact may include, but is not limited to:**

1. Announcements

weekly through the "assessments" tool or during the mandatory synchronous video portion of the course

2. Collaborative Web Documents

as assigned

3. Conferencing

as assigned

4. Discussion Board

as assigned

5. Email/Message System

as needed

6. Individual Meetings

as needed

7. Individualized Assignment Feedback

as assigned

8. Synchronous or Asynchronous Video

at least weekly for demonstration of sports techniques, strategic analysis of competitions, evaluation of student skills, and the mandatory synchronous video instruction portion of the course

9. Telephone Contact

as needed

XIII. List of Techniques: Students interact with each other and the instructor in ways that mirror the traditional classroom; only the delivery system is altered. These methods include one-on-one communication with the instructor and with other students via email, the announcement system, the discussion board, or other tools. Sport-specific skills are developed through video demonstration, guided drills, and individual practice. Students also learn sport rules, techniques, and strategy through video-based review and analysis of individual and/or team competitions.

XIV. How to Evaluate Students for Achieved Outcomes: Multiple measures are used to assess student learning objectives. These include performance on objective examinations administered via the assessment tool, writing assignments such as written analyses of sports techniques and strategy, and synchronous or asynchronous video demonstrations of sports-related skills.

XV. Additional Resources/Materials/Information: Materials posted online are consistent with those required for the in-person class. SDCCD and DSPS personnel provide all needed accommodations. DSPS provides a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).

XVI. Audio Visual Library Materials: NO

XVII. MESA

XVIII. Distance Education Methods of Instruction: 1. Online-Emergency Only

XIX. Other Distance Education Methods:

XX. Type and frequency of contact may include, but is not limited to:

1. Announcements

As needed

2. Chat Rooms

As desired

3. Discussion Board

Weekly

4. Email/Message System

Frequent

5. Synchronous or Asynchronous Video

Weekly

6. Telephone Contact

As needed

XXI. List of Techniques: Online instruction includes regular student-to-student and instructor-to-student communication. Announcements from the instructor to the students will be used as needed. Telephone calls between students and the instructor may be used to discuss questions and concerns throughout the course. E-mail/Messaging may be used for asynchronous instructor-to-student and student-to-student communication. Chat rooms may be used for synchronous interaction between students and between the instructor and students. Threaded discussions may be used for instructor-to-student and student-to-student asynchronous group communication. Live-classroom may be used for synchronous online lectures, meetings and office hour meetings as appropriate. Video, audio, learning objects and archived live-classroom lectures may be included for students to interact with asynchronously where appropriate. Assignments and tests that will be used in the Distance Education course will be exactly the same as those in the traditional course. Students will submit all course work (tests and assignments) electronically to the instructor. The evaluation methods will mirror the on-campus course as specified in the course outline. The feedback on assignments and tests will be submitted electronically to the student. Additional Resources- SDCCD and DSPS personnel will provide all needed accommodations. DSPS

as needed

7. Individualized Assignment Feedback

as assigned

8. Synchronous or Asynchronous Video

at least weekly for demonstration of sports techniques, strategic analysis of competitions, evaluation of student skills, and the mandatory synchronous video instruction portion of the course

9. Telephone Contact

as needed

XIII. List of Techniques: Students interact with each other and the instructor in ways that mirror the traditional classroom; only the delivery system is altered. These methods include one-on-one communication with the instructor and with other students via email, the announcement system, the discussion board, or other tools. Sport-specific skills are developed through video demonstration, guided drills, and individual practice. Students also learn sport rules, techniques, and strategy through video-based review and analysis of individual and/or team competitions.

XIV. How to Evaluate Students for Achieved Outcomes: Multiple measures are used to assess student learning objectives. These include performance on objective examinations administered via the assessment tool, writing assignments such as written analyses of sports techniques and strategy, and synchronous or asynchronous video demonstrations of sports-related skills.

XV. Additional Resources/Materials/Information: Materials posted online are consistent with those required for the in-person class. SDCCD and DSPS personnel provide all needed accommodations. DSPS provides a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).

XVI. Audio Visual Library Materials: NO

XVII. MESA

XVIII. Distance Education Methods of Instruction: 1. Online-Emergency Only

XIX. Other Distance Education Methods:

XX. Type and frequency of contact may include, but is not limited to:

1. Announcements

As needed

Participant/s: Faculty to Student/s

2. Discussion Board

Weekly

Participant/s: Faculty to Student/s , Among Students

3. Email/Message System

As needed

Participant/s: Faculty to Student/s , Among Students

4. Synchronous or Asynchronous Video

Weekly

Participant/s: Faculty to Student/s , Among Students

5. Telephone Contact

As needed

Participant/s: Faculty to Student/s , Among Students

XXI. List of Techniques: Online instruction includes regular student-to-student and instructor-to-student communication. Announcements from the instructor to the students will be used as needed. Telephone calls between students and the instructor may be used to discuss questions and concerns throughout the course. E-mail/Messaging may be used for asynchronous instructor-to-student and student-to-student communication. Chat rooms may be used for synchronous interaction between students and between the instructor and students. Threaded discussions may be used for instructor-to-student and student-to-student asynchronous group communication. Live-classroom may be used for synchronous online lectures, meetings and office hour meetings as appropriate. Video, audio, learning objects and archived live-classroom lectures may be included for students to interact with asynchronously where appropriate. Assignments and tests that will be used in the Distance Education course will be exactly the same as those in the traditional course. Students will submit all course work (tests and assignments) electronically to the instructor.

XXII. How to Evaluate Students for Achieved Outcomes: The evaluation methods will mirror the on-campus course as specified in the course outline. The feedback on assignments and tests will be submitted electronically to the student.

XXIII. Additional Resources/Materials/Information: SDCCD and DSPS personnel will provide all needed accommodations. DSPS will provide a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities

will provide a student in an online classroom with the same level of support as an on-campus student.

XXII. How to Evaluate Students for Achieved Outcomes: xxx

XXIII. Additional Resources/Materials/Information: x Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure students with disabilities are in compliance with the Americans with Disabilities Act (ADA).

SECTION IV

COURSE STUDENT LEARNING OUTCOME(S)

CITY

XXIV. Audio Visual Library Materials: NO Upon completion of the course, students will demonstrate an understanding of basic tennis terms, rules of the game, and proper etiquette.

MESA

- Analyze appropriate selection of stroke and demonstrate proper technique for topspin forehand and backhand ground strokes, volleys and the spin serve.
- Explain court positioning for singles play.
- Use the internet to research types and locations of facilities available for recreational play.

MIRAMAR

SECTION V

COURSE DATA ADMINISTRATION ELEMENTS

I. Codes:

California Classification: (Y Credit Course)

TOP Code: 0835.00 Physical Education

SAM Code: E - Non Occupational

Course Prior to College Level (CB21): Y - Not applicable. Level of course is not one of the levels listed above, may be above level A (transferable) or below level C (more than 3 levels below transfer level).

Funding Agency Category (CB23): Not Applicable (funding not used to develop course)

Course Program Status (CB24): Program-applicable

Course Gen Education Status (CB25): Y

Course Support Course Status (CB26): N

Major Restriction Code: NONE

II. Lab Units: 0.50 - 1.00

Total Units: 0.5 - 1

Lecture Hours Min: 0.00 **Max:** 0.00

Lab Hours Min: 32.00 **Max:** 54.00

Other Hours Min: 0.00 **Max:** 0.00

Total Contact Hours Min: 32.00 **Max:** 54.00

Outside-of-Class Hours Min: 0.00 **Max:** 0.00

Total Student Learning Hours Min: 32.00 **Max:** 54.00

FTEF Lecture Min: 0.0000 **Max:** 0.0000

FTEF Lab Min: 0.1333 **Max:** 0.2000

FTEF Total Min: 0.1333 **Max:** 0.2000

III. Last Time Pre/Co Requisite Update: 05/29/2019

IV. Last Outline Revision Date: 11/14/2013

V. CIC Approval: 11/14/2013

VI. BOT Approval:

VII. State Approval:

VIII. Revised State Approval:

IX. Course Approval Effective Date: Fall 2014

SECTION VI

CREDIT FOR PRIOR LEARNING

Act (ADA).

XXIV. Audio Visual Library Materials: NO

SECTION IV

COURSE STUDENT LEARNING OUTCOME(S)

CITY

- Upon completion of the course, students will demonstrate an understanding of basic tennis terms, rules of the game, and proper etiquette.

MESA

- Analyze appropriate selection of stroke and demonstrate proper technique for topspin forehand and backhand ground strokes, volleys and the spin serve.
- Explain court positioning for singles play.
- Use the internet to research types and locations of facilities available for recreational play.

MIRAMAR

SECTION V

COURSE DATA ADMINISTRATION ELEMENTS

I. Codes:

California Classification: (Y Credit Course)

TOP Code: 0835.00 Physical Education

SAM Code: E - Non Occupational

Course Prior to College Level (CB21): Y - Not applicable. Level of course is not one of the levels listed above, may be above level A (transferable) or below level C (more than 3 levels below transfer level).

Funding Agency Category (CB23): Not Applicable (funding not used to develop course)

Course Program Status (CB24): Program-applicable

Course Gen Education Status (CB25): Y = Not applicable

Course Support Course Status (CB26): N = Course is not a support course

Major Restriction Code: NONE

II. Lab Units: 0.50 - 1.00

Total Units: 0.5 - 1

Lecture Hours Min: 0.00 **Max:** 0.00

Lab Hours Min: 32.00 **Max:** 54.00

Other Hours Min: 0.00 **Max:** 0.00

Total Contact Hours Min: 32.00 **Max:** 54.00

Outside-of-Class Hours Min: 0.00 **Max:** 0.00

Total Student Learning Hours Min: 32.00 **Max:** 54.00

FTEF Lecture Min: 0.0000 **Max:** 0.0000

FTEF Lab Min: 0.1333 **Max:** 0.2000

FTEF Total Min: 0.1333 **Max:** 0.2000

III. Last Time Pre/Co Requisite Update: 07/18/2022

IV. Last Outline Revision Date: 11/14/2013

V. CIC Approval:

VI. BOT Approval:

VII. State Approval:

VIII. Revised State Approval:

IX. Course Approval Effective Date:

SECTION VI

CREDIT FOR PRIOR LEARNING

**SAN DIEGO COMMUNITY COLLEGE DISTRICT
CITY, MESA, AND MIRAMAR COLLEGES
ASSOCIATE DEGREE COURSE OUTLINE**

SECTION I

SUBJECT AREA AND COURSE NUMBER: Exercise Science 178C

COURSE TITLE:
Tennis III

Units:
0.5-1
Grade Only

CATALOG COURSE DESCRIPTION:

This course is the third in a series of four courses in tennis. Emphasis is placed on intermediate level skills, strokes, strategies, rules and etiquette as they relate to league and tournament play. This course is intended for kinesiology majors and all students interested in incorporating the game of tennis into an active lifestyle. All objectives are covered in this course whether offered for .50 or 1.0 unit. When this course is offered for three hours per week, the additional time is utilized for skill development and strategies.

REQUISITES:

Advisory:
EXSC 178B with a grade of "C" or better, or equivalent

Limitation on Enrollment:

This course is not open to students with previous credit for PHYE 159Y.

FIELD TRIP REQUIREMENTS:

May be required

TRANSFER APPLICABILITY:

Associate Degree Credit & transfer to CSU UC Transfer Course List

CID:

TOTAL LECTURE HOURS:

TOTAL LAB HOURS:

32 - 54

TOTAL CONTACT HOURS:

32 - 54

OUTSIDE-OF-CLASS HOURS:

TOTAL STUDENT LEARNING HOURS:

32 - 54

STUDENT LEARNING OBJECTIVES:

Upon successful completion of the course the student will be able to:

All objectives are covered whether offered for .50 or 1.0 unit. When this course is offered for 1.0 unit, the additional time is utilized for skill development, and enhanced cardiovascular fitness and muscular strength.

1. List, define and apply intermediate advanced skills in a game situation.
2. Explain the effect of spin on the flight of the ball on the spin serve and the groundstrokes.
3. Utilize correct lateral and forward movement footwork and positioning for singles and doubles game play.
4. Explain and apply tennis rules relating to all aspects of singles and doubles game play.
5. Express and use alternate scoring systems in playing situations.
6. Describe and experience a variety of tennis tournament formats.
7. Distinguish and employ behaviors which characterize good sportsmanship, good tennis etiquette and class leadership.
8. Discuss current trends in the game at the amateur and professional level.

SECTION II

1. COURSE OUTLINE AND SCOPE:

A. Outline Of Topics:

The following topics are included in the framework of the course but are not intended as limits on content. The order of presentation and relative emphasis will vary with each instructor.

- I. Intermediate Advanced Tennis Skills
 - A. Topspin forehand and backhand drives
 - B. Volley
 - C. Spin serve
 - D. Return of serve
 - E. Defensive and offensive lob
 - F. Overhead smash
 - G. Grip, footwork, swing
 - H. Trajectory and use of stroke
- II. Spin
 - A. Sidespin
 - B. Topspin
 - C. Effect of trajectory on ball
- III. Lateral and forward movement footwork and positioning
 - A. Drills for lateral backcourt movement
 - B. Drills for movement to net
- IV. Rules
 - A. Review of beginning rules
 - B. Review of intermediate rules
- V. Alternate Scoring Systems
 - A. No add scoring
 - B. Prosets
- VI. Tournament Formats
 - A. Round robin
 - B. Ladder
 - C. Single and double elimination
- VII. Sportmanships, Etiquette and Leadership
 - A. Line calls
 - B. Walking through a match in progress
 - C. Asking for return of ball
 - D. Appropriate language and behavior
 - E. Responsibility to others for a positive learning environment
- VIII. Current Trends
 - A. Amateur
 1. USTA leagues
 2. Tournaments

3. NTRP
- B. Professional
 1. Grand slam events
 2. PTA
 3. WPTA
 4. USPTA

B. Reading Assignments:

Reading assignments are required and may include, but are not limited to, the following:

- I. Assigned text related to Tennis.
- II. Instructor generated handouts related to fundamental Tennis skills and strokes.
- III. Online Tennis videos and websites

C. Writing Assignments:

Writing assignments are required and may include, but are not limited to, the following:

- I. Short papers evaluating a live tennis match.
- II. Short paper summarizing the types of tennis resources available on the internet.

D. Appropriate Outside Assignments:

Outside assignments may include, but are not limited to, the following:

- I. Web site topic search.
- II. Practice of skills.
- III. Reading assignments.

E. Appropriate Assignments that Demonstrate Critical Thinking:

Critical thinking assignments are required and may include, but are not limited to, the following:

- I. Observe and critique live tennis matches at the intercollegiate level.
- II. Observe and critique a video of one's own strokes and compare form to that taught in class.
- III. Evaluate Internet resources for intermediate-advanced tennis players.

2. METHODS OF EVALUATION:

A student's grade will be based on multiple measures of performance unless the course requires no grade. Multiple measures may include, but are not limited to, the following:

- I. Written exams and quizzes.
- II. Practical exams, mid-terms and finals.
- III. Objective skills tests.
- IV. Active class participation.

3. METHODS OF INSTRUCTION:

Methods of instruction may include, but are not limited to, the following:

- * Audio-Visual

- * Collaborative Learning
- * Computer Assisted Instruction
- * Laboratory

4. REQUIRED TEXTS AND SUPPLIES:

Textbooks may include, but are not limited to:

TEXTBOOKS:

1. Greenwald, Jeff. The Best Tennis of Your Life, 1st ed. Betterway Books, 2007, ISBN: 9781558708440
2. McEnroe, John, et al. Tennis for Dummies, 2nd ed. Hungry Minds Inc., 2001, ISBN: 9780764550874

MANUALS:

PERIODICALS:

SOFTWARE:

SUPPLIES:

1. One or more tubes of Championship Tennis Balls.
2. Appropriate exercise clothing and court shoes.

ORIGINATOR: Lisa Williams

ORIGINATION DATE: 09/24/2013

PROPOSAL ORIGINATOR: Nathan Resch

CO-CONTRIBUTOR(S)

PROPOSAL DATE: 07/18/2022

**SAN DIEGO COMMUNITY COLLEGE DISTRICT
COURSE PROPOSAL IMPACT REPORT**

**COURSE TO BE PROPOSED: EXSC 178C
Tennis III**

ACTIVE/APPROVED COURSES IMPACTED:

EXSC 178C Tennis III (29206)

Advisory

EXSC 178D (Active)

ACTIVE/APPROVED/PROPOSED PROGRAMS IMPACTED:

(**Miramar**)

Exercise and Nutritional Sciences *Active*;

Associate of Science Degree

Select at least one course and the remainder of units needed to meet the minimum of 18 from the following:

(**Miramar**)

Exercise and Nutritional Sciences *Pending*;

Associate of Science Degree

Select at least one course and the remainder of units needed to meet the minimum of 18 from the following:

(**City**)

Individual Sports *Active*;

Certificate of Performance

Select four (4) courses from the following:

(**City**)

Individual Sports *Launched*;

Certificate of Performance

Select four (4) courses from the following:

(**Mesa**)

Kinesiology *Active*;

Associate in Arts for Transfer Degree

Individual Sports

(**Mesa**)

Kinesiology *Approved*;

Associate in Arts for Transfer Degree

Individual Sports

(**Mesa**)

Kinesiology *Active*;

Associate of Science Degree

Select a minimum of one unit from Individual Sports:

(Mesa)

Kinesiology *Approved*;

Associate of Science Degree

Select a minimum of one unit from Individual Sports:

SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY , MESA AND MIRAMAR COLLEGES

Course Outline of Record: Curriculum Proposal Report

SECTION I

- I. **Subject Area:** Exercise Science
- II. **Course Number:** 178C
- III. **Course Title:** Tennis III
- IV. **Disciplines (Instructor Minimum Qualifications):** Physical Education
- V.
- VI. **Family:** TENNIS
- VII. **Current Short Title:** Tennis III
- VIII. **Course Is Active/Where?** CITY , MESA AND MIRAMAR
- IX. **Originating Campus:** MESA
- X. **Action Proposed:** Course Revision (May Include Activation)
- XI. **Distance Education Proposed At:** City , Miramar and Mesa
- XII. **Proposal Originating Date:** 07/18/2022
- XIII. **Proposed Start Semester:** Spring 2024
- XIV. **Field Trip:** May be required
- XV. **Grading Option:** Grade Only
- XVI. **Current Short Description:** Intermediate Tennis.

SECTION II

COURSE ENROLLMENT INFORMATION

- I. **Requisites:**
Advisory: EXSC 178B with a grade of "C" or better, or equivalent.
Limitation on Enrollment:: This course is not open to students with previous credit for PHYE 159Y.
- II. **Current Degree Applicability:** Associate Degree Credit & transfer to CSU
- III. **Current Basic Skills Designation:** N - Not a Basic Skills Course
- IV. **Repeatability:** Course may be taken 1 time(s)
- V. **Course Equivalency:** Yes EXSC 178C is equivalent to PHYE 159Y.
- VI. **Additional Information:** This course requires students to analyze and utilize student learning objectives 1-8 such as explain and apply tennis rules relating to all aspects of singles and doubles game play. 32 hours of activity is required as a minimum for physiological adaptation and development of these skill-related outcomes.
- VII. **Additional Textbook Information:** Textbooks are the most current available.

COURSE ANALYSIS DATA

- I. **Reason for Proposed Action:** Six yr review including: 1) addition of override hrs statement, 2) revised objectives header, and 3) reviewed texts for currency. (Course revision is for six year review.)
- II. **How Does The Course Fit The College Mission?**
- III. **Current Transfer Options:** 1. UC Transfer Course List
- IV. **Proposed College/District Purpose:** 1. Graduation Requirement
- V. **Extraordinary Cost to the College:** None.
- VI. **Library Resource Materials:** No new materials needed.

GENERAL EDUCATION ANALYSIS

Other Graduation Requirement:

Yes

UC Transfer Course:

Yes

REQUISITES ANALYSIS

Intermediate Tennis skills

- I. Course: EXSC 178B Use the following skills in a game situation: topspin forehand and backhand drives, volley and spin serve.
- II. Course: EXSC 178B Explain the effect of spin on the flight of the ball in the forehand and backhand drives.
- III. Course: EXSC 178B Utilize correct lateral and forward movement footwork in a drill situation.
- IV. Course: EXSC 178B Explain and apply tennis rules relating to all faults, court position requirements and scoring.
- V. Course: EXSC 178B Define and utilize vocabulary appropriate to intermediate tennis play.
- VI. Course: EXSC 178B Describe and experience a variety of tennis tournament formats.
- VII. Course: EXSC 178B Distinguish and employ behaviors which characterize good sportsmanship, good tennis etiquette and class leadership.
- VIII. Course: EXSC 178B Recognize safety considerations inherent to tennis, evaluate potential safety hazards as they arise, and utilize safe practices in the classroom.

SECTION III

COURSE DISTANCE EDUCATION INFORMATION

- I. CITY
- II. **Distance Education Methods of Instruction:** 1. Online-Emergency Only
- III. **Other Distance Education Methods:**
- IV. **Type and frequency of contact may include, but is not limited to:**
 1. Announcements
weekly
 2. Discussion Board
at least 1 time during the semester
 3. Email/Message System
as needed
 4. Field Trips
as assigned
 5. Group Meetings
as assigned
 6. Individual Meetings
at least 1 time during the semester
 7. Individualized Assignment Feedback
as needed for class assignments, comments, feedback, etc...
 8. Synchronous or Asynchronous Video
as assigned
 9. Telephone Contact
as needed
- V. **List of Techniques:** Students engage in regular and effective interaction with each other and the instructor in ways that mirror the traditional classroom; only the delivery system is altered. These methods include one-on-one communication with the instructor and with other students via e-mail, the announcement system, the discussion board, or other tools. Students also demonstrate an understanding and integration of course concepts via research assignments, problem sets, group projects, asynchronous class discussion, weekly progress reports/updates via email, telephone, zoom, or other communication software; Students apply tennis skillsets, strategies, and/or techniques relative to the game and journal, video, and/or discuss on zoom, their workout experiences.
- VI. **How to Evaluate Students for Achieved Outcomes:** Multiple measures are used to assess student learning objectives. These include performance on objective examinations administered via the assessment tool, writing assignments, and/or group or individual projects posted to the discussion board or other online collaboration tool. Other measures may include 1) Electronic documentation of tennis workout time and calories burned from a personal fitness tracker such as a smartphone application or similar tool; or 2) Documentation of a regular cardio routine verified by a fitness app, and if safe and appropriate fitness facility, including pre- and post-step/or cardiovascular, strength, flexibility, and abdominal assessment; reflective journal entries on one's unique cardiovascular exercise regime; and, analysis of electronic submissions of daily tennis skillsets, strategies, and/or techniques.
- VII. **Additional Resources/Materials/Information:** Materials posted online are consistent with those required for

campus based class. SDCCD and DSPS personnel provide all needed accommodations. DSPS provide a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).

VIII. **Audio Visual Library Materials:** NO

IX. **MIRAMAR**

X. **Distance Education Methods of Instruction:** 1. Online-Emergency Only

XI. **Other Distance Education Methods:** At least 25% of the in-class time (i.e. 8 hours for the 0.5-unit version of the course or 12 hours for the 1-unit version of the course) must be conducted in a synchronous online format. Students must also have access to a tennis racquet, tennis balls, and wall to hit on for conducting drills.

XII. **Type and frequency of contact may include, but is not limited to:**

1. Announcements
weekly through the "assessments" tool or during the mandatory synchronous video portion of the course
2. Collaborative Web Documents
as assigned
3. Conferencing
as assigned
4. Discussion Board
as assigned
5. Email/Message System
as needed
6. Individual Meetings
as needed
7. Individualized Assignment Feedback
as assigned
8. Synchronous or Asynchronous Video
at least weekly for demonstration of sports techniques, strategic analysis of competitions, evaluation of student skills, and the mandatory synchronous video instruction portion of the course
9. Telephone Contact
as needed

XIII. **List of Techniques:** Students interact with each other and the instructor in ways that mirror the traditional classroom; only the delivery system is altered. These methods include one-on-one communication with the instructor and with other students via email, the announcement system, the discussion board, or other tools. Sport-specific skills are developed through video demonstration, guided drills, and individual practice. Students also learn sport rules, techniques, and strategy through video-based review and analysis of individual and/or team competitions.

XIV. **How to Evaluate Students for Achieved Outcomes:** Multiple measures are used to assess student learning objectives. These include performance on objective examinations administered via the assessment tool, writing assignments such as written analyses of sports techniques and strategy, and synchronous or asynchronous video demonstrations of sports-related skills.

XV. **Additional Resources/Materials/Information:** Materials posted online are consistent with those required for the in-person class. SDCCD and DSPS personnel provide all needed accommodations. DSPS provides a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).

XVI. **Audio Visual Library Materials:** NO

XVII. **MESA**

XVIII. **Distance Education Methods of Instruction:** 1. Online-Emergency Only

XIX. **Other Distance Education Methods:**

XX. **Type and frequency of contact may include, but is not limited to:**

1. Announcements
As needed
Participant/s: Faculty to Student/s
2. Discussion Board
Weekly
Participant/s: Faculty to Student/s , Among Students
3. Email/Message System
As needed
Participant/s: Faculty to Student/s , Among Students

4. Synchronous or Asynchronous Video

Weekly

Participant/s: Faculty to Student/s , Among Students

5. Telephone Contact

As needed

Participant/s: Faculty to Student/s , Among Students

XXI. **List of Techniques:** Online instruction includes regular student-to-student and instructor-to-student communication. Announcements from the instructor to the students will be used as needed. Telephone calls between students and the instructor may be used to discuss questions and concerns throughout the course. E-mail/Messaging may be used for asynchronous instructor-to-student and student-to-student communication. Chat rooms may be used for synchronous interaction between students and between the instructor and students. Threaded discussions may be used for instructor-to-student and student-to-student asynchronous group communication. Live-classroom may be used for synchronous online lectures, meetings and office hour meetings as appropriate. Video, audio, learning objects and archived live-classroom lectures may be included for students to interact with asynchronously where appropriate. Assignments and tests that will be used in the Distance Education course will be exactly the same as those in the traditional course. Students will submit all course work (tests and assignments) electronically to the instructor.

XXII. **How to Evaluate Students for Achieved Outcomes:** The evaluation methods will mirror the on-campus course as specified in the course outline. The feedback on assignments and tests will be submitted electronically to the student.

XXIII. **Additional Resources/Materials/Information:** SDCCD and DSPS personnel will provide all needed accommodations. DSPS will provide a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).

XXIV. **Audio Visual Library Materials:** NO

SECTION IV

COURSE STUDENT LEARNING OUTCOME(S)

CITY

- Upon completion of the course students will be able to demonstrate advanced technique.

MESA

- Using fed balls, analyze appropriate selection of stroke and demonstrate proper technique for forehand and backhand ground strokes, including offensive and defensive lobs, volleys, overhead smash, and the serve.
- Explain court positioning for doubles play.
- Develop a variety of tennis tournament formats for class participation.

MIRAMAR

SECTION V

COURSE DATA ADMINISTRATION ELEMENTS

I. Codes:

California Classification: (Y Credit Course)

TOP Code: 0835.00 Physical Education

SAM Code: E - Non Occupational

Course Prior to College Level (CB21): Y - Not applicable. Level of course is not one of the levels listed above, may be above level A (transferable) or below level C (more than 3 levels below transfer level).

Funding Agency Category (CB23): Not Applicable (funding not used to develop course)

Course Program Status (CB24): Program-applicable

Course Gen Education Status (CB25): Y = Not applicable

Course Support Course Status (CB26): N = Course is not a support course

Major Restriction Code: NONE

II. Lab Units: 0.50 - 1.00

Total Units: 0.5 - 1

Lecture Hours Min: 0.00 **Max:** 0.00

Lab Hours Min: 32.00 **Max:** 54.00

Other Hours Min: 0.00 Max:0.00

Total Contact Hours Min: 32.00 Max:54.00

Outside-of-Class Hours Min: 0.00 Max:0.00

Total Student Learning Hours Min: 32.00 Max: 54.00

FTEF Lecture Min: 0.0000 Max:0.0000

FTEF Lab Min: 0.1333 Max:0.2000

FTEF Total Min: 0.1333 Max:0.2000

III. Last Time Pre/Co Requisite Update: 07/18/2022

IV. Last Outline Revision Date: 11/14/2013

V. CIC Approval:

VI. BOT Approval:

VII. State Approval:

VIII. Revised State Approval:

IX. Course Approval Effective Date:

SECTION VI

CREDIT FOR PRIOR LEARNING

Previous Report

EXSC 178C

CIC Approval: 11/14/2013
BOT APPROVAL:
STATE APPROVAL:
EFFECTIVE TERM: Fall 2014

**SAN DIEGO COMMUNITY COLLEGE DISTRICT
CITY, MESA, AND MIRAMAR COLLEGES
ASSOCIATE DEGREE COURSE OUTLINE**

SECTION I

SUBJECT AREA AND COURSE NUMBER: Exercise Science 178C

COURSE TITLE:
Tennis III

Units:
0.5-1
Grade Only

CATALOG COURSE DESCRIPTION:

This course is the third in a series of four courses in tennis. Emphasis is placed on intermediate level skills, strokes, strategies, rules and etiquette as they relate to league and tournament play. This course is intended for kinesiology majors and all students interested in incorporating the game of tennis into an active lifestyle. All objectives are covered in this course whether offered for .50 or 1.0 unit. When this course is offered for three hours per week, the additional time is utilized for skill development and strategies.

REQUISITES:

Advisory:
EXSC 178B with a grade of "C" or better, or equivalent
Limitation on Enrollment:
This course is not open to students with previous credit for PHYE 159Y.

FIELD TRIP REQUIREMENTS:
May be required

TRANSFER APPLICABILITY:
Associate Degree Credit & transfer to CSU UC Transfer Course List

CID:

TOTAL LECTURE HOURS:

TOTAL LAB HOURS:
32 - 54

TOTAL CONTACT HOURS:
32 - 54

OUTSIDE-OF-CLASS HOURS:

TOTAL STUDENT LEARNING HOURS:
32 - 54

STUDENT LEARNING OBJECTIVES:
Upon successful completion of the course the student will be able to:

- All objectives are covered in this course whether offered for .50 or 1.0 unit. When this course is offered for three hours per week, the additional time is utilized for skill development and strategies.**
1. List, define and apply intermediate advanced skills in a game situation.
 2. Explain the effect of spin on the flight of the ball on the spin serve and the groundstrokes.
 3. Utilize correct lateral and forward movement footwork and positioning for singles and doubles game play.
 4. Explain and apply tennis rules relating to all aspects of singles and doubles game play.
 5. Express and use alternate scoring systems in playing situations.

Current Report

EXSC 178C

CIC Approval:
BOT APPROVAL:
STATE APPROVAL:
EFFECTIVE TERM:

**SAN DIEGO COMMUNITY COLLEGE DISTRICT
CITY, MESA, AND MIRAMAR COLLEGES
ASSOCIATE DEGREE COURSE OUTLINE**

SECTION I

SUBJECT AREA AND COURSE NUMBER: Exercise Science 178C

COURSE TITLE:
Tennis III

Units:
0.5-1
Grade Only

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This course is the third in a series of four courses in tennis. Emphasis is placed on intermediate level skills, strokes, strategies, rules and etiquette as they relate to league and tournament play. This course is intended for kinesiology majors and all students interested in incorporating the game of tennis into an active lifestyle. All objectives are covered in this course whether offered for .50 or 1.0 unit. When this course is offered for three hours per week, the additional time is utilized for skill development and strategies.

REQUISITES:

Advisory:
EXSC 178B with a grade of "C" or better, or equivalent
Limitation on Enrollment:
This course is not open to students with previous credit for PHYE 159Y.

FIELD TRIP REQUIREMENTS:
May be required

TRANSFER APPLICABILITY:
Associate Degree Credit & transfer to CSU UC Transfer Course List

CID:

TOTAL LECTURE HOURS:

TOTAL LAB HOURS:
32 - 54

TOTAL CONTACT HOURS:
32 - 54

OUTSIDE-OF-CLASS HOURS:

TOTAL STUDENT LEARNING HOURS:
32 - 54

STUDENT LEARNING OBJECTIVES:
Upon successful completion of the course the student will be able to:

- All objectives are covered whether offered for .50 or 1.0 unit. When this course is offered for 1.0 unit, the additional time is utilized for skill development, and enhanced cardiovascular fitness and muscular strength.**
1. List, define and apply intermediate advanced skills in a game situation.
 2. Explain the effect of spin on the flight of the ball on the spin serve and the groundstrokes.
 3. Utilize correct lateral and forward movement footwork and positioning for singles and doubles game play.
 4. Explain and apply tennis rules relating to all aspects of singles and doubles game play.
 5. Express and use alternate scoring systems in playing situations.
 6. Describe and experience a variety of tennis tournament formats.
 7. Distinguish and employ behaviors which characterize good sportsmanship, good tennis etiquette and class

6. Describe and experience a variety of tennis tournament formats.
7. Distinguish and employ behaviors which characterize good sportsmanship, good tennis etiquette and class leadership.
8. Discuss current trends in the game at the amateur and professional level.

SECTION II

I. COURSE OUTLINE AND SCOPE:

A. Outline Of Topics:

The following topics are included in the framework of the course but are not intended as limits on content. The order of presentation and relative emphasis will vary with each instructor.

- I. Intermediate Advanced Tennis Skills
 - A. Topspin forehand and backhand drives
 - B. Volley
 - C. Spin serve
 - D. Return of serve
 - E. Defensive and offensive lob
 - F. Overhead smash
 - G. Grip footwork swing
 - H. Trajectory and use of stroke
- II. Spin
 - A. Sidespin
 - B. Topspin
 - C. Effect of trajectory on ball
- III. Lateral and forward movement footwork and positioning
 - A. Drills for lateral backcourt movement
 - B. Drills for movement to net
- IV. Rules
 - A. Review of beginning rules
 - B. Review of intermediate rules
- V. Alternate Scoring Systems
 - A. No add scoring
 - B. Prosets
- VI. Tournament Formats
 - A. Round robin
 - B. Ladder
 - C. Single and double elimination
- VII. Sportmanships Etiquette and Leadership
 - A. Line calls
 - B. Walking through a match in progress
 - C. Asking for return of ball
 - D. Appropriate language and behavior
 - E. Responsibility to others for a positive learning environment
- VIII. Current Trends
 - A. Amateur
 1. USTA leagues
 2. Tournaments
 3. NTRP
 - B. Professional
 1. Grand slam events
 2. PTA
 3. WPTA
 4. USPTA

B. Reading Assignments:

Reading assignments are required and may include, but are not limited to, the following:

- I. Assigned text related to Tennis.
- II. Instructor generated handouts related to fundamental Tennis skills and strokes.
- III. Online Tennis videos and websites

leadership.

8. Discuss current trends in the game at the amateur and professional level.

SECTION II

I. COURSE OUTLINE AND SCOPE:

A. Outline Of Topics:

The following topics are included in the framework of the course but are not intended as limits on content. The order of presentation and relative emphasis will vary with each instructor.

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 - F. Overhead smash
 - G. Grip footwork swing
 - H. Trajectory and use of stroke
- II. Spin
 - A. Sidespin
 - B. Topspin
 - C. Effect of trajectory on ball
- III. Lateral and forward movement footwork and positioning
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Reading assignments are required and may include, but are not limited to, the following:

- I. Assigned text related to Tennis.
- II. Instructor generated handouts related to fundamental Tennis skills and strokes.
- III. Online Tennis videos and websites

C. Writing Assignments:

C. Writing Assignments:

Writing assignments are required and may include, but are not limited to, the following:

- I. Short papers evaluating a live tennis match.
- II. Short paper summarizing the types of tennis resources available on the internet.

D. Appropriate Outside Assignments:

Outside assignments may include, but are not limited to, the following:

- I. Web site topic search.
- II. Practice of skills.
- III. Reading assignments.

E. Appropriate Assignments that Demonstrate Critical Thinking:

Critical thinking assignments are required and may include, but are not limited to, the following:

- I. Observe and critique live tennis matches at the intercollegiate level.
- II. Observe and critique a video of one's own strokes and compare form to that taught in class.
- III. Evaluate Internet resources for intermediate-advanced tennis players.

2. METHODS OF EVALUATION:

A student's grade will be based on multiple measures of performance unless the course requires no grade. Multiple measures may include, but are not limited to, the following:

- I. Written exams and quizzes.
- II. Practical exams, mid-terms and finals.
- III. Objective skills tests.
- IV. Active class participation.

3. METHODS OF INSTRUCTION:

Methods of instruction may include, but are not limited to, the following:

- * Audio-Visual
- * Collaborative Learning
- * Computer Assisted Instruction
- * Laboratory

4. REQUIRED TEXTS AND SUPPLIES:

Textbooks may include, but are not limited to:

TEXTBOOKS:

- 1. Greenwald, Jeff. The Best Tennis of Your Life, 1st ed. Betterway Books, 2007, ISBN: 978155870844
- 2. McEnroe, John, et al. Tennis for Dummies, 2nd ed. Hungry Minds Inc., 2001, ISBN: 9780764550874

MANUALS:

PERIODICALS:

SOFTWARE:

SUPPLIES:

- 1. One or more tubes of Championship Tennis Balls.
- 2. Appropriate exercise clothing and court shoes.

ORIGINATOR: Lisa Williams

CO-CONTRIBUTOR(S)

DATE: 09/24/2013

Writing assignments are required and may include, but are not limited to, the following:

- I. Short papers evaluating a live tennis match.
- II. Short paper summarizing the types of tennis resources available on the internet.

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MANUALS:

PERIODICALS:

SOFTWARE:

SUPPLIES:

- 1. One or more tubes of Championship Tennis Balls.
- 2. Appropriate exercise clothing and court shoes.

ORIGINATOR: Lisa Williams

ORIGINATION DATE: 09/24/2013

PROPOSAL ORIGINATOR: Nathan Resch

CO-CONTRIBUTOR(S)

PROPOSAL DATE: 07/18/2022

Previous Report

SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY , MESA AND MIRAMAR COLLEGES

Course Outline of Record:
Curriculum Proposal Report

SECTION I

- I. **Subject Area:** Exercise Science
- II. **Course Number:** 178C
- III. **Course Title:** Tennis III
- IV. **Disciplines (Instructor Minimum Qualifications):** Physical Education
- V.
- VI. **Family:** TENNIS
- VII. **Current Short Title:** Tennis III
- VIII. **Course Is Active/Where?** CITY , MESA AND MIRAMAR
- IX. **Originating Campus:** MESA
- X. **Action Proposed:** Course Revision (May Include Activation)
- XI. **Distance Education Proposed At:** City , Miramar and Mesa
- XII. **Proposal Originating Date:** 09/24/2013
- XIII. **Proposed Start Semester:** Fall 2014
- XIV. **Field Trip:** May be required
- XV. **Grading Option:** Grade Only
- XVI. **Current Short Description:** Intermediate Tennis.

SECTION II

COURSE ENROLLMENT INFORMATION

- I. **Requisites:**
Advisory: EXSC 178B with a grade of "C" or better, or equivalent.
Limitation on Enrollment:: This course is not open to students with previous credit for PHYE 159Y.
- II. **Current Degree Applicability:** Associate Degree Credit & transfer to CSU
- III. **Current Basic Skills Designation:** N - Not a Basic Skills Course
- IV. **Repeatability:** Course may be taken 1 time(s)
- V. **Course Equivalency:** Yes EXSC 178C is equivalent to PHYE 159Y.
- VI. **Additional Information:**
- VII. **Additional Textbook Information:** Textbooks are the most current available.

COURSE ANALYSIS DATA

- I. **Reason for Proposed Action:** Subject indicator and course designator change.
- II. **How Does The Course Fit The College Mission?**
- III. **Current Transfer Options:** 1. UC Transfer Course List
- IV. **Proposed College/District Purpose:** 1. Graduation Requirement
- V. **Extraordinary Cost to the College:** None.
- VI. **Library Resource Materials:** No new materials needed..

GENERAL EDUCATION ANALYSIS

Other Graduation Requirement:
Yes

Current Report

SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY , MESA AND MIRAMAR COLLEGES

Course Outline of Record:
Curriculum Proposal Report

SECTION I

- I. **Subject Area:** Exercise Science
- II. **Course Number:** 178C
- III. **Course Title:** Tennis III
- IV. **Disciplines (Instructor Minimum Qualifications):** Physical Education
- V.
- VI. **Family:** TENNIS
- VII. **Current Short Title:** Tennis III
- VIII. **Course Is Active/Where?** CITY , MESA AND MIRAMAR
- IX. **Originating Campus:** MESA
- X. **Action Proposed:** Course Revision (May Include Activation)
- XI. **Distance Education Proposed At:** City , Miramar and Mesa
- XII. **Proposal Originating Date:** 07/18/2022
- XIII. **Proposed Start Semester:** Spring 2024
- XIV. **Field Trip:** May be required
- XV. **Grading Option:** Grade Only
- XVI. **Current Short Description:** Intermediate Tennis.

SECTION II

COURSE ENROLLMENT INFORMATION

- I. **Requisites:**
Advisory: EXSC 178B with a grade of "C" or better, or equivalent.
Limitation on Enrollment:: This course is not open to students with previous credit for PHYE 159Y.
- II. **Current Degree Applicability:** Associate Degree Credit & transfer to CSU
- III. **Current Basic Skills Designation:** N - Not a Basic Skills Course
- IV. **Repeatability:** Course may be taken 1 time(s)
- V. **Course Equivalency:** Yes EXSC 178C is equivalent to PHYE 159Y.
- VI. **Additional Information:** This course requires students to analyze and utilize student learning objectives 1-8 such as explain and apply tennis rules relating to all aspects of singles and doubles game play. 32 hours of activity is required as a minimum for physiological adaptation and development of these skill-related outcomes.
- VII. **Additional Textbook Information:** Textbooks are the most current available.

COURSE ANALYSIS DATA

- I. **Reason for Proposed Action:** Six yr review including: 1) addition of override hrs statement, 2) revised objectives header, and 3) reviewed texts for currency. (Course revision is for six year review.)
- II. **How Does The Course Fit The College Mission?**
- III. **Current Transfer Options:** 1. UC Transfer Course List
- IV. **Proposed College/District Purpose:** 1. Graduation Requirement
- V. **Extraordinary Cost to the College:** None.
- VI. **Library Resource Materials:** No new materials needed.

GENERAL EDUCATION ANALYSIS

Other Graduation Requirement:
Yes

UC Transfer Course:

Yes

REQUISITES ANALYSIS**Intermediate Tennis skills**

- I. Course: EXSC 178B Use the following skills in a game situation: topspin forehand and backhand drives, volley and spin serve.
- II. Course: EXSC 178B Explain the effect of spin on the flight of the ball in the forehand and backhand drives.
- III. Course: EXSC 178B Utilize correct lateral and forward movement footwork in a drill situation.
- IV. Course: EXSC 178B Explain and apply tennis rules relating to all faults, court position requirements and scoring.
- V. Course: EXSC 178B Define and utilize vocabulary appropriate to intermediate tennis play.
- VI. Course: EXSC 178B Describe and experience a variety of tennis tournament formats.
- VII. Course: EXSC 178B Distinguish and employ behaviors which characterize good sportsmanship, good tennis etiquette and class leadership.
- VIII. Course: EXSC 178B Recognize safety considerations inherent to tennis, evaluate potential safety hazards as they arise, and utilize safe practices in the classroom.

SECTION III**COURSE DISTANCE EDUCATION INFORMATION****I. CITY****II. Distance Education Methods of Instruction:** 1. Online-Emergency Only**III. Other Distance Education Methods:****IV. Type and frequency of contact may include, but is not limited to:**

1. Announcements weekly
 2. Discussion Board at least 1 time during the semester
 3. Email/Message System as needed
 4. Field Trips as assigned
 5. Group Meetings as assigned
 6. Individual Meetings at least 1 time during the semester
 7. Individualized Assignment Feedback as needed for class assignments, comments, feedback, etc...
 8. Synchronous or Asynchronous Video as assigned
 9. Telephone Contact as needed
- V. List of Techniques:** Students engage in regular and effective interaction with each other and the instructor in ways that mirror the traditional classroom; only the delivery system is altered. These methods include one-on-one communication with the instructor and with other students via e-mail, the announcement system, the discussion board, or other tools. Students also demonstrate an understanding and integration of course concepts via research assignments, problem sets, group projects, asynchronous class discussion, weekly progress reports/updates via email, telephone, zoom, or other communication software; Students apply tennis skillsets, strategies, and/or techniques relative to the game and journal, video, and/or discuss on zoom, their workout experiences.
- VI. How to Evaluate Students for Achieved Outcomes:** Multiple measures are used to assess student learning objectives. These include performance on objective examinations administered via the assessment tool, writing assignments, and/or group or individual projects posted to the discussion board or other online collaboration tool. Other measures may include 1) Electronic documentation of tennis workout time and calories burned from a personal fitness tracker such as a smartphone application or similar tool; or 2) Documentation of a regular cardio routine verified by a fitness app, and if safe and appropriate fitness facility, including pre- and post-step/or cardiovascular, strength, flexibility, and abdominal assessment; reflective journal entries on one's unique cardiovascular exercise regime; and, analysis of electronic submissions of daily tennis skillsets, strategies, and/or techniques.
- VII. Additional Resources/Materials/Information:** Materials posted online are consistent with those required for campus based class. SDCCD and DSPS personnel provide all needed accommodations. DSPS provide a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in

UC Transfer Course:

Yes

REQUISITES ANALYSIS**Intermediate Tennis skills**

- I. Course: EXSC 178B Use the following skills in a game situation: topspin forehand and backhand drives, volley and spin serve.
- II. Course: EXSC 178B Explain the effect of spin on the flight of the ball in the forehand and backhand drives.
- III. Course: EXSC 178B Utilize correct lateral and forward movement footwork in a drill situation.
- IV. Course: EXSC 178B Explain and apply tennis rules relating to all faults, court position requirements and scoring.
- V. Course: EXSC 178B Define and utilize vocabulary appropriate to intermediate tennis play.
- VI. Course: EXSC 178B Describe and experience a variety of tennis tournament formats.
- VII. Course: EXSC 178B Distinguish and employ behaviors which characterize good sportsmanship, good tennis etiquette and class leadership.
- VIII. Course: EXSC 178B Recognize safety considerations inherent to tennis, evaluate potential safety hazards as they arise, and utilize safe practices in the classroom.

SECTION III**COURSE DISTANCE EDUCATION INFORMATION****I. CITY****II. Distance Education Methods of Instruction:** 1. Online-Emergency Only**III. Other Distance Education Methods:****IV. Type and frequency of contact may include, but is not limited to:**

1. Announcements weekly
 2. Discussion Board at least 1 time during the semester
 3. Email/Message System as needed
 4. Field Trips as assigned
 5. Group Meetings as assigned
 6. Individual Meetings at least 1 time during the semester
 7. Individualized Assignment Feedback as needed for class assignments, comments, feedback, etc...
 8. Synchronous or Asynchronous Video as assigned
 9. Telephone Contact as needed
- V. List of Techniques:** Students engage in regular and effective interaction with each other and the instructor in ways that mirror the traditional classroom; only the delivery system is altered. These methods include one-on-one communication with the instructor and with other students via e-mail, the announcement system, the discussion board, or other tools. Students also demonstrate an understanding and integration of course concepts via research assignments, problem sets, group projects, asynchronous class discussion, weekly progress reports/updates via email, telephone, zoom, or other communication software; Students apply tennis skillsets, strategies, and/or techniques relative to the game and journal, video, and/or discuss on zoom, their workout experiences.
- VI. How to Evaluate Students for Achieved Outcomes:** Multiple measures are used to assess student learning objectives. These include performance on objective examinations administered via the assessment tool, writing assignments, and/or group or individual projects posted to the discussion board or other online collaboration tool. Other measures may include 1) Electronic documentation of tennis workout time and calories burned from a personal fitness tracker such as a smartphone application or similar tool; or 2) Documentation of a regular cardio routine verified by a fitness app, and if safe and appropriate fitness facility, including pre- and post-step/or cardiovascular, strength, flexibility, and abdominal assessment; reflective journal entries on one's unique cardiovascular exercise regime; and, analysis of electronic submissions of daily tennis skillsets, strategies, and/or techniques.
- VII. Additional Resources/Materials/Information:** Materials posted online are consistent with those required for campus based class. SDCCD and DSPS personnel provide all needed accommodations. DSPS provide a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in

this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).

