

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

**SECTION I**

**SUBJECT AREA AND COURSE NUMBER:** English 402

**COURSE TITLE:**

Advanced Technical Writing

**Units:**

3

Letter Grade or Pass/No Pass Option

**CATALOG COURSE DESCRIPTION:**

This course is a study of the tools and techniques used in technical documentation and editing. Emphasis is placed on the application of technical minds and communication to the logical principles of writing. Topics include effective workplace writing; composing formal reports, presentations, and proposals; intercultural communication and collaborative writing; synthesizing data for representation; creating instructions, procedures, or manuals; and critical reading of technical publications for editing policies. Other topics include research writing in APA format and grant writing. This course is designed for students in the Cyber Defense and Analysis program.

**REQUISITES:**

**Prerequisite:**

ENGL 205 with a grade of "C" or better, or equivalent

**Limitation on Enrollment:**

Special Admission - must be admitted to program. Requires admission into the Cyber Defense and Analysis program.

**FIELD TRIP REQUIREMENTS:**

May be required

**TRANSFER APPLICABILITY:**

Baccalaureate Degree Credit

**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. Discuss the characteristics of technical writing and its importance in the workplace.
2. Write and edit clear, direct, and effective sentences that use a confident, active, and professional tone.
3. Write and edit effective technical paragraphs by breaking complex technical information into small, clear, easily digested paragraphs.
4. Demonstrate the use of parallelism, formatting, and organization to create documents that are accessible and useful.
5. Apply proper netiquette when writing letters, memos, and emails.
6. Discuss common types of technical reports and proper tone and level of detail to include for the intended audience.
7. Explain the purpose of formal report formatting and how to use word processing programs to set up formal report formatting conventions.
8. Discuss special considerations in the creation and collaboration of effective technical communication in regards to the increase in multicultural work environments.
9. Discuss the purpose and importance of providing references and citations and how to create in-text citations and references sections.
10. Describe the types of graphics best suited to convey technical information and how to include graphics in reports for best effect.
11. Explain the purpose, format, and organization of technical instructions, procedures, and manuals.
12. Explain why presentations matter when communicating technical information.
13. Discuss the importance of ethics in technical professions and the guidelines for ethical technical writing.
14. Develop a scannable, concise, and persuasive resume for technical employment 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. Technical writing
  - A. Importance
  - B. Attributes
  - C. Process
  - D. Definitions
  - E. Descriptions
- II. Sentences
  - A. Introduction
  - B. Real subject
  - C. Real verb
  - D. Edit
    - 1. Conscience
    - 2. Clarity
  - E. Inclusive language
  - F. Grammar and mechanics
- III. Paragraphs
  - A. Topic sentence
  - B. Unification
  - C. Completeness
  - D. Cohesion
- IV. Format
  - A. Sentences
  - B. Lists
  - C. Headers

- V. Correspondence
  - A. Letters
  - B. Memos and emails
  - C. Netiquette
  - D. Style and tone
- VI. Short reports
  - A. Structure
  - B. Historical
  - C. Progress
  - D. Standards and specifications
- VII. Formal reports
  - A. Parts
  - B. Pagination
- VIII. Communication
  - A. Intercultural
  - B. Teams
  - C. Sharing and control
- IX. References and citations
  - A. Common knowledge exception
  - B. Terminology
  - C. Types
    - 1. Modern Language Association (MLA)
    - 2. American Psychological Association (APA)
    - 3. Turabian
    - 4. Chicago
    - 5. Institute of Electrical and Electronics Engineers (IEEE)
    - 6. American Chemical Society (ACS)
    - 7. Vancouver
  - D. Citing sources
  - E. Reference sections
  - F. Autogenerating references
- X. Graphics
  - A. Types and uses
  - B. Use in reports
  - C. Misrepresentation
- XI. Instructions, procedures, and manuals
  - A. Introduction
  - B. Step-by-step
  - C. Conclusion
  - D. Notes
  - E. Usability
- XII. Oral presentations
  - A. Plan
  - B. Notes
  - C. Design
  - D. Practice
  - E. Stage fright and questions
- XIII. Ethics
  - A. Professional
  - B. Student
  - C. Technical writing
- XIV. Job applications
  - A. Experience trap
  - B. Resumes
  - C. Letters
  - D. Job search