VIII. Audio Visual Library Materials: NO

IX. MIRAMAR

X. Distance Education Methods of Instruction: 1. Online-Emergency Only

XI. Other Distance Education Methods: At least 25% of the in-class time (i.e. 8 hours for the 0.5-unit version of the course or 12 hours for the 1-unit version of the course) must be conducted in a synchronous online format. Students must also have access to a tennis racquet, tennis balls, and wall to hit on for conducting drills.

XII. Type and frequency of contact may include, but is not limited to:

1. Announcements
weekly through the "assessments" tool or during the mandatory synchronous video portion of the course
2. Collaborative Web Documents
as assigned
3. Conferencing
as assigned
4. Discussion Board
as assigned
5. Email/Message System
as needed
6. Individual Meetings
as needed
7. Individualized Assignment Feedback
as assigned
8. Synchronous or Asynchronous Video
at least weekly for demonstration of sports techniques, strategic analysis of competitions, evaluation of student skills, and the mandatory synchronous video instruction portion of the course
9. Telephone Contact
as needed

XIII. List of Techniques: Students interact with each other and the instructor in ways that mirror the traditional classroom; only the delivery system is altered. These methods include one-on-one communication with the instructor and with other students via email, the announcement system, the discussion board, or other tools. Sport-specific skills are developed through video demonstration, guided drills, and individual practice. Students also learn sport rules, techniques, and strategy through video-based review and analysis of individual and/or team competitions.

XIV. How to Evaluate Students for Achieved Outcomes: Multiple measures are used to assess student learning objectives. These include performance on objective examinations administered via the assessment tool, writing assignments such as written analyses of sports techniques and strategy, and synchronous or asynchronous video demonstrations of sports-related skills.

XV. Additional Resources/Materials/Information: Materials posted online are consistent with those required for the in-person class. SDCCD and DSPS personnel provide all needed accommodations. DSPS provides a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).

XVI. Audio Visual Library Materials: NO

XVII. MESA

XVIII. Distance Education Methods of Instruction: 1. Online-Emergency Only

XIX. Other Distance Education Methods:

XX. Type and frequency of contact may include, but is not limited to:

1. Announcements
As needed
2. Chat Rooms
As desired
3. Discussion Board
Weekly
4. Email/Message System
Frequent
5. Synchronous or Asynchronous Video
Weekly
6. Telephone Contact
As needed

XXI. List of Techniques: Online instruction includes regular student-to-student and instructor-to-student communication. Announcements from the instructor to the students will be used as needed. Telephone calls

this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).

VIII. Audio Visual Library Materials: NO

IX. MIRAMAR

X. Distance Education Methods of Instruction: 1. Online-Emergency Only

XI. Other Distance Education Methods: At least 25% of the in-class time (i.e. 8 hours for the 0.5-unit version of the course or 12 hours for the 1-unit version of the course) must be conducted in a synchronous online format. Students must also have access to a tennis racquet, tennis balls, and wall to hit on for conducting drills.

XII. Type and frequency of contact may include, but is not limited to:

1. Announcements
weekly through the "assessments" tool or during the mandatory synchronous video portion of the course
2. Collaborative Web Documents
as assigned
3. Conferencing
as assigned
4. Discussion Board
as assigned
5. Email/Message System
as needed
6. Individual Meetings
as needed
7. Individualized Assignment Feedback
as assigned
8. Synchronous or Asynchronous Video
at least weekly for demonstration of sports techniques, strategic analysis of competitions, evaluation of student skills, and the mandatory synchronous video instruction portion of the course
9. Telephone Contact
as needed

XIII. List of Techniques: Students interact with each other and the instructor in ways that mirror the traditional classroom; only the delivery system is altered. These methods include one-on-one communication with the instructor and with other students via email, the announcement system, the discussion board, or other tools. Sport-specific skills are developed through video demonstration, guided drills, and individual practice. Students also learn sport rules, techniques, and strategy through video-based review and analysis of individual and/or team competitions.

XIV. How to Evaluate Students for Achieved Outcomes: Multiple measures are used to assess student learning objectives. These include performance on objective examinations administered via the assessment tool, writing assignments such as written analyses of sports techniques and strategy, and synchronous or asynchronous video demonstrations of sports-related skills.

XV. Additional Resources/Materials/Information: Materials posted online are consistent with those required for the in-person class. SDCCD and DSPS personnel provide all needed accommodations. DSPS provides a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).

XVI. Audio Visual Library Materials: NO

XVII. MESA

XVIII. Distance Education Methods of Instruction: 1. Online-Emergency Only

XIX. Other Distance Education Methods:

XX. Type and frequency of contact may include, but is not limited to:

1. Announcements
As needed
Participant/s: Faculty to Student/s
2. Discussion Board
Weekly
Participant/s: Faculty to Student/s , Among Students
3. Email/Message System
As needed
Participant/s: Faculty to Student/s , Among Students
4. Synchronous or Asynchronous Video
Weekly
Participant/s: Faculty to Student/s , Among Students
5. Telephone Contact
As needed
Participant/s: Faculty to Student/s , Among Students

XXI. List of Techniques: Online instruction includes regular student-to-student and instructor-to-student communication. Announcements from the instructor to the students will be used as needed. Telephone calls

between students and the instructor may be used to discuss questions and concerns throughout the course. E-mail/Messaging may be used for asynchronous instructor-to-student and student-to-student communication. Chat rooms may be used for synchronous interaction between students and between the instructor and students. Threaded discussions may be used for instructor-to-student and student-to-student asynchronous group communication. Live-classroom may be used for synchronous online lectures, meetings and office hour meetings as appropriate. Video, audio, learning objects and archived live-classroom lectures may be included for students to interact with asynchronously where appropriate. Assignments and tests that will be used in the Distance Education course will be exactly the same as those in the traditional course. Students will submit all course work (tests and assignments) electronically to the instructor. The evaluation methods will mirror the on-campus course as specified in the course outline. The feedback on assignments and tests will be submitted electronically to the student. Additional Resources- SDCCD and DSPS personnel will provide all needed accommodations. DSPS will provide a student in an online classroom with the same level of support as an on-campus student.

XXII. How to Evaluate Students for Achieved Outcomes: x

XXIII. Additional Resources/Materials/Information: x Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).

SECTION IV

COURSE STUDENT LEARNING OUTCOME(S)

CITY

XXIV. Audio Visual Library Materials: NO

MESA

- Using fed balls, analyze appropriate selection of stroke and demonstrate proper technique for forehand and backhand ground strokes, including offensive and defensive lobs, volleys, overhead smash, and the serve.
- Explain court positioning for doubles play.
- Develop a variety of tennis tournament formats for class participation.

MIRAMAR

SECTION V

COURSE DATA ADMINISTRATION ELEMENTS

I. Codes:

California Classification: (Y Credit Course)

TOP Code: 0835.00 Physical Education

SAM Code: E - Non Occupational

Course Prior to College Level (CB21): Y - Not applicable. Level of course is not one of the levels listed above, may be above level A (transferable) or below level C (more than 3 levels below transfer level).

Funding Agency Category (CB23): Not Applicable (funding not used to develop course)

Course Program Status (CB24): Program-applicable

Course Gen Education Status (CB25):

Course Support Course Status (CB26):

Major Restriction Code: NONE

II. Lab Units: 0.50 - 1.00

Total Units: 0.5 - 1

Lecture Hours Min: 0.00 **Max:** 0.00

Lab Hours Min: 32.00 **Max:** 54.00

Other Hours Min: 0.00 **Max:** 0.00

Total Contact Hours Min: 32.00 **Max:** 54.00

Outside-of-Class Hours Min: 0.00 **Max:** 0.00

Total Student Learning Hours Min: 32.00 **Max:** 54.00

FTEF Lecture Min: 0.0000 **Max:** 0.0000

FTEF Lab Min: 0.1333 **Max:** 0.2000

FTEF Total Min: 0.1333 **Max:** 0.2000

III. Last Time Pre/Co Requisite Update: 05/29/2019

IV. Last Outline Revision Date: 11/14/2013

V. CIC Approval: 11/14/2013

VI. BOT Approval:

VII. State Approval:

VIII. Revised State Approval:

IX. Course Approval Effective Date: Fall 2014

between students and the instructor may be used to discuss questions and concerns throughout the course. E-mail/Messaging may be used for asynchronous instructor-to-student and student-to-student communication. Chat rooms may be used for synchronous interaction between students and between the instructor and students. Threaded discussions may be used for instructor-to-student and student-to-student asynchronous group communication. Live-classroom may be used for synchronous online lectures, meetings and office hour meetings as appropriate. Video, audio, learning objects and archived live-classroom lectures may be included for students to interact with asynchronously where appropriate. Assignments and tests that will be used in the Distance Education course will be exactly the same as those in the traditional course. Students will submit all course work (tests and assignments) electronically to the instructor.

XXII. How to Evaluate Students for Achieved Outcomes: The evaluation methods will mirror the on-campus course as specified in the course outline. The feedback on assignments and tests will be submitted electronically to the student.

XXIII. Additional Resources/Materials/Information: SDCCD and DSPS personnel will provide all needed accommodations. DSPS will provide a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).

XXIV. Audio Visual Library Materials: NO

SECTION IV

COURSE STUDENT LEARNING OUTCOME(S)

CITY

- Upon completion of the course students will be able to demonstrate advanced technique.

MESA

- Using fed balls, analyze appropriate selection of stroke and demonstrate proper technique for forehand and backhand ground strokes, including offensive and defensive lobs, volleys, overhead smash, and the serve.
- Explain court positioning for doubles play.
- Develop a variety of tennis tournament formats for class participation.

MIRAMAR

SECTION V

COURSE DATA ADMINISTRATION ELEMENTS

I. Codes:

California Classification: (Y Credit Course)

TOP Code: 0835.00 Physical Education

SAM Code: E - Non Occupational

Course Prior to College Level (CB21): Y - Not applicable. Level of course is not one of the levels listed above, may be above level A (transferable) or below level C (more than 3 levels below transfer level).

Funding Agency Category (CB23): Not Applicable (funding not used to develop course)

Course Program Status (CB24): Program-applicable

Course Gen Education Status (CB25): Y = Not applicable

Course Support Course Status (CB26): N = Course is not a support course

Major Restriction Code: NONE

II. Lab Units: 0.50 - 1.00

Total Units: 0.5 - 1

Lecture Hours Min: 0.00 **Max:** 0.00

Lab Hours Min: 32.00 **Max:** 54.00

Other Hours Min: 0.00 **Max:** 0.00

Total Contact Hours Min: 32.00 **Max:** 54.00

Outside-of-Class Hours Min: 0.00 **Max:** 0.00

Total Student Learning Hours Min: 32.00 **Max:** 54.00

FTEF Lecture Min: 0.0000 **Max:** 0.0000

FTEF Lab Min: 0.1333 **Max:** 0.2000

FTEF Total Min: 0.1333 **Max:** 0.2000

SECTION VI

CREDIT FOR PRIOR LEARNING

III. Last Time Pre/Co Requisite Update: 07/18/2022

IV. Last Outline Revision Date: 11/14/2013

V. CIC Approval:

VI. BOT Approval:

VII. State Approval:

VIII. Revised State Approval:

IX. Course Approval Effective Date:

SECTION VI

CREDIT FOR PRIOR LEARNING

**SAN DIEGO COMMUNITY COLLEGE DISTRICT
CITY, MESA, AND MIRAMAR COLLEGES
ASSOCIATE DEGREE COURSE OUTLINE**

SECTION I

SUBJECT AREA AND COURSE NUMBER: Exercise Science 178D

COURSE TITLE:

Tennis IV

Units:

0.5-1

Grade Only

CATALOG COURSE DESCRIPTION:

This course is the fourth in a series of four courses in tennis. Emphasis is placed on advanced skills, strokes, strategies, rules and etiquette as they relate to singles and doubles tournament play. This course is intended for kinesiology majors and all students interested in incorporating the game of tennis into an active lifestyle. All objectives are covered in this course whether offered for .50 or 1.0 unit. When this course is offered for three hours per week, the additional time is utilized for skill development and strategies.

REQUISITES:

Advisory:

EXSC 178C with a grade of "C" or better, or equivalent

Limitation on Enrollment:

This course is not open to students with previous credit for PHYE 159Z.

FIELD TRIP REQUIREMENTS:

May be required

TRANSFER APPLICABILITY:

Associate Degree Credit & transfer to CSU UC Transfer Course List

CID:

TOTAL LECTURE HOURS:

TOTAL LAB HOURS:

32 - 54

TOTAL CONTACT HOURS:

32 - 54

OUTSIDE-OF-CLASS HOURS:

TOTAL STUDENT LEARNING HOURS:

32 - 54

STUDENT LEARNING OBJECTIVES:

Upon successful completion of the course the student will be able to:

All objectives are covered whether offered for .50 or 1.0 unit. When this course is offered for 1.0 unit, the additional time is utilized for skill development and enhanced cardiovascular fitness and muscular strength.

1. Execute the following skills with consistency and accuracy in a game situation: topspin forehand and backhand groundstrokes, volley, spin serve and return of serve, defensive and offensive lob and overhead smash.
2. Employ the following advanced skills in a game situation: underspin (slice) backhand drive, approach shots and drop shots.
3. Explain the advanced considerations in singles and doubles strategy; evaluate own abilities and opponents and employ strategies appropriate for the advanced level.
4. Explain and apply all tennis rules.
5. Define and utilize vocabulary appropriate to advanced tennis play.
6. Explain and experience the tournament formats available for the advanced level.
7. Distinguish and employ behaviors which characterize good sportsmanship, good tennis etiquette, and class leadership.

SECTION II

1. COURSE OUTLINE AND SCOPE:

A. Outline Of Topics:

The following topics are included in the framework of the course but are not intended as limits on content. The order of presentation and relative emphasis will vary with each instructor.

I. Advanced Topics

- A. Drills that develop consistency in groundstrokes, volley, serve and return of serve, lobs and smashes.
- B. Underspin (slice) backhand drive, approach shots and drop shots.
 1. Grip, footwork, swing
 2. Trajectory and use of stroke
- C. Strategic considerations.
 1. Singles
 - a. baseline
 - b. net play
 2. Doubles
 - a. formations: (up and back, both at net, both back, I-formation)
 - b. return placement and coverage: line (alley) vs down-the-middle shots
 - c. partner positioning: which partner plays duece or ad court
 3. Game Evaluation
 - a. evaluation of own game
 - b. evaluation of opponent's game
 - c. strategies for specific opponent game play
- D. Tournament Rules
 1. Entries
 2. Making the draw
 3. Defaults
 4. Point penalty system
- E. Vocabulary
- F. Tournament Formats
 1. Ladder
 2. Single elimination
- G. Sportsmanship, etiquette, and leadership
 1. Honesty and respectful behavior
 2. Responsibility to others for positive learning environment.

B. Reading Assignments:

Reading assignments are required and may include, but are not limited to, the following:

- I. Assigned text related to Tennis.
- II. Instructor generated handouts related to fundamental Tennis skills and strokes.
- III. Online Tennis videos and websites

C. Writing Assignments:

Writing assignments are required and may include, but are not limited to, the following:

- I. Short papers evaluating a live tennis match.
- II. Short paper summarizing the types of tennis resources available on the internet.

D. Appropriate Outside Assignments:

Outside assignments may include, but are not limited to, the following:

- I. Web site topic search.
- II. Practice of skills.
- III. Reading assignments.

E. Appropriate Assignments that Demonstrate Critical Thinking:

Critical thinking assignments are required and may include, but are not limited to, the following:

- I. Observe and critique live tennis matches at the intercollegiate level.
- II. Observe and critique a video of one's own strokes and compare form to that taught in class.
- III. Evaluate Internet resources for advanced players.

2. METHODS OF EVALUATION:

A student's grade will be based on multiple measures of performance unless the course requires no grade. Multiple measures may include, but are not limited to, the following:

- I. Written exams and quizzes.
- II. Practical exams, mid-terms and finals.
- III. Objective skills tests.
- IV. Active class participation.

3. METHODS OF INSTRUCTION:

Methods of instruction may include, but are not limited to, the following:

- * Audio-Visual
- * Collaborative Learning
- * Computer Assisted Instruction
- * Laboratory

4. REQUIRED TEXTS AND SUPPLIES:

Textbooks may include, but are not limited to:

TEXTBOOKS:

1. Greenwald, Jeff. The Best Tennis of Your Life, 1st ed. Betterway Books, 2007, ISBN: 9781558708440
2. McEnroe, John, et al. Tennis for Dummies, 2nd ed. Hungry Minds Inc., 2001, ISBN: 9780764550874

MANUALS:

PERIODICALS:

SOFTWARE:

SUPPLIES:

1. One or more tubes of Championship Tennis Balls.
2. Appropriate exercise clothing and court shoes.

ORIGINATOR: Lisa Williams

ORIGINATION DATE: 09/24/2013

PROPOSAL ORIGINATOR: Nathan Resch

CO-CONTRIBUTOR(S)

PROPOSAL DATE: 07/18/2022

**SAN DIEGO COMMUNITY COLLEGE DISTRICT
COURSE PROPOSAL IMPACT REPORT**

**COURSE TO BE PROPOSED: EXSC 178D
Tennis IV**

ACTIVE/APPROVED COURSES IMPACTED:

EXSC 178D Tennis IV (29207)

Advisory

EXSC 220 (Active)

EXSC 220 (Approved)

ACTIVE/APPROVED/PROPOSED PROGRAMS IMPACTED:

(**Miramar**)

Exercise and Nutritional Sciences *Active*;

Associate of Science Degree

Select at least one course and the remainder of units needed to meet the minimum of 18 from the following:

(**Miramar**)

Exercise and Nutritional Sciences *Pending*;

Associate of Science Degree

Select at least one course and the remainder of units needed to meet the minimum of 18 from the following:

(**City**)

Individual Sports *Active*;

Certificate of Performance

Select four (4) courses from the following:

(**City**)

Individual Sports *Launched*;

Certificate of Performance

Select four (4) courses from the following:

(**Mesa**)

Kinesiology *Active*;

Associate in Arts for Transfer Degree

Individual Sports

(**Mesa**)

Kinesiology *Approved*;

Associate in Arts for Transfer Degree

Individual Sports

(**Mesa**)

Kinesiology *Active*;
Associate of Science Degree

Select a minimum of one unit from Individual Sports:

(Mesa)

Kinesiology *Approved*;
Associate of Science Degree

Select a minimum of one unit from Individual Sports:

SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY , MESA AND MIRAMAR COLLEGES

**Course Outline of Record:
Curriculum Proposal Report**

SECTION I

- I. **Subject Area:** Exercise Science
- II. **Course Number:** 178D
- III. **Course Title:** Tennis IV
- IV. **Disciplines (Instructor Minimum Qualifications):** Physical Education
- V.
- VI. **Family:** TENNIS
- VII. **Current Short Title:** Tennis IV
- VIII. **Course Is Active/Where?** CITY , MESA AND MIRAMAR
- IX. **Originating Campus:** MESA
- X. **Action Proposed:** Course Revision (May Include Activation)
- XI. **Distance Education Proposed At:** City , Miramar and Mesa
- XII. **Proposal Originating Date:** 07/18/2022
- XIII. **Proposed Start Semester:** Spring 2024
- XIV. **Field Trip:** May be required
- XV. **Grading Option:** Grade Only
- XVI. **Current Short Description:** Advanced Tennis

SECTION II

COURSE ENROLLMENT INFORMATION

- I. **Requisites:**
Advisory: EXSC 178C with a grade of "C" or better, or equivalent.
Limitation on Enrollment:: This course is not open to students with previous credit for PHYE 159Z.
- II. **Current Degree Applicability:** Associate Degree Credit & transfer to CSU
- III. **Current Basic Skills Designation:** N - Not a Basic Skills Course
- IV. **Repeatability:** Course may be taken 1 time(s)
- V. **Course Equivalency:** Yes EXSC 178D is equivalent to PHYE 159Z.
- VI. **Additional Information:** This course requires students to analyze and utilize student learning objectives 1-7 such as employ the following advanced skills in a game situation: underspin (slice) backhand drive, approach shots and drop shots. 32 hours of activity is required as a minimum for physiological adaptation and development of these skill-related outcomes.
- VII. **Additional Textbook Information:** Textbooks are the most current available.

COURSE ANALYSIS DATA

- I. **Reason for Proposed Action:** Six yr review including: 1) addition of override hrs statement, 2) revised objectives header, and 3) reviewed texts for currency. (Course revision is for six year review.)
- II. **How Does The Course Fit The College Mission?** 1. Transfer
- III. **Current Transfer Options:** 1. UC Transfer Course List
- IV. **Proposed College/District Purpose:** 1. Graduation Requirement
- V. **Extraordinary Cost to the College:** None.
- VI. **Library Resource Materials:** No new materials needed.

GENERAL EDUCATION ANALYSIS

Other Graduation Requirement:

Yes

UC Transfer Course:

Yes

REQUISITES ANALYSIS

Intermediate-advanced tennis skills.

- I. Course: EXSC 178C List, define and apply intermediate advanced skills in a game situation.
- II. Course: EXSC 178C Explain the effect of spin on the flight of the ball on the spin serve and the groundstrokes.
- III. Course: EXSC 178C Utilize correct lateral and forward movement footwork and positioning for singles and doubles game play.
- IV. Course: EXSC 178C Explain and apply tennis rules relating to all aspects of singles and doubles game play.
- V. Course: EXSC 178C Express and use alternate scoring systems in playing situations.
- VI. Course: EXSC 178C Describe and experience a variety of tennis tournament formats.
- VII. Course: EXSC 178C Distinguish and employ behaviors which characterize good sportsmanship, good tennis etiquette and class leadership.
- VIII. Course: EXSC 178C Discuss current trends in the game at the amateur and professional level.

SECTION III

COURSE DISTANCE EDUCATION INFORMATION

- I. CITY
- II. **Distance Education Methods of Instruction:** 1. Online-Emergency Only
- III. **Other Distance Education Methods:**
- IV. **Type and frequency of contact may include, but is not limited to:**
 1. Announcements
weekly
 2. Discussion Board
at least 1 time during the semester
 3. Email/Message System
as needed
 4. Group Meetings
as assigned
 5. Individualized Assignment Feedback
as needed for class assignments, comments, feedback, etc...
 6. Synchronous or Asynchronous Video
as assigned
- V. **List of Techniques:** Students engage in regular and effective interaction with each other and the instructor in ways that mirror the traditional classroom; only the delivery system is altered. These methods include one-on-one communication with the instructor and with other students via e-mail, the announcement system, the discussion board, or other tools. Students also demonstrate an understanding and integration of course concepts via research assignments, problem sets, group projects, asynchronous class discussion, weekly progress reports/updates via email, telephone, zoom, or other communication software; Students apply tennis skillsets, strategies, and/or techniques relative to the game and journal, video, and/or discuss on zoom, their workout experiences.
- VI. **How to Evaluate Students for Achieved Outcomes:** Multiple measures are used to assess student learning outcomes: 1) Electronic documentation of tennis workout time and calories burned from a personal fitness tracker such as a smartphone application or similar tool; or 2) Documentation of a regular cardio routine verified by a fitness app, and if safe and appropriate fitness facility, including pre- and post-step/or cardiovascular, strength, flexibility, and abdominal assessment; reflective journal entries on one's unique cardiovascular exercise regime; and, analysis of electronic submissions of daily tennis skillsets, strategies, and/or techniques.
- VII. **Additional Resources/Materials/Information:** Materials posted online are consistent with those required for campus based class. SDCCD and DSPS personnel provide all needed accommodations. DSPS provide a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).
- VIII. **Audio Visual Library Materials:** NO
- IX. MIRAMAR
- X. **Distance Education Methods of Instruction:** 1. Online-Emergency Only
- XI. **Other Distance Education Methods:** At least 25% of the in-class time (i.e. 8 hours for the 0.5-unit version of the

course or 12 hours for the 1-unit version of the course) must be conducted in a synchronous online format. Students must also have access to a tennis racquet, tennis balls, and wall to hit on for conducting drills.

XII. Type and frequency of contact may include, but is not limited to:

1. Announcements
weekly through the "assessments" tool or during the mandatory synchronous video portion of the course
2. Collaborative Web Documents
as assigned
3. Conferencing
as assigned
4. Discussion Board
as assigned
5. Email/Message System
as needed
6. Individual Meetings
as needed
7. Individualized Assignment Feedback
as assigned
8. Synchronous or Asynchronous Video
at least weekly for demonstration of sports techniques, strategic analysis of competitions, evaluation of student skills, and the mandatory synchronous video instruction portion of the course
9. Telephone Contact
as needed

XIII. List of Techniques: Students interact with each other and the instructor in ways that mirror the traditional classroom; only the delivery system is altered. These methods include one-on-one communication with the instructor and with other students via email, the announcement system, the discussion board, or other tools. Sport-specific skills are developed through video demonstration, guided drills, and individual practice. Students also learn sport rules, techniques, and strategy through video-based review and analysis of individual and/or team competitions.

XIV. How to Evaluate Students for Achieved Outcomes: Multiple measures are used to assess student learning objectives. These include performance on objective examinations administered via the assessment tool, writing assignments such as written analyses of sports techniques and strategy, and synchronous or asynchronous video demonstrations of sports-related skills.

XV. Additional Resources/Materials/Information: Materials posted online are consistent with those required for the in-person class. SDCCD and DSPS personnel provide all needed accommodations. DSPS provides a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).

XVI. Audio Visual Library Materials: NO

XVII. MESA

XVIII. Distance Education Methods of Instruction: 1. Online-Emergency Only

XIX. Other Distance Education Methods:

XX. Type and frequency of contact may include, but is not limited to:

1. Announcements
As needed
Participant/s: Faculty to Student/s
2. Discussion Board
Weekly
Participant/s: Faculty to Student/s , Among Students
3. Email/Message System
As needed
Participant/s: Faculty to Student/s , Among Students
4. Synchronous or Asynchronous Video
Weekly
Participant/s: Faculty to Student/s , Among Students
5. Telephone Contact
As needed
Participant/s: Faculty to Student/s , Among Students

XXI. List of Techniques: Online instruction includes regular student-to-student and instructor-to-student communication. Announcements from the instructor to the students will be used as needed. Telephone calls between students and the instructor may be used to discuss questions and concerns throughout the course. E-mail/Messaging may be used for

asynchronous instructor-to-student and student-to-student communication. Chat rooms may be used for synchronous interaction between students and between the instructor and students. Threaded discussions may be used for instructor-to-student and student-to-student asynchronous group communication. Live-classroom may be used for synchronous online lectures, meetings and office hour meetings as appropriate. Video, audio, learning objects and archived live-classroom lectures may be included for students to interact with asynchronously where appropriate. Assignments and tests that will be used in the Distance Education course will be exactly the same as those in the traditional course. Students will submit all course work (tests and assignments) electronically to the instructor.

XXII. **How to Evaluate Students for Achieved Outcomes:** The evaluation methods will mirror the on-campus course as specified in the course outline. The feedback on assignments and tests will be submitted electronically to the student.

XXIII. **Additional Resources/Materials/Information:** SDCCD and DSPS personnel will provide all needed accommodations. DSPS will provide a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).

XXIV. **Audio Visual Library Materials:** NO

SECTION IV

COURSE STUDENT LEARNING OUTCOME(S)

CITY

- Upon completion of the course students will be able to demonstrate the advanced ability to compete at a competitive level.

MESA

- Using fed balls, analyze appropriate selection of stroke and demonstrate proper technique for forehand and backhand ground strokes with various spins, lobs, drop shots and approach shots, volleys, overhead smash, and the overhand serve.
- Describe a variety of tennis tournament formats, including age level, NTRP, intercollegiate and professional.
- Design and assess plan for competition (singles and doubles) based on skills and ability level.

MIRAMAR

SECTION V

COURSE DATA ADMINISTRATION ELEMENTS

I. Codes:

California Classification: (Y Credit Course)

TOP Code: 0835.00 Physical Education

SAM Code: E - Non Occupational

Course Prior to College Level (CB21): Y - Not applicable. Level of course is not one of the levels listed above, may be above level A (transferable) or below level C (more than 3 levels below transfer level).

Funding Agency Category (CB23): Not Applicable (funding not used to develop course)

Course Program Status (CB24): Program-applicable

Course Gen Education Status (CB25): Y = Not applicable

Course Support Course Status (CB26): N = Course is not a support course

Major Restriction Code: NONE

II. Lab Units: 0.50 - 1.00

Total Units: 0.5 - 1

Lecture Hours Min: 0.00 **Max:** 0.00

Lab Hours Min: 32.00 **Max:** 54.00

Other Hours Min: 0.00 **Max:**0.00

Total Contact Hours Min: 32.00 **Max:**54.00

Outside-of-Class Hours Min: 0.00 **Max:**0.00

Total Student Learning Hours Min: 32.00 **Max:** 54.00

FTEF Lecture Min: 0.0000 **Max:**0.0000

FTEF Lab Min: 0.1333 **Max:**0.2000

FTEF Total Min: 0.1333 **Max:**0.2000

III. Last Time Pre/Co Requisite Update: 07/18/2022

IV. Last Outline Revision Date: 11/14/2013

V. CIC Approval:

VI. BOT Approval:

VII. State Approval:

VIII. Revised State Approval:

IX. Course Approval Effective Date:

SECTION VI

CREDIT FOR PRIOR LEARNING

Previous Report

EXSC 178D

CIC Approval: 11/14/2013
BOT APPROVAL:
STATE APPROVAL:
EFFECTIVE TERM: Fall 2014

SAN DIEGO COMMUNITY COLLEGE DISTRICT CITY, MESA, AND MIRAMAR COLLEGES ASSOCIATE DEGREE COURSE OUTLINE

SECTION I

SUBJECT AREA AND COURSE NUMBER: Exercise Science 178D

COURSE TITLE:
Tennis IV

Units:
0.5-1
Grade Only

CATALOG COURSE DESCRIPTION:

This course is the fourth in a series of four courses in tennis. Emphasis is placed on advanced skills, strokes, strategies, rules and etiquette as they relate to singles and doubles tournament play. This course is intended for kinesiology majors and all students interested in incorporating the game of tennis into an active lifestyle. All objectives are covered in this course whether offered for .50 or 1.0 unit. When this course is offered for three hours per week, the additional time is utilized for skill development and strategies.

REQUISITES:

Advisory:
EXSC 178C with a grade of "C" or better, or equivalent
Limitation on Enrollment:
This course is not open to students with previous credit for PHYE 159Z.

FIELD TRIP REQUIREMENTS:
May be required

TRANSFER APPLICABILITY:
Associate Degree Credit & transfer to CSU UC Transfer Course List

CID:

TOTAL LECTURE HOURS:

TOTAL LAB HOURS:
32 - 54

TOTAL CONTACT HOURS:
32 - 54

OUTSIDE-OF-CLASS HOURS:

TOTAL STUDENT LEARNING HOURS:
32 - 54

STUDENT LEARNING OBJECTIVES:
Upon successful completion of the course the student will be able to:

- All objectives are covered in this course whether offered for .50 or 1.0 unit. When this course is offered for three hours per week, the additional time is utilized for skill development and strategies.**
1. Execute the following skills with consistency and accuracy in a game situation: topspin forehand and backhand groundstrokes, volley, spin serve and return of serve, defensive and offensive lob and overhead smash.
 2. Employ the following advanced skills in a game situation: underspin (slice) backhand drive, approach shots and drop shots.
 3. Explain the advanced considerations in singles and doubles strategy; evaluate own abilities and opponents and

Current Report

EXSC 178D

CIC Approval:
BOT APPROVAL:
STATE APPROVAL:
EFFECTIVE TERM:

SAN DIEGO COMMUNITY COLLEGE DISTRICT CITY, MESA, AND MIRAMAR COLLEGES ASSOCIATE DEGREE COURSE OUTLINE

SECTION I

SUBJECT AREA AND COURSE NUMBER: Exercise Science 178D

COURSE TITLE:
Tennis IV

Units:
0.5-1
Grade Only

CATALOG COURSE DESCRIPTION:

This course is the fourth in a series of four courses in tennis. Emphasis is placed on advanced skills, strokes, strategies, rules and etiquette as they relate to singles and doubles tournament play. This course is intended for kinesiology majors and all students interested in incorporating the game of tennis into an active lifestyle. All objectives are covered in this course whether offered for .50 or 1.0 unit. When this course is offered for three hours per week, the additional time is utilized for skill development and strategies.

REQUISITES:

Advisory:
EXSC 178C with a grade of "C" or better, or equivalent
Limitation on Enrollment:
This course is not open to students with previous credit for PHYE 159Z.

FIELD TRIP REQUIREMENTS:
May be required

TRANSFER APPLICABILITY:
Associate Degree Credit & transfer to CSU UC Transfer Course List

CID:

TOTAL LECTURE HOURS:

TOTAL LAB HOURS:
32 - 54

TOTAL CONTACT HOURS:
32 - 54

OUTSIDE-OF-CLASS HOURS:

TOTAL STUDENT LEARNING HOURS:
32 - 54

STUDENT LEARNING OBJECTIVES:
Upon successful completion of the course the student will be able to:

- All objectives are covered whether offered for .50 or 1.0 unit. When this course is offered for 1.0 unit, the additional time is utilized for skill development and enhanced cardiovascular fitness and muscular strength.**
1. Execute the following skills with consistency and accuracy in a game situation: topspin forehand and backhand groundstrokes, volley, spin serve and return of serve, defensive and offensive lob and overhead smash.
 2. Employ the following advanced skills in a game situation: underspin (slice) backhand drive, approach shots and drop shots.
 3. Explain the advanced considerations in singles and doubles strategy; evaluate own abilities and opponents and employ strategies appropriate for the advanced level.
 4. Explain and apply all tennis rules.

- employ strategies appropriate for the advanced level.
- 4. Explain and apply all tennis rules.
- 5. Define and utilize vocabulary appropriate to advanced tennis play.
- 6. Explain and experience the tournament formats available for the advanced level.
- 7. Distinguish and employ behaviors which characterize good sportsmanship, good tennis etiquette, and class leadership.

SECTION II

I. COURSE OUTLINE AND SCOPE:

A. Outline Of Topics:

The following topics are included in the framework of the course but are not intended as limits on content. The order of presentation and relative emphasis will vary with each instructor.

I. Advanced Topics

- A. Drills that develop consistency in groundstrokes volley serve and return of serve lobs and smashes.
- B. Underspin (slice) backhand drive approach shots and drop shots.
 - 1. Grip footwork swing
 - 2. Trajectory and use of stroke
- C. Strategic considerations.
 - 1. Singles
 - a. baseline
 - b. net play
 - 2. Doubles
 - a. formations: (up and back both at net both back I-formation)
 - b. return placement and coverage: line (alley) vs down-the-middle shots
 - c. partner positioning: which partner plays duece or ad court
 - 3. Game Evaluation
 - a. evaluation of own game
 - b. evaluation of opponent's game
 - c. strategies for specific opponent game play
- D. Tournament Rules
 - 1. Entries
 - 2. Making the draw
 - 3. Defaults
 - 4. Point penalty system
- E. Vocabulary
- F. Tournament Formats
 - 1. Ladder
 - 2. Single elimination
- G. Sportsmanship etiquette and leadership
 - 1. Honesty and respectful behavior
 - 2. Responsibility to others for positive learning environment.

B. Reading Assignments:

Reading assignments are required and may include, but are not limited to, the following:

- I. Assigned text related to Tennis.
- II. Instructor generated handouts related to fundamental Tennis skills and strokes.
- III. Online Tennis videos and websites

C. Writing Assignments:

Writing assignments are required and may include, but are not limited to, the following:

- I. Short papers evaluating a live tennis match.
- II. Short paper summarizing the types of tennis resources available on the internet.

D. Appropriate Outside Assignments:

Outside assignments may include, but are not limited to, the following:

- I. Web site topic search.
- II. Practice of skills.
- III. Reading assignments.

E. Appropriate Assignments that Demonstrate Critical Thinking:

Critical thinking assignments are required and may include, but are not limited to, the following:

- I. Observe and critique live tennis matches at the intercollegiate level.
- II. Observe and critique a video of one's own strokes and compare form to that taught in class.
- III. Evaluate Internet resources for advanced players.

- 5. Define and utilize vocabulary appropriate to advanced tennis play.
- 6. Explain and experience the tournament formats available for the advanced level.
- 7. Distinguish and employ behaviors which characterize good sportsmanship, good tennis etiquette, and class leadership.

SECTION II

I. COURSE OUTLINE AND SCOPE:

A. Outline Of Topics:

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I. Advanced Topics

- A. Drills that develop consistency in groundstrokes volley serve and return of serve lobs and smashes.
- B. Underspin (slice) backhand drive approach shots and drop shots.
 - 1. Grip footwork swing
 - 2. Trajectory and use of stroke
- C. Strategic considerations.
 - 1. Singles
 - a. baseline
 - b. net play
 - 2. Doubles
 - a. formations: (up and back both at net both back I-formation)
 - b. return placement and coverage: line (alley) vs down-the-middle shots
 - c. partner positioning: which partner plays duece or ad court
 - 3. Game Evaluation
 - a. evaluation of own game
 - b. evaluation of opponent's game
 - c. strategies for specific opponent game play
- D. Tournament Rules
 - 1. Entries
 - 2. Making the draw
 - 3. Defaults
 - 4. Point penalty system
- E. Vocabulary
- F. Tournament Formats
 - 1. Ladder
 - 2. Single elimination
- G. Sportsmanship etiquette and leadership
 - 1. Honesty and respectful behavior
 - 2. Responsibility to others for positive learning environment.

B. Reading Assignments:

Reading assignments are required and may include, but are not limited to, the following:

- I. Assigned text related to Tennis.
- II. Instructor generated handouts related to fundamental Tennis skills and strokes.
- III. Online Tennis videos and websites

C. Writing Assignments:

Writing assignments are required and may include, but are not limited to, the following:

- I. Short papers evaluating a live tennis match.
- II. Short paper summarizing the types of tennis resources available on the internet.

D. Appropriate Outside Assignments:

Outside assignments may include, but are not limited to, the following:

- I. Web site topic search.
- II. Practice of skills.
- III. Reading assignments.

E. Appropriate Assignments that Demonstrate Critical Thinking:

Critical thinking assignments are required and may include, but are not limited to, the following:

- I. Observe and critique live tennis matches at the intercollegiate level.
- II. Observe and critique a video of one's own strokes and compare form to that taught in class.
- III. Evaluate Internet resources for advanced players.

2. METHODS OF EVALUATION:

A student's grade will be based on multiple measures of performance unless the course requires no grade. Multiple measures may include, but are not limited to, the following:

- I. Written exams and quizzes.
- II. Practical exams, mid-terms and finals.
- III. Objective skills tests.
- IV. Active class participation.

3. METHODS OF INSTRUCTION:

Methods of instruction may include, but are not limited to, the following:

- * Audio-Visual
- * Collaborative Learning
- * Computer Assisted Instruction
- * Laboratory

4. REQUIRED TEXTS AND SUPPLIES:

Textbooks may include, but are not limited to:

TEXTBOOKS:

1. McEnroe, John, et al. Tennis for Dummies, 2nd ed. Hungry Minds Inc., 2001, ISBN: 9780764550874

MANUALS:

PERIODICALS:

SOFTWARE:

SUPPLIES:

1. One or more tubes of Championship Tennis Balls.
2. Appropriate exercise clothing and court shoes.

ORIGINATOR: [Lisa Williams](#)

CO-CONTRIBUTOR(S)

DATE: [09/24/2013](#)

Status: Active

Date Printed: 10/11/2022

2. METHODS OF EVALUATION:

A student's grade will be based on multiple measures of performance unless the course requires no grade. Multiple measures may include, but are not limited to, the following:

- I. Written exams and quizzes.
- II. Practical exams, mid-terms and finals.
- III. Objective skills tests.
- IV. Active class participation.

3. METHODS OF INSTRUCTION:

Methods of instruction may include, but are not limited to, the following:

- * Audio-Visual
- * Collaborative Learning
- * Computer Assisted Instruction
- * Laboratory

4. REQUIRED TEXTS AND SUPPLIES:

Textbooks may include, but are not limited to:

TEXTBOOKS:

1. Greenwald, Jeff. The Best Tennis of Your Life, 1st ed. Betterway Books, 2007, ISBN: 9781558708440
2. McEnroe, John, et al. Tennis for Dummies, 2nd ed. Hungry Minds Inc., 2001, ISBN: 9780764550874

MANUALS:

PERIODICALS:

SOFTWARE:

SUPPLIES:

1. One or more tubes of Championship Tennis Balls.
2. Appropriate exercise clothing and court shoes.

ORIGINATOR: [Lisa Williams](#)

ORIGINATION DATE: [09/24/2013](#)

PROPOSAL ORIGINATOR: [Nathan Resch](#)

CO-CONTRIBUTOR(S)

PROPOSAL DATE: [07/18/2022](#)

Status: Launched

Date Printed: 10/11/2022

Previous Report

SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY , MESA AND MIRAMAR COLLEGES

Course Outline of Record:
Curriculum Proposal Report

SECTION I

- I. **Subject Area:** Exercise Science
- II. **Course Number:** 178D
- III. **Course Title:** Tennis IV
- IV. **Disciplines (Instructor Minimum Qualifications):** Physical Education
- V.
- VI. **Family:** TENNIS
- VII. **Current Short Title:** Tennis IV
- VIII. **Course Is Active/Where?** CITY , MESA AND MIRAMAR
- IX. **Originating Campus:** MESA
- X. **Action Proposed:** Course Revision (May Include Activation)
- XI. **Distance Education Proposed At:** City , Miramar and Mesa
- XII. **Proposal Originating Date:** 09/24/2013
- XIII. **Proposed Start Semester:** Fall 2014
- XIV. **Field Trip:** May be required
- XV. **Grading Option:** Grade Only
- XVI. **Current Short Description:** Advanced Tennis

SECTION II

COURSE ENROLLMENT INFORMATION

- I. **Requisites:**
Advisory: EXSC 178C with a grade of "C" or better, or equivalent.
Limitation on Enrollment:: This course is not open to students with previous credit for PHYE 159Z.
- II. **Current Degree Applicability:** Associate Degree Credit & transfer to CSU
- III. **Current Basic Skills Designation:** N - Not a Basic Skills Course
- IV. **Repeatability:** Course may be taken 1 time(s)
- V. **Course Equivalency:** Yes EXSC 178D is equivalent to PHYE 159Z.
- VI. **Additional Information:**

VII. **Additional Textbook Information:** Textbooks are the most current available.

COURSE ANALYSIS DATA

- I. **Reason for Proposed Action:** Subject indicator and course number change
- II. **How Does The Course Fit The College Mission?** 1. Transfer
- III. **Current Transfer Options:** 1. UC Transfer Course List
- IV. **Proposed College/District Purpose:** 1. Graduation Requirement
- V. **Extraordinary Cost to the College:** None.
- VI. **Library Resource Materials:** No new materials needed..

GENERAL EDUCATION ANALYSIS

Other Graduation Requirement:
Yes

Current Report

SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY , MESA AND MIRAMAR COLLEGES

Course Outline of Record:
Curriculum Proposal Report

SECTION I

- I. **Subject Area:** Exercise Science
- II. **Course Number:** 178D
- III. **Course Title:** Tennis IV
- IV. **Disciplines (Instructor Minimum Qualifications):** Physical Education
- V.
- VI. **Family:** TENNIS
- VII. **Current Short Title:** Tennis IV
- VIII. **Course Is Active/Where?** CITY , MESA AND MIRAMAR
- IX. **Originating Campus:** MESA
- X. **Action Proposed:** Course Revision (May Include Activation)
- XI. **Distance Education Proposed At:** City , Miramar and Mesa
- XII. **Proposal Originating Date:** 07/18/2022
- XIII. **Proposed Start Semester:** Spring 2024
- XIV. **Field Trip:** May be required
- XV. **Grading Option:** Grade Only
- XVI. **Current Short Description:** Advanced Tennis

SECTION II

COURSE ENROLLMENT INFORMATION

- I. **Requisites:**
Advisory: EXSC 178C with a grade of "C" or better, or equivalent.
Limitation on Enrollment:: This course is not open to students with previous credit for PHYE 159Z.
- II. **Current Degree Applicability:** Associate Degree Credit & transfer to CSU
- III. **Current Basic Skills Designation:** N - Not a Basic Skills Course
- IV. **Repeatability:** Course may be taken 1 time(s)
- V. **Course Equivalency:** Yes EXSC 178D is equivalent to PHYE 159Z.
- VI. **Additional Information:** This course requires students to analyze and utilize student learning objectives 1-7 such as employ the following advanced skills in a game situation: underspin (slice) backhand drive, approach shots and drop shots. 32 hours of activity is required as a minimum for physiological adaptation and development of these skill-related outcomes.

VII. **Additional Textbook Information:** Textbooks are the most current available.

COURSE ANALYSIS DATA

- I. **Reason for Proposed Action:** Six yr review including: 1) addition of override hrs statement, 2) revised objectives header, and 3) reviewed texts for currency. (Course revision is for six year review.)
- II. **How Does The Course Fit The College Mission?** 1. Transfer
- III. **Current Transfer Options:** 1. UC Transfer Course List
- IV. **Proposed College/District Purpose:** 1. Graduation Requirement
- V. **Extraordinary Cost to the College:** None.
- VI. **Library Resource Materials:** No new materials needed.

GENERAL EDUCATION ANALYSIS

Other Graduation Requirement:
Yes

UC Transfer Course:

Yes

REQUISITES ANALYSIS**Intermediate-advanced tennis skills.**

- I. Course: EXSC 178C List, define and apply intermediate advanced skills in a game situation.
- II. Course: EXSC 178C Explain the effect of spin on the flight of the ball on the spin serve and the groundstrokes.
- III. Course: EXSC 178C Utilize correct lateral and forward movement footwork and positioning for singles and doubles game play.
- IV. Course: EXSC 178C Explain and apply tennis rules relating to all aspects of singles and doubles game play.
- V. Course: EXSC 178C Express and use alternate scoring systems in playing situations.
- VI. Course: EXSC 178C Describe and experience a variety of tennis tournament formats.
- VII. Course: EXSC 178C Distinguish and employ behaviors which characterize good sportsmanship, good tennis etiquette and class leadership.
- VIII. Course: EXSC 178C Discuss current trends in the game at the amateur and professional level.

SECTION III**COURSE DISTANCE EDUCATION INFORMATION**

- I. CITY
- II. Distance Education Methods of Instruction: 1. Online-Emergency Only
- III. Other Distance Education Methods:
- IV. Type and frequency of contact may include, but is not limited to:
 1. Announcements weekly
 2. Discussion Board at least 1 time during the semester
 3. Email/Message System as needed
 4. Group Meetings as assigned
 5. Individualized Assignment Feedback as needed for class assignments, comments, feedback, etc...
 6. Synchronous or Asynchronous Video as assigned
- V. List of Techniques: Students engage in regular and effective interaction with each other and the instructor in ways that mirror the traditional classroom; only the delivery system is altered. These methods include one-on-one communication with the instructor and with other students via e-mail, the announcement system, the discussion board, or other tools. Students also demonstrate an understanding and integration of course concepts via research assignments, problem sets, group projects, asynchronous class discussion, weekly progress reports/updates via email, telephone, zoom, or other communication software; Students apply tennis skillsets, strategies, and/or techniques relative to the game and journal, video, and/or discuss on zoom, their workout experiences.
- VI. How to Evaluate Students for Achieved Outcomes: Multiple measures are used to assess student learning outcomes: 1) Electronic documentation of tennis workout time and calories burned from a personal fitness tracker such as a smartphone application or similar tool; or 2) Documentation of a regular cardio routine verified by a fitness app, and if safe and appropriate fitness facility, including pre- and post-step/or cardiovascular, strength, flexibility, and abdominal assessment; reflective journal entries on one's unique cardiovascular exercise regime; and, analysis of electronic submissions of daily tennis skillsets, strategies, and/or techniques.
- VII. Additional Resources/Materials/Information: Materials posted online are consistent with those required for campus based class. SDCCD and DSPS personnel provide all needed accommodations. DSPS provide a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).
- VIII. Audio Visual Library Materials: NO
- IX. MIRAMAR
- X. Distance Education Methods of Instruction: 1. Online-Emergency Only
- XI. Other Distance Education Methods: At least 25% of the in-class time (i.e. 8 hours for the 0.5-unit version of the course or 12 hours for the 1-unit version of the course) must be conducted in a synchronous online format. Students must also have access to a tennis racquet, tennis balls, and wall to hit on for conducting drills.
- XII. Type and frequency of contact may include, but is not limited to:

UC Transfer Course:

Yes

REQUISITES ANALYSIS**Intermediate-advanced tennis skills.**

- I. Course: EXSC 178C List, define and apply intermediate advanced skills in a game situation.
- II. Course: EXSC 178C Explain the effect of spin on the flight of the ball on the spin serve and the groundstrokes.
- III. Course: EXSC 178C Utilize correct lateral and forward movement footwork and positioning for singles and doubles game play.
- IV. Course: EXSC 178C Explain and apply tennis rules relating to all aspects of singles and doubles game play.
- V. Course: EXSC 178C Express and use alternate scoring systems in playing situations.
- VI. Course: EXSC 178C Describe and experience a variety of tennis tournament formats.
- VII. Course: EXSC 178C Distinguish and employ behaviors which characterize good sportsmanship, good tennis etiquette and class leadership.
- VIII. Course: EXSC 178C Discuss current trends in the game at the amateur and professional level.

SECTION III**COURSE DISTANCE EDUCATION INFORMATION**

- I. CITY
- II. Distance Education Methods of Instruction: 1. Online-Emergency Only
- III. Other Distance Education Methods:
- IV. Type and frequency of contact may include, but is not limited to:
 1. Announcements weekly
 2. Discussion Board at least 1 time during the semester
 3. Email/Message System as needed
 4. Group Meetings as assigned
 5. Individualized Assignment Feedback as needed for class assignments, comments, feedback, etc...
 6. Synchronous or Asynchronous Video as assigned
- V. List of Techniques: Students engage in regular and effective interaction with each other and the instructor in ways that mirror the traditional classroom; only the delivery system is altered. These methods include one-on-one communication with the instructor and with other students via e-mail, the announcement system, the discussion board, or other tools. Students also demonstrate an understanding and integration of course concepts via research assignments, problem sets, group projects, asynchronous class discussion, weekly progress reports/updates via email, telephone, zoom, or other communication software; Students apply tennis skillsets, strategies, and/or techniques relative to the game and journal, video, and/or discuss on zoom, their workout experiences.
- VI. How to Evaluate Students for Achieved Outcomes: Multiple measures are used to assess student learning outcomes: 1) Electronic documentation of tennis workout time and calories burned from a personal fitness tracker such as a smartphone application or similar tool; or 2) Documentation of a regular cardio routine verified by a fitness app, and if safe and appropriate fitness facility, including pre- and post-step/or cardiovascular, strength, flexibility, and abdominal assessment; reflective journal entries on one's unique cardiovascular exercise regime; and, analysis of electronic submissions of daily tennis skillsets, strategies, and/or techniques.
- VII. Additional Resources/Materials/Information: Materials posted online are consistent with those required for campus based class. SDCCD and DSPS personnel provide all needed accommodations. DSPS provide a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).
- VIII. Audio Visual Library Materials: NO
- IX. MIRAMAR
- X. Distance Education Methods of Instruction: 1. Online-Emergency Only
- XI. Other Distance Education Methods: At least 25% of the in-class time (i.e. 8 hours for the 0.5-unit version of the course or 12 hours for the 1-unit version of the course) must be conducted in a synchronous online format. Students must also have access to a tennis racquet, tennis balls, and wall to hit on for conducting drills.
- XII. Type and frequency of contact may include, but is not limited to:

1. Announcements
weekly through the "assessments" tool or during the mandatory synchronous video portion of the course
2. Collaborative Web Documents
as assigned
3. Conferencing
as assigned
4. Discussion Board
as assigned
5. Email/Message System
as needed
6. Individual Meetings
as needed
7. Individualized Assignment Feedback
as assigned
8. Synchronous or Asynchronous Video
at least weekly for demonstration of sports techniques, strategic analysis of competitions, evaluation of student skills, and the mandatory synchronous video instruction portion of the course
9. Telephone Contact
as needed

XIII. List of Techniques: Students interact with each other and the instructor in ways that mirror the traditional classroom; only the delivery system is altered. These methods include one-on-one communication with the instructor and with other students via email, the announcement system, the discussion board, or other tools. Sport-specific skills are developed through video demonstration, guided drills, and individual practice. Students also learn sport rules, techniques, and strategy through video-based review and analysis of individual and/or team competitions.

XIV. How to Evaluate Students for Achieved Outcomes: Multiple measures are used to assess student learning objectives. These include performance on objective examinations administered via the assessment tool, writing assignments such as written analyses of sports techniques and strategy, and synchronous or asynchronous video demonstrations of sports-related skills.

XV. Additional Resources/Materials/Information: Materials posted online are consistent with those required for the in-person class. SDCCD and DSPS personnel provide all needed accommodations. DSPS provides a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).

XVI. Audio Visual Library Materials: NO

XVII. MESA

XVIII. Distance Education Methods of Instruction: 1. Online-Emergency Only

XIX. Other Distance Education Methods:

XX. Type and frequency of contact may include, but is not limited to:

1. Announcements
As needed
2. Chat Rooms
As desired
3. Discussion Board
Weekly
4. Email/Message System
Frequent
5. Synchronous or Asynchronous Video
Weekly
6. Telephone Contact
As needed

XXI. List of Techniques: Online instruction includes regular student-to-student and instructor-to-student communication. Announcements from the instructor to the students will be used as needed. Telephone calls between students and the instructor may be used to discuss questions and concerns throughout the course. E-mail/Messaging may be used for asynchronous instructor-to-student and student-to-student communication. Chat rooms may be used for synchronous interaction between students and between the instructor and students. Threaded discussions may be used for instructor-to-student and student-to-student asynchronous group communication. Live-classroom may be used for synchronous online lectures, meetings and office hour meetings as appropriate. Video, audio, learning objects and archived live-classroom lectures may be included for students to interact with asynchronously where appropriate. Assignments and tests that will be used in the Distance Education course will be exactly the same as those in the traditional course. Students will submit all course work (tests and assignments) electronically to the instructor. The evaluation methods will mirror the on-campus course as specified in the course outline. The feedback on assignments and tests will be submitted electronically to

1. Announcements
weekly through the "assessments" tool or during the mandatory synchronous video portion of the course
2. Collaborative Web Documents
as assigned
3. Conferencing
as assigned
4. Discussion Board
as assigned
5. Email/Message System
as needed
6. Individual Meetings
as needed
7. Individualized Assignment Feedback
as assigned
8. Synchronous or Asynchronous Video
at least weekly for demonstration of sports techniques, strategic analysis of competitions, evaluation of student skills, and the mandatory synchronous video instruction portion of the course
9. Telephone Contact
as needed

XIII. List of Techniques: Students interact with each other and the instructor in ways that mirror the traditional classroom; only the delivery system is altered. These methods include one-on-one communication with the instructor and with other students via email, the announcement system, the discussion board, or other tools. Sport-specific skills are developed through video demonstration, guided drills, and individual practice. Students also learn sport rules, techniques, and strategy through video-based review and analysis of individual and/or team competitions.

XIV. How to Evaluate Students for Achieved Outcomes: Multiple measures are used to assess student learning objectives. These include performance on objective examinations administered via the assessment tool, writing assignments such as written analyses of sports techniques and strategy, and synchronous or asynchronous video demonstrations of sports-related skills.

XV. Additional Resources/Materials/Information: Materials posted online are consistent with those required for the in-person class. SDCCD and DSPS personnel provide all needed accommodations. DSPS provides a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).

XVI. Audio Visual Library Materials: NO

XVII. MESA

XVIII. Distance Education Methods of Instruction: 1. Online-Emergency Only

XIX. Other Distance Education Methods:

XX. Type and frequency of contact may include, but is not limited to:

1. Announcements
As needed
Participant/s: Faculty to Student/s
2. Discussion Board
Weekly
Participant/s: Faculty to Student/s , Among Students
3. Email/Message System
As needed
Participant/s: Faculty to Student/s , Among Students
4. Synchronous or Asynchronous Video
Weekly
Participant/s: Faculty to Student/s , Among Students
5. Telephone Contact
As needed
Participant/s: Faculty to Student/s , Among Students

XXI. List of Techniques: Online instruction includes regular student-to-student and instructor-to-student communication. Announcements from the instructor to the students will be used as needed. Telephone calls between students and the instructor may be used to discuss questions and concerns throughout the course. E-mail/Messaging may be used for asynchronous instructor-to-student and student-to-student communication. Chat rooms may be used for synchronous interaction between students and between the instructor and students. Threaded discussions may be used for instructor-to-student and student-to-student asynchronous group communication. Live-classroom may be used for synchronous online lectures, meetings and office hour meetings as appropriate. Video, audio, learning objects and archived live-classroom lectures may be included for students to interact with asynchronously where appropriate. Assignments and tests that will be used in the Distance Education course will be exactly the same as those in the traditional course. Students will submit all course work (tests and assignments) electronically to the instructor.

the student. Additional Resources- SDCCD and DSPS personnel will provide all needed accommodations. DSPS will provide a student in an online classroom with the same level of support as an on-campus student.

XXII. How to Evaluate Students for Achieved Outcomes: x

XXIII. Additional Resources/Materials/Information: x Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).

SECTION IV

COURSE STUDENT LEARNING OUTCOME(S)

CITY

XXIV. Audio Visual Library Materials: NO Upon completion of the course students will be able to demonstrate the advanced ability to compete at a competitive level.

MESA

- Using fed balls, analyze appropriate selection of stroke and demonstrate proper technique for forehand and backhand ground strokes with various spins, lobs, drop shots and approach shots, volleys, overhead smash, and the overhand serve.
- Describe a variety of tennis tournament formats, including age level, NTRP, intercollegiate and professional.
- Design and assess plan for competition (singles and doubles) based on skills and ability level.

MIRAMAR

SECTION V

COURSE DATA ADMINISTRATION ELEMENTS

I. Codes:

California Classification: (Y Credit Course)

TOP Code: 0835.00 Physical Education

SAM Code: E - Non Occupational

Course Prior to College Level (CB21): Y - Not applicable. Level of course is not one of the levels listed above, may be above level A (transferable) or below level C (more than 3 levels below transfer level).

Funding Agency Category (CB23): Not Applicable (funding not used to develop course)

Course Program Status (CB24): Program-applicable

Course Gen Education Status (CB25):

Course Support Course Status (CB26):

Major Restriction Code: NONE

II. Lab Units: 0.50 - 1.00

Total Units: 0.5 - 1

Lecture Hours Min: 0.00 **Max:** 0.00

Lab Hours Min: 32.00 **Max:** 54.00

Other Hours Min: 0.00 **Max:** 0.00

Total Contact Hours Min: 32.00 **Max:** 54.00

Outside-of-Class Hours Min: 0.00 **Max:** 0.00

Total Student Learning Hours Min: 32.00 **Max:** 54.00

FTEF Lecture Min: 0.0000 **Max:** 0.0000

FTEF Lab Min: 0.1333 **Max:** 0.2000

FTEF Total Min: 0.1333 **Max:** 0.2000

III. Last Time Pre/Co Requisite Update: 05/29/2019

IV. Last Outline Revision Date: 11/14/2013

V. CIC Approval: 11/14/2013

VI. BOT Approval:

VII. State Approval:

VIII. Revised State Approval:

IX. Course Approval Effective Date: Fall 2014

SECTION VI

CREDIT FOR PRIOR LEARNING

XXII. How to Evaluate Students for Achieved Outcomes: The evaluation methods will mirror the on-campus course as specified in the course outline. The feedback on assignments and tests will be submitted electronically to the student.

XXIII. Additional Resources/Materials/Information: SDCCD and DSPS personnel will provide all needed accommodations. DSPS will provide a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).

XXIV. Audio Visual Library Materials: NO

SECTION IV

COURSE STUDENT LEARNING OUTCOME(S)

CITY

- Upon completion of the course students will be able to demonstrate the advanced ability to compete at a competitive level.

MESA

- Using fed balls, analyze appropriate selection of stroke and demonstrate proper technique for forehand and backhand ground strokes with various spins, lobs, drop shots and approach shots, volleys, overhead smash, and the overhand serve.
- Describe a variety of tennis tournament formats, including age level, NTRP, intercollegiate and professional.
- Design and assess plan for competition (singles and doubles) based on skills and ability level.

MIRAMAR

SECTION V

COURSE DATA ADMINISTRATION ELEMENTS

I. Codes:

California Classification: (Y Credit Course)

TOP Code: 0835.00 Physical Education

SAM Code: E - Non Occupational

Course Prior to College Level (CB21): Y - Not applicable. Level of course is not one of the levels listed above, may be above level A (transferable) or below level C (more than 3 levels below transfer level).

Funding Agency Category (CB23): Not Applicable (funding not used to develop course)

Course Program Status (CB24): Program-applicable

Course Gen Education Status (CB25): Y = Not applicable

Course Support Course Status (CB26): N = Course is not a support course

Major Restriction Code: NONE

II. Lab Units: 0.50 - 1.00

Total Units: 0.5 - 1

Lecture Hours Min: 0.00 **Max:** 0.00

Lab Hours Min: 32.00 **Max:** 54.00

Other Hours Min: 0.00 **Max:** 0.00

Total Contact Hours Min: 32.00 **Max:** 54.00

Outside-of-Class Hours Min: 0.00 **Max:** 0.00

Total Student Learning Hours Min: 32.00 **Max:** 54.00

FTEF Lecture Min: 0.0000 **Max:** 0.0000

FTEF Lab Min: 0.1333 **Max:** 0.2000

FTEF Total Min: 0.1333 **Max:** 0.2000

III. Last Time Pre/Co Requisite Update: 07/18/2022

IV. Last Outline Revision Date: 11/14/2013

V. CIC Approval:

VI. BOT Approval:

VII. State Approval:

VIII. Revised State Approval:

IX. Course Approval Effective Date:

SECTION VI

CREDIT FOR PRIOR LEARNING

**SAN DIEGO COMMUNITY COLLEGE DISTRICT
CITY, MESA, AND MIRAMAR COLLEGES
ASSOCIATE DEGREE COURSE OUTLINE**

SECTION I

SUBJECT AREA AND COURSE NUMBER: Exercise Science 236A

COURSE TITLE:

Theories and Strategies of Beach Volleyball I

Units:

2

Grade Only

CATALOG COURSE DESCRIPTION:

This course covers theoretical concepts necessary for successful participation in beach volleyball. Topics covered include mechanical analysis of fundamentals through advanced beach volleyball skills, offensive/defensive strategies, court etiquette, rules and officiating. This course is designed for students competing on the intercollegiate beach volleyball team and those interested in the sport of beach volleyball.

REQUISITES:

Advisory: Completion of or concurrent enrollment in:
EXSC 228A with a grade of "C" or better, or equivalent

FIELD TRIP REQUIREMENTS:

May be required

TRANSFER APPLICABILITY:

Associate Degree Credit & transfer to CSU UC Transfer Course List

CID:

TOTAL LECTURE HOURS:

24 - 27

TOTAL LAB HOURS:

24 - 27

TOTAL CONTACT HOURS:

48 - 54

OUTSIDE-OF-CLASS HOURS:

48 - 54

TOTAL STUDENT LEARNING HOURS:

96 - 108

STUDENT LEARNING OBJECTIVES:

Upon successful completion of the course the student will be able to:

1. Mechanical analysis and demonstration of beach volleyball skills.
2. Explain and diagram the common beach volleyball offenses.
3. Explain and diagram the common beach volleyball defenses.
4. Identify and explain the rules and etiquette of beach volleyball.
5. Explain the significance of the history of beach volleyball upon current trends.
6. Discuss knowledge of physical training and mental/emotional discipline and how it can improve skill performance in a match.
7. Interpret video and chart an opponent's offensive and defensive systems and propose an appropriate strategy to use against the opponent.

SECTION II

1. COURSE OUTLINE AND SCOPE:

A. Outline Of Topics:

The following topics are included in the framework of the course but are not intended as limits on content. The order of presentation and relative emphasis will vary with each instructor.

- I. Mechanical Analysis
 - A. Spiking/Attack shots
 - B. Approach and arm swing
 - C. Cut shot
 - D. Roll shot
 - E. "Jumbo Shrimp"
 - F. Pokey
- II. Setting
 - A. Bump
 - B. Hand
- III. Blocking Strategies
- IV. Serve Strategies
- V. Serve Receive Strategies
- VI. Offenses:
 - A. Option sets
 - B. Inside vs pin sets
- VII. Defenses:
 - A. "I" formation
 - B. Two person down
- VIII. Rules and Etiquette
- IX. History and current beach volleyball trends
- X. Value of beach volleyball
 - A. Physical fitness
 - B. Mental discipline
 - C. Emotional discipline
 - D. Nutritional assessment
 - E. Cooperative competition
- XI. Video analysis

B. Reading Assignments:

Reading assignments are required and may include, but are not limited to, the following:

- I. Reading articles from periodicals such as DiG Volleyball Magazine.
- II. Instructor generated hand-outs.
- III. Appropriate text book assignments.

C. Writing Assignments:

Writing assignments are required and may include, but are not limited to, the following:

- I. Write a scouting report of an opponent.
- II. Individual and team goals.
- III. Article critique from a magazine or instructor generated hand-out.

D. Appropriate Outside Assignments:

Outside assignments may include, but are not limited to, the following:

- I. View and analyze a college or professional beach volleyball match on television.
- II. Field trips to observe college or professional beach volleyball competitions.
- III. Team building activities.

E. Appropriate Assignments that Demonstrate Critical Thinking:

Critical thinking assignments are required and may include, but are not limited to, the following:

- I. Video analysis of opponents' strength and weaknesses.
- II. Critique of personal skill and ability level.
- III. Debriefing of team building activities.

2. METHODS OF EVALUATION:

A student's grade will be based on multiple measures of performance unless the course requires no grade. Multiple measures may include, but are not limited to, the following:

- I. Exams and/or quizzes.
- II. Written reports.
- III. Subjective evaluation of skills.
- IV. Class Participation
- V. Demonstration of effort.

3. METHODS OF INSTRUCTION:

Methods of instruction may include, but are not limited to, the following:

- * Audio-Visual
- * Collaborative Learning
- * Distance Education (Fully online)
- * Lecture Discussion
- * Lecture-Lab Combination
- * Shadowing

4. REQUIRED TEXTS AND SUPPLIES:

Textbooks may include, but are not limited to:

TEXTBOOKS:

1. Gordon, John. The Hard Hat , John Wiley & Sons, Inc, 2015, ISBN: 9781119120117
2. Kiraly, Karch. Beach Volleyball, Human Kinetics, 1999, ISBN: 0880118369
3. Rock, Angela. Advanced Beach Volleyball Tactics, Mericle publishing, 2017, ISBN: 9780991495047

MANUALS:

PERIODICALS:

SOFTWARE:

SUPPLIES:

1. Hats

2. Sunscreen
3. Sun Glasses
4. Appropriate work out clothing
5. Water Bottle
6. Towel

ORIGINATOR: Dede Bodnar
ORIGINATION DATE: 01/24/2020
PROPOSAL ORIGINATOR: Matthew Cain
CO-CONTRIBUTOR(S) Alex Stiller-Shulman
PROPOSAL DATE: 08/17/2022

**SAN DIEGO COMMUNITY COLLEGE DISTRICT
COURSE PROPOSAL IMPACT REPORT**

COURSE TO BE PROPOSED: EXSC 236A
Theories and Strategies of Beach Volleyball I

ACTIVE/APPROVED COURSES IMPACTED:

EXSC 236A Theories and Strategies of Beach Volleyball I (29241)

ACTIVE/APPROVED/PROPOSED PROGRAMS IMPACTED:

(Mesa)

Kinesiology *Active*;
Associate of Science Degree

Select a minimum of two units from Theory:

(Mesa)

Kinesiology *Approved*;
Associate of Science Degree

Select a minimum of two units from Theory:

SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY , MESA AND MIRAMAR COLLEGES

**Course Outline of Record:
Curriculum Proposal Report**

SECTION I

- I. **Subject Area:** Exercise Science
- II. **Course Number:** 236A
- III. **Course Title:** Theories and Strategies of Beach Volleyball I
- IV. **Disciplines (Instructor Minimum Qualifications):** Physical Education
- V.
- VI. **Family:** NONE
- VII. **Current Short Title:** Beach Volleyball Theory I
- VIII. **Course Is Active/Where?** CITY AND MESA
- IX. **Originating Campus:** MIRAMAR
- X. **Action Proposed:** Course Activation (Currently active at another college)
- XI. **Distance Education Proposed At:** Mesa
- XII. **Proposal Originating Date:** 08/17/2022
- XIII. **Proposed Start Semester:** Spring 2024
- XIV. **Field Trip:** May be required
- XV. **Grading Option:** Grade Only
- XVI. **Current Short Description:** Theories and game strategies necessary for successful competition intercollegiate beach volleyball.

SECTION II

COURSE ENROLLMENT INFORMATION

- I. **Requisites:**
Advisory: Completion of or concurrent enrollment in: EXSC 228A with a grade of "C" or better, or equivalent.
- II. **Current Degree Applicability:** Associate Degree Credit & transfer to CSU
- III. **Current Basic Skills Designation:** N - Not a Basic Skills Course
- IV. **Repeatability:** Course may be taken 1 time(s)
- V. **Course Equivalency:** No
- VI. **Additional Information:**
- VII. **Additional Textbook Information:** Text Books are most recent editions.

COURSE ANALYSIS DATA

- I. **Reason for Proposed Action:** proposed for activation at Miramar as part of 236A-B sequence.
- II. **How Does The Course Fit The College Mission?** 1. Transfer
- III. **Current Transfer Options:** 1. UC Transfer Course List
- IV. **Current College/District Purpose:** 1. Major Requirement - Associate Degree
- V. **Extraordinary Cost to the College:** none.
- VI. **Library Resource Materials:** .

GENERAL EDUCATION ANALYSIS

UC Transfer Course:

Yes

REQUISITES ANALYSIS

Intercollegiate Experience

- I. **Course: EXSC 228A** Identify vocabulary of sand volleyball.
- II. **Course: EXSC 228A** Demonstrate an advanced level of cardiovascular and muscular endurance.
- III. **Course: EXSC 228A** Demonstrate the value of sport by exhibiting responsible behaviors of team membership.

- IV. Course: EXSC 228A Identify elements influencing performance.
- V. Course: EXSC 228A Explain the significance of the history of volleyball upon current trends.
- VI. Course: EXSC 228A Demonstrate an advanced level of knowledge of the rules and etiquette of the game of sand volleyball.
- VII. Course: EXSC 228A Demonstrate advanced proficiency in the physical skills and techniques necessary to compete in a specialized or all-around position in an intercollegiate sand volleyball match.
- VIII. Course: EXSC 228A Demonstrate the practical knowledge of team play.
- IX. Course: EXSC 228A Chart an opponent's offensive and defensive systems and propose an appropriate strategy to use against the team.

SECTION III

COURSE DISTANCE EDUCATION INFORMATION

- I. MESA
- II. **Distance Education Methods of Instruction:** 1. Fully Online
- III. **Other Distance Education Methods:**
- IV. **Type and frequency of contact may include, but is not limited to:**
 - 1. Announcements
As needed
Participant/s: Faculty to Student/s
 - 2. Discussion Board
At least weekly
Participant/s: Faculty to Student/s , Among Students
 - 3. Email/Message System
Frequent
Participant/s: Faculty to Student/s , Among Students
 - 4. Synchronous or Asynchronous Video
Frequent
Participant/s: Faculty to Student/s , Among Students
 - 5. Telephone Contact
As needed
Participant/s: Faculty to Student/s , Among Students
- V. **List of Techniques:** In EXSC courses with laboratory component, content and student learning objectives will be delivered to students using both synchronous and asynchronous student-to-student and student-to- instructor contact which include video presentation, discussion boards, Zoom meetings, YouTube, email and telephone contact. Students will do presentations using power point or other modality, will do demonstrations via synchronous and asynchronous video platforms such as Zoom or YouTube, and will use activity-specific Apps available to the public. Online instruction includes regular student-to-student and instructor-to-student communication. Telephone calls between students and the instructor may be used to discuss questions and concerns throughout the course. E-mail may be used for asynchronous instructor-to-student and student-to-student communication. Chat rooms may be used for synchronous interaction between students and between the instructor and students. Threaded discussions may be used for instructor-to-student and student-to-student asynchronous group communication. Live-classroom may be used for synchronous online lectures, meetings and office hour meetings as appropriate. Video, audio, learning objects and archived live-classroom lectures may be included for students to interact with asynchronously where appropriate. Assignments and tests that will be used in the Distance Education course will be exactly the same as those in the traditional course. Students will submit all course work (tests and assignments) electronically to the instructor for grading.
- VI. **How to Evaluate Students for Achieved Outcomes:** The evaluation methods will mirror the on-campus course as specified in the course outline. The feedback on assignments and tests will be submitted electronically to the student.
- VII. **Additional Resources/Materials/Information:** SDCCD and DSPS personnel will provide all needed accommodations. DSPS will provide a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA). Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).
- VIII. **Audio Visual Library Materials:** NO
- IX. MIRAMAR

- X. **Distance Education Methods of Instruction:** 1. Fully Online
- XI. **Other Distance Education Methods:**
- XII. **Type and frequency of contact may include, but is not limited to:**
1. Announcements
weekly
Participant/s: Faculty to Student/s
 2. Collaborative Web Documents
as assigned
Participant/s: Among Students
 3. Conferencing
as assigned
Participant/s: Faculty to Student/s , Among Students
 4. Discussion Board
at least three times during the term with the instructor and with other students (in the absence of other collaborative student projects)
Participant/s: Among Students
 5. Email/Message System
as needed
Participant/s: Faculty to Student/s , Among Students
 6. Field Trips
as assigned
 7. Group Meetings
as assigned
Participant/s: Faculty to Student/s
 8. Individual Meetings
as needed
 9. Individualized Assignment Feedback
as assigned
Participant/s: Faculty to Student/s
 10. Synchronous or Asynchronous Video
as assigned
Participant/s: Among Students
 11. Telephone Contact
as needed
Participant/s: Faculty to Student/s , Among Students
- XIII. **List of Techniques:** Students interact with each other and the instructor in ways that mirror the traditional classroom; only the delivery system is altered. These methods include one-on-one communication with the instructor and with other students via email, the announcement system, the discussion board, or other tools. Students also demonstrate an understanding and integration of course concepts via research assignments, problem sets, group projects, asynchronous class discussion, and/or other assignments.
- XIV. **How to Evaluate Students for Achieved Outcomes:** Multiple measures are used to assess student learning objectives. These include performance on objective examinations administered via the assessment tool, writing assignments, and/or group or individual projects posted to the discussion board or other online collaboration tool.
- XV. **Additional Resources/Materials/Information:** Materials posted online are consistent with those required for the in-person class. SDCCD and DSPS personnel provide all needed accommodations. DSPS provides a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).
- XVI. **Audio Visual Library Materials:** NO

SECTION IV

COURSE STUDENT LEARNING OUTCOME(S)

CITY

MESA

MIRAMAR

SECTION V

COURSE DATA ADMINISTRATION ELEMENTS

I. Codes:

California Classification: (Y Credit Course)

TOP Code: 0835.50 Intercollegiate Athletics

SAM Code: E - Non Occupational

Course Prior to College Level (CB21): Y - Not applicable. Level of course is not one of the levels listed above, may be above level A (transferable) or below level C (more than 3 levels below transfer level).

Funding Agency Category (CB23): Not Applicable (funding not used to develop course)

Course Program Status (CB24): Program Applicable (Mesa)

Course Gen Education Status (CB25):

Course Support Course Status (CB26):

Major Restriction Code: NONE

II. Lect Units: 1.50

Lab Units: 0.50

Total Units: 2

Lecture Hours Min: 24.00 **Max:** 27.00

Lab Hours Min: 24.00 **Max:** 27.00

Other Hours Min: 0.00 **Max:** 0.00

Total Contact Hours Min: 48.00 **Max:** 54.00

Outside-of-Class Hours Min: 48.00 **Max:** 54.00

Total Student Learning Hours Min: 96.00 **Max:** 108.00

FTEF Lecture Min: 0.1000 **Max:**

FTEF Lab Min: 0.1000 **Max:**

FTEF Total Min: 0.2000 **Max:**

III. Last Time Pre/Co Requisite Update: 08/17/2022

IV. Last Outline Revision Date: 10/24/2019

V. CIC Approval:

VI. BOT Approval:

VII. State Approval:

VIII. Revised State Approval:

IX. Course Approval Effective Date:

SECTION VI

CREDIT FOR PRIOR LEARNING

Previous Report

EXSC 236A

CIC Approval: 05/14/2020
BOT APPROVAL:
STATE APPROVAL:
EFFECTIVE TERM: Spring 2021

**SAN DIEGO COMMUNITY COLLEGE DISTRICT
CITY, AND MESA COLLEGES
ASSOCIATE DEGREE COURSE OUTLINE**

SECTION I

SUBJECT AREA AND COURSE NUMBER: Exercise Science 236A

COURSE TITLE:

Theories and Strategies of Beach Volleyball I

Units:
2
Grade Only

CATALOG COURSE DESCRIPTION:

This course covers theoretical concepts necessary for successful participation in beach volleyball. Topics covered include mechanical analysis of fundamentals through advanced beach volleyball skills, offensive/defensive strategies, court etiquette, rules and officiating. This course is designed for students competing on the intercollegiate beach volleyball team and those interested in the sport of beach volleyball.

REQUISITES:

Advisory: Completion of or concurrent enrollment in:
EXSC 228A with a grade of "C" or better, or equivalent

FIELD TRIP REQUIREMENTS:

May be required

TRANSFER APPLICABILITY:

Associate Degree Credit & transfer to CSU UC Transfer Course List

CID:

TOTAL LECTURE HOURS:

24 - 27

TOTAL LAB HOURS:

24 - 27

TOTAL CONTACT HOURS:

48 - 54

OUTSIDE-OF-CLASS HOURS:

48 - 54

TOTAL STUDENT LEARNING HOURS:

96 - 108

STUDENT LEARNING OBJECTIVES:

Upon successful completion of the course the student will be able to:

1. Mechanical analysis and demonstration of beach volleyball skills.
2. Explain and diagram the common beach volleyball offenses.
3. Explain and diagram the common beach volleyball defenses.
4. Identify and explain the rules and etiquette of beach volleyball.
5. Explain the significance of the history of beach volleyball upon current trends.
6. Discuss knowledge of physical training and mental/emotional discipline and how it can improve skill performance in a match.
7. Interpret video and chart an opponent's offensive and defensive systems and propose an appropriate strategy

Current Report

EXSC 236A

CIC Approval:
BOT APPROVAL:
STATE APPROVAL:
EFFECTIVE TERM:

**SAN DIEGO COMMUNITY COLLEGE DISTRICT
CITY, MESA, AND MIRAMAR COLLEGES
ASSOCIATE DEGREE COURSE OUTLINE**

SECTION I

SUBJECT AREA AND COURSE NUMBER: Exercise Science 236A

COURSE TITLE:

Theories and Strategies of Beach Volleyball I

Units:
2
Grade Only

CATALOG COURSE DESCRIPTION:

This course covers theoretical concepts necessary for successful participation in beach volleyball. Topics covered include mechanical analysis of fundamentals through advanced beach volleyball skills, offensive/defensive strategies, court etiquette, rules and officiating. This course is designed for students competing on the intercollegiate beach volleyball team and those interested in the sport of beach volleyball.

REQUISITES:

Advisory: Completion of or concurrent enrollment in:
EXSC 228A with a grade of "C" or better, or equivalent

FIELD TRIP REQUIREMENTS:

May be required

TRANSFER APPLICABILITY:

Associate Degree Credit & transfer to CSU UC Transfer Course List

CID:

TOTAL LECTURE HOURS:

24 - 27

TOTAL LAB HOURS:

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48 - 54

OUTSIDE-OF-CLASS HOURS:

48 - 54

TOTAL STUDENT LEARNING HOURS:

96 - 108

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5. Explain the significance of the history of beach volleyball upon current trends.
6. Discuss knowledge of physical training and mental/emotional discipline and how it can improve skill performance in a match.
7. Interpret video and chart an opponent's offensive and defensive systems and propose an appropriate strategy to use against the opponent.

to use against the opponent.

SECTION II

I. COURSE OUTLINE AND SCOPE:

A. Outline Of Topics:

The following topics are included in the framework of the course but are not intended as limits on content. The order of presentation and relative emphasis will vary with each instructor.

- I. Mechanical Analysis
 - A. Spiking/Attack shots
 - B. Approach and arm swing
 - C. Cut shot
 - D. Roll shot
 - E. "Jumbo Shrimp"
 - F. Pokey
- II. Setting
 - A. Bump
 - B. Hand
- III. Blocking Strategies
- IV. Serve Strategies
- V. Serve Receive Strategies
- VI. Offenses:
 - A. Option sets
 - B. Inside vs pin sets
- VII. Defenses:
 - A. "I" formation
 - B. Two person down
- VIII. Rules and Etiquette
- IX. History and current beach volleyball trends
- X. Value of beach volleyball
 - A. Physical fitness
 - B. Mental discipline
 - C. Emotional discipline
 - D. Nutritional assessment
 - E. Cooperative competition
- XI. Video analysis

B. Reading Assignments:

Reading assignments are required and may include, but are not limited to, the following:

- I. Reading articles from periodicals such as DiG Volleyball Magazine.
- II. Instructor generated hand-outs.
- III. Appropriate text book assignments.

C. Writing Assignments:

Writing assignments are required and may include, but are not limited to, the following:

- I. Write a scouting report of an opponent.
- II. Individual and team goals.
- III. Article critique from a magazine or instructor generated hand-out.

D. Appropriate Outside Assignments:

Outside assignments may include, but are not limited to, the following:

- I. View and analyze a college or professional beach volleyball match on television.
- II. Field trips to observe college or professional beach volleyball competitions.
- III. Team building activities.

E. Appropriate Assignments that Demonstrate Critical Thinking:

Critical thinking assignments are required and may include, but are not limited to, the following:

- I. Video analysis of opponents' strength and weaknesses.
- II. Critique of personal skill and ability level.
- III. Debriefing of team building activities.

2. METHODS OF EVALUATION:

SECTION II

I. COURSE OUTLINE AND SCOPE:

A. Outline Of Topics:

The following topics are included in the framework of the course but are not intended as limits on content. The order of presentation and relative emphasis will vary with each instructor.

- I. Mechanical Analysis
 - A. Spiking/Attack shots
 - B. Approach and arm swing
 - C. Cut shot
 - D. Roll shot
 - E. "Jumbo Shrimp"
 - F. Pokey
- II. Setting
 - A. Bump
 - B. Hand
- III. Blocking Strategies
- IV. Serve Strategies
- V. Serve Receive Strategies
- VI. Offenses:
 - A. Option sets
 - B. Inside vs pin sets
- VII. Defenses:
 - A. "I" formation
 - B. Two person down
- VIII. Rules and Etiquette
- IX. History and current beach volleyball trends
- X. Value of beach volleyball
 - A. Physical fitness
 - B. Mental discipline
 - C. Emotional discipline
 - D. Nutritional assessment
 - E. Cooperative competition
- XI. Video analysis

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- II. Field trips to observe college or professional beach volleyball competitions.
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- I. Video analysis of opponents' strength and weaknesses.
- II. Critique of personal skill and ability level.
- III. Debriefing of team building activities.

2. METHODS OF EVALUATION:

A student's grade will be based on multiple measures of performance unless the course requires no grade. Multiple

A student's grade will be based on multiple measures of performance unless the course requires no grade. Multiple measures may include, but are not limited to, the following:

- I. Exams and/or quizzes.
- II. Written reports.
- III. Subjective evaluation of skills.
- IV. Class Participation
- V. Demonstration of effort.

3. METHODS OF INSTRUCTION:

Methods of instruction may include, but are not limited to, the following:

- * Audio-Visual
- * Collaborative Learning
- * Distance Education (Fully online)
- * Lecture Discussion
- * Lecture-Lab Combination
- * Shadowing

4. REQUIRED TEXTS AND SUPPLIES:

Textbooks may include, but are not limited to:

TEXTBOOKS:

1. Gordon, John. The Hard Hat , John Wiley & Sons, Inc, 2015, ISBN: 9781119120117
2. Kiraly, Karch. Beach Volleyball, Human Kinetics, 1999, ISBN: 0880118369
3. Rock, Angela. Advanced Beach Volleyball Tactics, Mericle publishing, 2017, ISBN: 9780991495047

MANUALS:

PERIODICALS:

SOFTWARE:

SUPPLIES:

1. Hats
2. Sunscreen
3. Sun Glasses
4. Appropriate work out clothing
5. Water Bottle
6. Towel

ORIGINATOR: Dede Bodnar

CO-CONTRIBUTOR(S)

DATE: 01/24/2020

Status: Active

Date Printed: 10/11/2022

measures may include, but are not limited to, the following:

- I. Exams and/or quizzes.
- II. Written reports.
- III. Subjective evaluation of skills.
- IV. Class Participation
- V. Demonstration of effort.

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- * Audio-Visual
- * Collaborative Learning
- * Distance Education (Fully online)
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2. Kiraly, Karch. Beach Volleyball, Human Kinetics, 1999, ISBN: 0880118369
3. Rock, Angela. Advanced Beach Volleyball Tactics, Mericle publishing, 2017, ISBN: 9780991495047

MANUALS:

PERIODICALS:

SOFTWARE:

SUPPLIES:

1. Hats
2. Sunscreen
3. Sun Glasses
4. Appropriate work out clothing
5. Water Bottle
6. Towel

ORIGINATOR: Dede Bodnar

ORIGINATION DATE: 01/24/2020

PROPOSAL ORIGINATOR: Matthew Cain

CO-CONTRIBUTOR(S) Alex Stiller-Shulman

PROPOSAL DATE: 08/17/2022

Status: Launched

Date Printed: 10/11/2022

Previous Report

SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY AND MESA COLLEGES

Course Outline of Record:
Curriculum Proposal Report

SECTION I

- I. **Subject Area:** Exercise Science
- II. **Course Number:** 236A
- III. **Course Title:** Theories and Strategies of Beach Volleyball I
- IV. **Disciplines (Instructor Minimum Qualifications):** Physical Education
- V.
- VI. **Family:** NONE
- VII. **Current Short Title:** Beach Volleyball Theory I
- VIII. **Course Is Active/Where?** CITY AND MESA
- IX. **Originating Campus:** CITY
- X. **Action Proposed:** Course Activation (Currently active at another college)
- XI. **Distance Education Proposed At:** Mesa
- XII. **Proposal Originating Date:** 01/24/2020
- XIII. **Proposed Start Semester:** Spring 2021
- XIV. **Field Trip:** May be required
- XV. **Grading Option:** Grade Only
- XVI. **Current Short Description:** Theories and game strategies necessary for successful competition intercollegiate beach volleyball.

SECTION II

COURSE ENROLLMENT INFORMATION

- I. **Requisites:**
Advisory: Completion of or concurrent enrollment in: EXSC 228A with a grade of "C" or better, or equivalent.
- II. **Current Degree Applicability:** Associate Degree Credit & transfer to CSU
- III. **Current Basic Skills Designation:** N - Not a Basic Skills Course
- IV. **Repeatability:** Course may be taken 1 time(s)
- V. **Course Equivalency:** No
- VI. **Additional Information:**
- VII. **Additional Textbook Information:** Text Books are most recent editions.

COURSE ANALYSIS DATA

- I. **Reason for Proposed Action:** Activate at City. Propose for UCTCA for City.
- II. **How Does The Course Fit The College Mission?** 1. Transfer
- III. **Current Transfer Options:** 1. UC Transfer Course List
- IV. **Proposed College/District Purpose:** 1. Major Requirement - Associate Degree
- V. **Extraordinary Cost to the College:** none.
- VI. **Library Resource Materials:** .

GENERAL EDUCATION ANALYSIS

UC Transfer Course:
Yes

REQUISITES ANALYSIS

Intercollegiate Experience

Current Report

SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY , MESA AND MIRAMAR COLLEGES

Course Outline of Record:
Curriculum Proposal Report

SECTION I

- I. **Subject Area:** Exercise Science
- II. **Course Number:** 236A
- III. **Course Title:** Theories and Strategies of Beach Volleyball I
- IV. **Disciplines (Instructor Minimum Qualifications):** Physical Education
- V.
- VI. **Family:** NONE
- VII. **Current Short Title:** Beach Volleyball Theory I
- VIII. **Course Is Active/Where?** CITY AND MESA
- IX. **Originating Campus:** MIRAMAR
- X. **Action Proposed:** Course Activation (Currently active at another college)
- XI. **Distance Education Proposed At:** Mesa
- XII. **Proposal Originating Date:** 08/17/2022
- XIII. **Proposed Start Semester:** Spring 2024
- XIV. **Field Trip:** May be required
- XV. **Grading Option:** Grade Only
- XVI. **Current Short Description:** Theories and game strategies necessary for successful competition intercollegiate beach volleyball.

SECTION II

COURSE ENROLLMENT INFORMATION

- I. **Requisites:**
Advisory: Completion of or concurrent enrollment in: EXSC 228A with a grade of "C" or better, or equivalent.
- II. **Current Degree Applicability:** Associate Degree Credit & transfer to CSU
- III. **Current Basic Skills Designation:** N - Not a Basic Skills Course
- IV. **Repeatability:** Course may be taken 1 time(s)
- V. **Course Equivalency:** No
- VI. **Additional Information:**
- VII. **Additional Textbook Information:** Text Books are most recent editions.

COURSE ANALYSIS DATA

- I. **Reason for Proposed Action:** proposed for activation at Miramar as part of 236A-B sequence.
- II. **How Does The Course Fit The College Mission?** 1. Transfer
- III. **Current Transfer Options:** 1. UC Transfer Course List
- IV. **Current College/District Purpose:** 1. Major Requirement - Associate Degree
- V. **Extraordinary Cost to the College:** none.
- VI. **Library Resource Materials:** .

GENERAL EDUCATION ANALYSIS

UC Transfer Course:
Yes

REQUISITES ANALYSIS

Intercollegiate Experience

- I. Course: EXSC 228A Identify vocabulary of sand volleyball.
- II. Course: EXSC 228A Demonstrate an advanced level of cardiovascular and muscular endurance.
- III. Course: EXSC 228A Demonstrate the value of sport by exhibiting responsible behaviors of team membership.
- IV. Course: EXSC 228A Identify elements influencing performance.
- V. Course: EXSC 228A Explain the significance of the history of volleyball upon current trends.
- VI. Course: EXSC 228A Demonstrate an advanced level of knowledge of the rules and etiquette of the game of sand volleyball.
- VII. Course: EXSC 228A Demonstrate advanced proficiency in the physical skills and techniques necessary to compete in a specialized or all-around position in an intercollegiate sand volleyball match.
- VIII. Course: EXSC 228A Demonstrate the practical knowledge of team play.
- IX. Course: EXSC 228A Chart an opponent's offensive and defensive systems and propose an appropriate strategy to use against the team.

SECTION III

COURSE DISTANCE EDUCATION INFORMATION

- I. **MESA**
- II. **Distance Education Methods of Instruction:** 1. Fully Online
- III. **Other Distance Education Methods:**
- IV. **Type and frequency of contact may include, but is not limited to:**
 - 1. Announcements
As needed
Participant/s: Faculty to Student/s
 - 2. Discussion Board
At least weekly
Participant/s: Faculty to Student/s , Among Students
 - 3. Email/Message System
Frequent
Participant/s: Faculty to Student/s , Among Students
 - 4. Synchronous or Asynchronous Video
Frequent
Participant/s: Faculty to Student/s , Among Students
 - 5. Telephone Contact
As needed
Participant/s: Faculty to Student/s , Among Students
- V. **List of Techniques:** In EXSC courses with laboratory component, content and student learning objectives will be delivered to students using both synchronous and asynchronous student-to-student and student-to- instructor contact which include video presentation, discussion boards, Zoom meetings, YouTube, email and telephone contact. Students will do presentations using power point or other modality, will do demonstrations via synchronous and asynchronous video platforms such as Zoom or YouTube, and will use activity-specific Apps available to the public. Online instruction includes regular student-to-student and instructor-to-student communication. Telephone calls between students and the instructor may be used to discuss questions and concerns throughout the course. E-mail may be used for asynchronous instructor-to-student and student-to-student communication. Chat rooms may be used for synchronous interaction between students and between the instructor and students. Threaded discussions may be used for instructor-to-student and student-to-student asynchronous group communication. Live-classroom may be used for synchronous online lectures, meetings and office hour meetings as appropriate. Video, audio, learning objects and archived live-classroom lectures may be included for students to interact with asynchronously where appropriate. Assignments and tests that will be used in the Distance Education course will be exactly the same as those in the traditional course. Students will submit all course work (tests and assignments) electronically to the instructor for grading.
- VI. **How to Evaluate Students for Achieved Outcomes:** The evaluation methods will mirror the on-campus course as specified in the course outline. The feedback on assignments and tests will be submitted electronically to the student.
- VII. **Additional Resources/Materials/Information:** SDCCD and DSPS personnel will provide all needed accommodations. DSPS will provide a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA). Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).
- VIII. **Audio Visual Library Materials:** NO

- I. Course: EXSC 228A Identify vocabulary of sand volleyball.
- II. Course: EXSC 228A Demonstrate an advanced level of cardiovascular and muscular endurance.
- III. Course: EXSC 228A Demonstrate the value of sport by exhibiting responsible behaviors of team membership.
- IV. Course: EXSC 228A Identify elements influencing performance.
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- VIII. Course: EXSC 228A Demonstrate the practical knowledge of team play.
- IX. Course: EXSC 228A Chart an opponent's offensive and defensive systems and propose an appropriate strategy to use against the team.

SECTION III

COURSE DISTANCE EDUCATION INFORMATION

- I. **MESA**
- II. **Distance Education Methods of Instruction:** 1. Fully Online
- III. **Other Distance Education Methods:**
- IV. **Type and frequency of contact may include, but is not limited to:**
 - 1. Announcements
As needed
Participant/s: Faculty to Student/s
 - 2. Discussion Board
At least weekly
Participant/s: Faculty to Student/s , Among Students
 - 3. Email/Message System
Frequent
Participant/s: Faculty to Student/s , Among Students
 - 4. Synchronous or Asynchronous Video
Frequent
Participant/s: Faculty to Student/s , Among Students
 - 5. Telephone Contact
As needed
Participant/s: Faculty to Student/s , Among Students
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- VIII. **Audio Visual Library Materials:** NO
- IX. **MIRAMAR**
- X. **Distance Education Methods of Instruction:** 1. Fully Online

XI. Other Distance Education Methods:

XII. Type and frequency of contact may include, but is not limited to:

1. Announcements
weekly
Participant/s: Faculty to Student/s
2. Collaborative Web Documents
as assigned
Participant/s: Among Students
3. Conferencing
as assigned
Participant/s: Faculty to Student/s , Among Students
4. Discussion Board
at least three times during the term with the instructor and with other students (in the absence of other collaborative student projects)
Participant/s: Among Students
5. Email/Message System
as needed
Participant/s: Faculty to Student/s , Among Students
6. Field Trips
as assigned
7. Group Meetings
as assigned
Participant/s: Faculty to Student/s
8. Individual Meetings
as needed
9. Individualized Assignment Feedback
as assigned
Participant/s: Faculty to Student/s
10. Synchronous or Asynchronous Video
as assigned
Participant/s: Among Students
11. Telephone Contact
as needed
Participant/s: Faculty to Student/s , Among Students

XIII. List of Techniques: Students interact with each other and the instructor in ways that mirror the traditional classroom; only the delivery system is altered. These methods include one-on-one communication with the instructor and with other students via email, the announcement system, the discussion board, or other tools. Students also demonstrate an understanding and integration of course concepts via research assignments, problem sets, group projects, asynchronous class discussion, and/or other assignments.

XIV. How to Evaluate Students for Achieved Outcomes: Multiple measures are used to assess student learning objectives. These include performance on objective examinations administered via the assessment tool, writing assignments, and/or group or individual projects posted to the discussion board or other online collaboration tool.

XV. Additional Resources/Materials/Information: Materials posted online are consistent with those required for the in-person class. SDCCD and DSPS personnel provide all needed accommodations. DSPS provides a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).

XVI. Audio Visual Library Materials: NO

SECTION IV

COURSE STUDENT LEARNING OUTCOME(S)

CITY

MESA

MIRAMAR

SECTION V

COURSE DATA ADMINISTRATION ELEMENTS

I. Codes:

SECTION IV

COURSE STUDENT LEARNING OUTCOME(S)

CITY

MESA

SECTION V

COURSE DATA ADMINISTRATION ELEMENTS

I. Codes:

California Classification: (Y Credit Course)

TOP Code: 0835.50 Intercollegiate Athletics

SAM Code: E - Non Occupational

Course Prior to College Level (CB21): Y - Not applicable. Level of course is not one of the levels listed above,

may be above level A (transferable) or below level C (more than 3 levels below transfer level).

Funding Agency Category (CB23): Not Applicable (funding not used to develop course)

Course Program Status (CB24): Program Applicable (Mesa)

Course Gen Education Status (CB25):

Course Support Course Status (CB26):

Major Restriction Code: NONE

II. Lect Units: 1.50

Lab Units: 0.50

Total Units: 2

Lecture Hours Min: 24.00 Max: 27.00

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Total Contact Hours Min: 48.00 Max:54.00

Outside-of-Class Hours Min: 48.00 Max:54.00

Total Student Learning Hours Min: 96.00 Max: 108.00

FTEF Lecture Min: 0.1000 Max:

FTEF Lab Min: 0.1000 Max:

FTEF Total Min: 0.2000 Max:

III. Last Time Pre/Co Requisite Update: 01/24/2020

IV. Last Outline Revision Date: 10/24/2019

V. CIC Approval: 05/14/2020

VI. BOT Approval:

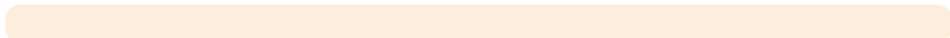
VII. State Approval:

VIII. Revised State Approval:

IX. Course Approval Effective Date: Spring 2021

SECTION VI

CREDIT FOR PRIOR LEARNING



California Classification: (Y Credit Course)

TOP Code: 0835.50 Intercollegiate Athletics

SAM Code: E - Non Occupational

Course Prior to College Level (CB21): Y - Not applicable. Level of course is not one of the levels listed above, may be above level A (transferable) or below level C (more than 3 levels below transfer level).

Funding Agency Category (CB23): Not Applicable (funding not used to develop course)

Course Program Status (CB24): Program Applicable (Mesa)

Course Gen Education Status (CB25):

Course Support Course Status (CB26):

Major Restriction Code: NONE

II. Lect Units: 1.50

Lab Units: 0.50

Total Units: 2

Lecture Hours Min: 24.00 Max: 27.00

Lab Hours Min: 24.00 Max: 27.00

Other Hours Min: 0.00 Max:0.00

Total Contact Hours Min: 48.00 Max:54.00

Outside-of-Class Hours Min: 48.00 Max:54.00

Total Student Learning Hours Min: 96.00 Max: 108.00

FTEF Lecture Min: 0.1000 Max:

FTEF Lab Min: 0.1000 Max:

FTEF Total Min: 0.2000 Max:

III. Last Time Pre/Co Requisite Update: 08/17/2022

IV. Last Outline Revision Date: 10/24/2019

V. CIC Approval:

VI. BOT Approval:

VII. State Approval:

VIII. Revised State Approval:

IX. Course Approval Effective Date:

SECTION VI

CREDIT FOR PRIOR LEARNING

**SAN DIEGO COMMUNITY COLLEGE DISTRICT
CITY, MESA, AND MIRAMAR COLLEGES
ASSOCIATE DEGREE COURSE OUTLINE**

SECTION I

SUBJECT AREA AND COURSE NUMBER: Exercise Science 236B

COURSE TITLE:

Theories and Strategies of Beach Volleyball II

Units:

2

Grade Only

CATALOG COURSE DESCRIPTION:

This course covers advanced theoretical concepts necessary for successful participation in beach volleyball. Topics include advanced team strategies, efficient beach volleyball conditioning techniques, goals for game preparation, and leadership qualities for beach volleyball. Concepts of team building and social skills necessary for success at the intercollegiate level are also emphasized. This course is designed for students competing on the intercollegiate beach volleyball team and those interested in the sport of beach volleyball.

REQUISITES:

Advisory: Completion of or concurrent enrollment in:
EXSC 228B with a grade of "C" or better, or equivalent

FIELD TRIP REQUIREMENTS:

May be required

TRANSFER APPLICABILITY:

Associate Degree Credit & transfer to CSU UC Transfer Course List

CID:

TOTAL LECTURE HOURS:

24 - 27

TOTAL LAB HOURS:

24 - 27

TOTAL CONTACT HOURS:

48 - 54

OUTSIDE-OF-CLASS HOURS:

48 - 54

TOTAL STUDENT LEARNING HOURS:

96 - 108

STUDENT LEARNING OBJECTIVES:

Upon successful completion of the course the student will be able to:

1. Demonstrate and explain offensive systems during competition.
2. Demonstrate and explain defensive systems during competition.
3. Discuss knowledge of physical training and how it can improve skill performance in a match.
4. Demonstrate and explain knowledge of the National Collegiate Athletic Association Beach Volleyball rules in match play.
5. Explain the advantages and disadvantages of wind strategy and environmental considerations during match play.
6. Demonstrate and explain knowledge of proper nutrition and hydration for optimal performance.
7. Modeling sportsmanship and teamwork will be demonstrated in practice as well as matches.
8. Identify, research and contact colleges and universities regarding academic and beach volleyball transfer opportunities.

SECTION II

1. COURSE OUTLINE AND SCOPE:

A. Outline Of Topics:

The following topics are included in the framework of the course but are not intended as limits on content. The order of presentation and relative emphasis will vary with each instructor.

- I. Offensive strategies and skills
 - A. Serving
 1. Mechanics of the jump serve, float serve, jump float and standing top spin
 2. Serving strategy into the wind or sun
 3. Which passer to serve?
 - B. Spiking
 1. Mechanics of the approach and arm swing.
 2. Approach and swing for line or cross court attack.
 3. Seeing the court- the head bob.
 4. Hitting sidelines and middle
 5. Finding the big person or weak defender.
 6. Open shots against two down defense.
 7. Listening to partner's call or hitting away from call.
- II. Defensive strategies and skills
 - A. Blocking
 1. Mechanics of blocking
 2. Defining the blocking area.
 3. Defending the court behind the block.
 - B. Mechanics of underhand dig
 - C. Body Positioning for a dig
- III. Physical training
 - A. Jump training
 - B. Agility training
 - C. Strength training
 - D. Speed training
 - E. Flexibility training
 - F. Cardiorespiratory endurance training
- IV. Rules and Regulations for beach volleyball
 - A. NCAA rules and regulations for beach volleyball.
 - B. California Community College Athletic Association rules and regulations for beach volleyball.
- V. Environmental considerations for outdoor sport
 - A. Dealing with the elements; wind, rain, heat, cold.
 - B. Recognizing heatstroke
- VI. Proper nutrition and hydration for optimal performance
 - A. Foods to maximize performance
 - B. Hydration basics
 - C. Sunblock and sun protection
- VII. Sportsmanship through practice and game simulation

- A. Situational scrimmage
 - B. Repetitive serve receive and transition
- VIII. Recruiting Topics
- A. Creating a highlight video
 - B. Writing letters of interest
 - C. Complete questionnaires
 - D. College web search

B. Reading Assignments:

Reading assignments are required and may include, but are not limited to, the following:

- I. Reading articles from periodicals such as USA Volleyball Magazine.
- II. Instructor generated hand-outs.
- III. Appropriate text book assignments.

C. Writing Assignments:

Writing assignments are required and may include, but are not limited to, the following:

- I. Create a letter of introduction to collegiate beach volleyball coaches.
- II. Individual and team goals.
- III. Writing a scouting report of an opponent.

D. Appropriate Outside Assignments:

Outside assignments may include, but are not limited to, the following:

- I. College web search to identify opportunities for potential colleges of interest.
- II. Team Building activities.
- III. View and analyze a college or professional beach volleyball match on television.

E. Appropriate Assignments that Demonstrate Critical Thinking:

Critical thinking assignments are required and may include, but are not limited to, the following:

- I. Compare and contrast various offensive tactics during game play, including: A) describing the various offensive techniques a team is using, and B) identifying three weaknesses a team exhibits and strategize ways for improvement.
- II. Identify the strengths and weaknesses of an opponent, develop and implement a strategy for use in competition, and discuss how the information will be integrated in a competition.

2. METHODS OF EVALUATION:

A student's grade will be based on multiple measures of performance unless the course requires no grade. Multiple measures may include, but are not limited to, the following:

- I. Exams and quizzes
- II. Practical exams
- III. Written Reports
- IV. Recruiting packets
- V. Class performance

3. METHODS OF INSTRUCTION:

Methods of instruction may include, but are not limited to, the following:

- * Audio-Visual
- * Collaborative Learning
- * Distance Education (Fully online)
- * Lecture Discussion
- * Lecture-Lab Combination

* Shadowing

4. REQUIRED TEXTS AND SUPPLIES:

Textbooks may include, but are not limited to:

TEXTBOOKS:

1. Mack, Gary. Mind Gym: An Athlete's Guide to Inner Excellence, McGraw-Hill, 2001, ISBN: 9780071504648
2. Rock, Angela. Advanced Beach Volleyball Tactics, Mericle Publishing, 2017, ISBN: 9780997950304
3. Sangiacomo, Jennifer. Winning Doubles, iUniverse, Inc, 2007, ISBN: 978-059545863

MANUALS:

PERIODICALS:

SOFTWARE:

SUPPLIES:

1. Water Bottle
2. Hats
3. Sun Glasses
4. Towel
5. Sunscreen
6. Appropriate Work out Clothing

ORIGINATOR: Dede Bodnar

ORIGINATION DATE: 01/24/2020

PROPOSAL ORIGINATOR: Matthew Cain

CO-CONTRIBUTOR(S)

PROPOSAL DATE: 08/23/2022

**SAN DIEGO COMMUNITY COLLEGE DISTRICT
COURSE PROPOSAL IMPACT REPORT**

COURSE TO BE PROPOSED: EXSC 236B
Theories and Strategies of Beach Volleyball II

ACTIVE/APPROVED COURSES IMPACTED:

EXSC 236B Theories and Strategies of Beach Volleyball II (29243)

ACTIVE/APPROVED/PROPOSED PROGRAMS IMPACTED:

(Mesa)

Kinesiology *Active*;
Associate of Science Degree

Select a minimum of two units from Theory:

(Mesa)

Kinesiology *Approved*;
Associate of Science Degree

Select a minimum of two units from Theory:

SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY , MESA AND MIRAMAR COLLEGES

Course Outline of Record: Curriculum Proposal Report

SECTION I

- I. **Subject Area:** Exercise Science
- II. **Course Number:** 236B
- III. **Course Title:** Theories and Strategies of Beach Volleyball II
- IV. **Disciplines (Instructor Minimum Qualifications):** Physical Education
- V.
- VI. **Family:** NONE
- VII. **Current Short Title:** Beach Volleyball Theory II
- VIII. **Course Is Active/Where?** MESA AND CITY
- IX. **Originating Campus:** MIRAMAR
- X. **Action Proposed:** Course Activation (Currently active at another college)
- XI. **Distance Education Proposed At:** Mesa
- XII. **Proposal Originating Date:** 08/23/2022
- XIII. **Proposed Start Semester:** Spring 2024
- XIV. **Field Trip:** May be required
- XV. **Grading Option:** Grade Only
- XVI. **Current Short Description:** Intercollegiate Beach Volleyball II has been active for two years without a Theory and Strategy course to correspond to it.

SECTION II

COURSE ENROLLMENT INFORMATION

- I. **Requisites:**
Advisory: Completion of or concurrent enrollment in: EXSC 228B with a grade of "C" or better, or equivalent.
- II. **Current Degree Applicability:** Associate Degree Credit & transfer to CSU
- III. **Current Basic Skills Designation:** N - Not a Basic Skills Course
- IV. **Repeatability:** Course may be taken 1 time(s)
- V. **Course Equivalency:** No
- VI. **Additional Information:**
- VII. **Additional Textbook Information:** Texts are most current editions.

COURSE ANALYSIS DATA

- I. **Reason for Proposed Action:** activation proposed for Miramar as part of the EXSC 236A-B sequence (236A is being proposed for activation at Miramar)
- II. **How Does The Course Fit The College Mission?** 1. Transfer
- III. **Current Transfer Options:** 1. UC Transfer Course List
- IV. **Current College/District Purpose:** 1. Major Requirement - Associate Degree
- V. **Extraordinary Cost to the College:** none.
- VI. **Library Resource Materials:** .

GENERAL EDUCATION ANALYSIS

UC Transfer Course:

Yes

REQUISITES ANALYSIS

Intercollegiate Experience

- I. **Course: EXSC 228B** Identify vocabulary of sand volleyball.
- II. **Course: EXSC 228B** Demonstrate an advanced level of cardiovascular and muscular endurance.
- III. **Course: EXSC 228B** Demonstrate the value of sport by exhibiting responsible behaviors of team

- membership.
- IV. Course: EXSC 228B Identify elements influencing performance.
 - V. Course: EXSC 228B Develop and evaluate a sport specific conditioning program.
 - VI. Course: EXSC 228B Demonstrate and evaluate advanced skills in sand volleyball.
 - VII. Course: EXSC 228B Develop a game plan based on scouting of opponent's strengths and weaknesses.

SECTION III

COURSE DISTANCE EDUCATION INFORMATION

- I. MESA
- II. **Distance Education Methods of Instruction:** 1. Fully Online
- III. **Other Distance Education Methods:**
- IV. **Type and frequency of contact may include, but is not limited to:**
 - 1. Announcements
As needed
Participant/s: Faculty to Student/s
 - 2. Discussion Board
At least weekly
Participant/s: Faculty to Student/s , Among Students
 - 3. Email/Message System
Frequent
Participant/s: Faculty to Student/s , Among Students
 - 4. Synchronous or Asynchronous Video
Frequent
Participant/s: Faculty to Student/s , Among Students
 - 5. Telephone Contact
As needed
Participant/s: Faculty to Student/s , Among Students
- V. **List of Techniques:** n EXSC courses with laboratory component, content and student learning objectives will be delivered to students using both synchronous and asynchronous student-to-student and student-to- instructor contact which include video presentation, discussion boards, Zoom meetings, YouTube, email and telephone contact. Students will do presentations using power point or other modality, will do demonstrations via synchronous and asynchronous video platforms such as Zoom or YouTube, and will use activity-specific Apps available to the public. Online instruction includes regular student-to-student and instructor-to-student communication. Telephone calls between students and the instructor may be used to discuss questions and concerns throughout the course. E-mail may be used for asynchronous instructor-to-student and student-to-student communication. Chat rooms may be used for synchronous interaction between students and between the instructor and students. Threaded discussions may be used for instructor-to-student and student-to-student asynchronous group communication. Live-classroom may be used for synchronous online lectures, meetings and office hour meetings as appropriate. Video, audio, learning objects and archived live-classroom lectures may be included for students to interact with asynchronously where appropriate. Assignments and tests that will be used in the Distance Education course will be exactly the same as those in the traditional course. Students will submit all course work (tests and assignments) electronically to the instructor for grading.
- VI. **How to Evaluate Students for Achieved Outcomes:** The evaluation methods will mirror the on-campus course as specified in the course outline. The feedback on assignments and tests will be submitted electronically to the student.
- VII. **Additional Resources/Materials/Information:** Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA). Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).
- VIII. **Audio Visual Library Materials:** NO
- IX. MIRAMAR
- X. **Distance Education Methods of Instruction:** 1. Fully Online
- XI. **Other Distance Education Methods:**
- XII. **Type and frequency of contact may include, but is not limited to:**
 - 1. Announcements
weekly

Participant/s: Faculty to Student/s

2. Collaborative Web Documents
as assigned

Participant/s: Among Students

3. Conferencing
as assigned

Participant/s: Faculty to Student/s , Among Students

4. Discussion Board
at least three times during the term with the instructor and with other students (in the absence of other collaborative student projects)

Participant/s: Among Students

5. Email/Message System
as needed

Participant/s: Faculty to Student/s , Among Students

6. Field Trips
as assigned

7. Group Meetings
as assigned

Participant/s: Faculty to Student/s

8. Individual Meetings
as needed

9. Individualized Assignment Feedback
as assigned

Participant/s: Faculty to Student/s

10. Synchronous or Asynchronous Video
as assigned

Participant/s: Among Students

11. Telephone Contact
as needed

Participant/s: Faculty to Student/s , Among Students

XIII. **List of Techniques:** Students interact with each other and the instructor in ways that mirror the traditional classroom; only the delivery system is altered. These methods include one-on-one communication with the instructor and with other students via email, the announcement system, the discussion board, or other tools. Students also demonstrate an understanding and integration of course concepts via research assignments, problem sets, group projects, asynchronous class discussion, and/or other assignments.

XIV. **How to Evaluate Students for Achieved Outcomes:** Multiple measures are used to assess student learning objectives. These include performance on objective examinations administered via the assessment tool, writing assignments, and/or group or individual projects posted to the discussion board or other online collaboration tool.

XV. **Additional Resources/Materials/Information:** Materials posted online are consistent with those required for the in-person class. SDCCD and DSPS personnel provide all needed accommodations. DSPS provides a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).

XVI. **Audio Visual Library Materials:** NO

SECTION IV

COURSE STUDENT LEARNING OUTCOME(S)

CITY

MESA

MIRAMAR

SECTION V

COURSE DATA ADMINISTRATION ELEMENTS

I. Codes:

California Classification: (Y Credit Course)

TOP Code: 0835.50 Intercollegiate Athletics

SAM Code: E - Non Occupational

Course Prior to College Level (CB21): Y - Not applicable. Level of course is not one of the levels listed above, may be above level A (transferable) or below level C (more than 3 levels below transfer level).

Funding Agency Category (CB23): Not Applicable (funding not used to develop course)

Course Program Status (CB24): Program Applicable (Mesa)

Course Gen Education Status (CB25):

Course Support Course Status (CB26):

Major Restriction Code: NONE

II. Lect Units: 1.50

Lab Units: 0.50

Total Units: 2

Lecture Hours Min: 24.00 **Max:** 27.00

Lab Hours Min: 24.00 **Max:** 27.00

Other Hours Min: 0.00 **Max:**0.00

Total Contact Hours Min: 48.00 **Max:**54.00

Outside-of-Class Hours Min: 48.00 **Max:**54.00

Total Student Learning Hours Min: 96.00 **Max:** 108.00

FTEF Lecture Min: 0.1000 **Max:**

FTEF Lab Min: 0.1000 **Max:**

FTEF Total Min: 0.2000 **Max:**

III. Last Time Pre/Co Requisite Update: 08/23/2022

IV. Last Outline Revision Date: 10/24/2019

V. CIC Approval:

VI. BOT Approval:

VII. State Approval:

VIII. Revised State Approval:

IX. Course Approval Effective Date:

SECTION VI

CREDIT FOR PRIOR LEARNING

Previous Report

EXSC 236B

CIC Approval: 05/14/2020
BOT APPROVAL:
STATE APPROVAL:
EFFECTIVE TERM: Spring 2021

**SAN DIEGO COMMUNITY COLLEGE DISTRICT
CITY, AND MESA COLLEGES
ASSOCIATE DEGREE COURSE OUTLINE**

SECTION I

SUBJECT AREA AND COURSE NUMBER: Exercise Science 236B

COURSE TITLE:

Theories and Strategies of Beach Volleyball II

Units:
2
Grade Only

CATALOG COURSE DESCRIPTION:

This course covers advanced theoretical concepts necessary for successful participation in beach volleyball. Topics include advanced team strategies, efficient beach volleyball conditioning techniques, goals for game preparation, and leadership qualities for beach volleyball. Concepts of team building and social skills necessary for success at the intercollegiate level are also emphasized. This course is designed for students competing on the intercollegiate beach volleyball team and those interested in the sport of beach volleyball.

REQUISITES:

Advisory: Completion of or concurrent enrollment in:
EXSC 228B with a grade of "C" or better, or equivalent

FIELD TRIP REQUIREMENTS:

May be required

TRANSFER APPLICABILITY:

Associate Degree Credit & transfer to CSU UC Transfer Course List

CID:

TOTAL LECTURE HOURS:

24 - 27

TOTAL LAB HOURS:

24 - 27

TOTAL CONTACT HOURS:

48 - 54

OUTSIDE-OF-CLASS HOURS:

48 - 54

TOTAL STUDENT LEARNING HOURS:

96 - 108

STUDENT LEARNING OBJECTIVES:

Upon successful completion of the course the student will be able to:

1. Demonstrate and explain offensive systems during competition.
2. Demonstrate and explain defensive systems during competition.
3. Discuss knowledge of physical training and how it can improve skill performance in a match.
4. Demonstrate and explain knowledge of the National Collegiate Athletic Association Beach Volleyball rules in match play.
5. Explain the advantages and disadvantages of wind strategy and environmental considerations during match play.
6. Demonstrate and explain knowledge of proper nutrition and hydration for optimal performance.

Current Report

EXSC 236B

CIC Approval:
BOT APPROVAL:
STATE APPROVAL:
EFFECTIVE TERM:

**SAN DIEGO COMMUNITY COLLEGE DISTRICT
CITY, MESA, AND MIRAMAR COLLEGES
ASSOCIATE DEGREE COURSE OUTLINE**

SECTION I

SUBJECT AREA AND COURSE NUMBER: Exercise Science 236B

COURSE TITLE:

Theories and Strategies of Beach Volleyball II

Units:
2
Grade Only

CATALOG COURSE DESCRIPTION:

This course covers advanced theoretical concepts necessary for successful participation in beach volleyball. Topics include advanced team strategies, efficient beach volleyball conditioning techniques, goals for game preparation, and leadership qualities for beach volleyball. Concepts of team building and social skills necessary for success at the intercollegiate level are also emphasized. This course is designed for students competing on the intercollegiate beach volleyball team and those interested in the sport of beach volleyball.

REQUISITES:

Advisory: Completion of or concurrent enrollment in:
EXSC 228B with a grade of "C" or better, or equivalent

FIELD TRIP REQUIREMENTS:

May be required

TRANSFER APPLICABILITY:

Associate Degree Credit & transfer to CSU UC Transfer Course List

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TOTAL LECTURE HOURS:

24 - 27

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5. Explain the advantages and disadvantages of wind strategy and environmental considerations during match play.
6. Demonstrate and explain knowledge of proper nutrition and hydration for optimal performance.
7. Modeling sportsmanship and teamwork will be demonstrated in practice as well as matches.
8. Identify, research and contact colleges and universities regarding academic and beach volleyball transfer

7. Modeling sportsmanship and teamwork will be demonstrated in practice as well as matches.
8. Identify, research and contact colleges and universities regarding academic and beach volleyball transfer opportunities.

SECTION II

I. COURSE OUTLINE AND SCOPE:

A. Outline Of Topics:

The following topics are included in the framework of the course but are not intended as limits on content. The order of presentation and relative emphasis will vary with each instructor.

- I. Offensive strategies and skills
 - A. Serving
 1. Mechanics of the jump serve float serve jump float and standing top spin
 2. Serving strategy into the wind or sun
 3. Which passer to serve?
 - B. Spiking
 1. Mechanics of the approach and arm swing.
 2. Approach and swing for line or cross court attack.
 3. Seeing the court- the head bob.
 4. Hitting sidelines and middle
 5. Finding the big person or weak defender.
 6. Open shots against two down defense.
 7. Listening to partner's call or hitting away from call.
- II. Defensive strategies and skills
 - A. Blocking
 1. Mechanics of blocking
 2. Defining the blocking area.
 3. Defending the court behind the block.
 - B. Mechanics of underhand dig
 - C. Body Positioning for a dig
- III. Physical training
 - A. Jump training
 - B. Agility training
 - C. Strength training
 - D. Speed training
 - E. Flexibility training
 - F. Cardiorespiratory endurance training
- IV. Rules and Regulations for beach volleyball
 - A. NCAA rules and regulations for beach volleyball.
 - B. California Community College Athletic Association rules and regulations for beach volleyball.
- V. Environmental considerations for outdoor sport
 - A. Dealing with the elements; wind rain heat cold.
 - B. Recognizing heatstroke
- VI. Proper nutrition and hydration for optimal performance
 - A. Foods to maximize performance
 - B. Hydration basics
 - C. Sunblock and sun protection
- VII. Sportsmanship through practice and game simulation
 - A. Situational scrimmage
 - B. Repetitive serve receive and transition
- VIII. Recruiting Topics
 - A. Creating a highlight video
 - B. Writing letters of interest
 - C. Complete questionnaires
 - D. College web search

B. Reading Assignments:

Reading assignments are required and may include, but are not limited to, the following:

- I. Reading articles from periodicals such as USA Volleyball Magazine.
- II. Instructor generated hand-outs.
- III. Appropriate text book assignments.

C. Writing Assignments:

Writing assignments are required and may include, but are not limited to, the following:

- I. Create a letter of introduction to collegiate beach volleyball coaches.
- II. Individual and team goals.
- III. Writing a scouting report of an opponent.

opportunities.

SECTION II

I. COURSE OUTLINE AND SCOPE:

A. Outline Of Topics:

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 - C. Body Positioning for a dig
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 - C. Strength training
 - D. Speed training
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Writing assignments are required and may include, but are not limited to, the following:

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- II. Individual and team goals.
- III. Writing a scouting report of an opponent.

D. Appropriate Outside Assignments:

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Outside assignments may include, but are not limited to, the following:

- I. College web search to identify opportunities for potential colleges of interest.
- II. Team Building activities.
- III. View and analyze a college or professional beach volleyball match on television.

E. Appropriate Assignments that Demonstrate Critical Thinking:

Critical thinking assignments are required and may include, but are not limited to, the following:

- I. Compare and contrast various offensive tactics during game play, including: A) describing the various offensive techniques a team is using, and B) identifying three weaknesses a team exhibits and strategize ways for improvement.
- II. Identify the strengths and weaknesses of an opponent, develop and implement a strategy for use in competition, and discuss how the information will be integrated in a competition.

2. METHODS OF EVALUATION:

A student's grade will be based on multiple measures of performance unless the course requires no grade. Multiple measures may include, but are not limited to, the following:

- I. Exams and quizzes
- II. Practical exams
- III. Written Reports
- IV. Recruiting packets
- V. Class performance

3. METHODS OF INSTRUCTION:

Methods of instruction may include, but are not limited to, the following:

- * Audio-Visual
- * Collaborative Learning
- * Distance Education (Fully online)
- * Lecture Discussion
- * Lecture-Lab Combination
- * Shadowing

4. REQUIRED TEXTS AND SUPPLIES:

Textbooks may include, but are not limited to:

TEXTBOOKS:

- 1. Mack, Gary. Mind Gym: An Athlete's Guide to Inner Excellence. McGraw-Hill, 2001, ISBN: 9780071504648
- 2. Rock, Angela. Advanced Beach Volleyball Tactics. Mericle Publishing, 2017, ISBN: 9780997950304
- 3. Sangiacomo, Jennifer. Winning Doubles. iUniverse, Inc, 2007, ISBN: 978-059545863

MANUALS:

PERIODICALS:

SOFTWARE:

SUPPLIES:

- 1. Hats
- 2. Water Bottle
- 3. Sun Glasses
- 4. Towel
- 5. Sunscreen
- 6. Appropriate Work out Clothing

ORIGINATOR: Dede Bodnar

CO-CONTRIBUTOR(S)
DATE: 01/24/2020

Outside assignments may include, but are not limited to, the following:

- I. College web search to identify opportunities for potential colleges of interest.
- II. Team Building activities.
- III. View and analyze a college or professional beach volleyball match on television.

E. Appropriate Assignments that Demonstrate Critical Thinking:

Critical thinking assignments are required and may include, but are not limited to, the following:

- I. Compare and contrast various offensive tactics during game play, including: A) describing the various offensive techniques a team is using, and B) identifying three weaknesses a team exhibits and strategize ways for improvement.
- II. Identify the strengths and weaknesses of an opponent, develop and implement a strategy for use in competition, and discuss how the information will be integrated in a competition.

2. METHODS OF EVALUATION:

A student's grade will be based on multiple measures of performance unless the course requires no grade. Multiple measures may include, but are not limited to, the following:

- I. Exams and quizzes
- II. Practical exams
- III. Written Reports
- IV. Recruiting packets
- V. Class performance

3. METHODS OF INSTRUCTION:

Methods of instruction may include, but are not limited to, the following:

- * Audio-Visual
- * Collaborative Learning
- * Distance Education (Fully online)
- * Lecture Discussion
- * Lecture-Lab Combination
- * Shadowing

4. REQUIRED TEXTS AND SUPPLIES:

Textbooks may include, but are not limited to:

TEXTBOOKS:

- 1. Mack, Gary. Mind Gym: An Athlete's Guide to Inner Excellence. McGraw-Hill, 2001, ISBN: 9780071504648
- 2. Rock, Angela. Advanced Beach Volleyball Tactics. Mericle Publishing, 2017, ISBN: 9780997950304
- 3. Sangiacomo, Jennifer. Winning Doubles. iUniverse, Inc, 2007, ISBN: 978-059545863

MANUALS:

PERIODICALS:

SOFTWARE:

SUPPLIES:

- 1. Water Bottle
- 2. Hats
- 3. Sun Glasses
- 4. Towel
- 5. Sunscreen
- 6. Appropriate Work out Clothing

ORIGINATOR: Dede Bodnar
ORINATION DATE: 01/24/2020
PROPOSAL ORIGINATOR: Matthew Cain
CO-CONTRIBUTOR(S)
PROPOSAL DATE: 08/23/2022

Status: Launched

Date Printed: 10/11/2022



Previous Report

SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY AND MESA COLLEGES

Course Outline of Record:
Curriculum Proposal Report

SECTION I

- I. **Subject Area:** Exercise Science
- II. **Course Number:** 236B
- III. **Course Title:** Theories and Strategies of Beach Volleyball II
- IV. **Disciplines (Instructor Minimum Qualifications):** Physical Education
- V.
- VI. **Family:** NONE
- VII. **Current Short Title:** Beach Volleyball Theory II
- VIII. **Course Is Active/Where?** CITY AND MESA
- IX. **Originating Campus:** CITY
- X. **Action Proposed:** Course Activation (Currently active at another college)
- XI. **Distance Education Proposed At:** Mesa
- XII. **Proposal Originating Date:** 01/24/2020
- XIII. **Proposed Start Semester:** Spring 2021
- XIV. **Field Trip:** May be required
- XV. **Grading Option:** Grade Only
- XVI. **Current Short Description:** Intercollegiate Beach Volleyball II has been active for two years without a Theory and Strategy course to correspond to it.

SECTION II

COURSE ENROLLMENT INFORMATION

- I. **Requisites:**
Advisory: Completion of or concurrent enrollment in: EXSC 228B with a grade of "C" or better, or equivalent.
- II. **Current Degree Applicability:** Associate Degree Credit & transfer to CSU
- III. **Current Basic Skills Designation:** N - Not a Basic Skills Course
- IV. **Repeatability:** Course may be taken 1 time(s)
- V. **Course Equivalency:** No
- VI. **Additional Information:**
- VII. **Additional Textbook Information:** Texts are most current editions.

COURSE ANALYSIS DATA

- I. **Reason for Proposed Action:** Course Activated at City. Propose for UCTCA
- II. **How Does The Course Fit The College Mission?** 1. Transfer
- III. **Current Transfer Options:** 1. UC Transfer Course List
- IV. **Proposed College/District Purpose:** 1. Major Requirement - Associate Degree
- V. **Extraordinary Cost to the College:** none.
- VI. **Library Resource Materials:** .

GENERAL EDUCATION ANALYSIS

UC Transfer Course:
Yes

REQUISITES ANALYSIS

Intercollegiate Experience

Current Report

SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY , MESA AND MIRAMAR COLLEGES

Course Outline of Record:
Curriculum Proposal Report

SECTION I

- I. **Subject Area:** Exercise Science
- II. **Course Number:** 236B
- III. **Course Title:** Theories and Strategies of Beach Volleyball II
- IV. **Disciplines (Instructor Minimum Qualifications):** Physical Education
- V.
- VI. **Family:** NONE
- VII. **Current Short Title:** Beach Volleyball Theory II
- VIII. **Course Is Active/Where?** MESA AND CITY
- IX. **Originating Campus:** MIRAMAR
- X. **Action Proposed:** Course Activation (Currently active at another college)
- XI. **Distance Education Proposed At:** Mesa
- XII. **Proposal Originating Date:** 08/23/2022
- XIII. **Proposed Start Semester:** Spring 2024
- XIV. **Field Trip:** May be required
- XV. **Grading Option:** Grade Only
- XVI. **Current Short Description:** Intercollegiate Beach Volleyball II has been active for two years without a Theory and Strategy course to correspond to it.

SECTION II

COURSE ENROLLMENT INFORMATION

- I. **Requisites:**
Advisory: Completion of or concurrent enrollment in: EXSC 228B with a grade of "C" or better, or equivalent.
- II. **Current Degree Applicability:** Associate Degree Credit & transfer to CSU
- III. **Current Basic Skills Designation:** N - Not a Basic Skills Course
- IV. **Repeatability:** Course may be taken 1 time(s)
- V. **Course Equivalency:** No
- VI. **Additional Information:**
- VII. **Additional Textbook Information:** Texts are most current editions.

COURSE ANALYSIS DATA

- I. **Reason for Proposed Action:** activation proposed for Miramar as part of the EXSC 236A-B sequence (236A is being proposed for activation at Miramar)
- II. **How Does The Course Fit The College Mission?** 1. Transfer
- III. **Current Transfer Options:** 1. UC Transfer Course List
- IV. **Current College/District Purpose:** 1. Major Requirement - Associate Degree
- V. **Extraordinary Cost to the College:** none.
- VI. **Library Resource Materials:** .

GENERAL EDUCATION ANALYSIS

UC Transfer Course:
Yes

REQUISITES ANALYSIS

Intercollegiate Experience

- I. Course: EXSC 228B Identify vocabulary of sand volleyball.
- II. Course: EXSC 228B Demonstrate an advanced level of cardiovascular and muscular endurance.
- III. Course: EXSC 228B Demonstrate the value of sport by exhibiting responsible behaviors of team membership.
- IV. Course: EXSC 228B Identify elements influencing performance.
- V. Course: EXSC 228B Develop and evaluate a sport specific conditioning program.
- VI. Course: EXSC 228B Demonstrate and evaluate advanced skills in sand volleyball.
- VII. Course: EXSC 228B Develop a game plan based on scouting of opponent's strengths and weaknesses.

SECTION III

COURSE DISTANCE EDUCATION INFORMATION

- I. MESA
- II. Distance Education Methods of Instruction: 1. Fully Online
- III. Other Distance Education Methods:
- IV. Type and frequency of contact may include, but is not limited to:
 1. Announcements
As needed
Participant/s: Faculty to Student/s
 2. Discussion Board
At least weekly
Participant/s: Faculty to Student/s , Among Students
 3. Email/Message System
Frequent
Participant/s: Faculty to Student/s , Among Students
 4. Synchronous or Asynchronous Video
Frequent
Participant/s: Faculty to Student/s , Among Students
 5. Telephone Contact
As needed
Participant/s: Faculty to Student/s , Among Students
- V. List of Techniques: n EXSC courses with laboratory component, content and student learning objectives will be delivered to students using both synchronous and asynchronous student-to-student and student-to- instructor contact which include video presentation, discussion boards, Zoom meetings, YouTube, email and telephone contact. Students will do presentations using power point or other modality, will do demonstrations via synchronous and asynchronous video platforms such as Zoom or YouTube, and will use activity-specific Apps available to the public. Online instruction includes regular student-to-student and instructor-to-student communication. Telephone calls between students and the instructor may be used to discuss questions and concerns throughout the course. E-mail may be used for asynchronous instructor-to-student and student-to-student communication. Chat rooms may be used for synchronous interaction between students and between the instructor and students. Threaded discussions may be used for instructor-to-student and student-to-student asynchronous group communication. Live-classroom may be used for synchronous online lectures, meetings and office hour meetings as appropriate. Video, audio, learning objects and archived live-classroom lectures may be included for students to interact with asynchronously where appropriate. Assignments and tests that will be used in the Distance Education course will be exactly the same as those in the traditional course. Students will submit all course work (tests and assignments) electronically to the instructor for grading.
- VI. How to Evaluate Students for Achieved Outcomes: The evaluation methods will mirror the on-campus course as specified in the course outline. The feedback on assignments and tests will be submitted electronically to the student.
- VII. Additional Resources/Materials/Information: Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA). Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).
- VIII. Audio Visual Library Materials: NO

- I. Course: EXSC 228B Identify vocabulary of sand volleyball.
- II. Course: EXSC 228B Demonstrate an advanced level of cardiovascular and muscular endurance.
- III. Course: EXSC 228B Demonstrate the value of sport by exhibiting responsible behaviors of team membership.
- IV. Course: EXSC 228B Identify elements influencing performance.
- V. Course: EXSC 228B Develop and evaluate a sport specific conditioning program.
- VI. Course: EXSC 228B Demonstrate and evaluate advanced skills in sand volleyball.
- VII. Course: EXSC 228B Develop a game plan based on scouting of opponent's strengths and weaknesses.

SECTION III

COURSE DISTANCE EDUCATION INFORMATION

- I. MESA
- II. Distance Education Methods of Instruction: 1. Fully Online
- III. Other Distance Education Methods:
- IV. Type and frequency of contact may include, but is not limited to:
 1. Announcements
As needed
Participant/s: Faculty to Student/s
 2. Discussion Board
At least weekly
Participant/s: Faculty to Student/s , Among Students
 3. Email/Message System
Frequent
Participant/s: Faculty to Student/s , Among Students
 4. Synchronous or Asynchronous Video
Frequent
Participant/s: Faculty to Student/s , Among Students
 5. Telephone Contact
As needed
Participant/s: Faculty to Student/s , Among Students
- V. List of Techniques: n EXSC courses with laboratory component, content and student learning objectives will be delivered to students using both synchronous and asynchronous student-to-student and student-to- instructor contact which include video presentation, discussion boards, Zoom meetings, YouTube, email and telephone contact. Students will do presentations using power point or other modality, will do demonstrations via synchronous and asynchronous video platforms such as Zoom or YouTube, and will use activity-specific Apps available to the public. Online instruction includes regular student-to-student and instructor-to-student communication. Telephone calls between students and the instructor may be used to discuss questions and concerns throughout the course. E-mail may be used for asynchronous instructor-to-student and student-to-student communication. Chat rooms may be used for synchronous interaction between students and between the instructor and students. Threaded discussions may be used for instructor-to-student and student-to-student asynchronous group communication. Live-classroom may be used for synchronous online lectures, meetings and office hour meetings as appropriate. Video, audio, learning objects and archived live-classroom lectures may be included for students to interact with asynchronously where appropriate. Assignments and tests that will be used in the Distance Education course will be exactly the same as those in the traditional course. Students will submit all course work (tests and assignments) electronically to the instructor for grading.
- VI. How to Evaluate Students for Achieved Outcomes: The evaluation methods will mirror the on-campus course as specified in the course outline. The feedback on assignments and tests will be submitted electronically to the student.
- VII. Additional Resources/Materials/Information: Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA). Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).
- VIII. Audio Visual Library Materials: NO
- IX. MIRAMAR
- X. Distance Education Methods of Instruction: 1. Fully Online
- XI. Other Distance Education Methods:
- XII. Type and frequency of contact may include, but is not limited to:
 1. Announcements
weekly

- Participant/s:** Faculty to Student/s
- 2. Collaborative Web Documents
as assigned
- Participant/s:** Among Students
- 3. Conferencing
as assigned
- Participant/s:** Faculty to Student/s , Among Students
- 4. Discussion Board
at least three times during the term with the instructor and with other students (in the absence of other collaborative student projects)
- Participant/s:** Among Students
- 5. Email/Message System
as needed
- Participant/s:** Faculty to Student/s , Among Students
- 6. Field Trips
as assigned
- 7. Group Meetings
as assigned
- Participant/s:** Faculty to Student/s
- 8. Individual Meetings
as needed
- 9. Individualized Assignment Feedback
as assigned
- Participant/s:** Faculty to Student/s
- 10. Synchronous or Asynchronous Video
as assigned
- Participant/s:** Among Students
- 11. Telephone Contact
as needed
- Participant/s:** Faculty to Student/s , Among Students

- XIII. List of Techniques:** Students interact with each other and the instructor in ways that mirror the traditional classroom; only the delivery system is altered. These methods include one-on-one communication with the instructor and with other students via email, the announcement system, the discussion board, or other tools. Students also demonstrate an understanding and integration of course concepts via research assignments, problem sets, group projects, asynchronous class discussion, and/or other assignments.
- XIV. How to Evaluate Students for Achieved Outcomes:** Multiple measures are used to assess student learning objectives. These include performance on objective examinations administered via the assessment tool, writing assignments, and/or group or individual projects posted to the discussion board or other online collaboration tool.
- XV. Additional Resources/Materials/Information:** Materials posted online are consistent with those required for the in-person class. SDCCD and DSPS personnel provide all needed accommodations. DSPS provides a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).
- XVI. Audio Visual Library Materials:** NO

SECTION IV

COURSE STUDENT LEARNING OUTCOME(S)

CITY

MESA

MIRAMAR

SECTION V

COURSE DATA ADMINISTRATION ELEMENTS

- I. Codes:**
- California Classification:** (Y Credit Course)
- TOP Code:** 0835.50 Intercollegiate Athletics
- SAM Code:** E - Non Occupational
- Course Prior to College Level (CB21):** Y - Not applicable. Level of course is not one of the levels listed above,

SECTION IV

COURSE STUDENT LEARNING OUTCOME(S)

CITY

MESA

SECTION V

COURSE DATA ADMINISTRATION ELEMENTS

- I. Codes:**
- California Classification:** (Y Credit Course)
- TOP Code:** 0835.50 Intercollegiate Athletics
- SAM Code:** E - Non Occupational
- Course Prior to College Level (CB21):** Y - Not applicable. Level of course is not one of the levels listed above, may be above level A (transferable) or below level C (more than 3 levels below transfer level).
- Funding Agency Category (CB23):** Not Applicable (funding not used to develop course)
- Course Program Status (CB24):** Program Applicable (Mesa)
- Course Gen Education Status (CB25):**
- Course Support Course Status (CB26):**

Major Restriction Code: NONE

- II. Lect Units: 1.50
- Lab Units: 0.50
- Total Units: 2
- Lecture Hours Min: 24.00 Max: 27.00
- Lab Hours Min: 24.00 Max: 27.00
- Other Hours Min: 0.00 Max:0.00
- Total Contact Hours Min: 48.00 Max:54.00
- Outside-of-Class Hours Min: 48.00 Max:54.00
- Total Student Learning Hours Min: 96.00 Max: 108.00
- FTEF Lecture Min: 0.1000 Max:
- FTEF Lab Min: 0.1000 Max:
- FTEF Total Min: 0.2000 Max:
- III. Last Time Pre/Co Requisite Update: 01/24/2020
- IV. Last Outline Revision Date: 10/24/2019
- V. CIC Approval: 05/14/2020
- VI. BOT Approval:
- VII. State Approval:
- VIII. Revised State Approval:
- IX. Course Approval Effective Date: Spring 2021

SECTION VI

CREDIT FOR PRIOR LEARNING

[Redacted area]

may be above level A (transferable) or below level C (more than 3 levels below transfer level).

- Funding Agency Category (CB23): Not Applicable (funding not used to develop course)
- Course Program Status (CB24): Program Applicable (Mesa)
- Course Gen Education Status (CB25):
- Course Support Course Status (CB26):
- Major Restriction Code: NONE

- II. Lect Units: 1.50
- Lab Units: 0.50
- Total Units: 2
- Lecture Hours Min: 24.00 Max: 27.00
- Lab Hours Min: 24.00 Max: 27.00
- Other Hours Min: 0.00 Max:0.00
- Total Contact Hours Min: 48.00 Max:54.00
- Outside-of-Class Hours Min: 48.00 Max:54.00
- Total Student Learning Hours Min: 96.00 Max: 108.00
- FTEF Lecture Min: 0.1000 Max:
- FTEF Lab Min: 0.1000 Max:
- FTEF Total Min: 0.2000 Max:
- III. Last Time Pre/Co Requisite Update: 08/23/2022
- IV. Last Outline Revision Date: 10/24/2019
- V. CIC Approval:
- VI. BOT Approval:
- VII. State Approval:
- VIII. Revised State Approval:
- IX. Course Approval Effective Date:

SECTION VI

CREDIT FOR PRIOR LEARNING

[Redacted area]

**SAN DIEGO COMMUNITY COLLEGE DISTRICT
CITY, MESA, AND MIRAMAR COLLEGES
ASSOCIATE DEGREE COURSE OUTLINE**

SECTION I

SUBJECT AREA AND COURSE NUMBER: Exercise Science 284

COURSE TITLE:

Fitness and Sports Nutrition

Units:

2

Grade Only

CATALOG COURSE DESCRIPTION:

This course covers the basic principles of nutrition and the ramifications on sports activities. Topics include general nutrition, nutritional considerations for optimal sports performance, and weight control. This course is intended for students seeking certification as personal trainers.

REQUISITES:

Limitation on Enrollment:

This course is not open to students with previous credit for PHYE 284.

FIELD TRIP REQUIREMENTS:

May be required

TRANSFER APPLICABILITY:

Associate Degree Credit & transfer to CSU

CID:

TOTAL LECTURE HOURS:

32 - 36

TOTAL LAB HOURS:

TOTAL CONTACT HOURS:

32 - 36

OUTSIDE-OF-CLASS HOURS:

64 - 72

TOTAL STUDENT LEARNING HOURS:

96 - 108

STUDENT LEARNING OBJECTIVES:

Upon successful completion of the course the student will be able to:

1. Describe the basic principles of nutrition.
2. Explain the role of nutrients to achieve optimal energy production and athletic performance.
3. Describe known effectiveness and safety of various nutritional supplements.

4. Describe the importance of proper water regulation to proper exercise regimens.
5. Describe nutritional needs of special populations, including pregnant individuals and people with diabetes.
6. Critique dietary programs for weight control.
7. Identify and be able to refer those at risk of an eating disorder.
8. Identify where to refer clients for appropriate nutrition counseling and information.

SECTION II

1. COURSE OUTLINE AND SCOPE:

A. Outline Of Topics:

The following topics are included in the framework of the course but are not intended as limits on content. The order of presentation and relative emphasis will vary with each instructor.

- I. General nutrition
 - A. Classes of nutrients
 - B. Digestion/absorption of nutrients
 - C. Nutritional deficiencies of athletes
 - D. Nutrition standards and guidelines
 1. Recommended Daily Allowance (RDA)
 2. USDA nutrition guidelines
 - E. Scientific evidence
 1. Myths
 2. Misinformation
 3. Reliable information
- II. Nutritional considerations for optimal performance
 - A. Carbohydrates
 - B. Protein
 - C. Fat
 - D. Water and temperature regulation
 - E. Vitamins and minerals
 - F. Supplements
 - G. Energy
 1. Anaerobic metabolism
 2. Aerobic metabolism
 - H. Special populations, including but not limited to:
 1. People with diabetes
 2. Pregnant individuals
 - I. Diet planning
 1. Translating nutrient recommendations into food choices
 2. Popular diet plans
- III. Weight control
 - A. Factors of weight control
 - B. Metabolism and weight loss/gain
 - C. Eating disorders
 1. Anorexia nervosa
 2. Bulimia
 - D. Body composition and performance
- IV. Fitness nutrition certifications and credentials
 - A. Scope of practice
 - B. Referral

B. Reading Assignments:

Reading assignments are required and may include, but are not limited to, the following:

- I. Assigned textbook(s)
- II. Professional journals, such as Nutrition or the Journal of Nutrition
- III. Handouts related to nutrition and weight control

C. Writing Assignments:

Writing assignments are required and may include, but are not limited to, the following:

- I. Written explanations of eating disorders
- II. Short reports on weight control

D. Appropriate Outside Assignments:

Outside assignments may include, but are not limited to, the following:

- I. Complete readings related to fitness and sports nutrition
- II. Summarize articles relating to fitness and sports nutrition
- III. Conduct a personal computerized nutrition analysis

E. Appropriate Assignments that Demonstrate Critical Thinking:

Critical thinking assignments are required and may include, but are not limited to, the following:

- I. Compare and contrast various vitamins and minerals
- II. Analyze supplements and energy needs

2. METHODS OF EVALUATION:

A student's grade will be based on multiple measures of performance unless the course requires no grade. Multiple measures may include, but are not limited to, the following:

- I. Demonstration of topic knowledge through written examinations
- II. Written or oral critiques and summaries of articles
- III. Written nutrition analysis

3. METHODS OF INSTRUCTION:

Methods of instruction may include, but are not limited to, the following:

- * Collaborative Learning
- * Computer Assisted Instruction
- * Discussion Seminar
- * Distance Education (Hybrid only)
- * Lecture
- * Lecture Discussion
- * Other (Specify)
- * Personal computerized nutrition analysis

4. REQUIRED TEXTS AND SUPPLIES:

Textbooks may include, but are not limited to:

TEXTBOOKS:

1. Bean, Anita. The Complete Guide to Sports Nutrition, 9th ed. Bloomsbury Publishing, 2022, ISBN: 9781472976949
2. Fink, Heather Hedrick, Alan E. Mikesky. Practical Applications in Sports Nutrition, 6th ed. Jones & Bartlett Learning, 2020, ISBN: 9781284181340
3. Muth, Natalie Digate, Michelle Murphy Zive PhD MS RD. Sports Nutrition for Health Professionals, 2nd ed. F.A. Davis Company, 2020, ISBN: 9780803676121
4. Rawson, Eric S., David J. Branch, Tammy J. Stephenson. Williams' Nutrition for Health, Fitness and Sport, 12th ed. McGraw-Hill, 2020, ISBN: 9781260258974

MANUALS:

PERIODICALS:

SOFTWARE:

SUPPLIES:

ORIGINATOR: Rod Porter

ORIGINATION DATE: 12/21/2014

PROPOSAL ORIGINATOR: Andrea Milburn

CO-CONTRIBUTOR(S) Angela Testado, Jennifer Boots

PROPOSAL DATE: 07/14/2022

**SAN DIEGO COMMUNITY COLLEGE DISTRICT
COURSE PROPOSAL IMPACT REPORT**

COURSE TO BE PROPOSED: EXSC 284
Fitness and Sports Nutrition

ACTIVE/APPROVED COURSES IMPACTED:

EXSC 284 Fitness and Sports Nutrition (29199)

ACTIVE/APPROVED/PROPOSED PROGRAMS IMPACTED:

(**City**)

Health and Wellness Coaching *Active*;
Certificate of Performance

Major Courses

(**Mesa**)

Personal Trainer *Active*;
Certificate of Achievement

Courses Required for the Major:

(**Miramar**)

Personal Training *Active*;
Certificate of Achievement

Courses required for the Major

SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY , MESA AND MIRAMAR COLLEGES

Course Outline of Record: Curriculum Proposal Report

SECTION I

- I. **Subject Area:** Exercise Science
- II. **Course Number:** 284
- III. **Course Title:** Fitness and Sports Nutrition
- IV. **Disciplines (Instructor Minimum Qualifications):** Physical Education
- V.
- VI. **Family:**
- VII. **Current Short Title:** Fitness and Sports Nutrition
- VIII. **Course Is Active/Where?** CITY , MESA AND MIRAMAR
- IX. **Originating Campus:** CITY
- X. **Action Proposed:** Course Revision (May Include Activation)
- XI. **Distance Education Proposed At:** Miramar and Mesa
- XII. **Proposal Originating Date:** 07/14/2022
- XIII. **Proposed Start Semester:** Fall 2024
- XIV. **Field Trip:** May be required
- XV. **Grading Option:** Grade Only
- XVI. **Current Short Description:** Nutrition and its effects on sports performance.

SECTION II

COURSE ENROLLMENT INFORMATION

- I. **Requisites:**
Limitation on Enrollment:: This course is not open to students with previous credit for PHYE 284.
- II. **Current Degree Applicability:** Associate Degree Credit & transfer to CSU
- III. **Current Basic Skills Designation:** N - Not a Basic Skills Course
- IV. **Repeatability:** Course may be taken 1 time(s)
- V. **Course Equivalency:** Yes EXSC 284 equivalent to PHYE 284. EXSC 284 will alleviate substandard work PHYE 284
- VI. **Additional Information:**
- VII. **Additional Textbook Information:** All texts are latest/classics, 07/2022.

COURSE ANALYSIS DATA

- I. **Reason for Proposed Action:** 2-year review. Propose for hybrid distance education for City. Update textbooks. Revise catalog description. Review for course integration. (Course revision is for six year review.)
- II. **How Does The Course Fit The College Mission?** 1. Transfer 2. Vocational/Occupational
- III. **Current Transfer Options:**
- IV. **Proposed College/District Purpose:** 1. Major Requirement - Certificate of Achievement
- V. **Extraordinary Cost to the College:** n/a.
- VI. **Library Resource Materials:** None needed.

GENERAL EDUCATION ANALYSIS

REQUISITES ANALYSIS

SECTION III

COURSE DISTANCE EDUCATION INFORMATION

- I. **MESA**
- II. **Distance Education Methods of Instruction:** 1. Hybrid only
- III. **Other Distance Education Methods:**

IV. Type and frequency of contact may include, but is not limited to:

1. Chat Rooms
frequent
2. E-mail
frequent
3. Telephone Contact
as needed
4. Threaded Conferencing
frequent

V. **List of Techniques:** Telephone calls between students and the instructor can be used to discuss questions and concerns throughout the course. E-mail can be used for asynchronous instructor-to-student and student-to-student communication. Chat rooms may be used for synchronous interaction between students and between the instructor and students. Threaded discussions can be used for instructor-to-student and student-to-student asynchronous group communication. Live-classroom can be used for synchronous online lectures, meetings and office hour meetings as appropriate. Video, audio, learning objects and archived live-classroom lectures may be included for students to interact with asynchronously where appropriate. Assignments and tests that will be used in the Distance Education course will be exactly the same as those in the traditional course. Students will submit all course work (tests and assignments) electronically to the instructor for grading.

VI. **How to Evaluate Students for Achieved Outcomes:** The evaluation methods will mirror the on-campus course as specified in the course outline. The feedback on assignments and tests will be submitted electronically to the student.

VII. **Additional Resources/Materials/Information:** SDCCD and DSPS personnel will provide all needed accommodations. DSPS will provide a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).

VIII. **Audio Visual Library Materials:** NO

IX. **MIRAMAR**

X. **Distance Education Methods of Instruction:** 1. Hybrid only

XI. **Other Distance Education Methods:** A minimum of 24 hours of on-campus face-to-face instruction is required. This time is used for demonstration, practical application, and direct assessment of the student's ability to safely and effectively instruct others in the basic principles of nutrition and the ramifications of nutrition on sports activities. During emergency periods of campus closure only, this time may be conducted via synchronous online video conferencing.

XII. **Type and frequency of contact may include, but is not limited to:**

1. Announcements
weekly, either via the "announcements" tool or in person during the face-to-face or synchronous online portions of the course
2. Chat Rooms
as assigned
3. Conferencing
as assigned
4. Discussion Board
as assigned
5. Email/Message System
as needed
6. Field Trips
as assigned
7. Group Meetings
At least 24 hours of face-to-face meeting time is required. During emergency periods of campus closure only, this time may be conducted via synchronous online video conferencing.
8. Individual Meetings
as needed
9. Individualized Assignment Feedback
as assigned
10. Synchronous or Asynchronous Video
During emergency periods of campus closure only, 24 hours of class time must be conducted via synchronous online video conferencing.
11. Telephone Contact
as needed

XIII. **List of Techniques:** Students interact with each other and the instructor in ways that mirror the traditional

classroom; only the delivery system is altered. These methods include one-on-one communication with the instructor and with other students in person during mandatory face-to-face class sessions or via email, the announcement system, the discussion board, or other tools. Students also demonstrate an understanding and integration of course concepts via research assignments, problem sets, group projects, asynchronous class discussion, and/or other assignments.

- XIV. **How to Evaluate Students for Achieved Outcomes:** Multiple measures are used to assess student learning objectives. These include performance on objective examinations administered via the assessment tool, writing assignments, group or individual projects posted to the discussion board or other online collaboration tool, and/or practical skills demonstrations during the mandatory face-to-face or synchronous online portions of the course.
- XV. **Additional Resources/Materials/Information:** Materials posted online are consistent with those required for campus-based class. SDCCD and DSPS personnel provide all needed accommodations. DSPS provides a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).

XVI. **Audio Visual Library Materials:** NO

XVII. **CITY**

XVIII. **Distance Education Methods of Instruction:** 1. Hybrid only

XIX. **Other Distance Education Methods:**

XX. **Type and frequency of contact may include, but is not limited to:**

1. Announcements
weekly

Participant/s: Faculty to Student/s

2. Collaborative Web Documents
as assigned

Participant/s: Faculty to Student/s , Among Students

3. Conferencing
as assigned

Participant/s: Faculty to Student/s

4. Discussion Board
at least two times during the term

Participant/s: Among Students

5. Email/Message System
as needed

Participant/s: Faculty to Student/s , Among Students

6. Field Trips
as assigned

Participant/s: Faculty to Student/s , Among Students

7. Group Meetings
as assigned

Participant/s: Faculty to Student/s , Among Students

8. Individual Meetings
as needed

Participant/s: Faculty to Student/s

9. Individualized Assignment Feedback
as assigned

Participant/s: Faculty to Student/s , Among Students

10. Synchronous or Asynchronous Video
as assigned

Participant/s: Faculty to Student/s , Among Students

11. Telephone Contact
as needed

Participant/s: Faculty to Student/s

XXI. **List of Techniques:** Students engage in regular and effective interaction with each other and the instructor in ways that mirror the traditional classroom; only the delivery system is altered. These methods include one-on-one communication with the instructor and with other students via e-mail, the announcement system, the discussion board, or other tools. Students also demonstrate an understanding and integration of course concepts via research assignments, problem sets, group projects, asynchronous class discussion, and/or other assignments.

XXII. **How to Evaluate Students for Achieved Outcomes:** Multiple measures are used to assess student learning objectives. These include performance on objective examinations administered via the assessment tool, writing

assignments, and/or group or individual projects posted to the discussion board or other online collaboration tool.

XXIII. Additional Resources/Materials/Information: Materials posted online are consistent with those required for campus based class. SDCCD and DSPS personnel provide all needed accommodations. DSPS provide a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).

XXIV. Audio Visual Library Materials: NO

SECTION IV

COURSE STUDENT LEARNING OUTCOME(S)

CITY

- Upon completion of the course students will be able to describe the basic principles of nutrition.

MESA

- Critique and evaluate dietary programs for weight control success and weight maintenance.
- Describe how the diets of a variety of different athletes benefit their respective sports.
- Research current web data and prepare discussion material for proper fluid replacement for different sporting events as it relates to fatigue, dehydration, and optimizing performance.

MIRAMAR

- Describe the basic principles of nutrition.

SECTION V

COURSE DATA ADMINISTRATION ELEMENTS

I. Codes:

California Classification: (Y Credit Course)

TOP Code: 0835.20 Fitness Trainer

SAM Code: C - Clearly Occupational

Course Prior to College Level (CB21): Y - Not applicable. Level of course is not one of the levels listed above, may be above level A (transferable) or below level C (more than 3 levels below transfer level).

Funding Agency Category (CB23): Not Applicable (funding not used to develop course)

Course Program Status (CB24): Program Applicable (City, Mesa, Miramar)

Course Gen Education Status (CB25): Y = Not applicable

Course Support Course Status (CB26): N = Course is not a support course

Major Restriction Code: NONE

II. Lect Units: 2.00

Total Units: 2

Lecture Hours Min: 32.00 Max: 36.00

Lab Hours Min: 0.00 Max: 0.00

Other Hours Min: 0.00 Max:0.00

Total Contact Hours Min: 32.00 Max:36.00

Outside-of-Class Hours Min: 64.00 Max:72.00

Total Student Learning Hours Min: 96.00 Max: 108.00

FTEF Lecture Min: 0.1333 Max:

FTEF Lab Min: 0.0000 Max:

FTEF Total Min: 0.1333 Max:

III. Last Time Pre/Co Requisite Update: 07/14/2022

IV. Last Outline Revision Date: 08/27/2015

V. CIC Approval:

VI. BOT Approval:

VII. State Approval:

VIII. Revised State Approval:

IX. Course Approval Effective Date:

SECTION VI

CREDIT FOR PRIOR LEARNING

Previous Report

EXSC 284

CIC Approval: 08/27/2015
BOT APPROVAL:
STATE APPROVAL:
EFFECTIVE TERM: Fall 2016

SAN DIEGO COMMUNITY COLLEGE DISTRICT CITY, MESA, AND MIRAMAR COLLEGES ASSOCIATE DEGREE COURSE OUTLINE

SECTION I

SUBJECT AREA AND COURSE NUMBER: Exercise Science 284

COURSE TITLE:

Fitness and Sports Nutrition

Units:
2
Grade Only

CATALOG COURSE DESCRIPTION:

This course covers the basic principles of nutrition and the ramifications of nutrition on sports activities. Topics include general nutrition, nutritional considerations for optimal sports performance, and weight control. This course is intended for students seeking certification as personal trainers.

REQUISITES:

Limitation on Enrollment:

This course is not open to students with previous credit for PHYE 284.

FIELD TRIP REQUIREMENTS:

May be required

TRANSFER APPLICABILITY:

Associate Degree Credit & transfer to CSU

CID:

TOTAL LECTURE HOURS:

32 - 36

TOTAL LAB HOURS:

TOTAL CONTACT HOURS:

32 - 36

OUTSIDE-OF-CLASS HOURS:

64 - 72

TOTAL STUDENT LEARNING HOURS:

96 - 108

STUDENT LEARNING OBJECTIVES:

Upon successful completion of the course the student will be able to:

1. Describe the basic principles of nutrition
2. Explain the role of nutrients to achieve optimal energy production and athletic performance
3. Critique dietary programs for weight control
4. Describe known effectiveness and safety of various nutritional supplements
5. Identify and be able to refer those at risk of an eating disorder
6. Describe nutritional needs of special populations, including pregnant women and diabetics
7. Identify where to refer clients for appropriate nutrition counseling and information
8. Describe the importance of proper water regulation to proper exercise regimens.

Current Report

EXSC 284

CIC Approval:
BOT APPROVAL:
STATE APPROVAL:
EFFECTIVE TERM:

SAN DIEGO COMMUNITY COLLEGE DISTRICT CITY, MESA, AND MIRAMAR COLLEGES ASSOCIATE DEGREE COURSE OUTLINE

SECTION I

SUBJECT AREA AND COURSE NUMBER: Exercise Science 284

COURSE TITLE:

Fitness and Sports Nutrition

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FIELD TRIP REQUIREMENTS:

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TRANSFER APPLICABILITY:

Associate Degree Credit & transfer to CSU

CID:

TOTAL LECTURE HOURS:

32 - 36

TOTAL LAB HOURS:

TOTAL CONTACT HOURS:

32 - 36

OUTSIDE-OF-CLASS HOURS:

64 - 72

TOTAL STUDENT LEARNING HOURS:

96 - 108

STUDENT LEARNING OBJECTIVES:

Upon successful completion of the course the student will be able to:

1. Describe the basic principles of nutrition.
2. Explain the role of nutrients to achieve optimal energy production and athletic performance.
3. Describe known effectiveness and safety of various nutritional supplements.
4. Describe the importance of proper water regulation to proper exercise regimens.
5. Describe nutritional needs of special populations, including pregnant individuals and people with diabetes.
6. Critique dietary programs for weight control.
7. Identify and be able to refer those at risk of an eating disorder.
8. Identify where to refer clients for appropriate nutrition counseling and information.

SECTION II

SECTION II

I. COURSE OUTLINE AND SCOPE:

A. Outline Of Topics:

The following topics are included in the framework of the course but are not intended as limits on content. The order of presentation and relative emphasis will vary with each instructor.

I. General nutrition

- A. Classes of nutrients
- B. Digestion/absorption of nutrients
- C. Nutritional deficiencies of athletes
- D. Recommended Daily Allowance (RDA)
- E. Food pyramid
- F. The "balanced plate" approach
- G. Quackery
- H. Reliable information.

II. Nutritional considerations for optimal performance

- A. Carbohydrates
- B. Protein
- C. Fat
- D. Water and temperature regulation
- E. Vitamins and minerals
- F. Supplements
- G. Energy: anaerobic and aerobic metabolism
- H. Special populations including diabetes and pregnancy.

III. Weight control

- A. Factors of weight control
- B. Metabolism and weight loss/gain
- C. Eating disorders: anorexia nervosa and bulimia
- D. Body composition and performance.

B. Reading Assignments:

Reading assignments are required and may include, but are not limited to, the following:

- I. Assigned textbook(s)
- II. Professional journals such as Nutrition or the Journal of Nutrition
- III. Handouts related to nutrition and weight control.

C. Writing Assignments:

Writing assignments are required and may include, but are not limited to, the following:

- I. Written explanations of eating disorders
- II. Short reports on weight control.

D. Appropriate Outside Assignments:

Outside assignments may include, but are not limited to, the following:

- I. Completing readings related to sports nutrition
- II. Summarizing articles relating to sports nutrition
- III. Conducting a three-day personal computerized nutrition analysis.

E. Appropriate Assignments that Demonstrate Critical Thinking:

Critical thinking assignments are required and may include, but are not limited to, the following:

- I. Comparing and contrasting various vitamins and minerals
- II. Analyzing supplements and energy needs.

I. COURSE OUTLINE AND SCOPE:

A. Outline Of Topics:

The following topics are included in the framework of the course but are not intended as limits on content. The order of presentation and relative emphasis will vary with each instructor.

I. General nutrition

- A. Classes of nutrients
- B. Digestion/absorption of nutrients
- C. Nutritional deficiencies of athletes
- D. Nutrition standards and guidelines
 1. Recommended Daily Allowance (RDA)
 2. USDA nutrition guidelines
- E. Scientific evidence
 1. Myths
 2. Misinformation
 3. Reliable information

II. Nutritional considerations for optimal performance

- A. Carbohydrates
- B. Protein
- C. Fat
- D. Water and temperature regulation
- E. Vitamins and minerals
- F. Supplements
- G. Energy

1. Anaerobic metabolism
2. Aerobic metabolism

H. Special populations including but not limited to:

1. People with diabetes
2. Pregnant individuals

I. Diet planning

1. Translating nutrient recommendations into food choices
2. Popular diet plans

III. Weight control

- A. Factors of weight control
- B. Metabolism and weight loss/gain
- C. Eating disorders
 1. Anorexia nervosa
 2. Bulimia
- D. Body composition and performance

IV. Fitness nutrition certifications and credentials

- A. Scope of practice
- B. Referral

B. Reading Assignments:

Reading assignments are required and may include, but are not limited to, the following:

- I. Assigned textbook(s)
- II. Professional journals, such as Nutrition or the Journal of Nutrition
- III. Handouts related to nutrition and weight control

C. Writing Assignments:

Writing assignments are required and may include, but are not limited to, the following:

- I. Written explanations of eating disorders
- II. Short reports on weight control

D. Appropriate Outside Assignments:

Outside assignments may include, but are not limited to, the following:

- I. Complete readings related to fitness and sports nutrition
- II. Summarize articles relating to fitness and sports nutrition
- III. Conduct a personal computerized nutrition analysis

E. Appropriate Assignments that Demonstrate Critical Thinking:

Critical thinking assignments are required and may include, but are not limited to, the following:

- I. Compare and contrast various vitamins and minerals
- II. Analyze supplements and energy needs

2. METHODS OF EVALUATION:

A student's grade will be based on multiple measures of performance unless the course requires no grade. Multiple measures may include, but are not limited to, the following:

- I. Demonstration of topic knowledge through written examinations
- II. Written or oral critiquing and summarizing of articles
- III. Written nutrition analysis.

3. METHODS OF INSTRUCTION:

Methods of instruction may include, but are not limited to, the following:

- * Collaborative Learning
- * Computer Assisted Instruction
- * Discussion Seminar
- * Distance Education (Hybrid only)
- * Lecture
- * Lecture Discussion
- * Other (Specify)
- * Three-day personal computerized nutrition analysis.

4. REQUIRED TEXTS AND SUPPLIES:

Textbooks may include, but are not limited to:

TEXTBOOKS:

1. Jackson, Catherine G. R. Nutrition and the Strength Athlete, 1st ed. CRC, 2000, ISBN: 9780849381980
2. Maughan, Ronald J. and Louise M. Burke. Sports Nutrition: Olympic Handbook of Sports Medicine, 1st ed. Wiley-Blackwell, 2002, ISBN: 9780632058143
3. Ryan, Monique. Complete Guide to Sports Nutrition, 1st ed. VeloPress, 1999, ISBN: 9781884737572
4. Williams, Melvin H., Dawn E. Anderson, and Eric S. Rawson. Nutrition for Health, Fitness and Sport, 10th ed. McGraw-Hill Science/Engineering/Math, 2010, ISBN: 9780078021329

MANUALS:

PERIODICALS:

SOFTWARE:

SUPPLIES:

ORIGINATOR: Rod Porter

CO-CONTRIBUTOR(S) Duane Short

DATE: 12/21/2014

Status: Active

Date Printed: 10/11/2022

2. METHODS OF EVALUATION:

A student's grade will be based on multiple measures of performance unless the course requires no grade. Multiple measures may include, but are not limited to, the following:

- I. Demonstration of topic knowledge through written examinations
- II. Written or oral critiques and summaries of articles
- III. Written nutrition analysis

3. METHODS OF INSTRUCTION:

Methods of instruction may include, but are not limited to, the following:

- * Collaborative Learning
- * Computer Assisted Instruction
- * Discussion Seminar
- * Distance Education (Hybrid only)
- * Lecture
- * Lecture Discussion
- * Other (Specify)
- * Personal computerized nutrition analysis

4. REQUIRED TEXTS AND SUPPLIES:

Textbooks may include, but are not limited to:

TEXTBOOKS:

1. Bean, Anita. The Complete Guide to Sports Nutrition, 9th ed. Bloomsbury Publishing, 2022, ISBN: 9781472976949
2. Fink, Heather Hedrick, Alan E. Mikesky. Practical Applications in Sports Nutrition, 6th ed. Jones & Bartlett Learning, 2020, ISBN: 9781284181340
3. Muth, Natalie Digate, Michelle Murphy Zive PhD MS RD. Sports Nutrition for Health Professionals, 2nd ed. F.A. Davis Company, 2020, ISBN: 9780803676121
4. Rawson, Eric S., David J. Branch, Tammy J. Stephenson. Williams' Nutrition for Health, Fitness and Sport, 12th ed. McGraw-Hill, 2020, ISBN: 9781260258974

MANUALS:

PERIODICALS:

SOFTWARE:

SUPPLIES:

ORIGINATOR: Rod Porter

ORIGINATION DATE: 12/21/2014

PROPOSAL ORIGINATOR: Andrea Milburn

CO-CONTRIBUTOR(S) Angela Testado, Jennifer Boots

PROPOSAL DATE: 07/14/2022

Status: Launched

Date Printed: 10/11/2022

Previous Report

SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY , MESA AND MIRAMAR COLLEGES

Course Outline of Record:
Curriculum Proposal Report

SECTION I

- I. **Subject Area:** Exercise Science
- II. **Course Number:** 284
- III. **Course Title:** Fitness and Sports Nutrition
- IV. **Disciplines (Instructor Minimum Qualifications):** Physical Education
- V.
- VI. **Family:**
- VII. **Current Short Title:** Fitness and Sports Nutrition
- VIII. **Course Is Active/Where?** CITY , MESA AND MIRAMAR
- IX. **Originating Campus:** MIRAMAR
- X. **Action Proposed:** Course Revision (May Include Activation)
- XI. **Distance Education Proposed At:** Mesa and Miramar
- XII. **Proposal Originating Date:** 12/21/2014
- XIII. **Proposed Start Semester:** Fall 2016
- XIV. **Field Trip:** May be required
- XV. **Grading Option:** Grade Only
- XVI. **Current Short Description:** Studies nutrition and its effects on sports performance.
Proposed Short Description: Nutrition and its effects on sports performance.

SECTION II

COURSE ENROLLMENT INFORMATION

- I. **Requisites:**
Limitation on Enrollment:: This course is not open to students with previous credit for PHYE 284.
- II. **Current Degree Applicability:** Associate Degree Credit & transfer to CSU
- III. **Current Basic Skills Designation:** N - Not a Basic Skills Course
- IV. **Repeatability:** Course may be taken 1 time(s)
- V. **Course Equivalency:** Yes EXSC 284 equivalent to PHYE 284. EXSC 284 will alleviate substandard work PHYE 284
- VI. **Additional Information:**
- VII. **Additional Textbook Information:** Texts are latest editions as of 12/23/14.

COURSE ANALYSIS DATA

- I. **Reason for Proposed Action:** Two year review. (Course revision is for six year review.)
- II. **How Does The Course Fit The College Mission?** 1. Transfer 2. Vocational/Occupational
- III. **Current Transfer Options:**
- IV. **Proposed College/District Purpose:** 1. Major Requirement - Certificate of Achievement
- V. **Extraordinary Cost to the College:** n/a.
- VI. **Library Resource Materials:** None needed.

GENERAL EDUCATION ANALYSIS

REQUISITES ANALYSIS

SECTION III

Current Report

SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY , MESA AND MIRAMAR COLLEGES

Course Outline of Record:
Curriculum Proposal Report

SECTION I

- I. **Subject Area:** Exercise Science
- II. **Course Number:** 284
- III. **Course Title:** Fitness and Sports Nutrition
- IV. **Disciplines (Instructor Minimum Qualifications):** Physical Education
- V.
- VI. **Family:**
- VII. **Current Short Title:** Fitness and Sports Nutrition
- VIII. **Course Is Active/Where?** CITY , MESA AND MIRAMAR
- IX. **Originating Campus:** CITY
- X. **Action Proposed:** Course Revision (May Include Activation)
- XI. **Distance Education Proposed At:** Miramar and Mesa
- XII. **Proposal Originating Date:** 07/14/2022
- XIII. **Proposed Start Semester:** Fall 2024
- XIV. **Field Trip:** May be required
- XV. **Grading Option:** Grade Only
- XVI. **Current Short Description:** Nutrition and its effects on sports performance.

SECTION II

COURSE ENROLLMENT INFORMATION

- I. **Requisites:**
Limitation on Enrollment:: This course is not open to students with previous credit for PHYE 284.
- II. **Current Degree Applicability:** Associate Degree Credit & transfer to CSU
- III. **Current Basic Skills Designation:** N - Not a Basic Skills Course
- IV. **Repeatability:** Course may be taken 1 time(s)
- V. **Course Equivalency:** Yes EXSC 284 equivalent to PHYE 284. EXSC 284 will alleviate substandard work PHYE 284
- VI. **Additional Information:**
- VII. **Additional Textbook Information:** All texts are latest/classics, 07/2022.

COURSE ANALYSIS DATA

- I. **Reason for Proposed Action:** 2-year review. Propose for hybrid distance education for City. Update textbooks. Revise catalog description. Review for course integration. (Course revision is for six year review.)
- II. **How Does The Course Fit The College Mission?** 1. Transfer 2. Vocational/Occupational
- III. **Current Transfer Options:**
- IV. **Proposed College/District Purpose:** 1. Major Requirement - Certificate of Achievement
- V. **Extraordinary Cost to the College:** n/a.
- VI. **Library Resource Materials:** None needed.

GENERAL EDUCATION ANALYSIS

REQUISITES ANALYSIS

SECTION III

COURSE DISTANCE EDUCATION INFORMATION

COURSE DISTANCE EDUCATION INFORMATION

I. MESA

II. Distance Education Methods of Instruction: 1. Hybrid only

III. Other Distance Education Methods:

IV. Type and frequency of contact may include, but is not limited to:

1. Chat Rooms
frequent
2. E-mail
frequent
3. Telephone Contact
as needed
4. Threaded Conferencing
frequent

V. List of Techniques: Telephone calls between students and the instructor can be used to discuss questions and concerns throughout the course. E-mail can be used for asynchronous instructor-to-student and student-to-student communication. Chat rooms may be used for synchronous interaction between students and between the instructor and students. Threaded discussions can be used for instructor-to-student and student-to-student asynchronous group communication. Live-classroom can be used for synchronous online lectures, meetings and office hour meetings as appropriate. Video, audio, learning objects and archived live-classroom lectures may be included for students to interact with asynchronously where appropriate. Assignments and tests that will be used in the Distance Education course will be exactly the same as those in the traditional course. Students will submit all course work (tests and assignments) electronically to the instructor for grading.

VI. How to Evaluate Students for Achieved Outcomes: The evaluation methods will mirror the on-campus course as specified in the course outline. The feedback on assignments and tests will be submitted electronically to the student.

VII. Additional Resources/Materials/Information: SDCCD and DSPS personnel will provide all needed accommodations. DSPS will provide a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).

VIII. Audio Visual Library Materials: NO

IX. MIRAMAR

X. Distance Education Methods of Instruction: 1. Hybrid only

XI. Other Distance Education Methods: A minimum of 24 hours of on-campus face-to-face instruction is required. This time is used for demonstration, practical application, and direct assessment of the student's ability to safely and effectively instruct others in the basic principles of nutrition and the ramifications of nutrition on sports activities. During emergency periods of campus closure only, this time may be conducted via synchronous online video conferencing.

XII. Type and frequency of contact may include, but is not limited to:

1. Announcements
weekly, either via the "announcements" tool or in person during the face-to-face or synchronous online portions of the course
2. Chat Rooms
as assigned
3. Conferencing
as assigned
4. Discussion Board
as assigned
5. Email/Message System
as needed
6. Field Trips
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7. Group Meetings
At least 24 hours of face-to-face meeting time is required. During emergency periods of campus closure only, this time may be conducted via synchronous online video conferencing.
8. Individual Meetings
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9. Individualized Assignment Feedback
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During emergency periods of campus closure only, 24 hours of class time must be conducted via synchronous online video conferencing.
11. Telephone Contact
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XIII. List of Techniques: Students interact with each other and the instructor in ways that mirror the traditional classroom; only the delivery system is altered. These methods include one-on-one communication with the instructor and with other students in person during mandatory face-to-face class sessions or via email, the announcement

I. MESA

II. Distance Education Methods of Instruction: 1. Hybrid only

III. Other Distance Education Methods:

IV. Type and frequency of contact may include, but is not limited to:

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frequent
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frequent

V. List of Techniques: Telephone calls between students and the instructor can be used to discuss questions and concerns throughout the course. E-mail can be used for asynchronous instructor-to-student and student-to-student communication. Chat rooms may be used for synchronous interaction between students and between the instructor and students. Threaded discussions can be used for instructor-to-student and student-to-student asynchronous group communication. Live-classroom can be used for synchronous online lectures, meetings and office hour meetings as appropriate. Video, audio, learning objects and archived live-classroom lectures may be included for students to interact with asynchronously where appropriate. Assignments and tests that will be used in the Distance Education course will be exactly the same as those in the traditional course. Students will submit all course work (tests and assignments) electronically to the instructor for grading.

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VIII. Audio Visual Library Materials: NO

IX. MIRAMAR

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system, the discussion board, or other tools. Students also demonstrate an understanding and integration of course concepts via research assignments, problem sets, group projects, asynchronous class discussion, and/or other assignments.

- XIV. How to Evaluate Students for Achieved Outcomes:** Multiple measures are used to assess student learning objectives. These include performance on objective examinations administered via the assessment tool, writing assignments, group or individual projects posted to the discussion board or other online collaboration tool, and/or practical skills demonstrations during the mandatory face-to-face or synchronous online portions of the course.
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- XVI. Audio Visual Library Materials:** NO

assignments.

- XIV. How to Evaluate Students for Achieved Outcomes:** Multiple measures are used to assess student learning objectives. These include performance on objective examinations administered via the assessment tool, writing assignments, group or individual projects posted to the discussion board or other online collaboration tool, and/or practical skills demonstrations during the mandatory face-to-face or synchronous online portions of the course.
- XV. Additional Resources/Materials/Information:** Materials posted online are consistent with those required for campus-based class. SDCCD and DSPS personnel provide all needed accommodations. DSPS provides a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).
- XVI. Audio Visual Library Materials:** NO
- XVII. CITY**
- XVIII. Distance Education Methods of Instruction:** 1. Hybrid only
- XIX. Other Distance Education Methods:**
- XX. Type and frequency of contact may include, but is not limited to:**
1. Announcements
weekly
Participant/s: Faculty to Student/s
 2. Collaborative Web Documents
as assigned
Participant/s: Faculty to Student/s , Among Students
 3. Conferencing
as assigned
Participant/s: Faculty to Student/s
 4. Discussion Board
at least two times during the term
Participant/s: Among Students
 5. Email/Message System
as needed
Participant/s: Faculty to Student/s , Among Students
 6. Field Trips
as assigned
Participant/s: Faculty to Student/s , Among Students
 7. Group Meetings
as assigned
Participant/s: Faculty to Student/s , Among Students
 8. Individual Meetings
as needed
Participant/s: Faculty to Student/s
 9. Individualized Assignment Feedback
as assigned
Participant/s: Faculty to Student/s , Among Students
 10. Synchronous or Asynchronous Video
as assigned
Participant/s: Faculty to Student/s , Among Students
 11. Telephone Contact
as needed
Participant/s: Faculty to Student/s
- XXI. List of Techniques:** Students engage in regular and effective interaction with each other and the instructor in ways that mirror the traditional classroom; only the delivery system is altered. These methods include one-on-one communication with the instructor and with other students via e-mail, the announcement system, the discussion board, or other tools. Students also demonstrate an understanding and integration of course concepts via research assignments, problem sets, group projects, asynchronous class discussion, and/or other assignments.
- XXII. How to Evaluate Students for Achieved Outcomes:** Multiple measures are used to assess student learning objectives. These include performance on objective examinations administered via the assessment tool, writing assignments, and/or group or individual projects posted to the discussion board or other online collaboration tool.
- XXIII. Additional Resources/Materials/Information:** Materials posted online are consistent with those required for campus based class. SDCCD and DSPS personnel provide all needed accommodations. DSPS provide a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).
- XXIV. Audio Visual Library Materials:** NO

SECTION IV

COURSE STUDENT LEARNING OUTCOME(S)

CITY

- Upon completion of the course students will be able to describe the basic principles of nutrition.

MESA

- Critique and evaluate dietary programs for weight control success and weight maintenance.
- Describe how the diets of a variety of different athletes benefit their respective sports.
- Research current web data and prepare discussion material for proper fluid replacement for different sporting events as it relates to fatigue, dehydration, and optimizing performance.

MIRAMAR

- Describe the basic principles of nutrition.

SECTION V

COURSE DATA ADMINISTRATION ELEMENTS

I. Codes:

California Classification: (Y Credit Course)

TOP Code: 0835.20 Fitness Trainer

SAM Code: C - Clearly Occupational

Course Prior to College Level (CB21): Y - Not applicable. Level of course is not one of the levels listed above, may be above level A (transferable) or below level C (more than 3 levels below transfer level).

Funding Agency Category (CB23): Not Applicable (funding not used to develop course)

Course Program Status (CB24): Program Applicable (City, Mesa, Miramar)

Course Gen Education Status (CB25):

Course Support Course Status (CB26):

Major Restriction Code: NONE

II. Lect Units: 2.00

Total Units: 2

Lecture Hours Min: 32.00 Max: 36.00

Lab Hours Min: 0.00 Max: 0.00

Other Hours Min: 0.00 Max: 0.00

Total Contact Hours Min: 32.00 Max: 36.00

Outside-of-Class Hours Min: 64.00 Max: 72.00

Total Student Learning Hours Min: 96.00 Max: 108.00

FTEF Lecture Min: 0.1333 Max:

FTEF Lab Min: 0.0000 Max:

FTEF Total Min: 0.1333 Max:

III. Last Time Pre/Co Requisite Update: 12/21/2014

IV. Last Outline Revision Date: 08/27/2015

V. CIC Approval: 08/27/2015

VI. BOT Approval:

VII. State Approval:

VIII. Revised State Approval:

IX. Course Approval Effective Date: Fall 2016

SECTION VI

CREDIT FOR PRIOR LEARNING

SECTION IV

COURSE STUDENT LEARNING OUTCOME(S)

CITY

- Upon completion of the course students will be able to describe the basic principles of nutrition.

MESA

- Critique and evaluate dietary programs for weight control success and weight maintenance.
- Describe how the diets of a variety of different athletes benefit their respective sports.
- Research current web data and prepare discussion material for proper fluid replacement for different sporting events as it relates to fatigue, dehydration, and optimizing performance.

MIRAMAR

- Describe the basic principles of nutrition.

SECTION V

COURSE DATA ADMINISTRATION ELEMENTS

I. Codes:

California Classification: (Y Credit Course)

TOP Code: 0835.20 Fitness Trainer

SAM Code: C - Clearly Occupational

Course Prior to College Level (CB21): Y - Not applicable. Level of course is not one of the levels listed above, may be above level A (transferable) or below level C (more than 3 levels below transfer level).

Funding Agency Category (CB23): Not Applicable (funding not used to develop course)

Course Program Status (CB24): Program Applicable (City, Mesa, Miramar)

Course Gen Education Status (CB25): Y = Not applicable

Course Support Course Status (CB26): N = Course is not a support course

Major Restriction Code: NONE

II. Lect Units: 2.00

Total Units: 2

Lecture Hours Min: 32.00 Max: 36.00

Lab Hours Min: 0.00 Max: 0.00

Other Hours Min: 0.00 Max: 0.00

Total Contact Hours Min: 32.00 Max: 36.00

Outside-of-Class Hours Min: 64.00 Max: 72.00

Total Student Learning Hours Min: 96.00 Max: 108.00

FTEF Lecture Min: 0.1333 Max:

FTEF Lab Min: 0.0000 Max:

FTEF Total Min: 0.1333 Max:

III. Last Time Pre/Co Requisite Update: 07/14/2022

IV. Last Outline Revision Date: 08/27/2015

V. CIC Approval:

VI. BOT Approval:

VII. State Approval:

VIII. Revised State Approval:

IX. Course Approval Effective Date:

SECTION VI

CREDIT FOR PRIOR LEARNING

**SAN DIEGO COMMUNITY COLLEGE DISTRICT
CITY, AND MESA COLLEGES
ASSOCIATE DEGREE COURSE OUTLINE**

SECTION I**SUBJECT AREA AND COURSE NUMBER:** Music 290**COURSE TITLE:**

Independent Study

Units:

1-3

Letter Grade or Pass/No Pass Option

CATALOG COURSE DESCRIPTION:

This course affords students the opportunity to pursue special interests in music. Projects may include extended research on music subjects addressed in scheduled music classes as well as topics outside the music curriculum. The culmination of the course may include a written paper, presentation or performance. An Independent Study has to be arranged with, approved and monitored by a member of the music faculty.

REQUISITES:**Advisory:**

ENGL 047A with a grade of "C" or better, or equivalent or Milestone R50/W50

or

ENGL 048 with a grade of "C" or better, or equivalent or Milestone R50

&

ENGL 049 with a grade of "C" or better, or equivalent or Milestone W50

Limitation on Enrollment:

Obtain Permission Number from Instructor

FIELD TRIP REQUIREMENTS:

May be required

TRANSFER APPLICABILITY:

Associate Degree Credit & transfer to CSU

CID:**TOTAL LECTURE HOURS:****TOTAL LAB HOURS:****TOTAL CONTACT HOURS:**

48 - 162

OUTSIDE-OF-CLASS HOURS:**TOTAL OTHER HOURS:**

48 - 162

TOTAL STUDENT LEARNING HOURS:

48 - 162

STUDENT LEARNING OBJECTIVES:

Upon successful completion of the course the student will be able to:

1. Independently investigate issues related to material in other music courses.
2. Identify and utilize resources available within the student's field of study.

SECTION II

1. COURSE OUTLINE AND SCOPE:

A. Outline Of Topics:

The following topics are included in the framework of the course but are not intended as limits on content. The order of presentation and relative emphasis will vary with each instructor.

- I. Specific topic and range of investigation will vary with each study.

B. Reading Assignments:

Reading assignments are required and may include, but are not limited to, the following:

- I. Readings used to study the special topic will require independent comprehension of books and articles prepared for college level investigation.

C. Writing Assignments:

Writing assignments are required and may include, but are not limited to, the following:

- I. Writing assignments will be used to report researched material and/or produce original material.

D. Appropriate Outside Assignments:

Outside assignments may include, but are not limited to, the following:

- I. Outside assignments will constitute the work of the course and may include such activities as reading, researching, creating original works, observing, analyzing.

E. Appropriate Assignments that Demonstrate Critical Thinking:

Critical thinking assignments are required and may include, but are not limited to, the following:

- I. Critical thinking will be required of students in such assignments as written and oral analysis and evaluation of observations, activities, research and readings.

2. METHODS OF EVALUATION:

A student's grade will be based on multiple measures of performance unless the course requires no grade. Multiple measures may include, but are not limited to, the following:

- I. Based on written papers, oral presentations original projects.

3. METHODS OF INSTRUCTION:

Methods of instruction may include, but are not limited to, the following:

- * Other (Specify)
- * Will emphasize independent investigation and/or performance as determined by each instructor.

4. REQUIRED TEXTS AND SUPPLIES:

Textbooks may include, but are not limited to:

TEXTBOOKS:

1. Holoman, D. Kern. Writing About Music: A Style Sheet, 3rd ed. University of California Press, 2014, ISBN: 9780520281530

2. Turabian, Kate L., et al. A Manual for Writers of Research Papers, Theses, and Dissertations, Eighth Edition: Chicago Style for Students and Researchers, 8th ed. University of Chicago Press, 2013, ISBN: 9780226816388

MANUALS:

PERIODICALS:

SOFTWARE:

SUPPLIES:

1. Articles, books, college level resources

ORIGINATOR: Dr. N. Scott Robinson

ORIGINATION DATE: 04/01/2018

PROPOSAL ORIGINATOR: Channing Booth

CO-CONTRIBUTOR(S)

PROPOSAL DATE: 04/05/2022

**SAN DIEGO COMMUNITY COLLEGE DISTRICT
COURSE PROPOSAL IMPACT REPORT**

COURSE TO BE PROPOSED: MUSI 290
Independent Study

ACTIVE/APPROVED COURSES IMPACTED:

MUSI 290 Independent Study (28975)

ACTIVE/APPROVED/PROPOSED PROGRAMS IMPACTED:

(Mesa)

Music Studies *Active*;
Associate of Arts Degree

Select 15 units from the following:

(Mesa)

Music Studies *Approved*;
Associate of Arts Degree

Select 15 units from the following:

(Mesa)

Music Studies *Approved*;
Associate of Arts Degree

Select 15 units from the following:

SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY AND MESA COLLEGES

**Course Outline of Record:
Curriculum Proposal Report**

SECTION I

- I. **Subject Area:** Music
- II. **Course Number:** 290
- III. **Course Title:** Independent Study
- IV. **Disciplines (Instructor Minimum Qualifications):** Music
- V.
- VI. **Family:**
- VII. **Current Short Title:** Independent Study
- VIII. **Course Is Active/Where?** MESA , CITY AND MIRAMAR
- IX. **Originating Campus:** MIRAMAR
- X. **Action Proposed:** Course Deactivation *(Active at another College)*
- XI. **Distance Education Proposed At:** Mesa
- XII. **Proposal Originating Date:** 04/05/2022
- XIII. **Proposed Start Semester:** Fall 2022
- XIV. **Field Trip:** May be required
- XV. **Grading Option:** Letter Grade or Pass/No Pass Option
- XVI. **Current Short Description:** Provides independent study in music.

SECTION II

COURSE ENROLLMENT INFORMATION

- I. **Requisites:**
Advisory: ENGL 047A with a grade of "C" or better, or equivalent. or Milestone R50/W50
or Advisory: ENGL 048 with a grade of "C" or better, or equivalent. or Milestone R50
& Advisory: ENGL 049 with a grade of "C" or better, or equivalent. or Milestone W50
Limitation on Enrollment:: Obtain Permission Number from Instructor
- II. **Current Degree Applicability:** Associate Degree Credit & transfer to CSU
- III. **Current Basic Skills Designation:** N - Not a Basic Skills Course
- IV. **Repeatability:** Course may be taken 1 time(s)
- V. **Course Equivalency:** No
- VI. **Additional Information:**
- VII. **Additional Textbook Information:** Texts are most current editions.

COURSE ANALYSIS DATA

- I. **Reason for Proposed Action:** Not offered
- II. **How Does The Course Fit The College Mission?**
- III. **Current Transfer Options:**
- IV.
- V. **Extraordinary Cost to the College:** none.
- VI. **Library Resource Materials:** .

GENERAL EDUCATION ANALYSIS

REQUISITES ANALYSIS

Reading and writing at college level.

SECTION III

COURSE DISTANCE EDUCATION INFORMATION

- I. **MESA**

- II. **Distance Education Methods of Instruction:** 1. Online-Emergency Only
- III. **Other Distance Education Methods:**
- IV. **Type and frequency of contact may include, but is not limited to:**
1. Conferencing
As needed
 2. Email/Message System
At least weekly
 3. Individualized Assignment Feedback
Frequent
 4. Telephone Contact
As needed
- V. **List of Techniques:** MUSI 290 (Independent Study) - Online instruction includes regular communication between instructor and student. Telephone calls, email and messaging between the instructor and student may be used to discuss questions and concerns throughout the course. Conferencing will be used as needed. Students will submit all course work (tests and assignments) electronically to the instructor for grading.
- VI. **How to Evaluate Students for Achieved Outcomes:** The evaluation methods will mirror the on-campus course as specified in the course outline. The feedback on assignments and tests will be submitted electronically to the student.
- VII. **Additional Resources/Materials/Information:** SDCCD and DSPS personnel will provide all needed accommodations. DSPS will provide a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).
- VIII. **Audio Visual Library Materials:** NO

SECTION IV

COURSE STUDENT LEARNING OUTCOME(S)

CITY

MESA

- Students will evaluate issues related to materials in other music courses.
- Students will analyze issues related to materials in other music courses.

SECTION V

COURSE DATA ADMINISTRATION ELEMENTS

I. Codes:

California Classification: (Y Credit Course)

TOP Code: 1004.00 Music

SAM Code: E - Non Occupational

Course Prior to College Level (CB21): Y - Not applicable. Level of course is not one of the levels listed above, may be above level A (transferable) or below level C (more than 3 levels below transfer level).

Funding Agency Category (CB23): Not Applicable (funding not used to develop course)

Course Program Status (CB24): Not program-applicable

Course Gen Education Status (CB25):

Course Support Course Status (CB26):

Major Restriction Code: NONE

II. Other Units: 1.00 - 3.00

Total Units: 1 - 3

Lecture Hours Min: 0.00 **Max:** 0.00

Lab Hours Min: 0.00 **Max:** 0.00

Other Hours Min: 48.00 **Max:** 162.00

Total Contact Hours Min: 48.00 **Max:** 162.00

Outside-of-Class Hours Min: 0.00 **Max:** 0.00

Total Student Learning Hours Min: 48.00 **Max:** 162.00

FTEF Lecture Min: 0.0000 **Max:** 0.0000

FTEF Lab Min: 0.0000 **Max:** 0.0000

FTEF Total Min: 0.0000 Max:0.0000

III. Last Time Pre/Co Requisite Update: 04/05/2022

IV. Last Outline Revision Date: 09/27/2018

V. CIC Approval:

VI. BOT Approval:

VII. State Approval:

VIII. Revised State Approval:

IX. Course Approval Effective Date:

SECTION VI

CREDIT FOR PRIOR LEARNING

MUSI 290

Previous Report

CIC Approval: 09/27/2018
BOT APPROVAL:
STATE APPROVAL:
EFFECTIVE TERM: Fall 2019

**SAN DIEGO COMMUNITY COLLEGE DISTRICT
CITY, MESA, AND MIRAMAR COLLEGES
ASSOCIATE DEGREE COURSE OUTLINE**

SECTION I

SUBJECT AREA AND COURSE NUMBER: Music 290

COURSE TITLE:
Independent Study

Units:
1-3

Letter Grade or Pass/No Pass Option

CATALOG COURSE DESCRIPTION:

This course affords students the opportunity to pursue special interests in music. Projects may include extended research on music subjects addressed in scheduled music classes as well as topics outside the music curriculum. The culmination of the course may include a written paper, presentation or performance. An Independent Study has to be arranged with, approved and monitored by a member of the music faculty.

REQUISITES:

Advisory:

ENGL 047A with a grade of "C" or better, or equivalent or Milestone R50/W50
or
ENGL 048 with a grade of "C" or better, or equivalent or Milestone R50
&
ENGL 049 with a grade of "C" or better, or equivalent or Milestone W50

Limitation on Enrollment:

Obtain Permission Number from Instructor

FIELD TRIP REQUIREMENTS:

May be required

TRANSFER APPLICABILITY:

Associate Degree Credit & transfer to CSU

CID:

TOTAL LECTURE HOURS:

TOTAL LAB HOURS:

TOTAL CONTACT HOURS:

48 - 162

OUTSIDE-OF-CLASS HOURS:

TOTAL OTHER HOURS:

48 - 162

TOTAL STUDENT LEARNING HOURS:

48 - 162

STUDENT LEARNING OBJECTIVES:

Upon successful completion of the course the student will be able to:

1. Independently investigate issues related to material in other music courses.
2. Identify and utilize resources available within the student's field of study.

Current Report

MUSI 290

CIC Approval:
BOT APPROVAL:
STATE APPROVAL:
EFFECTIVE TERM:

**SAN DIEGO COMMUNITY COLLEGE DISTRICT
CITY, AND MESA COLLEGES
ASSOCIATE DEGREE COURSE OUTLINE**

SECTION I

SUBJECT AREA AND COURSE NUMBER: Music 290

COURSE TITLE:
Independent Study

Units:
1-3

Letter Grade or Pass/No Pass Option

CATALOG COURSE DESCRIPTION:

This course affords students the opportunity to pursue special interests in music. Projects may include extended research on music subjects addressed in scheduled music classes as well as topics outside the music curriculum. The culmination of the course may include a written paper, presentation or performance. An Independent Study has to be arranged with, approved and monitored by a member of the music faculty.

REQUISITES:

Advisory:

ENGL 047A with a grade of "C" or better, or equivalent or Milestone R50/W50
or
ENGL 048 with a grade of "C" or better, or equivalent or Milestone R50
&
ENGL 049 with a grade of "C" or better, or equivalent or Milestone W50

Limitation on Enrollment:

Obtain Permission Number from Instructor

FIELD TRIP REQUIREMENTS:

May be required

TRANSFER APPLICABILITY:

Associate Degree Credit & transfer to CSU

CID:

TOTAL LECTURE HOURS:

TOTAL LAB HOURS:

TOTAL CONTACT HOURS:

48 - 162

OUTSIDE-OF-CLASS HOURS:

TOTAL OTHER HOURS:

48 - 162

TOTAL STUDENT LEARNING HOURS:

48 - 162

STUDENT LEARNING OBJECTIVES:

Upon successful completion of the course the student will be able to:

1. Independently investigate issues related to material in other music courses.
2. Identify and utilize resources available within the student's field of study.

SECTION II

SECTION II

1. COURSE OUTLINE AND SCOPE:

A. **Outline Of Topics:**

The following topics are included in the framework of the course but are not intended as limits on content. The order of presentation and relative emphasis will vary with each instructor.

I. Specific topic and range of investigation will vary with each study.

B. **Reading Assignments:**

Reading assignments are required and may include, but are not limited to, the following:

I. Readings used to study the special topic will require independent comprehension of books and articles prepared for college level investigation.

C. **Writing Assignments:**

Writing assignments are required and may include, but are not limited to, the following:

I. Writing assignments will be used to report researched material and/or produce original material.

D. **Appropriate Outside Assignments:**

Outside assignments may include, but are not limited to, the following:

I. Outside assignments will constitute the work of the course and may include such activities as reading, researching, creating original works, observing, analyzing.

E. **Appropriate Assignments that Demonstrate Critical Thinking:**

Critical thinking assignments are required and may include, but are not limited to, the following:

I. Critical thinking will be required of students in such assignments as written and oral analysis and evaluation of observations, activities, research and readings.

2. METHODS OF EVALUATION:

A student's grade will be based on multiple measures of performance unless the course requires no grade. Multiple measures may include, but are not limited to, the following:

I. Based on written papers, oral presentations original projects.

3. METHODS OF INSTRUCTION:

Methods of instruction may include, but are not limited to, the following:

* Other (Specify)

* Will emphasize independent investigation and/or performance as determined by each instructor.

4. REQUIRED TEXTS AND SUPPLIES:

Textbooks may include, but are not limited to:

TEXTBOOKS:

1. Holoman, D. Kern. Writing About Music: A Style Sheet, 3rd ed. University of California Press, 2014, ISBN: 9780520281530

2. Turabian, Kate L., et al. A Manual for Writers of Research Papers, Theses, and Dissertations, Eighth Edition: Chicago Style for Students and Researchers, 8th ed. University of Chicago Press, 2013, ISBN: 9780226816388

MANUALS:

PERIODICALS:

SOFTWARE:

SUPPLIES:

1. Articles, books, college level resources

1. COURSE OUTLINE AND SCOPE:

A. **Outline Of Topics:**

The following topics are included in the framework of the course but are not intended as limits on content. The order of presentation and relative emphasis will vary with each instructor.

I. Specific topic and range of investigation will vary with each study.

B. **Reading Assignments:**

Reading assignments are required and may include, but are not limited to, the following:

I. Readings used to study the special topic will require independent comprehension of books and articles prepared for college level investigation.

C. **Writing Assignments:**

Writing assignments are required and may include, but are not limited to, the following:

I. Writing assignments will be used to report researched material and/or produce original material.

D. **Appropriate Outside Assignments:**

Outside assignments may include, but are not limited to, the following:

I. Outside assignments will constitute the work of the course and may include such activities as reading, researching, creating original works, observing, analyzing.

E. **Appropriate Assignments that Demonstrate Critical Thinking:**

Critical thinking assignments are required and may include, but are not limited to, the following:

I. Critical thinking will be required of students in such assignments as written and oral analysis and evaluation of observations, activities, research and readings.

2. METHODS OF EVALUATION:

A student's grade will be based on multiple measures of performance unless the course requires no grade. Multiple measures may include, but are not limited to, the following:

I. Based on written papers, oral presentations original projects.

3. METHODS OF INSTRUCTION:

Methods of instruction may include, but are not limited to, the following:

* Other (Specify)

* Will emphasize independent investigation and/or performance as determined by each instructor.

4. REQUIRED TEXTS AND SUPPLIES:

Textbooks may include, but are not limited to:

TEXTBOOKS:

1. Holoman, D. Kern. Writing About Music: A Style Sheet, 3rd ed. University of California Press, 2014, ISBN: 9780520281530

2. Turabian, Kate L., et al. A Manual for Writers of Research Papers, Theses, and Dissertations, Eighth Edition: Chicago Style for Students and Researchers, 8th ed. University of Chicago Press, 2013, ISBN: 9780226816388

MANUALS:

PERIODICALS:

SOFTWARE:

SUPPLIES:

1. Articles, books, college level resources

ORIGINATOR: Dr. N. Scott Robinson

ORIGINATION DATE: 04/01/2018

PROPOSAL ORIGINATOR: Channing Booth

CO-CONTRIBUTOR(S)

CO-CONTRIBUTOR(S)
DATE: 04/01/2018

Status: Active

Date Printed: 10/11/2022

PROPOSAL DATE: 04/05/2022

Status: Launched

Date Printed: 10/11/2022

Previous Report

SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY , MESA AND MIRAMAR COLLEGES

Course Outline of Record:
Curriculum Proposal Report

SECTION I

- I. Subject Area: Music
- II. Course Number: 290
- III. Course Title: Independent Study
- IV. Disciplines (Instructor Minimum Qualifications): Music
- V.
- VI. Family:
- VII. Current Short Title: Independent Study
- VIII. Course Is Active/Where? CITY , MESA AND MIRAMAR
- IX. Originating Campus: MESA
- X. Action Proposed: Course Revision (May Include Activation)
- XI. Distance Education Proposed At: Mesa and Miramar
- XII. Proposal Originating Date: 04/01/2018
- XIII. Proposed Start Semester: Fall 2019
- XIV. Field Trip: May be required
- XV. Grading Option: Letter Grade or Pass/No Pass Option
- XVI. Current Short Description: Provides independent study in music.

SECTION II

COURSE ENROLLMENT INFORMATION

- I. Requisites:
Advisory: ENGL 047A with a grade of "C" or better, or equivalent. or Milestone R50/W50
or Advisory: ENGL 048 with a grade of "C" or better, or equivalent. or Milestone R50
& Advisory: ENGL 049 with a grade of "C" or better, or equivalent. or Milestone W50
Limitation on Enrollment:: Obtain Permission Number from Instructor
- II. Current Degree Applicability: Associate Degree Credit & transfer to CSU
- III. Current Basic Skills Designation: N - Not a Basic Skills Course
- IV. Repeatability: Course may be taken 1 time(s)
- V. Course Equivalency: No
- VI. Additional Information:
- VII. Additional Textbook Information: Texts are most current editions.

COURSE ANALYSIS DATA

- I. Reason for Proposed Action: Six year review including update of objectives and requisites, as well as addition of textbooks. (Course revision is for six year review.)
- II. How Does The Course Fit The College Mission?
- III. Current Transfer Options:
- IV.
- V. Extraordinary Cost to the College: none.
- VI. Library Resource Materials: .

GENERAL EDUCATION ANALYSIS

REQUISITES ANALYSIS

Reading and writing at college level.

Current Report

SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY AND MESA COLLEGES

Course Outline of Record:
Curriculum Proposal Report

SECTION I

- I. Subject Area: Music
- II. Course Number: 290
- III. Course Title: Independent Study
- IV. Disciplines (Instructor Minimum Qualifications): Music
- V.
- VI. Family:
- VII. Current Short Title: Independent Study
- VIII. Course Is Active/Where? MESA , CITY AND MIRAMAR
- IX. Originating Campus: MIRAMAR
- X. Action Proposed: Course Deactivation *(Active at another College)*
- XI. Distance Education Proposed At: Mesa
- XII. Proposal Originating Date: 04/05/2022
- XIII. Proposed Start Semester: Fall 2022
- XIV. Field Trip: May be required
- XV. Grading Option: Letter Grade or Pass/No Pass Option
- XVI. Current Short Description: Provides independent study in music.

SECTION II

COURSE ENROLLMENT INFORMATION

- I. Requisites:
Advisory: ENGL 047A with a grade of "C" or better, or equivalent. or Milestone R50/W50
or Advisory: ENGL 048 with a grade of "C" or better, or equivalent. or Milestone R50
& Advisory: ENGL 049 with a grade of "C" or better, or equivalent. or Milestone W50
Limitation on Enrollment:: Obtain Permission Number from Instructor
- II. Current Degree Applicability: Associate Degree Credit & transfer to CSU
- III. Current Basic Skills Designation: N - Not a Basic Skills Course
- IV. Repeatability: Course may be taken 1 time(s)
- V. Course Equivalency: No
- VI. Additional Information:
- VII. Additional Textbook Information: Texts are most current editions.

COURSE ANALYSIS DATA

- I. Reason for Proposed Action: Not offered
- II. How Does The Course Fit The College Mission?
- III. Current Transfer Options:
- IV.
- V. Extraordinary Cost to the College: none.
- VI. Library Resource Materials: .

GENERAL EDUCATION ANALYSIS

REQUISITES ANALYSIS

Reading and writing at college level.

- I. Course: ENGL 047A Apply critical reading strategies, such as annotations, summaries, paraphrasing and notetaking to understand and explain texts.
- II. Course: ENGL 048 Read and comprehend college-level materials from a variety of disciplines.
- III. Course: ENGL 049 Read and analyze expository prose as a basis for writing, class discussion, and reading skill enhancement.
- IV. Course: ENGL 048 Analyze and critically evaluate college-level reading materials, both orally and in writing.
- V. Course: ENGL 047A Identify an author's point of view and main arguments.
- VI. Course: ENGL 049 Use appropriate strategies from the writing process including pre-writing, composing, revising, and editing techniques, considering audience and purpose.
- VII. Course: ENGL 049 Plan, write, and revise essays and other assignments comprising a total of 4,000-5,000 graded words in compositions that are unified, developed, purposeful, and appropriate in tone for the intended audience.
- VIII. Course: ENGL 048 Use specific reading strategies, including pre-reading, reading with questions, summarizing, and notetaking, to facilitate comprehension and critical reading of difficult texts in a variety of disciplines.
- IX. Course: ENGL 047A Analyze an author's support for his/her argument by developing questions and making connections with other texts and one's own experiences.
- X. Course: ENGL 048 Utilize a variety of vocabulary learning strategies, particularly content-specific vocabulary.
- XI. Course: ENGL 047A Formulate an argument and/or point of view related to a text through group discussion and freewriting.
- XII. Course: ENGL 049 Produce in-class essays that demonstrate organizing, composing, revising, editing, and time-management skills.
- XIII. Course: ENGL 048 Write thoughtfully and accurately about class readings using appropriate grammatical structures to convey understanding of the readings, to analyze texts, and to show relationships between parts of texts.
- XIV. Course: ENGL 049 Apply an intermediate knowledge of appropriate mechanical and grammatical structures to support essay development and successful expression of meaning.
- XV. Course: ENGL 047A Construct a clear, structured argument for an intended audience.
- XVI. Course: ENGL 048 Prepare a response paper, incorporating a variety of sources.
- XVII. Course: ENGL 049 Apply critical thinking skills to reading, writing and class discussion on academic as well as personal topics.
- XVIII. Course: ENGL 047A Compose a structured, analytical academic essay based on one or more main points.
- XIX. Course: ENGL 048 Apply critical thinking skills in the process of reading and writing as well as in class discussion.
- XX. Course: ENGL 047A Formulate questions related to one's own writing as well as the writing of one's peers.
- XXI. Course: ENGL 048 Select the appropriate study skills, comprehension strategies, and work habits necessary for success in further academic and workplace environments.
- XXII. Course: ENGL 047A Assess and incorporate peer review feedback to revise writing.
- XXIII. Course: ENGL 047A Use library and Internet resources to research and develop supporting documentation for basic academic essays.
- XXIV. Course: ENGL 047A Use Modern Language Association (MLA) style to format an essay.

SECTION III

COURSE DISTANCE EDUCATION INFORMATION

I. MESA

II. Distance Education Methods of Instruction: 1. Online-Emergency Only

III. Other Distance Education Methods:

IV. Type and frequency of contact may include, but is not limited to:

- 1. Conferencing
As needed
- 2. Email/Message System
At least weekly
- 3. Individualized Assignment Feedback
Frequent
- 4. Telephone Contact
As needed

V. List of Techniques: MUSI 290 (Independent Study) - Online instruction includes regular communication between instructor and student. Telephone calls, email and messaging between the instructor and student may be used to discuss questions and concerns throughout the course. Conferencing will be used as needed. Students will submit all course work (tests and assignments) electronically to the instructor for grading.

SECTION III

COURSE DISTANCE EDUCATION INFORMATION

I. MESA

II. Distance Education Methods of Instruction: 1. Online-Emergency Only

III. Other Distance Education Methods:

IV. Type and frequency of contact may include, but is not limited to:

- 1. Conferencing
As needed
- 2. Email/Message System
At least weekly
- 3. Individualized Assignment Feedback
Frequent
- 4. Telephone Contact
As needed

V. List of Techniques: MUSI 290 (Independent Study) - Online instruction includes regular communication between instructor and student. Telephone calls, email and messaging between the instructor and student may be used to discuss questions and concerns throughout the course. Conferencing will be used as needed. Students will submit all course work (tests and assignments) electronically to the instructor for grading.

VI. How to Evaluate Students for Achieved Outcomes: The evaluation methods will mirror the on-campus course as specified in the course outline. The feedback on assignments and tests will be submitted electronically to the student.

VII. Additional Resources/Materials/Information: SDCCD and DSPS personnel will provide all needed accommodations. DSPS will provide a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).

VIII. Audio Visual Library Materials: NO

VI. How to Evaluate Students for Achieved Outcomes: The evaluation methods will mirror the on-campus course as specified in the course outline. The feedback on assignments and tests will be submitted electronically to the student.

VII. Additional Resources/Materials/Information: SDCCD and DSPS personnel will provide all needed accommodations. DSPS will provide a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).

VIII. Audio Visual Library Materials: NO

IX. MIRAMAR

X. Distance Education Methods of Instruction: 1. Online-Emergency Only

XI. Other Distance Education Methods: A minimum of two real-time meetings between the student and instructor during the term: 1) An initial meeting to develop a written contract for the independent study activities (e.g. problem analysis, primary research, report writing), and 2) A final meeting to review the student's performance and achievement of the independent study objectives. These meetings may take place via teleconferencing software, synchronous video, telephone conferencing, or other means of real-time two-way communication.

XII. Type and frequency of contact may include, but is not limited to:

1. Announcements
at least three instructor-initiated messages (via announcements, email, message system, telephone, or other appropriate technique) during the term
2. Conferencing
as assigned
3. Discussion Board
as assigned
4. Email/Message System
at least three instructor-initiated messages (via announcements, email, message system, telephone, or other appropriate technique) during the term
5. Group Meetings
as assigned
6. Individual Meetings
as needed
7. Individualized Assignment Feedback
as assigned
8. Synchronous or Asynchronous Video
as assigned
9. Telephone Contact
at least three instructor-initiated messages (via announcements, email, message system, telephone, or other appropriate technique) during the term

XIII. List of Techniques: Techniques include one-on-one communication with the instructor and with other students (if appropriate) via email, the announcement system, the discussion board, or other tools. This will include a scheduled initial and final meeting described above.

XIV. How to Evaluate Students for Achieved Outcomes: Students will be evaluated in the same way as the face-to-face course; only using distance technology. Evaluation methods are specified in the independent study contract and may include the following: writing assignments, quizzes, objective and essay examinations, term papers/projects, and presentations to groups via synchronous or asynchronous video. The evaluation methods chosen will be appropriate to the plan for study, products required for its implementation, and the schedule for completion.

XV. Additional Resources/Materials/Information: Materials posted online are consistent with those required for campus-based class. SDCCD and DSPS personnel provide all needed accommodations. DSPS provides a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).

XVI. Audio Visual Library Materials: NO

SECTION IV

COURSE STUDENT LEARNING OUTCOME(S)

CITY

MESA

- Students will evaluate issues related to materials in other music courses.
- Students will analyze issues related to materials in other music courses.

SECTION IV

COURSE STUDENT LEARNING OUTCOME(S)

CITY

MESA

- Students will evaluate issues related to materials in other music courses.
- Students will analyze issues related to materials in other music courses.

SECTION V

COURSE DATA ADMINISTRATION ELEMENTS

I. Codes:

California Classification: (Y Credit Course)

TOP Code: 1004.00 Music

SAM Code: E - Non Occupational

Course Prior to College Level (CB21): Y - Not applicable. Level of course is not one of the levels listed above, may be above level A (transferable) or below level C (more than 3 levels below transfer level).

Funding Agency Category (CB23): Not Applicable (funding not used to develop course)

Course Program Status (CB24): Not program-applicable

Course Gen Education Status (CB25):

Course Support Course Status (CB26):

Major Restriction Code: NONE

II. Other Units: 1.00 - 3.00

Total Units: 1 - 3

Lecture Hours Min: 0.00 **Max:** 0.00

Lab Hours Min: 0.00 **Max:** 0.00

Other Hours Min: 48.00 **Max:** 162.00

Total Contact Hours Min: 48.00 **Max:** 162.00

Outside-of-Class Hours Min: 0.00 **Max:** 0.00

Total Student Learning Hours Min: 48.00 **Max:** 162.00

FTEF Lecture Min: 0.0000 **Max:** 0.0000

FTEF Lab Min: 0.0000 **Max:** 0.0000

FTEF Total Min: 0.0000 **Max:** 0.0000

III. Last Time Pre/Co Requisite Update: 04/05/2022

IV. Last Outline Revision Date: 09/27/2018

V. CIC Approval:

VI. BOT Approval:

VII. State Approval:

VIII. Revised State Approval:

IX. Course Approval Effective Date:

SECTION VI

CREDIT FOR PRIOR LEARNING

Five horizontal bars representing credit for prior learning, colored orange, light blue, purple, pink, and grey from top to bottom.

MIRAMAR

SECTION V

COURSE DATA ADMINISTRATION ELEMENTS

I. Codes:

California Classification: (Y Credit Course)

TOP Code: 1004.00 Music

SAM Code: E - Non Occupational

Course Prior to College Level (CB21): Y - Not applicable. Level of course is not one of the levels listed above, may be above level A (transferable) or below level C (more than 3 levels below transfer level).

Funding Agency Category (CB23): Not Applicable (funding not used to develop course)

Course Program Status (CB24): Not program-applicable

Course Gen Education Status (CB25):

Course Support Course Status (CB26):

Major Restriction Code: NONE

II. Other Units: 1.00 - 3.00

Total Units: 1 - 3

Lecture Hours Min: 0.00 Max: 0.00

Lab Hours Min: 0.00 Max: 0.00

Other Hours Min: 48.00 Max: 162.00

Total Contact Hours Min: 48.00 Max: 162.00

Outside-of-Class Hours Min: 0.00 Max: 0.00

Total Student Learning Hours Min: 48.00 Max: 162.00

FTEF Lecture Min: 0.0000 Max: 0.0000

FTEF Lab Min: 0.0000 Max: 0.0000

FTEF Total Min: 0.0000 Max: 0.0000

III. Last Time Pre/Co Requisite Update: 09/11/2018

IV. Last Outline Revision Date: 09/27/2018

V. CIC Approval: 09/27/2018

VI. BOT Approval:

VII. State Approval:

VIII. Revised State Approval:

IX. Course Approval Effective Date: Fall 2019

SECTION VI

CREDIT FOR PRIOR LEARNING

MIRAMAR - ECONOMICS - ASSOCIATE IN ARTS FOR TRANSFER DEGREE

PROPOSAL INFORMATION

Action Proposed:Program Revision

Proposal Originator:Duane Short

Origination

Date:04/05/2022

Proposed Start:Fall 2024

Need for Proposal:

Replace MATH 104/141 with MATH 141A/141B in the restricted electives as per Math Department curriculum change.

Attached Documents:

[CCCCO Application Narrative](#)

PROGRAM & AWARD INFORMATION

Award Description:

This degree is accepted by some but not all CSU campuses.

The Associate in Arts in Economics for Transfer Degree is intended for students who plan to complete a Bachelor's degree in Economics or a related major in the California State University (CSU) system. Students who complete this degree and transfer to a participating CSU campus will be required to complete no more than 60 units after transfer to earn a bachelor's degree. It may not be appropriate preparation for students transferring to a CSU campus that does not accept the degree. Students who plan to complete this degree should consult a counselor for additional information about participating CSU campuses as well as university admission, degree, and transfer requirements.

Award Notes:

General Education: In addition to the courses listed above, students must complete one of the following general education options:

- The IGETC pattern (page XX) is accepted by all CSU campuses and most UC campuses and majors. It is also accepted by some private/independent or out of state universities.
- The CSU GE pattern (page XX) is accepted by all CSU campuses and some private/independent or out of state universities. It is not accepted by the UC system.

It is strongly recommended that students consult with a counselor to determine which general education option is most appropriate for their individual educational goals.

Electives as needed to meet minimum of 60 CSU-transferable units required for the degree

Program Description:

N/A - this section is no longer updated via Curricunet.

Program Goals:

N/A - this section is no longer updated via Curricunet.

Program Emphasis:

N/A - this section is no longer updated via Curricunet.

Career Options:

N/A - this section is no longer updated via Curricunet.

COURSES REQUIRED FOR THE MAJOR:

UNITS

ECON 120	Principles of Macroeconomics *Active*	3
ECON 121	Principles of Microeconomics *Active*	3
BUSE 115	Statistics for Business *Active*	3

or	MATH 119	Elementary Statistics *Active*	3
or	PSYC 258	Behavioral Science Statistics *Active*	3
	MATH 121	Basic Techniques of Applied Calculus I *Active*	3
or	MATH 150	Calculus with Analytic Geometry I *Active*	5

SELECT TWO OF THE FOLLOWING COURSES: UNITS

ACCT 116A	Financial Accounting *Active*	4
ACCT 116B	Managerial Accounting *Active*	4
BUSE 119	Business Communications *Active*	3
BUSE 140	Business Law and the Legal Environment *Active*	3
COMS 160	Argumentation *Active*	3
CISC 181	Principles of Information Systems *Active*	4
ENGL 105	Composition and Literature *Active*	3
ENGL 205	Critical Thinking and Intermediate Composition *Active*	3
MATH 116	College and Matrix Algebra *Active*	3
MATH 122	Basic Techniques of Calculus II *Active*	3
MATH 141A	Precalculus I *Launched*	4
MATH 141B	Precalculus II *Launched*	4
MATH 151	Calculus with Analytic Geometry II *Active*	4
MATH 252	Calculus with Analytic Geometry III *Active*	4
MATH 255	Differential Equations *Active*	3
PHIL 205	Critical Thinking and Writing in Philosophy *Active*	3
SOCO 101	Principles of Sociology *Active*	3

Total Units 18 - 23

DATES & CODES

CIC Approval:

Board Approval:

State Approval:

TOP Code: 2204.00

State Approval (Unique) Code: 33374

Subject Area: Economics
 Program Area: Economics

Report Run: 10/11/2022 10:31 PM
 Program ID: 4379

Previous Report

MIRAMAR - ECONOMICS - ASSOCIATE IN ARTS FOR TRANSFER DEGREE

PROPOSAL INFORMATION

Action Proposed:Program Revision

Proposal Originator:Duane Short

Origination Date:12/20/2020

Proposed Start:Fall 2022

Need for Proposal:

Addition of BUSE 115 as an additional option for the statistics requirement and removal of CBTE 210 as a restricted elective, in keeping with the TMC template. Removal of CISC 186 from restricted electives (since it is going to be deactivated).

Attached Documents:

- [Articulation documentation](#)
- [TMC Template](#)
- [CID approval for BUSE 115](#)
- [CCCCO proposal narrative](#)

PROGRAM & AWARD INFORMATION

Award Description:

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Program Description:

N/A - this section is no longer updated via CurricUNET.

Program Goals:

N/A - this section is no longer updated via CurricUNET.

Program Emphasis:

N/A - this section is no longer updated via CurricUNET.

Career Options:

Current Report

MIRAMAR - ECONOMICS - ASSOCIATE IN ARTS FOR TRANSFER DEGREE

PROPOSAL INFORMATION

Action Proposed:Program Revision

Proposal Originator:Duane Short

Origination Date:04/05/2022

Proposed Start:Fall 2024

Need for Proposal:

Replace MATH 104/141 with MATH 141A/141B in the restricted electives as per Math Department curriculum change.

Attached Documents:

- [CCCCO Application Narrative](#)

PROGRAM & AWARD INFORMATION

Award Description:

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Program Goals:

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Program Emphasis:

N/A - this section is no longer updated via CurricUNET.

Career Options:

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COURSES REQUIRED FOR THE MAJOR:

COURSES REQUIRED FOR THE MAJOR:		UNITS
ECON 120	Principles of Macroeconomics *Active*	3
ECON 121	Principles of Microeconomics *Active*	3

N/A - this section is no longer updated via Curricunet.

COURSES REQUIRED FOR THE MAJOR:		UNITS
ECON 120	Principles of Macroeconomics *Active*	3
ECON 121	Principles of Microeconomics *Active*	3
BUSE 115	Statistics for Business *Active*	3
or MATH 119	Elementary Statistics *Active*	3
or PSYC 258	Behavioral Science Statistics *Active*	3
MATH 121	Basic Techniques of Applied Calculus I *Active*	3
or MATH 150	Calculus with Analytic Geometry I *Active*	5

SELECT TWO OF THE FOLLOWING COURSES:		UNITS
ACCT 116A	Financial Accounting *Active*	4
ACCT 116B	Managerial Accounting *Active*	4
BUSE 119	Business Communications *Active*	3
BUSE 140	Business Law and the Legal Environment *Active*	3
COMS 160	Argumentation *Active*	3
CISC 181	Principles of Information Systems *Active*	4
ENGL 105	Composition and Literature *Active*	3
ENGL 205	Critical Thinking and Intermediate Composition *Active*	3
MATH 104	Trigonometry *Active*	3
MATH 116	College and Matrix Algebra *Active*	3
MATH 122	Basic Techniques of Calculus II *Active*	3
MATH 141	Precalculus *Active*	5
MATH 151	Calculus with Analytic Geometry II *Active*	4
MATH 252	Calculus with Analytic Geometry III *Active*	4
MATH 255	Differential Equations *Active*	3
PHIL 205	Critical Thinking and Writing in Philosophy *Active*	3
SOCO 101	Principles of Sociology *Active*	3

Total Units 18 - 23

DATES & CODES

CIC Approval: 11/12/2021
Board Approval: 12/16/2021
State Approval:
TOP Code: 2204.00
State Approval (Unique) Code: 33374

Subject Area: Economics
 Program Area: Business
 Report Run: 10/11/2022 10:31 PM
 Program ID: 4244

BUSE 115	Statistics for Business *Active*	3
or MATH 119	Elementary Statistics *Active*	3
or PSYC 258	Behavioral Science Statistics *Active*	3
MATH 121	Basic Techniques of Applied Calculus I *Active*	3
or MATH 150	Calculus with Analytic Geometry I *Active*	5

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CISC 181	Principles of Information Systems *Active*	4
ENGL 105	Composition and Literature *Active*	3
ENGL 205	Critical Thinking and Intermediate Composition *Active*	3
MATH 116	College and Matrix Algebra *Active*	3
MATH 122	Basic Techniques of Calculus II *Active*	3
MATH 141A	Precalculus I *Launched*	4
MATH 141B	Precalculus II *Launched*	4
MATH 151	Calculus with Analytic Geometry II *Active*	4
MATH 252	Calculus with Analytic Geometry III *Active*	4
MATH 255	Differential Equations *Active*	3
PHIL 205	Critical Thinking and Writing in Philosophy *Active*	3
SOCO 101	Principles of Sociology *Active*	3

Total Units 18 - 23

DATES & CODES

CIC Approval:
Board Approval:
State Approval:
TOP Code: 2204.00
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Subject Area: Economics
 Program Area: Economics
 Report Run: 10/11/2022 10:31 PM
 Program ID: 4379

Previous Report

MIRAMAR - ECONOMICS - ASSOCIATE IN ARTS FOR TRANSFER DEGREE

PROPOSAL INFORMATION

Action Proposed:Program Revision

Proposal Originator:Duane Short

Origination Date:12/20/2020

Proposed Start:Fall 2022

Need for Proposal:

Addition of BUSE 115 as an additional option for the statistics requirement and removal of CBTE 210 as a restricted elective, in keeping with the TMC template. Removal of CISC 186 from restricted electives (since it is going to be deactivated).

Attached Documents:

[Articulation documentation](#)

[TMC Template](#)

[CID approval for BUSE 115](#)

[CCCCO proposal narrative](#)

PROGRAM & AWARD INFORMATION

Award Description:

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Program Description:

N/A - this section is no longer updated via CurricUNET.

Program Goals:

N/A - this section is no longer updated via CurricUNET.

Program Emphasis:

N/A - this section is no longer updated via CurricUNET.

Career Options:

Current Report

MIRAMAR - ECONOMICS - ASSOCIATE IN ARTS FOR TRANSFER DEGREE

PROPOSAL INFORMATION

Action Proposed:Program Revision

Proposal Originator:Duane Short

Origination Date:04/05/2022

Proposed Start:Fall 2024

Need for Proposal:

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Attached Documents:

[CCCCO Application Narrative](#)

PROGRAM & AWARD INFORMATION

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Program Goals:

N/A - this section is no longer updated via CurricUNET.

Program Emphasis:

N/A - this section is no longer updated via CurricUNET.

Career Options:

N/A - this section is no longer updated via CurricUNET.

COURSES REQUIRED FOR THE MAJOR:

COURSES REQUIRED FOR THE MAJOR:		UNITS
ECON 120	Principles of Macroeconomics *Active*	3
ECON 121	Principles of Microeconomics *Active*	3

N/A - this section is no longer updated via Curricunet.

COURSES REQUIRED FOR THE MAJOR:		UNITS
ECON 120	Principles of Macroeconomics *Active*	3
ECON 121	Principles of Microeconomics *Active*	3
BUSE 115	Statistics for Business *Active*	3
or MATH 119	Elementary Statistics *Active*	3
or PSYC 258	Behavioral Science Statistics *Active*	3
MATH 121	Basic Techniques of Applied Calculus I *Active*	3
or MATH 150	Calculus with Analytic Geometry I *Active*	5

SELECT TWO OF THE FOLLOWING COURSES:		UNITS
ACCT 116A	Financial Accounting *Active*	4
ACCT 116B	Managerial Accounting *Active*	4
BUSE 119	Business Communications *Active*	3
BUSE 140	Business Law and the Legal Environment *Active*	3
COMS 160	Argumentation *Active*	3
CISC 181	Principles of Information Systems *Active*	4
ENGL 105	Composition and Literature *Active*	3
ENGL 205	Critical Thinking and Intermediate Composition *Active*	3
MATH 104	Trigonometry *Active*	3
MATH 116	College and Matrix Algebra *Active*	3
MATH 122	Basic Techniques of Calculus II *Active*	3
MATH 141	Precalculus *Active*	5
MATH 151	Calculus with Analytic Geometry II *Active*	4
MATH 252	Calculus with Analytic Geometry III *Active*	4
MATH 255	Differential Equations *Active*	3
PHIL 205	Critical Thinking and Writing in Philosophy *Active*	3
SOCO 101	Principles of Sociology *Active*	3

Total Units 18 - 23

DATES & CODES

CIC Approval: 11/12/2021
Board Approval: 12/16/2021
State Approval:
TOP Code: 2204.00
State Approval (Unique) Code: 33374

Subject Area: Economics
 Program Area: Business
 Report Run: 10/11/2022 10:31 PM
 Program ID: 4244

BUSE 115	Statistics for Business *Active*	3
or MATH 119	Elementary Statistics *Active*	3
or PSYC 258	Behavioral Science Statistics *Active*	3
MATH 121	Basic Techniques of Applied Calculus I *Active*	3
or MATH 150	Calculus with Analytic Geometry I *Active*	5

SELECT TWO OF THE FOLLOWING COURSES:		UNITS
ACCT 116A	Financial Accounting *Active*	4
ACCT 116B	Managerial Accounting *Active*	4
BUSE 119	Business Communications *Active*	3
BUSE 140	Business Law and the Legal Environment *Active*	3
COMS 160	Argumentation *Active*	3
CISC 181	Principles of Information Systems *Active*	4
ENGL 105	Composition and Literature *Active*	3
ENGL 205	Critical Thinking and Intermediate Composition *Active*	3
MATH 116	College and Matrix Algebra *Active*	3
MATH 122	Basic Techniques of Calculus II *Active*	3
MATH 141A	Precalculus I *Launched*	4
MATH 141B	Precalculus II *Launched*	4
MATH 151	Calculus with Analytic Geometry II *Active*	4
MATH 252	Calculus with Analytic Geometry III *Active*	4
MATH 255	Differential Equations *Active*	3
PHIL 205	Critical Thinking and Writing in Philosophy *Active*	3
SOCO 101	Principles of Sociology *Active*	3

Total Units 18 - 23

DATES & CODES

CIC Approval:
Board Approval:
State Approval:
TOP Code: 2204.00
State Approval (Unique) Code: 33374

Subject Area: Economics
 Program Area: Economics
 Report Run: 10/11/2022 10:31 PM
 Program ID: 4379

MIRAMAR - INDEPENDENT BUSINESS OWNERSHIP - CERTIFICATE OF PERFORMANCE

PROPOSAL INFORMATION

Action Proposed: Program Revision

Proposal Originator: Duane Short

Origination Date: 05/10/2022

Proposed Start: Fall 2023

Need for Proposal:

Add BUSE 229A-D to list of restricted electives.

PROGRAM & AWARD INFORMATION

Award Description:

The Certificate of Performance in Independent Business Ownership provides students the basic knowledge and skills needed to plan, start, and manage a new business in various occupations.

Program Description:

N/A - This section is no longer updated via Curricunet.

Program Goals:

N/A - This section is no longer updated via Curricunet.

Program Emphasis:

N/A - This section is no longer updated via Curricunet.

Career Options:

N/A - This section is no longer updated via Curricunet.

COURSES REQUIRED FOR THE MAJOR: UNITS

BUSE 129	Introduction to Entrepreneurship *Active*	3
BUSE 155	Managing the Small Business *Active*	3
or BUSE 157	Developing a Plan for the Small Business *Active*	3

SELECT AT LEAST TWO (2) UNITS FROM THE FOLLOWING COURSES (NOT ALREADY COMPLETED ABOVE): UNITS

BUSE 155	Managing the Small Business *Active*	3
BUSE 157	Developing a Plan for the Small Business *Active*	3
BUSE 229A	Gazelle Path Business Incubator I *Active*	4
BUSE 229B	Gazelle Path Business Incubator II *Active*	4
BUSE 229C	Gazelle Path Business Incubator III *Active*	4
BUSE 229D	Gazelle Path Business Incubator IV *Active*	4
BUSE 270	Business Internship / Work Experience *Active*	1 - 4
BUSE 290	Independent Study *Active*	1 - 3
ACCT 150	Computer Accounting Applications *Active*	3
AUTO 151T	Honda/Toyota Quick Service Lube, Pre-Delivery Inspection Technician *Active*	4
AUTO 153G	Introduction to Automotive Technology *Active*	3
AUTO 156G	Engine and Related Systems *Active*	4
AUTO 156T	Honda/Toyota Engine and Related Systems *Active*	4
AVIA 101	Private Pilot Ground School *Active*	3
AVIA 105	Introduction to Aviation and Aerospace *Active*	3
AVIM 101G	General Aviation Technology Theory I *Active*	6
CHIL 101	Human Growth and Development *Active*	3
DIES 100	Introduction to Diesel Technology *Active*	2
DIES 105	Measuring Tools and Applied Mathematics *Active*	2
EXSC 242B	Care and Prevention of Injuries *Active*	3

EXSC 292A	Yoga Teacher Training Essentials *Active*	3
GRFX 110	Introduction to Producing Computer-aided Graphics *Active*	3
GRFX 160	Vector Art 01: Illustration *Active*	3
GRFX 170	Raster Art 01: Image Editing *Active*	3
MUSI 190	Electronic Music Studio *Historical*	3
REAL 101	Real Estate Principles *Active*	3

Total Units 8 - 14

DATES & CODES

CIC Approval:

Board Approval:

State Approval:

TOP Code: 0506.40

State Approval (Unique) Code:

Subject Area: Business

Program Area: Entrepreneurship

Report Run: 10/11/2022 10:31 PM

Program ID: 4387

Previous Report

MIRAMAR - INDEPENDENT BUSINESS OWNERSHIP - CERTIFICATE OF PERFORMANCE

PROPOSAL INFORMATION

Action Proposed:Program Revision

Proposal Originator:Tanya Hertz

Proposed Start:Fall 2021

Need for Proposal:

Add BUSE 155, 157, and 290 to list of restricted electives and make "impact" change: ARTF 150B is being replaced by GRFX 110 and AUTO course numbers are changing due to reclassification as baccalaureate level.

Origination Date:12/03/2019

PROGRAM & AWARD INFORMATION

Award Description:

The Certificate of Performance in Independent Business Ownership provides students the basic knowledge and skills needed to plan, start, and manage a new business in various occupations.

Award Notes:

Program Description:

N/A - This section is no longer updated via Curricunet.

Program Goals:

N/A - This section is no longer updated via Curricunet.

Program Emphasis:

N/A - This section is no longer updated via Curricunet.

Career Options:

N/A - This section is no longer updated via Curricunet.

COURSES REQUIRED FOR THE MAJOR: UNITS

BUSE 129	Introduction to Entrepreneurship *Active*	3
BUSE 155	Managing the Small Business *Active*	3
or BUSE 157	Developing a Plan for the Small Business *Active*	3

SELECT AT LEAST TWO (2) UNITS FROM THE FOLLOWING COURSES (NOT ALREADY COMPLETED ABOVE): UNITS

BUSE 155	Managing the Small Business *Active*	3
BUSE 157	Developing a Plan for the Small Business *Active*	3
BUSE 270	Business Internship / Work Experience *Active*	1 - 4
BUSE 290	Independent Study *Active*	1 - 3
ACCT 150	Computer Accounting Applications *Active*	3
AUTO 151T	Honda/Toyota Quick Service Lube, Pre-Delivery Inspection Technician *Active*	4
AUTO 153G	Introduction to Automotive Technology *Active*	3
AUTO 156G	Engine and Related Systems *Active*	4
AUTO 156T	Honda/Toyota Engine and Related Systems *Active*	4
AVIA 101	Private Pilot Ground School *Active*	3
AVIA 105	Introduction to Aviation and Aerospace *Active*	3
AVIM 101G	General Aviation Technology Theory I *Active*	6
CHIL 101	Human Growth and Development *Active*	3
DIES 100	Introduction to Diesel Technology *Active*	2

Current Report

MIRAMAR - INDEPENDENT BUSINESS OWNERSHIP - CERTIFICATE OF PERFORMANCE

PROPOSAL INFORMATION

Action Proposed:Program Revision

Proposal Originator:Duane Short

Proposed Start:Fall 2023

Need for Proposal:

Add BUSE 229A-D to list of restricted electives.

Origination Date:05/10/2022

PROGRAM & AWARD INFORMATION

Award Description:

The Certificate of Performance in Independent Business Ownership provides students the basic knowledge and skills needed to plan, start, and manage a new business in various occupations.

Award Notes:

Program Description:

N/A - This section is no longer updated via Curricunet.

Program Goals:

N/A - This section is no longer updated via Curricunet.

Program Emphasis:

N/A - This section is no longer updated via Curricunet.

Career Options:

N/A - This section is no longer updated via Curricunet.

COURSES REQUIRED FOR THE MAJOR: UNITS

BUSE 129	Introduction to Entrepreneurship *Active*	3
BUSE 155	Managing the Small Business *Active*	3
or BUSE 157	Developing a Plan for the Small Business *Active*	3

SELECT AT LEAST TWO (2) UNITS FROM THE FOLLOWING COURSES (NOT ALREADY COMPLETED ABOVE): UNITS

BUSE 155	Managing the Small Business *Active*	3
BUSE 157	Developing a Plan for the Small Business *Active*	3
BUSE 229A	Gazelle Path Business Incubator I *Active*	4
BUSE 229B	Gazelle Path Business Incubator II *Active*	4
BUSE 229C	Gazelle Path Business Incubator III *Active*	4
BUSE 229D	Gazelle Path Business Incubator IV *Active*	4
BUSE 270	Business Internship / Work Experience *Active*	1 - 4
BUSE 290	Independent Study *Active*	1 - 3
ACCT 150	Computer Accounting Applications *Active*	3
AUTO 151T	Honda/Toyota Quick Service Lube, Pre-Delivery Inspection Technician *Active*	4
AUTO 153G	Introduction to Automotive Technology *Active*	3
AUTO 156G	Engine and Related Systems *Active*	4
AUTO 156T	Honda/Toyota Engine and Related Systems *Active*	4
AVIA 101	Private Pilot Ground School *Active*	3
AVIA 105	Introduction to Aviation and Aerospace *Active*	3
AVIM 101G	General Aviation Technology Theory I *Active*	6
CHIL 101	Human Growth and Development *Active*	3
DIES 100	Introduction to Diesel Technology *Active*	2
DIES 105	Measuring Tools and Applied Mathematics *Active*	2

DIES 105	Measuring Tools and Applied Mathematics *Active*	2
EXSC 292A	Yoga Teacher Training Essentials *Active*	3
EXSC 242B	Care and Prevention of Injuries *Active*	3
GRFX 110	Introduction to Producing Computer-aided Graphics *Active*	3
GRFX 160	Vector Art 01: Illustration *Active*	3
GRFX 170	Raster Art 01: Image Editing *Active*	3
MUSI 190	Electronic Music Studio *Historical*	3
REAL 101	Real Estate Principles *Active*	3

Total Units 8 - 12

DATES & CODES

CIC Approval: 12/10/2020
Board Approval: 03/11/2021
State Approval:

TOP Code: 0506.40
State Approval (Unique) Code:

Subject Area: Business
Program Area: Entrepreneurship

Report Run: 10/11/2022 10:31 PM
Program ID: 4087

EXSC 242B	Care and Prevention of Injuries *Active*	3
EXSC 292A	Yoga Teacher Training Essentials *Active*	3
GRFX 110	Introduction to Producing Computer-aided Graphics *Active*	3
GRFX 160	Vector Art 01: Illustration *Active*	3
GRFX 170	Raster Art 01: Image Editing *Active*	3
MUSI 190	Electronic Music Studio *Historical*	3
REAL 101	Real Estate Principles *Active*	3

Total Units 8 - 14

DATES & CODES

CIC Approval:
Board Approval:
State Approval:

TOP Code: 0506.40
State Approval (Unique) Code:

Subject Area: Business
Program Area: Entrepreneurship

Report Run: 10/11/2022 10:31 PM
Program ID: 4387

MESA - MUSIC PERFORMANCE - ASSOCIATE OF ARTS DEGREE

PROPOSAL INFORMATION

Action Proposed:Program Revision

Proposal Originator:Dr. N. Scott Robinson

Origination

Date:09/26/2022

Proposed Start:Fall 2024

Need for Proposal:

Program revision to 1) change title to Music Performance for increased clarity to all persons, 2) remove MUSI 248B and MUSI 269B (being deactivated). Change from 32 to 28 units.

Attached Documents:

[AA Music Performance Narrative](#)

[Assist AA Music Performance](#)

PROGRAM & AWARD INFORMATION

Award Description:

The Associate of Arts degree in Music Performance has been designed to the sequenced fundamental skills for most musical pursuits for a transfer to a 4 year degree with a major in Music Performance (in Classical or Jazz). STUDENTS PLANNING TO TRANSFER to a baccalaureate program are strongly urged to contact the four-year institution of their choice to verify required coursework.

Award Notes:

The Associate of Arts in Music Performance degree emphasizes transfer preparation for music performance majors.

Program Description:

The academic program in Music is designed to provide students with the sequenced fundamental skills for most musical pursuits for a transfer to a 4 year degree with a major in Music Performance (Classical or Jazz), non-performing music major or those seeking a career in the music industry.

Program Goals:

The academic program in Music will prepare students to transfer to 4 year universities as a music major (performance or non-performance) and to develop basic skills that relate to careers in the music industry.

Program Emphasis:

Career Options:

Most careers in music require education beyond the associate degree and some require a graduate degree.

COURSES REQUIRED FOR THE MAJOR:

UNITS

MUSI 100	Introduction to Music *Active*	3
MUSI 124A	Piano Class I *Active*	1
MUSI 124B	Piano Class II *Active*	1
MUSI 224A	Piano Class III *Active*	1
MUSI 123A	Recital Hour I *Active*	0.5
MUSI 123B	Recital Hour II *Active*	0.5
MUSI 123C	Recital Hour III *Active*	0.5
MUSI 123D	Recital Hour IV *Active*	0.5
MUSI 148A	Music Theory I *Active*	3

MUSI 148B	Music Theory II *Active*	3
MUSI 248A	Music Theory III *Active*	3
MUSI 268A	Ear Training I *Active*	1
MUSI 268B	Ear Training II *Active*	1
MUSI 269A	Ear Training III *Active*	1

APPLIED MUSIC - SELECT FOUR UNITS (BY AUDITION) FROM THE FOLLOWING: **UNITS**

MUSI 174A	Individualized Study I *Active*	1
MUSI 174B	Individualized Study II *Active*	1
MUSI 174C	Individualized Study III *Active*	1
MUSI 174D	Individualized Study IV *Active*	1
MUSI 274A	Applied Music I *Active*	1
MUSI 274B	Applied Music II *Active*	1
MUSI 274C	Applied Music III *Active*	1
MUSI 274D	Applied Music IV *Active*	1

ENSEMBLES - SELECT FOUR UNITS FROM THE FOLLOWING: **UNITS**

MUSI 257A	Guitar Ensemble I *Active*	1
MUSI 257B	Guitar Ensemble II *Active*	1
MUSI 257C	Guitar Ensemble III *Active*	1
MUSI 257D	Guitar Ensemble IV *Active*	1
MUSI 259A	Choir I *Active*	1
MUSI 259B	Choir II *Active*	1
MUSI 259C	Choir III *Active*	1
MUSI 259D	Choir IV *Active*	1
MUSI 261A	World Music Ensemble I *Active*	1
MUSI 261B	World Music Ensemble II *Active*	1
MUSI 261C	World Music Ensemble III *Active*	1
MUSI 261D	World Music Ensemble IV *Active*	1
MUSI 262A	Jazz Big Band I *Active*	1
MUSI 262B	Jazz Big Band II *Active*	1
MUSI 262C	Jazz Big Band III *Active*	1
MUSI 262D	Jazz Big Band IV *Active*	1
MUSI 264A	Jazz Ensemble I *Active*	1
MUSI 264B	Jazz Ensemble II *Active*	1
MUSI 264C	Jazz Ensemble III *Active*	1
MUSI 264D	Jazz Ensemble IV *Active*	1

Total Units 28

DATES & CODES

CIC Approval:

Board Approval:

State Approval:

TOP Code: 1004.00

State Approval (Unique) Code: 05332

Subject Area: Music
 Program Area: Music

Report Run: 10/11/2022 10:31 PM
 Program ID: 4460

Previous Report

MESA - MUSIC STUDIES - PERFORMANCE - ASSOCIATE OF ARTS DEGREE

PROPOSAL INFORMATION

Action Proposed:Program Revision

Proposal Originator:Dr. N. Scott Robinson

Origination Date:02/03/2020

Proposed Start:Fall 2021

Need for Proposal:

Program revision to reflect course renumbering (Major courses - MUSI 116A/116B/216A to 124A/124B/224A, MUSI 158A/B/258A/B to 148A/B/248A/B; Ensemble courses - MUSI 251A-D to MUSI 261A-D, MUSI 252A-D to 262A-D, MUSI 253A-D to 264A-D) resulting in change from 39-43 units to 32 units.

Attached Documents:

[AA Music Studies-Performance Narrative 3/24/20](#)

[AA Music Studies-Performance Assist](#)

PROGRAM & AWARD INFORMATION

Award Description:

The Associate of Arts degree in Music Studies - Performance has been designed to the sequenced fundamental skills for most musical pursuits for a transfer to a 4 year degree with a major in Music Performance (in Classical or Jazz). STUDENTS PLANNING TO TRANSFER to a baccalaureate program are strongly urged to contact the four-year institution of their choice to verify required coursework.

Award Notes:

The Associate of Arts in Music Studies - Performance degree emphasizes transfer preparation for music performance majors.

Program Description:

The academic program in Music is designed to provide students with the sequenced fundamental skills for most musical pursuits for a transfer to a 4 year degree with a major in Music Performance (Classical or Jazz), non-performing music major or those seeking a career in the music industry.

Program Goals:

The academic program in Music will prepare students to transfer to 4 year universities as a music major (performance or non-performance) and to develop basic skills that relate to careers in the music industry.

Program Emphasis:

Career Options:

Most careers in music require education beyond the associate degree and some require a graduate degree.

COURSES REQUIRED FOR THE MAJOR:

		UNITS
MUSI 100	Introduction to Music *Active*	3
MUSI 124A	Piano Class I *Active*	1
MUSI 124B	Piano Class II *Active*	1
MUSI 224A	Piano Class III *Active*	1
MUSI 123A	Recital Hour I *Active*	0.5
MUSI 123B	Recital Hour II *Active*	0.5

Current Report

MESA - MUSIC PERFORMANCE - ASSOCIATE OF ARTS DEGREE

PROPOSAL INFORMATION

Action Proposed:Program Revision

Proposal Originator:Dr. N. Scott Robinson

Origination Date:09/26/2022

Proposed Start:Fall 2024

Need for Proposal:

Program revision to 1) change title to Music Performance for increased clarity to all persons, 2) remove MUSI 248B and MUSI 269B (being deactivated). Change from 32 to 28 units.

Attached Documents:

[AA Music Performance Narrative](#)

[Assist AA Music Performance](#)

PROGRAM & AWARD INFORMATION

Award Description:

The Associate of Arts degree in Music Performance has been designed to the sequenced fundamental skills for most musical pursuits for a transfer to a 4 year degree with a major in Music Performance (in Classical or Jazz). STUDENTS PLANNING TO TRANSFER to a baccalaureate program are strongly urged to contact the four-year institution of their choice to verify required coursework.

Award Notes:

The Associate of Arts in Music Performance degree emphasizes transfer preparation for music performance majors.

Program Description:

The academic program in Music is designed to provide students with the sequenced fundamental skills for most musical pursuits for a transfer to a 4 year degree with a major in Music Performance (Classical or Jazz), non-performing music major or those seeking a career in the music industry.

Program Goals:

The academic program in Music will prepare students to transfer to 4 year universities as a music major (performance or non-performance) and to develop basic skills that relate to careers in the music industry.

Program Emphasis:

Career Options:

Most careers in music require education beyond the associate degree and some require a graduate degree.

COURSES REQUIRED FOR THE MAJOR:

		UNITS
MUSI 100	Introduction to Music *Active*	3
MUSI 124A	Piano Class I *Active*	1
MUSI 124B	Piano Class II *Active*	1
MUSI 224A	Piano Class III *Active*	1
MUSI 123A	Recital Hour I *Active*	0.5
MUSI 123B	Recital Hour II *Active*	0.5
MUSI 123C	Recital Hour III *Active*	0.5
MUSI 123D	Recital Hour IV *Active*	0.5

MUSI 123C	Recital Hour III *Active*	0.5
MUSI 123D	Recital Hour IV *Active*	0.5
MUSI 148A	Music Theory I *Active*	3
MUSI 148B	Music Theory II *Active*	3
MUSI 248A	Music Theory III *Active*	3
MUSI 248B	Music Theory IV *Active*	3
MUSI 268A	Ear Training I *Active*	1
MUSI 268B	Ear Training II *Active*	1
MUSI 269A	Ear Training III *Active*	1
MUSI 269B	Ear Training IV *Active*	1

APPLIED MUSIC - SELECT FOUR UNITS (BY AUDITION) FROM THE FOLLOWING: UNITS

MUSI 174A	Individualized Study I *Active*	1
MUSI 174B	Individualized Study II *Active*	1
MUSI 174C	Individualized Study III *Active*	1
MUSI 174D	Individualized Study IV *Active*	1
MUSI 274A	Applied Music I *Active*	1
MUSI 274B	Applied Music II *Active*	1
MUSI 274C	Applied Music III *Active*	1
MUSI 274D	Applied Music IV *Active*	1

ENSEMBLES - SELECT FOUR UNITS FROM THE FOLLOWING: UNITS

MUSI 257A	Guitar Ensemble I *Active*	1
MUSI 257B	Guitar Ensemble II *Active*	1
MUSI 257C	Guitar Ensemble III *Active*	1
MUSI 257D	Guitar Ensemble IV *Active*	1
MUSI 259A	Choir I *Active*	1
MUSI 259B	Choir II *Active*	1
MUSI 259C	Choir III *Active*	1
MUSI 259D	Choir IV *Active*	1
MUSI 261A	World Music Ensemble I *Active*	1
MUSI 261B	World Music Ensemble II *Active*	1
MUSI 261C	World Music Ensemble III *Active*	1
MUSI 261D	World Music Ensemble IV *Active*	1
MUSI 262A	Jazz Big Band I *Active*	1
MUSI 262B	Jazz Big Band II *Active*	1
MUSI 262C	Jazz Big Band III *Active*	1
MUSI 262D	Jazz Big Band IV *Active*	1
MUSI 264A	Jazz Ensemble I *Active*	1
MUSI 264B	Jazz Ensemble II *Active*	1
MUSI 264C	Jazz Ensemble III *Active*	1
MUSI 264D	Jazz Ensemble IV *Active*	1

Total Units 32

DATES & CODES

CIC Approval: 11/12/2020
Board Approval: 12/17/2020
State Approval: 02/03/2021
TOP Code: 1004.00
State Approval (Unique) Code: 05332

Subject Area: Music
Program Area: Music
Report Run: 10/11/2022 10:31 PM
Program ID: 4112

MUSI 148A	Music Theory I *Active*	3
MUSI 148B	Music Theory II *Active*	3
MUSI 248A	Music Theory III *Active*	3
MUSI 268A	Ear Training I *Active*	1
MUSI 268B	Ear Training II *Active*	1
MUSI 269A	Ear Training III *Active*	1

APPLIED MUSIC - SELECT FOUR UNITS (BY AUDITION) FROM THE FOLLOWING: UNITS

MUSI 174A	Individualized Study I *Active*	1
MUSI 174B	Individualized Study II *Active*	1
MUSI 174C	Individualized Study III *Active*	1
MUSI 174D	Individualized Study IV *Active*	1
MUSI 274A	Applied Music I *Active*	1
MUSI 274B	Applied Music II *Active*	1
MUSI 274C	Applied Music III *Active*	1
MUSI 274D	Applied Music IV *Active*	1

ENSEMBLES - SELECT FOUR UNITS FROM THE FOLLOWING: UNITS

MUSI 257A	Guitar Ensemble I *Active*	1
MUSI 257B	Guitar Ensemble II *Active*	1
MUSI 257C	Guitar Ensemble III *Active*	1
MUSI 257D	Guitar Ensemble IV *Active*	1
MUSI 259A	Choir I *Active*	1
MUSI 259B	Choir II *Active*	1
MUSI 259C	Choir III *Active*	1
MUSI 259D	Choir IV *Active*	1
MUSI 261A	World Music Ensemble I *Active*	1
MUSI 261B	World Music Ensemble II *Active*	1
MUSI 261C	World Music Ensemble III *Active*	1
MUSI 261D	World Music Ensemble IV *Active*	1
MUSI 262A	Jazz Big Band I *Active*	1
MUSI 262B	Jazz Big Band II *Active*	1
MUSI 262C	Jazz Big Band III *Active*	1
MUSI 262D	Jazz Big Band IV *Active*	1
MUSI 264A	Jazz Ensemble I *Active*	1
MUSI 264B	Jazz Ensemble II *Active*	1
MUSI 264C	Jazz Ensemble III *Active*	1
MUSI 264D	Jazz Ensemble IV *Active*	1

Total Units 28

DATES & CODES

CIC Approval:
Board Approval:
State Approval:
TOP Code: 1004.00
State Approval (Unique) Code: 05332

Subject Area: Music
Program Area: Music
Report Run: 10/11/2022 10:31 PM
Program ID: 4460

Previous Report

MESA - MUSIC STUDIES - PERFORMANCE - ASSOCIATE OF ARTS DEGREE

PROPOSAL INFORMATION

Action Proposed:Program Revision

Proposal Originator:Dr. N. Scott Robinson

Origination Date:02/03/2020

Proposed Start:Fall 2021

Need for Proposal:

Program revision to reflect course renumbering (Major courses - MUSI 116A/116B/216A to 124A/124B/224A, MUSI 158A/B/258A/B to 148A/B/248A/B; Ensemble courses - MUSI 251A-D to MUSI 261A-D, MUSI 252A-D to 262A-D, MUSI 253A-D to 264A-D) resulting in change from 39-43 units to 32 units.

Attached Documents:

[AA Music Studies-Performance Narrative 3/24/20](#)

[AA Music Studies-Performance Assist](#)

PROGRAM & AWARD INFORMATION

Award Description:

The Associate of Arts degree in Music Studies - Performance has been designed to the sequenced fundamental skills for most musical pursuits for a transfer to a 4 year degree with a major in Music Performance (in Classical or Jazz). STUDENTS PLANNING TO TRANSFER to a baccalaureate program are strongly urged to contact the four-year institution of their choice to verify required coursework.

Award Notes:

The Associate of Arts in Music Studies - Performance degree emphasizes transfer preparation for music performance majors.

Program Description:

The academic program in Music is designed to provide students with the sequenced fundamental skills for most musical pursuits for a transfer to a 4 year degree with a major in Music Performance (Classical or Jazz), non-performing music major or those seeking a career in the music industry.

Program Goals:

The academic program in Music will prepare students to transfer to 4 year universities as a music major (performance or non-performance) and to develop basic skills that relate to careers in the music industry.

Program Emphasis:

Career Options:

Most careers in music require education beyond the associate degree and some require a graduate degree.

COURSES REQUIRED FOR THE MAJOR:

		UNITS
MUSI 100	Introduction to Music *Active*	3
MUSI 124A	Piano Class I *Active*	1
MUSI 124B	Piano Class II *Active*	1
MUSI 224A	Piano Class III *Active*	1
MUSI 123A	Recital Hour I *Active*	0.5
MUSI 123B	Recital Hour II *Active*	0.5

Current Report

MESA - MUSIC PERFORMANCE - ASSOCIATE OF ARTS DEGREE

PROPOSAL INFORMATION

Action Proposed:Program Revision

Proposal Originator:Dr. N. Scott Robinson

Origination Date:09/26/2022

Proposed Start:Fall 2024

Need for Proposal:

Program revision to 1) change title to Music Performance for increased clarity to all persons, 2) remove MUSI 248B and MUSI 269B (being deactivated). Change from 32 to 28 units.

Attached Documents:

[AA Music Performance Narrative](#)

[Assist AA Music Performance](#)

PROGRAM & AWARD INFORMATION

Award Description:

The Associate of Arts degree in Music Performance has been designed to the sequenced fundamental skills for most musical pursuits for a transfer to a 4 year degree with a major in Music Performance (in Classical or Jazz). STUDENTS PLANNING TO TRANSFER to a baccalaureate program are strongly urged to contact the four-year institution of their choice to verify required coursework.

Award Notes:

The Associate of Arts in Music Performance degree emphasizes transfer preparation for music performance majors.

Program Description:

The academic program in Music is designed to provide students with the sequenced fundamental skills for most musical pursuits for a transfer to a 4 year degree with a major in Music Performance (Classical or Jazz), non-performing music major or those seeking a career in the music industry.

Program Goals:

The academic program in Music will prepare students to transfer to 4 year universities as a music major (performance or non-performance) and to develop basic skills that relate to careers in the music industry.

Program Emphasis:

Career Options:

Most careers in music require education beyond the associate degree and some require a graduate degree.

COURSES REQUIRED FOR THE MAJOR:

		UNITS
MUSI 100	Introduction to Music *Active*	3
MUSI 124A	Piano Class I *Active*	1
MUSI 124B	Piano Class II *Active*	1
MUSI 224A	Piano Class III *Active*	1
MUSI 123A	Recital Hour I *Active*	0.5
MUSI 123B	Recital Hour II *Active*	0.5
MUSI 123C	Recital Hour III *Active*	0.5
MUSI 123D	Recital Hour IV *Active*	0.5

MUSI 123C	Recital Hour III *Active*	0.5
MUSI 123D	Recital Hour IV *Active*	0.5
MUSI 148A	Music Theory I *Active*	3
MUSI 148B	Music Theory II *Active*	3
MUSI 248A	Music Theory III *Active*	3
MUSI 248B	Music Theory IV *Active*	3
MUSI 268A	Ear Training I *Active*	1
MUSI 268B	Ear Training II *Active*	1
MUSI 269A	Ear Training III *Active*	1
MUSI 269B	Ear Training IV *Active*	1

APPLIED MUSIC - SELECT FOUR UNITS (BY AUDITION) FROM THE FOLLOWING: UNITS

MUSI 174A	Individualized Study I *Active*	1
MUSI 174B	Individualized Study II *Active*	1
MUSI 174C	Individualized Study III *Active*	1
MUSI 174D	Individualized Study IV *Active*	1
MUSI 274A	Applied Music I *Active*	1
MUSI 274B	Applied Music II *Active*	1
MUSI 274C	Applied Music III *Active*	1
MUSI 274D	Applied Music IV *Active*	1

ENSEMBLES - SELECT FOUR UNITS FROM THE FOLLOWING: UNITS

MUSI 257A	Guitar Ensemble I *Active*	1
MUSI 257B	Guitar Ensemble II *Active*	1
MUSI 257C	Guitar Ensemble III *Active*	1
MUSI 257D	Guitar Ensemble IV *Active*	1
MUSI 259A	Choir I *Active*	1
MUSI 259B	Choir II *Active*	1
MUSI 259C	Choir III *Active*	1
MUSI 259D	Choir IV *Active*	1
MUSI 261A	World Music Ensemble I *Active*	1
MUSI 261B	World Music Ensemble II *Active*	1
MUSI 261C	World Music Ensemble III *Active*	1
MUSI 261D	World Music Ensemble IV *Active*	1
MUSI 262A	Jazz Big Band I *Active*	1
MUSI 262B	Jazz Big Band II *Active*	1
MUSI 262C	Jazz Big Band III *Active*	1
MUSI 262D	Jazz Big Band IV *Active*	1
MUSI 264A	Jazz Ensemble I *Active*	1
MUSI 264B	Jazz Ensemble II *Active*	1
MUSI 264C	Jazz Ensemble III *Active*	1
MUSI 264D	Jazz Ensemble IV *Active*	1

Total Units 32

DATES & CODES

CIC Approval: 11/12/2020
Board Approval: 12/17/2020
State Approval: 02/03/2021
TOP Code: 1004.00
State Approval (Unique) Code: 05332

Subject Area: Music
Program Area: Music
Report Run: 10/11/2022 10:31 PM
Program ID: 4112

MUSI 148A	Music Theory I *Active*	3
MUSI 148B	Music Theory II *Active*	3
MUSI 248A	Music Theory III *Active*	3
MUSI 268A	Ear Training I *Active*	1
MUSI 268B	Ear Training II *Active*	1
MUSI 269A	Ear Training III *Active*	1

APPLIED MUSIC - SELECT FOUR UNITS (BY AUDITION) FROM THE FOLLOWING: UNITS

MUSI 174A	Individualized Study I *Active*	1
MUSI 174B	Individualized Study II *Active*	1
MUSI 174C	Individualized Study III *Active*	1
MUSI 174D	Individualized Study IV *Active*	1
MUSI 274A	Applied Music I *Active*	1
MUSI 274B	Applied Music II *Active*	1
MUSI 274C	Applied Music III *Active*	1
MUSI 274D	Applied Music IV *Active*	1

ENSEMBLES - SELECT FOUR UNITS FROM THE FOLLOWING: UNITS

MUSI 257A	Guitar Ensemble I *Active*	1
MUSI 257B	Guitar Ensemble II *Active*	1
MUSI 257C	Guitar Ensemble III *Active*	1
MUSI 257D	Guitar Ensemble IV *Active*	1
MUSI 259A	Choir I *Active*	1
MUSI 259B	Choir II *Active*	1
MUSI 259C	Choir III *Active*	1
MUSI 259D	Choir IV *Active*	1
MUSI 261A	World Music Ensemble I *Active*	1
MUSI 261B	World Music Ensemble II *Active*	1
MUSI 261C	World Music Ensemble III *Active*	1
MUSI 261D	World Music Ensemble IV *Active*	1
MUSI 262A	Jazz Big Band I *Active*	1
MUSI 262B	Jazz Big Band II *Active*	1
MUSI 262C	Jazz Big Band III *Active*	1
MUSI 262D	Jazz Big Band IV *Active*	1
MUSI 264A	Jazz Ensemble I *Active*	1
MUSI 264B	Jazz Ensemble II *Active*	1
MUSI 264C	Jazz Ensemble III *Active*	1
MUSI 264D	Jazz Ensemble IV *Active*	1

Total Units 28

DATES & CODES

CIC Approval:
Board Approval:
State Approval:
TOP Code: 1004.00
State Approval (Unique) Code: 05332

Subject Area: Music
Program Area: Music
Report Run: 10/11/2022 10:31 PM
Program ID: 4460

MESA - MUSIC TECHNOLOGY - CERTIFICATE OF ACHIEVEMENT

PROPOSAL INFORMATION

Action Proposed:Program Revision

Proposal Originator:Dr. N. Scott Robinson

Origination

Date:09/26/2022

Proposed Start:Fall 2024

Need for Proposal:

Program revision to reflect removal of MUSI 209C & 209D (deactivations). No unit change.

Attached Documents:

[Assist CA Music Technology](#)

[CA Music Technology Narrative](#)

PROGRAM & AWARD INFORMATION

Award Description:

The Certificate of Achievement in Music Technology certifies that the student has completed the core course work in Music Technology and has demonstrated an operational understanding of music technology skills.

Program Description:

The academic program in Music is designed to provide students with the sequenced fundamental skills for most musical pursuits for a transfer to a 4 year degree with a major in Music Performance (Classical or Jazz), non-performing music major or those seeking a career in the music industry.

Program Goals:

The academic program in Music will prepare students to transfer to 4 year universities as a music major (performance or non-performance) and to develop basic skills that relate to careers in the music industry.

Program Emphasis:

Career Options:

COURSES REQUIRED FOR THE MAJOR:

	UNITS
MUSI 124A Piano Class I *Active*	1
MUSI 190 Introduction to Audio Technology *Active*	3
MUSI 148A Music Theory I *Active*	3
MUSI 201 Recording Arts *Active*	3
MUSI 202 Computer Music *Active*	3
MUSI 203 Large Console Audio Recording *Active*	3
MUSI 205A Audio Production Projects I *Active*	3
MUSI 205B Audio Production Projects II *Active*	3
MUSI 268A Ear Training I *Active*	1

SELECT 2 UNITS (2 COURSES) FROM THE FOLLOWING:

	UNITS
MUSI 139 Music and Social Media *Approved*	1
MUSI 209A Recording Studio Internship I *Active*	1
MUSI 209B Recording Studio Internship II *Active*	1

DATES & CODES

CIC Approval:

Board Approval:

State Approval:

TOP Code: 1004.00

State Approval (Unique) Code: 38961

Subject Area: Music

Program Area: Music

Report Run: 10/11/2022 10:31 PM

Program ID: 4462

Previous Report

MESA - MUSIC TECHNOLOGY - CERTIFICATE OF ACHIEVEMENT

PROPOSAL INFORMATION

Action Proposed:Program Revision

Proposal Originator:Dr. N. Scott Robinson

Origination Date:09/15/2021

Proposed Start:Fall 2023

Need for Proposal:

Program revision to reflect additional new course MUSI 139

Attached Documents:

[CA Music Technology Narrative](#)

[CA Music Technology Assist](#)

PROGRAM & AWARD INFORMATION

Award Description:

The Certificate of Achievement in Music Technology certifies that the student has completed the core course work in Music Technology and has demonstrated an operational understanding of music technology skills.

Award Notes:

Program Description:

The academic program in Music is designed to provide students with the sequenced fundamental skills for most musical pursuits for a transfer to a 4 year degree with a major in Music Performance (Classical or Jazz), non-performing music major or those seeking a career in the music industry.

Program Goals:

The academic program in Music will prepare students to transfer to 4 year universities as a music major (performance or non-performance) and to develop basic skills that relate to careers in the music industry.

Program Emphasis:

Career Options:

COURSES REQUIRED FOR THE MAJOR: UNITS

MUSI 124A	Piano Class I *Active*	1
MUSI 190	Introduction to Audio Technology *Active*	3
MUSI 148A	Music Theory I *Active*	3
MUSI 201	Recording Arts *Active*	3
MUSI 202	Computer Music *Active*	3
MUSI 203	Large Console Audio Recording *Active*	3
MUSI 205A	Audio Production Projects I *Active*	3
MUSI 205B	Audio Production Projects II *Active*	3
MUSI 268A	Ear Training I *Active*	1

SELECT 2 UNITS (2 COURSES) FROM THE FOLLOWING: UNITS

MUSI 139	Music and Social Media *Approved*	1
MUSI 209A	Recording Studio Internship I *Active*	1
MUSI 209B	Recording Studio Internship II *Active*	1
MUSI 209C	Recording Studio Internship III *Active*	1
MUSI 209D	Recording Studio Internship IV *Active*	1

Current Report

MESA - MUSIC TECHNOLOGY - CERTIFICATE OF ACHIEVEMENT

PROPOSAL INFORMATION

Action Proposed:Program Revision

Proposal Originator:Dr. N. Scott Robinson

Origination

Date:09/26/2022

Proposed Start:Fall 2024

Need for Proposal:

Program revision to reflect removal of MUSI 209C & 209D (deactivations). No unit change.

Attached Documents:

[Assist CA Music Technology](#)

[CA Music Technology Narrative](#)

PROGRAM & AWARD INFORMATION

Award Description:

The Certificate of Achievement in Music Technology certifies that the student has completed the core course work in Music Technology and has demonstrated an operational understanding of music technology skills.

Award Notes:

Program Description:

The academic program in Music is designed to provide students with the sequenced fundamental skills for most musical pursuits for a transfer to a 4 year degree with a major in Music Performance (Classical or Jazz), non-performing music major or those seeking a career in the music industry.

Program Goals:

The academic program in Music will prepare students to transfer to 4 year universities as a music major (performance or non-performance) and to develop basic skills that relate to careers in the music industry.

Program Emphasis:

Career Options:

COURSES REQUIRED FOR THE MAJOR: UNITS

MUSI 124A	Piano Class I *Active*	1
MUSI 190	Introduction to Audio Technology *Active*	3
MUSI 148A	Music Theory I *Active*	3
MUSI 201	Recording Arts *Active*	3
MUSI 202	Computer Music *Active*	3
MUSI 203	Large Console Audio Recording *Active*	3
MUSI 205A	Audio Production Projects I *Active*	3
MUSI 205B	Audio Production Projects II *Active*	3
MUSI 268A	Ear Training I *Active*	1

SELECT 2 UNITS (2 COURSES) FROM THE FOLLOWING: UNITS

MUSI 139	Music and Social Media *Approved*	1
MUSI 209A	Recording Studio Internship I *Active*	1

Total Units 25

DATES & CODES

CIC Approval: 12/09/2021
Board Approval: 01/27/2022
State Approval: 04/27/2022

TOP Code: 1004.00
State Approval (Unique) Code: 38961

Subject Area: Music
Program Area: Music

Report Run: 10/11/2022 10:31 PM
Program ID: 4320

Total Units 25

DATES & CODES

CIC Approval:
Board Approval:
State Approval:

TOP Code: 1004.00
State Approval (Unique) Code: 38961

Subject Area: Music
Program Area: Music

Report Run: 10/11/2022 10:31 PM
Program ID: 4462

Previous Report

MESA - MUSIC TECHNOLOGY - CERTIFICATE OF ACHIEVEMENT

PROPOSAL INFORMATION

Action Proposed:Program Revision

Proposal Originator:Dr. N. Scott Robinson

Origination Date:09/15/2021

Proposed Start:Fall 2023

Need for Proposal:

Program revision to reflect additional new course MUSI 139

Attached Documents:

[CA Music Technology Narrative](#)

[CA Music Technology Assist](#)

PROGRAM & AWARD INFORMATION

Award Description:

The Certificate of Achievement in Music Technology certifies that the student has completed the core course work in Music Technology and has demonstrated an operational understanding of music technology skills.

Award Notes:

Program Description:

The academic program in Music is designed to provide students with the sequenced fundamental skills for most musical pursuits for a transfer to a 4 year degree with a major in Music Performance (Classical or Jazz), non-performing music major or those seeking a career in the music industry.

Program Goals:

The academic program in Music will prepare students to transfer to 4 year universities as a music major (performance or non-performance) and to develop basic skills that relate to careers in the music industry.

Program Emphasis:

Career Options:

COURSES REQUIRED FOR THE MAJOR: UNITS

MUSI 124A	Piano Class I *Active*	1
MUSI 190	Introduction to Audio Technology *Active*	3
MUSI 148A	Music Theory I *Active*	3
MUSI 201	Recording Arts *Active*	3
MUSI 202	Computer Music *Active*	3
MUSI 203	Large Console Audio Recording *Active*	3
MUSI 205A	Audio Production Projects I *Active*	3
MUSI 205B	Audio Production Projects II *Active*	3
MUSI 268A	Ear Training I *Active*	1

SELECT 2 UNITS (2 COURSES) FROM THE FOLLOWING: UNITS

MUSI 139	Music and Social Media *Approved*	1
MUSI 209A	Recording Studio Internship I *Active*	1
MUSI 209B	Recording Studio Internship II *Active*	1
MUSI 209C	Recording Studio Internship III *Active*	1
MUSI 209D	Recording Studio Internship IV *Active*	1

Current Report

MESA - MUSIC TECHNOLOGY - CERTIFICATE OF ACHIEVEMENT

PROPOSAL INFORMATION

Action Proposed:Program Revision

Proposal Originator:Dr. N. Scott Robinson

Origination

Date:09/26/2022

Proposed Start:Fall 2024

Need for Proposal:

Program revision to reflect removal of MUSI 209C & 209D (deactivations). No unit change.

Attached Documents:

[Assist CA Music Technology](#)

[CA Music Technology Narrative](#)

PROGRAM & AWARD INFORMATION

Award Description:

The Certificate of Achievement in Music Technology certifies that the student has completed the core course work in Music Technology and has demonstrated an operational understanding of music technology skills.

Award Notes:

Program Description:

The academic program in Music is designed to provide students with the sequenced fundamental skills for most musical pursuits for a transfer to a 4 year degree with a major in Music Performance (Classical or Jazz), non-performing music major or those seeking a career in the music industry.

Program Goals:

The academic program in Music will prepare students to transfer to 4 year universities as a music major (performance or non-performance) and to develop basic skills that relate to careers in the music industry.

Program Emphasis:

Career Options:

COURSES REQUIRED FOR THE MAJOR: UNITS

MUSI 124A	Piano Class I *Active*	1
MUSI 190	Introduction to Audio Technology *Active*	3
MUSI 148A	Music Theory I *Active*	3
MUSI 201	Recording Arts *Active*	3
MUSI 202	Computer Music *Active*	3
MUSI 203	Large Console Audio Recording *Active*	3
MUSI 205A	Audio Production Projects I *Active*	3
MUSI 205B	Audio Production Projects II *Active*	3
MUSI 268A	Ear Training I *Active*	1

SELECT 2 UNITS (2 COURSES) FROM THE FOLLOWING: UNITS

MUSI 139	Music and Social Media *Approved*	1
MUSI 209A	Recording Studio Internship I *Active*	1

Total Units 25

DATES & CODES**CIC Approval:** 12/09/2021**Board Approval:** 01/27/2022**State Approval:** 04/27/2022**TOP Code:** 1004.00**State Approval (Unique) Code:** 38961

Subject Area: Music

Program Area: Music

Report Run: 10/11/2022 10:31 PM

Program ID: 4320

Total Units 25

DATES & CODES**CIC Approval:****Board Approval:****State Approval:****TOP Code:** 1004.00**State Approval (Unique) Code:** 38961

Subject Area: Music

Program Area: Music

Report Run: 10/11/2022 10:31 PM

Program ID: 4462

MESA - MUSIC TECHNOLOGY - ASSOCIATE OF ARTS DEGREE

PROPOSAL INFORMATION

Action Proposed:Program Revision

Proposal Originator:Dr. N. Scott Robinson

Origination

Date:09/26/2022

Proposed Start:Fall 2024

Need for Proposal:

Program revision to reflect: 1) removal of MUSI 209C & 209D (deactivations). No unit change.

Attached Documents:

[Assist AA Music Technology](#)

[AA Music Technology Narrative](#)

PROGRAM & AWARD INFORMATION

Award Description:

The Associate of Arts degree in Music Technology provides students with the necessary skills for pursuing transfer to a 4 year academic music technology degree.

Program Description:

The academic program in Music is designed to provide students with the sequenced fundamental skills for most musical pursuits for a transfer to a 4 year degree with a major in Music Performance (Classical or Jazz), non-performing music major or those seeking a career in the music industry.

Program Goals:

The Associate of Arts in Music Technology will assist students in developing key music technology skills, knowledge, and experience. Students will develop a broad foundation for success in music technology while focusing on key areas of interest. Students may use these

skills and experiences for opportunities in music that require training in music technology.

Program Emphasis:

Career Options:

COURSES REQUIRED FOR THE MAJOR:

		UNITS
MUSI 100	Introduction to Music *Active*	3
MUSI 124A	Piano Class I *Active*	1
MUSI 124B	Piano Class II *Active*	1
MUSI 150A	Basic Musicianship *Active*	3
MUSI 148A	Music Theory I *Active*	3
MUSI 148B	Music Theory II *Active*	3
MUSI 190	Introduction to Audio Technology *Active*	3
MUSI 201	Recording Arts *Active*	3
MUSI 202	Computer Music *Active*	3
MUSI 203	Large Console Audio Recording *Active*	3
MUSI 205A	Audio Production Projects I *Active*	3
MUSI 205B	Audio Production Projects II *Active*	3
MUSI 268A	Ear Training I *Active*	1
MUSI 268B	Ear Training II *Active*	1

SELECT 2 UNITS FROM THE FOLLOWING:

MUSI 139	Music and Social Media *Approved*	1
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MUSI 209A	Recording Studio Internship I *Active*	1
MUSI 209B	Recording Studio Internship II *Active*	1
MUSI 224A	Piano Class III *Active*	1

Total Units 36

DATES & CODES

CIC Approval:

Board Approval:

State Approval:

TOP Code: 1004.00

State Approval (Unique) Code: 39331

Subject Area: Music
Program Area: Music

Report Run: 10/11/2022 10:31 PM
Program ID: 4463

Previous Report

MESA - MUSIC TECHNOLOGY - ASSOCIATE OF ARTS DEGREE

PROPOSAL INFORMATION

Action Proposed:Program Revision

Proposal Originator:Dr. N. Scott Robinson

Origination Date:09/15/2021

Proposed Start:Fall 2023

Need for Proposal:

Program revision to add new Music in Media course (MUSI 139).

Attached Documents:

[AA Music Technology Assist](#)

[AA Music Technology Narrative](#)

PROGRAM & AWARD INFORMATION

Award Description:

The Associate of Arts degree in Music Technology provides students with the necessary skills for pursuing transfer to a 4 year academic music technology degree.

Award Notes:

Program Description:

The academic program in Music is designed to provide students with the sequenced fundamental skills for most musical pursuits for a transfer to a 4 year degree with a major in Music Performance (Classical or Jazz), non-performing music major or those seeking a career in the music industry.

Program Goals:

The Associate of Arts in Music Technology will assist students in developing key music technology skills, knowledge, and experience. Students will develop a broad foundation for success in music technology while focusing on key areas of interest. Students may use these

skills and experiences for opportunities in music that require training in music technology.

Program Emphasis:

Career Options:

COURSES REQUIRED FOR THE MAJOR:			UNITS
MUSI 100	Introduction to Music *Active*		3
MUSI 124A	Piano Class I *Active*		1
MUSI 124B	Piano Class II *Active*		1
MUSI 150A	Basic Musicianship *Active*		3
MUSI 148A	Music Theory I *Active*		3
MUSI 148B	Music Theory II *Active*		3
MUSI 190	Introduction to Audio Technology *Active*		3
MUSI 201	Recording Arts *Active*		3
MUSI 202	Computer Music *Active*		3
MUSI 203	Large Console Audio Recording *Active*		3
MUSI 205A	Audio Production Projects I *Active*		3
MUSI 205B	Audio Production Projects II *Active*		3
MUSI 268A	Ear Training I *Active*		1
MUSI 268B	Ear Training II *Active*		1

Current Report

MESA - MUSIC TECHNOLOGY - ASSOCIATE OF ARTS DEGREE

PROPOSAL INFORMATION

Action Proposed:Program Revision

Proposal Originator:Dr. N. Scott Robinson

Origination Date:09/26/2022

Proposed Start:Fall 2024

Need for Proposal:

Program revision to reflect: 1) removal of MUSI 209C & 209D (deactivations). No unit change.

Attached Documents:

[Assist AA Music Technology](#)

[AA Music Technology Narrative](#)

PROGRAM & AWARD INFORMATION

Award Description:

The Associate of Arts degree in Music Technology provides students with the necessary skills for pursuing transfer to a 4 year academic music technology degree.

Award Notes:

Program Description:

The academic program in Music is designed to provide students with the sequenced fundamental skills for most musical pursuits for a transfer to a 4 year degree with a major in Music Performance (Classical or Jazz), non-performing music major or those seeking a career in the music industry.

Program Goals:

The Associate of Arts in Music Technology will assist students in developing key music technology skills, knowledge, and experience. Students will develop a broad foundation for success in music technology while focusing on key areas of interest. Students may use these

skills and experiences for opportunities in music that require training in music technology.

Program Emphasis:

Career Options:

COURSES REQUIRED FOR THE MAJOR:			UNITS
MUSI 100	Introduction to Music *Active*		3
MUSI 124A	Piano Class I *Active*		1
MUSI 124B	Piano Class II *Active*		1
MUSI 150A	Basic Musicianship *Active*		3
MUSI 148A	Music Theory I *Active*		3
MUSI 148B	Music Theory II *Active*		3
MUSI 190	Introduction to Audio Technology *Active*		3
MUSI 201	Recording Arts *Active*		3
MUSI 202	Computer Music *Active*		3
MUSI 203	Large Console Audio Recording *Active*		3
MUSI 205A	Audio Production Projects I *Active*		3
MUSI 205B	Audio Production Projects II *Active*		3
MUSI 268A	Ear Training I *Active*		1
MUSI 268B	Ear Training II *Active*		1

SELECT 2 UNITS FROM THE FOLLOWING:		UNITS
MUSI 139	Music and Social Media *Approved*	1
MUSI 209A	Recording Studio Internship I *Active*	1
MUSI 209B	Recording Studio Internship II *Active*	1
MUSI 209C	Recording Studio Internship III *Active*	1
MUSI 209D	Recording Studio Internship IV *Active*	1
MUSI 224A	Piano Class III *Active*	1

Total Units 36

DATES & CODES

CIC Approval: 12/09/2021
Board Approval: 01/27/2022
State Approval: 04/27/2022

TOP Code: 1004.00
State Approval (Unique) Code: 39331

Subject Area: Music
Program Area: Music

Report Run: 10/11/2022 10:31 PM
Program ID: 4321

SELECT 2 UNITS FROM THE FOLLOWING:		UNITS
MUSI 139	Music and Social Media *Approved*	1
MUSI 209A	Recording Studio Internship I *Active*	1
MUSI 209B	Recording Studio Internship II *Active*	1
MUSI 224A	Piano Class III *Active*	1

Total Units 36

DATES & CODES

CIC Approval:
Board Approval:
State Approval:

TOP Code: 1004.00
State Approval (Unique) Code: 39331

Subject Area: Music
Program Area: Music

Report Run: 10/11/2022 10:31 PM
Program ID: 4463

Previous Report

MESA - MUSIC TECHNOLOGY - ASSOCIATE OF ARTS DEGREE

PROPOSAL INFORMATION

Action Proposed:Program Revision

Proposal Originator:Dr. N. Scott Robinson

**Origination
Date:**09/15/2021

Proposed Start:Fall 2023

Need for Proposal:

Program revision to add new Music in Media course (MUSI 139).

Attached Documents:

[AA Music Technology Assist](#)

[AA Music Technology Narrative](#)

PROGRAM & AWARD INFORMATION

Award Description:

The Associate of Arts degree in Music Technology provides students with the necessary skills for pursuing transfer to a 4 year academic music technology degree.

Award Notes:

Program Description:

The academic program in Music is designed to provide students with the sequenced fundamental skills for most musical pursuits for a transfer to a 4 year degree with a major in Music Performance (Classical or Jazz), non-performing music major or those seeking a career in the music industry.

Program Goals:

The Associate of Arts in Music Technology will assist students in developing key music technology skills, knowledge, and experience. Students will develop a broad foundation for success in music technology while focusing on key areas of interest. Students may use these

skills and experiences for opportunities in music that require training in music technology.

Program Emphasis:

Career Options:

COURSES REQUIRED FOR THE MAJOR:			UNITS
MUSI 100	Introduction to Music *Active*		3
MUSI 124A	Piano Class I *Active*		1
MUSI 124B	Piano Class II *Active*		1
MUSI 150A	Basic Musicianship *Active*		3
MUSI 148A	Music Theory I *Active*		3
MUSI 148B	Music Theory II *Active*		3
MUSI 190	Introduction to Audio Technology *Active*		3
MUSI 201	Recording Arts *Active*		3
MUSI 202	Computer Music *Active*		3
MUSI 203	Large Console Audio Recording *Active*		3
MUSI 205A	Audio Production Projects I *Active*		3
MUSI 205B	Audio Production Projects II *Active*		3
MUSI 268A	Ear Training I *Active*		1
MUSI 268B	Ear Training II *Active*		1

Current Report

MESA - MUSIC TECHNOLOGY - ASSOCIATE OF ARTS DEGREE

PROPOSAL INFORMATION

Action Proposed:Program Revision

Proposal Originator:Dr. N. Scott Robinson

**Origination
Date:**09/26/2022

Proposed Start:Fall 2024

Need for Proposal:

Program revision to reflect: 1) removal of MUSI 209C & 209D (deactivations). No unit change.

Attached Documents:

[Assist AA Music Technology](#)

[AA Music Technology Narrative](#)

PROGRAM & AWARD INFORMATION

Award Description:

The Associate of Arts degree in Music Technology provides students with the necessary skills for pursuing transfer to a 4 year academic music technology degree.

Award Notes:

Program Description:

The academic program in Music is designed to provide students with the sequenced fundamental skills for most musical pursuits for a transfer to a 4 year degree with a major in Music Performance (Classical or Jazz), non-performing music major or those seeking a career in the music industry.

Program Goals:

The Associate of Arts in Music Technology will assist students in developing key music technology skills, knowledge, and experience. Students will develop a broad foundation for success in music technology while focusing on key areas of interest. Students may use these

skills and experiences for opportunities in music that require training in music technology.

Program Emphasis:

Career Options:

COURSES REQUIRED FOR THE MAJOR:			UNITS
MUSI 100	Introduction to Music *Active*		3
MUSI 124A	Piano Class I *Active*		1
MUSI 124B	Piano Class II *Active*		1
MUSI 150A	Basic Musicianship *Active*		3
MUSI 148A	Music Theory I *Active*		3
MUSI 148B	Music Theory II *Active*		3
MUSI 190	Introduction to Audio Technology *Active*		3
MUSI 201	Recording Arts *Active*		3
MUSI 202	Computer Music *Active*		3
MUSI 203	Large Console Audio Recording *Active*		3
MUSI 205A	Audio Production Projects I *Active*		3
MUSI 205B	Audio Production Projects II *Active*		3
MUSI 268A	Ear Training I *Active*		1
MUSI 268B	Ear Training II *Active*		1

SELECT 2 UNITS FROM THE FOLLOWING:		UNITS
MUSI 139	Music and Social Media *Approved*	1
MUSI 209A	Recording Studio Internship I *Active*	1
MUSI 209B	Recording Studio Internship II *Active*	1
MUSI 209C	Recording Studio Internship III *Active*	1
MUSI 209D	Recording Studio Internship IV *Active*	1
MUSI 224A	Piano Class III *Active*	1

Total Units 36

DATES & CODES

CIC Approval: 12/09/2021
Board Approval: 01/27/2022
State Approval: 04/27/2022

TOP Code: 1004.00
State Approval (Unique) Code: 39331

Subject Area: Music
Program Area: Music

Report Run: 10/11/2022 10:31 PM
Program ID: 4321

SELECT 2 UNITS FROM THE FOLLOWING:		UNITS
MUSI 139	Music and Social Media *Approved*	1
MUSI 209A	Recording Studio Internship I *Active*	1
MUSI 209B	Recording Studio Internship II *Active*	1
MUSI 224A	Piano Class III *Active*	1

Total Units 36

DATES & CODES

CIC Approval:
Board Approval:
State Approval:

TOP Code: 1004.00
State Approval (Unique) Code: 39331

Subject Area: Music
Program Area: Music

Report Run: 10/11/2022 10:31 PM
Program ID: 4463

Previous Report

MESA - MUSIC TECHNOLOGY - ASSOCIATE OF ARTS DEGREE

PROPOSAL INFORMATION

Action Proposed:Program Revision

Proposal Originator:Dr. N. Scott Robinson

**Origination
Date:**09/15/2021

Proposed Start:Fall 2023

Need for Proposal:

Program revision to add new Music in Media course (MUSI 139).

Attached Documents:

[AA Music Technology Assist](#)

[AA Music Technology Narrative](#)

PROGRAM & AWARD INFORMATION

Award Description:

The Associate of Arts degree in Music Technology provides students with the necessary skills for pursuing transfer to a 4 year academic music technology degree.

Award Notes:

Program Description:

The academic program in Music is designed to provide students with the sequenced fundamental skills for most musical pursuits for a transfer to a 4 year degree with a major in Music Performance (Classical or Jazz), non-performing music major or those seeking a career in the music industry.

Program Goals:

The Associate of Arts in Music Technology will assist students in developing key music technology skills, knowledge, and experience. Students will develop a broad foundation for success in music technology while focusing on key areas of interest. Students may use these

skills and experiences for opportunities in music that require training in music technology.

Program Emphasis:

Career Options:

COURSES REQUIRED FOR THE MAJOR:			UNITS
MUSI 100	Introduction to Music *Active*		3
MUSI 124A	Piano Class I *Active*		1
MUSI 124B	Piano Class II *Active*		1
MUSI 150A	Basic Musicianship *Active*		3
MUSI 148A	Music Theory I *Active*		3
MUSI 148B	Music Theory II *Active*		3
MUSI 190	Introduction to Audio Technology *Active*		3
MUSI 201	Recording Arts *Active*		3
MUSI 202	Computer Music *Active*		3
MUSI 203	Large Console Audio Recording *Active*		3
MUSI 205A	Audio Production Projects I *Active*		3
MUSI 205B	Audio Production Projects II *Active*		3
MUSI 268A	Ear Training I *Active*		1
MUSI 268B	Ear Training II *Active*		1

Current Report

MESA - MUSIC TECHNOLOGY - ASSOCIATE OF ARTS DEGREE

PROPOSAL INFORMATION

Action Proposed:Program Revision

Proposal Originator:Dr. N. Scott Robinson

**Origination
Date:**09/26/2022

Proposed Start:Fall 2024

Need for Proposal:

Program revision to reflect: 1) removal of MUSI 209C & 209D (deactivations). No unit change.

Attached Documents:

[Assist AA Music Technology](#)

[AA Music Technology Narrative](#)

PROGRAM & AWARD INFORMATION

Award Description:

The Associate of Arts degree in Music Technology provides students with the necessary skills for pursuing transfer to a 4 year academic music technology degree.

Award Notes:

Program Description:

The academic program in Music is designed to provide students with the sequenced fundamental skills for most musical pursuits for a transfer to a 4 year degree with a major in Music Performance (Classical or Jazz), non-performing music major or those seeking a career in the music industry.

Program Goals:

The Associate of Arts in Music Technology will assist students in developing key music technology skills, knowledge, and experience. Students will develop a broad foundation for success in music technology while focusing on key areas of interest. Students may use these

skills and experiences for opportunities in music that require training in music technology.

Program Emphasis:

Career Options:

COURSES REQUIRED FOR THE MAJOR:			UNITS
MUSI 100	Introduction to Music *Active*		3
MUSI 124A	Piano Class I *Active*		1
MUSI 124B	Piano Class II *Active*		1
MUSI 150A	Basic Musicianship *Active*		3
MUSI 148A	Music Theory I *Active*		3
MUSI 148B	Music Theory II *Active*		3
MUSI 190	Introduction to Audio Technology *Active*		3
MUSI 201	Recording Arts *Active*		3
MUSI 202	Computer Music *Active*		3
MUSI 203	Large Console Audio Recording *Active*		3
MUSI 205A	Audio Production Projects I *Active*		3
MUSI 205B	Audio Production Projects II *Active*		3
MUSI 268A	Ear Training I *Active*		1
MUSI 268B	Ear Training II *Active*		1

SELECT 2 UNITS FROM THE FOLLOWING:		UNITS
MUSI 139	Music and Social Media *Approved*	1
MUSI 209A	Recording Studio Internship I *Active*	1
MUSI 209B	Recording Studio Internship II *Active*	1
MUSI 209C	Recording Studio Internship III *Active*	1
MUSI 209D	Recording Studio Internship IV *Active*	1
MUSI 224A	Piano Class III *Active*	1

Total Units 36

DATES & CODES

CIC Approval: 12/09/2021
Board Approval: 01/27/2022
State Approval: 04/27/2022

TOP Code: 1004.00
State Approval (Unique) Code: 39331

Subject Area: Music
Program Area: Music

Report Run: 10/11/2022 10:31 PM
Program ID: 4321

SELECT 2 UNITS FROM THE FOLLOWING:		UNITS
MUSI 139	Music and Social Media *Approved*	1
MUSI 209A	Recording Studio Internship I *Active*	1
MUSI 209B	Recording Studio Internship II *Active*	1
MUSI 224A	Piano Class III *Active*	1

Total Units 36

DATES & CODES

CIC Approval:
Board Approval:
State Approval:

TOP Code: 1004.00
State Approval (Unique) Code: 39331

Subject Area: Music
Program Area: Music

Report Run: 10/11/2022 10:31 PM
Program ID: 4463

CITY - INDIVIDUAL SPORTS - CERTIFICATE OF PERFORMANCE

PROPOSAL INFORMATION

Action Proposed:Program Deactivation

Proposal Originator:Andrea Milburn

Origination Date:07/14/2022

Proposed Start:Fall 2024

Need for Proposal:

Deactivate award at City College, no longer being offered.

Attached Documents:

[Individual Sports LMI](#)

PROGRAM & AWARD INFORMATION

Award Description:

The Certificate of Performance in Individual Sports is designed for students interested in entry-level individual sports instruction. Emphasis is placed on theory and practice of individual sports techniques. Students learn the principles of individual sports and techniques required for proper instruction.

Award Notes:

Students who successfully complete the Certificate of Performance in Individual Sports will be able to:

Demonstrate the fundamental concepts of individual sports instruction.

Program Description:

The Health and Exercise Science program at San Diego City College (SDCC) offers certificates of performance and achievement, and associate degrees in the field of health, exercise science, nutrition, and fitness. The program's mission is to provide a research-based practical approach to the multi-dimensional study of human movement, while engaging students in hands-on experiences to promote critical thinking, effective communication, and a comprehensive understanding of the health and exercise science discipline. The program meets this mission by offering a variety of exercise science and health classes that can help meet the needs of our diverse community. The Health and Exercise Science program teaches students to lead by example in promoting a healthy lifestyle. It enables students to develop knowledge, skills, and abilities in exercise planning, participation, and behavior change not only for themselves, but also to the campus and community. The program embraces both the challenge to inspire our students to be individual improvement of health and wellness, and encourages our students to share their information and experience within the community.

Program Goals:

N/A - This section is no longer updated in Curricunet.

Program Emphasis:

Career Options:

Most careers in fitness require education beyond the associate degree and some require a graduate degree. This is not a comprehensive list but some of the most common career options with a degree in fitness include: fitness instruction, personal training, and sports coaching.

COURSES REQUIRED FOR THE MAJOR:

UNITS

EXSC 241B Introduction to Kinesiology *Active*

3

or	HEAL 101	Health and Lifestyle *Active*	3
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SELECT FOUR (4) COURSES FROM THE FOLLOWING: **UNITS**

EXSC 154A	Badminton I *Active*	0.5 - 1
EXSC 154B	Badminton II *Active*	0.5 - 1
EXSC 154C	Badminton III *Active*	0.5 - 1
EXSC 154D	Badminton IV *Active*	0.5 - 1
EXSC 166A	Golf I *Active*	0.5 - 1
EXSC 166B	Golf II *Active*	0.5 - 1
EXSC 166C	Golf III *Active*	0.5 - 1
EXSC 166D	Golf IV *Active*	0.5 - 1
EXSC 178A	Tennis I *Active*	0.5 - 1
EXSC 178B	Tennis II *Active*	0.5 - 1
EXSC 178C	Tennis III *Active*	0.5 - 1
EXSC 178D	Tennis IV *Active*	0.5 - 1

Total Units 5 - 7

DATES & CODES

CIC Approval:

Board Approval:

State Approval:

TOP Code: 0835.20

State Approval (Unique) Code:

Subject Area: Exercise Science
 Program Area: Exercise Science

Report Run: 10/11/2022 10:31 PM
 Program ID: 4412

Previous Report

CITY - INDIVIDUAL SPORTS - CERTIFICATE OF PERFORMANCE

PROPOSAL INFORMATION

Action Proposed:New Program

Proposal Originator:Andrea Milburn

Proposed Start:Fall 2019

Need for Proposal:

To create a certificate in individual sports for those looking into the elementary practices of individual sports instruction. This was a requested certificate from the industry advisory board.

Attached Documents:

[Individual Sports LMI](#)

PROGRAM & AWARD INFORMATION

Award Description:

The Certificate of Performance in Individual Sports is designed for students interested in entry-level individual sports instruction. Emphasis is placed on theory and practice of individual sports techniques. Students learn the principles of individual sports and techniques required for proper instruction.

Award Notes:

Students who successfully complete the Certificate of Performance in Individual Sports will be able to:

Demonstrate the fundamental concepts of individual sports instruction.

Program Description:

The Health and Exercise Science program at San Diego City College (SDCC) offers certificates of performance and achievement, and associate degrees in the field of health, exercise science, nutrition, and fitness. The program's mission is to provide a research-based practical approach to the multi-dimensional study of human movement, while engaging students in hands-on experiences to promote critical thinking, effective communication, and a comprehensive understanding of the health and exercise science discipline. The program meets this mission by offering a variety of exercise science and health classes that can help meet the needs of our diverse community. The Health and Exercise Science program teaches students to lead by example in promoting a healthy lifestyle. It enables students to develop knowledge, skills, and abilities in exercise planning, participation, and behavior change not only for themselves, but also to the campus and community. The program embraces both the challenge to inspire our students to be individual improvement of health and wellness, and encourages our students to share their information and experience within the community.

Program Goals:

N/A - This section is no longer updated in Curricunet.

Program Emphasis:

Career Options:

Most careers in fitness require education beyond the associate degree and some require a graduate degree. This is not a comprehensive list but some of the most common career options with a degree in fitness include: fitness instruction, personal training, and sports coaching.

Origination Date:04/25/2018

Current Report

CITY - INDIVIDUAL SPORTS - CERTIFICATE OF PERFORMANCE

PROPOSAL INFORMATION

Action Proposed:Program Deactivation

Proposal Originator:Andrea Milburn

Proposed Start:Fall 2024

Need for Proposal:

Deactivate award at City College, no longer being offered.

Attached Documents:

[Individual Sports LMI](#)

Origination Date:07/14/2022

PROGRAM & AWARD INFORMATION

Award Description:

The Certificate of Performance in Individual Sports is designed for students interested in entry-level individual sports instruction. Emphasis is placed on theory and practice of individual sports techniques. Students learn the principles of individual sports and techniques required for proper instruction.

Award Notes:

Students who successfully complete the Certificate of Performance in Individual Sports will be able to:

Demonstrate the fundamental concepts of individual sports instruction.

Program Description:

The Health and Exercise Science program at San Diego City College (SDCC) offers certificates of performance and achievement, and associate degrees in the field of health, exercise science, nutrition, and fitness. The program's mission is to provide a research-based practical approach to the multi-dimensional study of human movement, while engaging students in hands-on experiences to promote critical thinking, effective communication, and a comprehensive understanding of the health and exercise science discipline. The program meets this mission by offering a variety of exercise science and health classes that can help meet the needs of our diverse community. The Health and Exercise Science program teaches students to lead by example in promoting a healthy lifestyle. It enables students to develop knowledge, skills, and abilities in exercise planning, participation, and behavior change not only for themselves, but also to the campus and community. The program embraces both the challenge to inspire our students to be individual improvement of health and wellness, and encourages our students to share their information and experience within the community.

Program Goals:

N/A - This section is no longer updated in Curricunet.

Program Emphasis:

Career Options:

Most careers in fitness require education beyond the associate degree and some require a graduate degree. This is not a comprehensive list but some of the most common career options with a degree in fitness include: fitness instruction, personal training, and sports coaching.

COURSES REQUIRED FOR THE MAJOR:

EXSC 241B Introduction to Kinesiology *Active*

UNITS

COURSES REQUIRED FOR THE MAJOR:			UNITS
EXSC 241B	Introduction to Kinesiology *Active*		3
or HEAL 101	Health and Lifestyle *Active*		3

SELECT FOUR (4) COURSES FROM THE FOLLOWING:			UNITS
EXSC 154A	Badminton I *Active*		0.5 - 1
EXSC 154B	Badminton II *Active*		0.5 - 1
EXSC 154C	Badminton III *Active*		0.5 - 1
EXSC 154D	Badminton IV *Active*		0.5 - 1
EXSC 166A	Golf I *Active*		0.5 - 1
EXSC 166B	Golf II *Active*		0.5 - 1
EXSC 166C	Golf III *Active*		0.5 - 1
EXSC 166D	Golf IV *Active*		0.5 - 1
EXSC 178A	Tennis I *Active*		0.5 - 1
EXSC 178B	Tennis II *Active*		0.5 - 1
EXSC 178C	Tennis III *Active*		0.5 - 1
EXSC 178D	Tennis IV *Active*		0.5 - 1

Total Units 5 - 7

DATES & CODES

CIC Approval: 10/25/2018
Board Approval: 01/31/2019
State Approval:

TOP Code: 0835.20
State Approval (Unique) Code:

Subject Area: Exercise Science
 Program Area: Exercise Science

Report Run: 10/11/2022 10:31 PM
 Program ID: 3670

or HEAL 101 Health and Lifestyle *Active* 3

SELECT FOUR (4) COURSES FROM THE FOLLOWING:			UNITS
EXSC 154A	Badminton I *Active*		0.5 - 1
EXSC 154B	Badminton II *Active*		0.5 - 1
EXSC 154C	Badminton III *Active*		0.5 - 1
EXSC 154D	Badminton IV *Active*		0.5 - 1
EXSC 166A	Golf I *Active*		0.5 - 1
EXSC 166B	Golf II *Active*		0.5 - 1
EXSC 166C	Golf III *Active*		0.5 - 1
EXSC 166D	Golf IV *Active*		0.5 - 1
EXSC 178A	Tennis I *Active*		0.5 - 1
EXSC 178B	Tennis II *Active*		0.5 - 1
EXSC 178C	Tennis III *Active*		0.5 - 1
EXSC 178D	Tennis IV *Active*		0.5 - 1

Total Units 5 - 7

DATES & CODES

CIC Approval:
Board Approval:
State Approval:

TOP Code: 0835.20
State Approval (Unique) Code:

Subject Area: Exercise Science
 Program Area: Exercise Science

Report Run: 10/11/2022 10:31 PM
 Program ID: 4412

Previous Report

CITY - INDIVIDUAL SPORTS - CERTIFICATE OF PERFORMANCE

PROPOSAL INFORMATION

Action Proposed:New Program

Proposal Originator:Andrea Milburn

Proposed Start:Fall 2019

Need for Proposal:

To create a certificate in individual sports for those looking into the elementary practices of individual sports instruction. This was a requested certificate from the industry advisory board.

Attached Documents:

[Individual Sports LMI](#)

PROGRAM & AWARD INFORMATION

Award Description:

The Certificate of Performance in Individual Sports is designed for students interested in entry-level individual sports instruction. Emphasis is placed on theory and practice of individual sports techniques. Students learn the principles of individual sports and techniques required for proper instruction.

Award Notes:

Students who successfully complete the Certificate of Performance in Individual Sports will be able to:

Demonstrate the fundamental concepts of individual sports instruction.

Program Description:

The Health and Exercise Science program at San Diego City College (SDCC) offers certificates of performance and achievement, and associate degrees in the field of health, exercise science, nutrition, and fitness. The program's mission is to provide a research-based practical approach to the multi-dimensional study of human movement, while engaging students in hands-on experiences to promote critical thinking, effective communication, and a comprehensive understanding of the health and exercise science discipline. The program meets this mission by offering a variety of exercise science and health classes that can help meet the needs of our diverse community. The Health and Exercise Science program teaches students to lead by example in promoting a healthy lifestyle. It enables students to develop knowledge, skills, and abilities in exercise planning, participation, and behavior change not only for themselves, but also to the campus and community. The program embraces both the challenge to inspire our students to be individual improvement of health and wellness, and encourages our students to share their information and experience within the community.

Program Goals:

N/A - This section is no longer updated in Curricunet.

Program Emphasis:

Career Options:

Most careers in fitness require education beyond the associate degree and some require a graduate degree. This is not a comprehensive list but some of the most common career options with a degree in fitness include: fitness instruction, personal training, and sports coaching.

Origination Date:04/25/2018

Current Report

CITY - INDIVIDUAL SPORTS - CERTIFICATE OF PERFORMANCE

PROPOSAL INFORMATION

Action Proposed:Program Deactivation

Proposal Originator:Andrea Milburn

Proposed Start:Fall 2024

Need for Proposal:

Deactivate award at City College, no longer being offered.

Attached Documents:

[Individual Sports LMI](#)

Origination Date:07/14/2022

PROGRAM & AWARD INFORMATION

Award Description:

The Certificate of Performance in Individual Sports is designed for students interested in entry-level individual sports instruction. Emphasis is placed on theory and practice of individual sports techniques. Students learn the principles of individual sports and techniques required for proper instruction.

Award Notes:

Students who successfully complete the Certificate of Performance in Individual Sports will be able to:

Demonstrate the fundamental concepts of individual sports instruction.

Program Description:

The Health and Exercise Science program at San Diego City College (SDCC) offers certificates of performance and achievement, and associate degrees in the field of health, exercise science, nutrition, and fitness. The program's mission is to provide a research-based practical approach to the multi-dimensional study of human movement, while engaging students in hands-on experiences to promote critical thinking, effective communication, and a comprehensive understanding of the health and exercise science discipline. The program meets this mission by offering a variety of exercise science and health classes that can help meet the needs of our diverse community. The Health and Exercise Science program teaches students to lead by example in promoting a healthy lifestyle. It enables students to develop knowledge, skills, and abilities in exercise planning, participation, and behavior change not only for themselves, but also to the campus and community. The program embraces both the challenge to inspire our students to be individual improvement of health and wellness, and encourages our students to share their information and experience within the community.

Program Goals:

N/A - This section is no longer updated in Curricunet.

Program Emphasis:

Career Options:

Most careers in fitness require education beyond the associate degree and some require a graduate degree. This is not a comprehensive list but some of the most common career options with a degree in fitness include: fitness instruction, personal training, and sports coaching.

COURSES REQUIRED FOR THE MAJOR:

EXSC 241B Introduction to Kinesiology *Active*

UNITS

COURSES REQUIRED FOR THE MAJOR:			UNITS
EXSC 241B	Introduction to Kinesiology *Active*		3
or HEAL 101	Health and Lifestyle *Active*		3

SELECT FOUR (4) COURSES FROM THE FOLLOWING:			UNITS
EXSC 154A	Badminton I *Active*		0.5 - 1
EXSC 154B	Badminton II *Active*		0.5 - 1
EXSC 154C	Badminton III *Active*		0.5 - 1
EXSC 154D	Badminton IV *Active*		0.5 - 1
EXSC 166A	Golf I *Active*		0.5 - 1
EXSC 166B	Golf II *Active*		0.5 - 1
EXSC 166C	Golf III *Active*		0.5 - 1
EXSC 166D	Golf IV *Active*		0.5 - 1
EXSC 178A	Tennis I *Active*		0.5 - 1
EXSC 178B	Tennis II *Active*		0.5 - 1
EXSC 178C	Tennis III *Active*		0.5 - 1
EXSC 178D	Tennis IV *Active*		0.5 - 1

Total Units 5 - 7

DATES & CODES

CIC Approval: 10/25/2018
Board Approval: 01/31/2019
State Approval:

TOP Code: 0835.20
State Approval (Unique) Code:

Subject Area: Exercise Science
Program Area: Exercise Science

Report Run: 10/11/2022 10:31 PM
Program ID: 3670

or HEAL 101 Health and Lifestyle *Active* 3

SELECT FOUR (4) COURSES FROM THE FOLLOWING:			UNITS
EXSC 154A	Badminton I *Active*		0.5 - 1
EXSC 154B	Badminton II *Active*		0.5 - 1
EXSC 154C	Badminton III *Active*		0.5 - 1
EXSC 154D	Badminton IV *Active*		0.5 - 1
EXSC 166A	Golf I *Active*		0.5 - 1
EXSC 166B	Golf II *Active*		0.5 - 1
EXSC 166C	Golf III *Active*		0.5 - 1
EXSC 166D	Golf IV *Active*		0.5 - 1
EXSC 178A	Tennis I *Active*		0.5 - 1
EXSC 178B	Tennis II *Active*		0.5 - 1
EXSC 178C	Tennis III *Active*		0.5 - 1
EXSC 178D	Tennis IV *Active*		0.5 - 1

Total Units 5 - 7

DATES & CODES

CIC Approval:
Board Approval:
State Approval:

TOP Code: 0835.20
State Approval (Unique) Code:

Subject Area: Exercise Science
Program Area: Exercise Science

Report Run: 10/11/2022 10:31 PM
Program ID: 4412

CITY - MARTIAL ARTS - CERTIFICATE OF PERFORMANCE

PROPOSAL INFORMATION

Action Proposed:Program Deactivation

Proposal Originator:Andrea Milburn

Origination Date:07/14/2022

Proposed Start:Fall 2024

Need for Proposal:

Deactivate award at City College, no longer being offered.

Attached Documents:

[COE LMI - MAR2019](#)

[COE LMI - MAY2019](#)

[OccProfile, CA LMI 29-9091](#)

[OccProfile, CA LMI 39-9031](#)

[Narrative_Fall 2022](#)

PROGRAM & AWARD INFORMATION

Award Description:

The Certificate of Performance in Martial Arts is designed for students interested in entry-level martial arts instruction. Emphasis is placed on theory and practice of martial arts techniques. Students learn the principles of martial arts and techniques required for proper instruction.

Award Notes:

EXERCISE SCIENCE CLASSES/INTERCOLLEGIATE SPORTS DISCLAIMER:

Participation in all sports and exercise science activities involves certain inherent risks. Risks may include, but are not limited to, neck and spinal injuries that may result in paralysis or brain injury, injury to bones, joints, ligaments, muscles, tendons, and other aspects of the musculoskeletal system, and serious injury, or impairment, to other aspects of the body and general health, including death. The San Diego Community College District, its officers, agents, and employees are not responsible for the inherent risks associated with participation in exercise science classes/intercollegiate sports. Students are strongly advised to consult a physician prior to participating in any exercise science activity.

Program Description:

The Health and Exercise Science program at San Diego City College (SDCC) offers certificates of performance and achievement, and associate degrees in the field of health, exercise science, nutrition, and fitness. The program's mission is to provide a research-based practical approach to the multi-dimensional study of human movement, while engaging students in hands-on experiences to promote critical thinking, effective communication, and a comprehensive understanding of the health and exercise science discipline. The program meets this mission by offering a variety of exercise science and health classes that can help meet the needs of our diverse community. The Health and Exercise Science program teaches students to lead by example in promoting a healthy lifestyle. It enables students to develop knowledge, skills, and abilities in exercise planning, participation, and behavior change not only for themselves, but also to the campus and community. The program embraces both the challenge to inspire our students to be individual improvement of health and wellness, and encourages our students to share their information and experience within the community.

Program Goals:

N/A - This section is no longer updated in Curricunet.

Program Emphasis:**Career Options:**

Most careers in fitness require education beyond the associate degree and some require a graduate degree. This is not a comprehensive list, but some of the most common career options with a degree in fitness include: fitness instruction, personal training, and sports coaching.

COURSES REQUIRED FOR THE MAJOR:

		UNITS
EXSC 241B	Introduction to Kinesiology *Active*	3
or HEAL 101	Health and Lifestyle *Active*	3

SELECT FOUR (4) COURSES FROM THE FOLLOWING:

		UNITS
EXSC 147A	Kickboxing I *Active*	0.5 - 1
EXSC 147B	Kickboxing II *Active*	0.5 - 1
EXSC 147C	Kickboxing III *Active*	0.5 - 1
EXSC 147D	Kickboxing IV *Active*	0.5 - 1
EXSC 148A	Mixed Martial Arts I *Active*	0.5 - 1
EXSC 148B	Mixed Martial Arts II *Active*	0.5 - 1
EXSC 148C	Mixed Martial Arts III *Active*	0.5 - 1
EXSC 148D	Mixed Martial Arts IV *Active*	0.5 - 1

Total Units	5 - 7
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DATES & CODES**CIC Approval:****Board Approval:****State Approval:****TOP Code:** 0835.20**State Approval (Unique) Code:**

Subject Area: Exercise Science

Program Area: Exercise Science

Report Run: 10/11/2022 10:32 PM

Program ID: 4416

Previous Report

CITY - MARTIAL ARTS - CERTIFICATE OF PERFORMANCE

PROPOSAL INFORMATION

Action Proposed:Program Revision

Proposal Originator:Dede Bodnar

Proposed Start:Fall 2022

Need for Proposal:

Update courses required electives with courses undergoing course title revisions. Replace EXSC 147A-D and EXSC 148A-D with pending courses. Revise program and award descriptions.

Attached Documents:

[COE LMI - MAR2019](#)

[COE LMI - MAY2019](#)

[OccProfile_CA LMI 29-9091](#)

[OccProfile_CA LMI 39-9031](#)

[Narrative_Fall 2022](#)

PROGRAM & AWARD INFORMATION

Award Description:

The Certificate of Performance in Martial Arts is designed for students interested in entry-level martial arts instruction. Emphasis is placed on theory and practice of martial arts techniques. Students learn the principles of martial arts and techniques required for proper instruction.

Award Notes:

EXERCISE SCIENCE CLASSES/INTERCOLLEGIATE SPORTS DISCLAIMER:

Participation in all sports and exercise science activities involves certain inherent risks. Risks may include, but are not limited to, neck and spinal injuries that may result in paralysis or brain injury, injury to bones, joints, ligaments, muscles, tendons, and other aspects of the musculoskeletal system, and serious injury, or impairment, to other aspects of the body and general health, including death. The San Diego Community College District, its officers, agents, and employees are not responsible for the inherent risks associated with participation in exercise science classes/intercollegiate sports. Students are strongly advised to consult a physician prior to participating in any exercise science activity.

Program Description:

The Health and Exercise Science program at San Diego City College (SDCC) offers certificates of performance and achievement, and associate degrees in the field of health, exercise science, nutrition, and fitness. The program's mission is to provide a research-based practical approach to the multi-dimensional study of human movement, while engaging students in hands-on experiences to promote critical thinking, effective communication, and a comprehensive understanding of the health and exercise science discipline. The program meets this mission by offering a variety of exercise science and health classes that can help meet the needs of our diverse community. The Health and Exercise Science program teaches students to lead by example in promoting a healthy lifestyle. It enables students to develop knowledge, skills, and abilities in exercise planning, participation, and behavior change not only for themselves, but also to the campus and

Origination

Date:10/26/2020

Current Report

CITY - MARTIAL ARTS - CERTIFICATE OF PERFORMANCE

PROPOSAL INFORMATION

Action Proposed:Program Deactivation

Proposal Originator:Andrea Milburn

Proposed Start:Fall 2024

Need for Proposal:

Deactivate award at City College, no longer being offered.

Attached Documents:

[COE LMI - MAR2019](#)

[COE LMI - MAY2019](#)

[OccProfile_CA LMI 29-9091](#)

[OccProfile_CA LMI 39-9031](#)

[Narrative_Fall 2022](#)

PROGRAM & AWARD INFORMATION

Award Description:

The Certificate of Performance in Martial Arts is designed for students interested in entry-level martial arts instruction. Emphasis is placed on theory and practice of martial arts techniques. Students learn the principles of martial arts and techniques required for proper instruction.

Award Notes:

EXERCISE SCIENCE CLASSES/INTERCOLLEGIATE SPORTS DISCLAIMER:

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Origination Date:07/14/2022

community. The program embraces both the challenge to inspire our students to be individual improvement of health and wellness, and encourages our students to share their information and experience within the community.

Program Goals:

N/A - This section is no longer updated in Curricunet.

Program Emphasis:

Career Options:

Most careers in fitness require education beyond the associate degree and some require a graduate degree. This is not a comprehensive list, but some of the most common career options with a degree in fitness include: fitness instruction, personal training, and sports coaching.

COURSES REQUIRED FOR THE MAJOR: UNITS

EXSC 241B	Introduction to Kinesiology *Active*	3
or HEAL 101	Health and Lifestyle *Active*	3

SELECT FOUR (4) COURSES FROM THE FOLLOWING: UNITS

EXSC 147A	Kickboxing I *Active*	0.5 - 1
EXSC 147B	Kickboxing II *Active*	0.5 - 1
EXSC 147C	Kickboxing III *Active*	0.5 - 1
EXSC 147D	Kickboxing IV *Active*	0.5 - 1
EXSC 148A	Mixed Martial Arts I *Active*	0.5 - 1
EXSC 148B	Mixed Martial Arts II *Active*	0.5 - 1
EXSC 148C	Mixed Martial Arts III *Active*	0.5 - 1
EXSC 148D	Mixed Martial Arts IV *Active*	0.5 - 1

Total Units 5 - 7

DATES & CODES

CIC Approval: 09/09/2021

Board Approval:

State Approval:

TOP Code: 0835.20

State Approval (Unique) Code:

Subject Area: Exercise Science
Program Area: Exercise Science

Report Run: 10/11/2022 10:32 PM
Program ID: 4228

Program Goals:

N/A - This section is no longer updated in Curricunet.

Program Emphasis:

Career Options:

Most careers in fitness require education beyond the associate degree and some require a graduate degree. This is not a comprehensive list, but some of the most common career options with a degree in fitness include: fitness instruction, personal training, and sports coaching.

COURSES REQUIRED FOR THE MAJOR: UNITS

EXSC 241B	Introduction to Kinesiology *Active*	3
or HEAL 101	Health and Lifestyle *Active*	3

SELECT FOUR (4) COURSES FROM THE FOLLOWING: UNITS

EXSC 147A	Kickboxing I *Active*	0.5 - 1
EXSC 147B	Kickboxing II *Active*	0.5 - 1
EXSC 147C	Kickboxing III *Active*	0.5 - 1
EXSC 147D	Kickboxing IV *Active*	0.5 - 1
EXSC 148A	Mixed Martial Arts I *Active*	0.5 - 1
EXSC 148B	Mixed Martial Arts II *Active*	0.5 - 1
EXSC 148C	Mixed Martial Arts III *Active*	0.5 - 1
EXSC 148D	Mixed Martial Arts IV *Active*	0.5 - 1

Total Units 5 - 7

DATES & CODES

CIC Approval:

Board Approval:

State Approval:

TOP Code: 0835.20

State Approval (Unique) Code:

Subject Area: Exercise Science
Program Area: Exercise Science

Report Run: 10/11/2022 10:32 PM
Program ID: 4416

Previous Report

CITY - MARTIAL ARTS - CERTIFICATE OF PERFORMANCE

PROPOSAL INFORMATION

Action Proposed:Program Revision

Proposal Originator:Dede Bodnar

Proposed Start:Fall 2022

Need for Proposal:

Update courses required electives with courses undergoing course title revisions. Replace EXSC 147A-D and EXSC 148A-D with pending courses. Revise program and award descriptions.

Attached Documents:

[COE LMI - MAR2019](#)

[COE LMI - MAY2019](#)

[OccProfile_CA LMI 29-9091](#)

[OccProfile_CA LMI 39-9031](#)

[Narrative_Fall 2022](#)

PROGRAM & AWARD INFORMATION

Award Description:

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Award Notes:

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Program Description:

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Origination

Date:10/26/2020

Current Report

CITY - MARTIAL ARTS - CERTIFICATE OF PERFORMANCE

PROPOSAL INFORMATION

Action Proposed:Program Deactivation

Proposal Originator:Andrea Milburn

Proposed Start:Fall 2024

Need for Proposal:

Deactivate award at City College, no longer being offered.

Attached Documents:

[COE LMI - MAR2019](#)

[COE LMI - MAY2019](#)

[OccProfile_CA LMI 29-9091](#)

[OccProfile_CA LMI 39-9031](#)

[Narrative_Fall 2022](#)

PROGRAM & AWARD INFORMATION

Award Description:

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Origination Date:07/14/2022

community. The program embraces both the challenge to inspire our students to be individual improvement of health and wellness, and encourages our students to share their information and experience within the community.

Program Goals:

N/A - This section is no longer updated in Curricunet.

Program Emphasis:

Career Options:

Most careers in fitness require education beyond the associate degree and some require a graduate degree. This is not a comprehensive list, but some of the most common career options with a degree in fitness include: fitness instruction, personal training, and sports coaching.

COURSES REQUIRED FOR THE MAJOR: UNITS

EXSC 241B	Introduction to Kinesiology *Active*	3
or HEAL 101	Health and Lifestyle *Active*	3

SELECT FOUR (4) COURSES FROM THE FOLLOWING: UNITS

EXSC 147A	Kickboxing I *Active*	0.5 - 1
EXSC 147B	Kickboxing II *Active*	0.5 - 1
EXSC 147C	Kickboxing III *Active*	0.5 - 1
EXSC 147D	Kickboxing IV *Active*	0.5 - 1
EXSC 148A	Mixed Martial Arts I *Active*	0.5 - 1
EXSC 148B	Mixed Martial Arts II *Active*	0.5 - 1
EXSC 148C	Mixed Martial Arts III *Active*	0.5 - 1
EXSC 148D	Mixed Martial Arts IV *Active*	0.5 - 1

Total Units 5 - 7

DATES & CODES

CIC Approval: 09/09/2021

Board Approval:

State Approval:

TOP Code: 0835.20

State Approval (Unique) Code:

Subject Area: Exercise Science
Program Area: Exercise Science

Report Run: 10/11/2022 10:32 PM
Program ID: 4228

Program Goals:

N/A - This section is no longer updated in Curricunet.

Program Emphasis:

Career Options:

Most careers in fitness require education beyond the associate degree and some require a graduate degree. This is not a comprehensive list, but some of the most common career options with a degree in fitness include: fitness instruction, personal training, and sports coaching.

COURSES REQUIRED FOR THE MAJOR: UNITS

EXSC 241B	Introduction to Kinesiology *Active*	3
or HEAL 101	Health and Lifestyle *Active*	3

SELECT FOUR (4) COURSES FROM THE FOLLOWING: UNITS

EXSC 147A	Kickboxing I *Active*	0.5 - 1
EXSC 147B	Kickboxing II *Active*	0.5 - 1
EXSC 147C	Kickboxing III *Active*	0.5 - 1
EXSC 147D	Kickboxing IV *Active*	0.5 - 1
EXSC 148A	Mixed Martial Arts I *Active*	0.5 - 1
EXSC 148B	Mixed Martial Arts II *Active*	0.5 - 1
EXSC 148C	Mixed Martial Arts III *Active*	0.5 - 1
EXSC 148D	Mixed Martial Arts IV *Active*	0.5 - 1

Total Units 5 - 7

DATES & CODES

CIC Approval:

Board Approval:

State Approval:

TOP Code: 0835.20

State Approval (Unique) Code:

Subject Area: Exercise Science
Program Area: Exercise Science

Report Run: 10/11/2022 10:32 PM
Program ID: 4416

CITY - TEAM SPORTS - CERTIFICATE OF PERFORMANCE

PROPOSAL INFORMATION

Action Proposed:Program Deactivation

Proposal Originator:Andrea Milburn

Origination Date:07/14/2022

Proposed Start:Fall 2024

Need for Proposal:

Deactivate award at City College, no longer being offered.

Attached Documents:

[Team Sports LMI](#)

PROGRAM & AWARD INFORMATION

Award Description:

The Certificate of Performance in Team Sports is designed for students interested in entry-level team sports instruction. Emphasis is placed on theory and practice of team sports techniques. Students learn the principles of team sports and techniques required for proper instruction.

Award Notes:

Students who successfully complete the Certificate of Performance in Team Sports will be able to:

Demonstrate the fundamental concepts of team sports instruction.

Program Description:

The Health and Exercise Science program at San Diego City College (SDCC) offers certificates of performance and achievement, and associate degrees in the field of health, exercise science, nutrition, and fitness. The program's mission is to provide a research-based practical approach to the multi-dimensional study of human movement, while engaging students in hands-on experiences to promote critical thinking, effective communication, and a comprehensive understanding of the health and exercise science discipline. The program meets this mission by offering a variety of exercise science and health classes that can help meet the needs of our diverse community. The Health and Exercise Science program teaches students to lead by example in promoting a healthy lifestyle. It enables students to develop knowledge, skills, and abilities in exercise planning, participation, and behavior change not only for themselves, but also to the campus and community. The program embraces both the challenge to inspire our students to be individual improvement of health and wellness, and encourages our students to share their information and experience within the community.

Program Goals:

N/A - This section is no longer updated in CurricUNET.

Program Emphasis:

Career Options:

Most careers in fitness require education beyond the associate degree and some require a graduate degree. This is not a comprehensive list but some of the most common career options with a degree in fitness include: fitness instruction, personal training, and sports coaching.

COURSES REQUIRED FOR THE MAJOR:

UNITS

COURSES REQUIRED FOR THE MAJOR:	UNITS
EXSC 241B Introduction to Kinesiology *Active*	3

or	HEAL 101	Health and Lifestyle *Active*	3
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SELECT FOUR (4) COURSES FROM THE FOLLOWING: **UNITS**

EXSC 156A	Baseball I *Active*	0.5 - 1
EXSC 156B	Baseball II *Active*	0.5 - 1
EXSC 156C	Baseball III *Active*	0.5 - 1
EXSC 156D	Baseball IV *Active*	0.5 - 1
EXSC 158A	Basketball I *Active*	0.5 - 1
EXSC 158B	Basketball II *Active*	0.5 - 1
EXSC 158C	Basketball III *Active*	0.5 - 1
EXSC 158D	Basketball IV *Active*	0.5 - 1
EXSC 174A	Soccer I *Active*	0.5 - 1
EXSC 174B	Soccer II *Active*	0.5 - 1
EXSC 174C	Soccer III *Active*	0.5 - 1
EXSC 174D	Soccer IV *Active*	0.5 - 1
EXSC 176A	Softball I *Active*	0.5 - 1
EXSC 176B	Softball II *Active*	0.5 - 1
EXSC 176C	Softball III *Active*	0.5 - 1
EXSC 176D	Softball IV *Active*	0.5 - 1
EXSC 182A	Volleyball I *Active*	0.5 - 1
EXSC 182B	Volleyball II *Active*	0.5 - 1
EXSC 182C	Volleyball III *Active*	0.5 - 1
EXSC 182D	Volleyball IV *Active*	0.5 - 1

Total Units 5 - 7

DATES & CODES

CIC Approval:

Board Approval:

State Approval:

TOP Code: 0835.60

State Approval (Unique) Code:

Subject Area: Exercise Science
 Program Area: Exercise Science

Report Run: 10/11/2022 10:32 PM
 Program ID: 4413

Previous Report

CITY - TEAM SPORTS - CERTIFICATE OF PERFORMANCE

PROPOSAL INFORMATION

Action Proposed:New Program

Proposal Originator:Andrea Milburn

Proposed Start:Fall 2019

Need for Proposal:

To create a certificate in team sports for those looking into the elementary practices of team sports instruction. This was a requested certificate from the industry advisory board.

Attached Documents:

[Team Sports LMI](#)

PROGRAM & AWARD INFORMATION

Award Description:

The Certificate of Performance in Team Sports is designed for students interested in entry-level team sports instruction. Emphasis is placed on theory and practice of team sports techniques. Students learn the principles of team sports and techniques required for proper instruction.

Award Notes:

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Demonstrate the fundamental concepts of team sports instruction.

Program Description:

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Program Goals:

N/A - This section is no longer updated in Curricunet.

Program Emphasis:

Career Options:

Most careers in fitness require education beyond the associate degree and some require a graduate degree. This is not a comprehensive list but some of the most common career options with a degree in fitness include: fitness instruction, personal training, and sports coaching.

Origination Date:04/25/2018

Current Report

CITY - TEAM SPORTS - CERTIFICATE OF PERFORMANCE

PROPOSAL INFORMATION

Action Proposed:Program Deactivation

Proposal Originator:Andrea Milburn

Proposed Start:Fall 2024

Need for Proposal:

Deactivate award at City College, no longer being offered.

Attached Documents:

[Team Sports LMI](#)

Origination Date:07/14/2022

PROGRAM & AWARD INFORMATION

Award Description:

The Certificate of Performance in Team Sports is designed for students interested in entry-level team sports instruction. Emphasis is placed on theory and practice of team sports techniques. Students learn the principles of team sports and techniques required for proper instruction.

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Students who successfully complete the Certificate of Performance in Team Sports will be able to:

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Program Goals:

N/A - This section is no longer updated in Curricunet.

Program Emphasis:

Career Options:

Most careers in fitness require education beyond the associate degree and some require a graduate degree. This is not a comprehensive list but some of the most common career options with a degree in fitness include: fitness instruction, personal training, and sports coaching.

COURSES REQUIRED FOR THE MAJOR:

EXSC 241B Introduction to Kinesiology *Active*

UNITS

COURSES REQUIRED FOR THE MAJOR:			UNITS
EXSC 241B	Introduction to Kinesiology *Active*		3
or HEAL 101	Health and Lifestyle *Active*		3

SELECT FOUR (4) COURSES FROM THE FOLLOWING:			UNITS
EXSC 156A	Baseball I *Active*		0.5 - 1
EXSC 156B	Baseball II *Active*		0.5 - 1
EXSC 156C	Baseball III *Active*		0.5 - 1
EXSC 156D	Baseball IV *Active*		0.5 - 1
EXSC 158A	Basketball I *Active*		0.5 - 1
EXSC 158B	Basketball II *Active*		0.5 - 1
EXSC 158C	Basketball III *Active*		0.5 - 1
EXSC 158D	Basketball IV *Active*		0.5 - 1
EXSC 174A	Soccer I *Active*		0.5 - 1
EXSC 174B	Soccer II *Active*		0.5 - 1
EXSC 174C	Soccer III *Active*		0.5 - 1
EXSC 174D	Soccer IV *Active*		0.5 - 1
EXSC 176A	Softball I *Active*		0.5 - 1
EXSC 176B	Softball II *Active*		0.5 - 1
EXSC 176C	Softball III *Active*		0.5 - 1
EXSC 176D	Softball IV *Active*		0.5 - 1
EXSC 182A	Volleyball I *Active*		0.5 - 1
EXSC 182B	Volleyball II *Active*		0.5 - 1
EXSC 182C	Volleyball III *Active*		0.5 - 1
EXSC 182D	Volleyball IV *Active*		0.5 - 1

Total Units 5 - 7

DATES & CODES

CIC Approval: 10/25/2018
Board Approval: 01/31/2019
State Approval:

TOP Code: 0835.60
State Approval (Unique) Code:

Subject Area: Exercise Science
 Program Area: Exercise Science

Report Run: 10/11/2022 10:32 PM
 Program ID: 3671

SELECT FOUR (4) COURSES FROM THE FOLLOWING:			UNITS
EXSC 156A	Baseball I *Active*		0.5 - 1
EXSC 156B	Baseball II *Active*		0.5 - 1
EXSC 156C	Baseball III *Active*		0.5 - 1
EXSC 156D	Baseball IV *Active*		0.5 - 1
EXSC 158A	Basketball I *Active*		0.5 - 1
EXSC 158B	Basketball II *Active*		0.5 - 1
EXSC 158C	Basketball III *Active*		0.5 - 1
EXSC 158D	Basketball IV *Active*		0.5 - 1
EXSC 174A	Soccer I *Active*		0.5 - 1
EXSC 174B	Soccer II *Active*		0.5 - 1
EXSC 174C	Soccer III *Active*		0.5 - 1
EXSC 174D	Soccer IV *Active*		0.5 - 1
EXSC 176A	Softball I *Active*		0.5 - 1
EXSC 176B	Softball II *Active*		0.5 - 1
EXSC 176C	Softball III *Active*		0.5 - 1
EXSC 176D	Softball IV *Active*		0.5 - 1
EXSC 182A	Volleyball I *Active*		0.5 - 1
EXSC 182B	Volleyball II *Active*		0.5 - 1
EXSC 182C	Volleyball III *Active*		0.5 - 1
EXSC 182D	Volleyball IV *Active*		0.5 - 1

Total Units 5 - 7

DATES & CODES

CIC Approval:
Board Approval:
State Approval:

TOP Code: 0835.60
State Approval (Unique) Code:

Subject Area: Exercise Science
 Program Area: Exercise Science

Report Run: 10/11/2022 10:32 PM
 Program ID: 4413

Previous Report

CITY - TEAM SPORTS - CERTIFICATE OF PERFORMANCE

PROPOSAL INFORMATION

Action Proposed:New Program

Proposal Originator:Andrea Milburn

Proposed Start:Fall 2019

Need for Proposal:

To create a certificate in team sports for those looking into the elementary practices of team sports instruction. This was a requested certificate from the industry advisory board.

Attached Documents:

[Team Sports LMI](#)

PROGRAM & AWARD INFORMATION

Award Description:

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Award Notes:

Students who successfully complete the Certificate of Performance in Team Sports will be able to:

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Program Description:

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Program Goals:

N/A - This section is no longer updated in Curricunet.

Program Emphasis:

Career Options:

Most careers in fitness require education beyond the associate degree and some require a graduate degree. This is not a comprehensive list but some of the most common career options with a degree in fitness include: fitness instruction, personal training, and sports coaching.

Origination Date:04/25/2018

Current Report

CITY - TEAM SPORTS - CERTIFICATE OF PERFORMANCE

PROPOSAL INFORMATION

Action Proposed:Program Deactivation

Proposal Originator:Andrea Milburn

Proposed Start:Fall 2024

Need for Proposal:

Deactivate award at City College, no longer being offered.

Attached Documents:

[Team Sports LMI](#)

Origination Date:07/14/2022

PROGRAM & AWARD INFORMATION

Award Description:

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Program Goals:

N/A - This section is no longer updated in Curricunet.

Program Emphasis:

Career Options:

Most careers in fitness require education beyond the associate degree and some require a graduate degree. This is not a comprehensive list but some of the most common career options with a degree in fitness include: fitness instruction, personal training, and sports coaching.

COURSES REQUIRED FOR THE MAJOR:

EXSC 241B Introduction to Kinesiology *Active*

UNITS

COURSES REQUIRED FOR THE MAJOR:			UNITS
EXSC 241B	Introduction to Kinesiology *Active*		3
or HEAL 101	Health and Lifestyle *Active*		3

SELECT FOUR (4) COURSES FROM THE FOLLOWING:			UNITS
EXSC 156A	Baseball I *Active*		0.5 - 1
EXSC 156B	Baseball II *Active*		0.5 - 1
EXSC 156C	Baseball III *Active*		0.5 - 1
EXSC 156D	Baseball IV *Active*		0.5 - 1
EXSC 158A	Basketball I *Active*		0.5 - 1
EXSC 158B	Basketball II *Active*		0.5 - 1
EXSC 158C	Basketball III *Active*		0.5 - 1
EXSC 158D	Basketball IV *Active*		0.5 - 1
EXSC 174A	Soccer I *Active*		0.5 - 1
EXSC 174B	Soccer II *Active*		0.5 - 1
EXSC 174C	Soccer III *Active*		0.5 - 1
EXSC 174D	Soccer IV *Active*		0.5 - 1
EXSC 176A	Softball I *Active*		0.5 - 1
EXSC 176B	Softball II *Active*		0.5 - 1
EXSC 176C	Softball III *Active*		0.5 - 1
EXSC 176D	Softball IV *Active*		0.5 - 1
EXSC 182A	Volleyball I *Active*		0.5 - 1
EXSC 182B	Volleyball II *Active*		0.5 - 1
EXSC 182C	Volleyball III *Active*		0.5 - 1
EXSC 182D	Volleyball IV *Active*		0.5 - 1

Total Units 5 - 7

DATES & CODES

CIC Approval: 10/25/2018
Board Approval: 01/31/2019
State Approval:

TOP Code: 0835.60
State Approval (Unique) Code:

Subject Area: Exercise Science
 Program Area: Exercise Science

Report Run: 10/11/2022 10:32 PM
 Program ID: 3671

or HEAL 101 Health and Lifestyle *Active* 3

SELECT FOUR (4) COURSES FROM THE FOLLOWING:			UNITS
EXSC 156A	Baseball I *Active*		0.5 - 1
EXSC 156B	Baseball II *Active*		0.5 - 1
EXSC 156C	Baseball III *Active*		0.5 - 1
EXSC 156D	Baseball IV *Active*		0.5 - 1
EXSC 158A	Basketball I *Active*		0.5 - 1
EXSC 158B	Basketball II *Active*		0.5 - 1
EXSC 158C	Basketball III *Active*		0.5 - 1
EXSC 158D	Basketball IV *Active*		0.5 - 1
EXSC 174A	Soccer I *Active*		0.5 - 1
EXSC 174B	Soccer II *Active*		0.5 - 1
EXSC 174C	Soccer III *Active*		0.5 - 1
EXSC 174D	Soccer IV *Active*		0.5 - 1
EXSC 176A	Softball I *Active*		0.5 - 1
EXSC 176B	Softball II *Active*		0.5 - 1
EXSC 176C	Softball III *Active*		0.5 - 1
EXSC 176D	Softball IV *Active*		0.5 - 1
EXSC 182A	Volleyball I *Active*		0.5 - 1
EXSC 182B	Volleyball II *Active*		0.5 - 1
EXSC 182C	Volleyball III *Active*		0.5 - 1
EXSC 182D	Volleyball IV *Active*		0.5 - 1

Total Units 5 - 7

DATES & CODES

CIC Approval:
Board Approval:
State Approval:

TOP Code: 0835.60
State Approval (Unique) Code:

Subject Area: Exercise Science
 Program Area: Exercise Science

Report Run: 10/11/2022 10:32 PM
 Program ID: 4413

CITY - YOGA - CERTIFICATE OF PERFORMANCE

PROPOSAL INFORMATION

Action Proposed:Program Deactivation

Proposal Originator:Andrea Milburn

Origination Date:07/14/2022

Proposed Start:Fall 2024

Need for Proposal:

Deactivate award at City College, no longer being offered.

Attached Documents:

[Yoga LMI](#)

PROGRAM & AWARD INFORMATION

Award Description:

This certificate of performance in yoga is designed for students who have an interest in deepening their yoga practice or are preparing to attend a yoga teacher training program. Emphasis is placed on the background theory and practice of yoga techniques that lay the foundation of any training program. Students learn the principles of yoga and begin to explore techniques for proper instruction.

Award Notes:

Students who successfully complete the Certificate of Performance in Yoga will be able to:

Demonstrate the fundamental concepts of yoga.

Program Description:

The Health and Exercise Science program at San Diego City College (SDCC) offers certificates of performance and achievement, and associate degrees in the field of health, exercise science, nutrition, and fitness. The program's mission is to provide a research-based practical approach to the multi-dimensional study of human movement, while engaging students in hands-on experiences to promote critical thinking, effective communication, and a comprehensive understanding of the health and exercise science discipline. The program meets this mission by offering a variety of exercise science and health classes that can help meet the needs of our diverse community. The Health and Exercise Science program teaches students to lead by example in promoting a healthy lifestyle. It enables students to develop knowledge, skills, and abilities in exercise planning, participation, and behavior change not only for themselves, but also to the campus and community. The program embraces both the challenge to inspire our students to be individual improvement of health and wellness, and encourages our students to share their information and experience within the community.

Program Goals:

N/A - This section is no longer updated in CurricUNET.

Program Emphasis:

Career Options:

Most careers in fitness require education beyond the associate degree and some require a graduate degree. This is not a comprehensive list but some of the most common career options with a degree in fitness include: fitness instruction, personal training, and sports coaching.

COURSES REQUIRED FOR THE MAJOR:

UNITS

EXSC 145A Yoga I-Fundamentals of Yoga *Active*

0.5 - 1

EXSC 145B	Yoga II-Beginning Yoga *Active*	0.5 - 1
EXSC 145C	Yoga III-Intermediate *Active*	0.5 - 1
EXSC 145D	Yoga IV - Advanced Level *Active*	0.5 - 1
EXSC 241B	Introduction to Kinesiology *Active*	3
or HEAL 101	Health and Lifestyle *Active*	3

Total Units 5 - 7

DATES & CODES

CIC Approval:

Board Approval:

State Approval:

TOP Code: 0835.00

State Approval (Unique) Code:

Subject Area: Exercise Science
 Program Area: Exercise Science

Report Run: 10/11/2022 10:32 PM
 Program ID: 4411