**B. Reading Assignments:**

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

- I. Textbook and resources posted in class and online
- II. Online article databases
- III. Dictionaries of information technology terminology
- IV. Examples of technical writing

**C. Writing Assignments:**

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

- I. Technical reports
- II. Policies, procedures, or standards
- III. Written or oral presentations
- IV. Research paper or literature review

**D. Appropriate Outside Assignments:**

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

- I. Reading and preparation for in-class discussion, presentation, and peer review
- II. Edits and revisions to writing based on peer review
- III. Expository and argumentative readings in the technical setting
- IV. Research for writing assignments

**E. Appropriate Assignments that Demonstrate Critical Thinking:**

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

- I. Analyze reading in class discussion and in writing
- II. Analyze written work for content, organization, support, and development
- III. Synthesize information from acceptable resources with own ideas to formulate an argument in a technical setting
- IV. Evaluate technical standards and frameworks for relevance and accuracy
- V. Selection of appropriate research materials for writings in a technical setting

**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. Writing assignments
- II. Oral presentations
- III. Group assignments
- IV. Quizzes and exams
- V. 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

**4. REQUIRED TEXTS AND SUPPLIES:**

Textbooks may include, but are not limited to:

**TEXTBOOKS:**

1. Alred, Gerald J., et al. The Handbook of Technical Writing with 2020 APA Update, 12th ed. Bedford/St. Martin's, 2019, ISBN: 9781319368685
2. Ewald, Thorsten. Writing in the Technical Fields: A Practical Guide, 3rd ed. Oxford University Press Canada, 2020, ISBN: 9780199036905
3. Lannon, John M., Laura J. Gurak. Technical Communication, 15th ed. Pearson, 2020, ISBN: 9780135203248
4. Qiu, Meikang, et al. Research and Technical Writing for Science and Engineering, CRC Press, 2022, ISBN: 9781000541298

**MANUALS:**

1. American Psychological Association. Publication Manual of the American Psychological Association, American Psychological Association, 10-01-2019

**PERIODICALS:****SOFTWARE:**

1. Purdue Online Writing Lab ([https://owl.purdue.edu/owl/purdue\\_owl.html](https://owl.purdue.edu/owl/purdue_owl.html)). Purdue University, XX ed. The Online Writing Lab (OWL) at Purdue University houses writing resources and instructional material, and we provide these as a free service of the Writing Lab at Purdue. Students, members of the community, and users worldwide will find information to assist with many writing projects. Teachers and trainers may use this material for in-class and out-of-class instruction.

**SUPPLIES:**

1. Removable storage media, such as an external hard-drive or USB memory sticks.

**PROPOSAL ORIGINATOR:** Jennifer Boots

**CO-CONTRIBUTOR(S)** David Kennemer

**PROPOSAL DATE:** 06/21/2022

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

**COURSE TO BE PROPOSED:** ENGL 402  
Advanced Technical Writing

**ACTIVE/APPROVED COURSES IMPACTED:**

ENGL 402 Advanced Technical Writing (29146)

**ACTIVE/APPROVED/PROPOSED PROGRAMS IMPACTED:**

( City )

Cyber Defense and Analysis \*Launched\*;  
**Bachelor of Science Degree**

Major Courses

SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY COLLEGE

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

**SECTION I**

- I. **Subject Area:** English
- II. **Course Number:** 402
- III. **Course Title:** Advanced Technical Writing
- IV. **Disciplines (Instructor Minimum Qualifications):** English
- V.
- VI. **Family:**
- VII. **Current Short Title:** Advanced Technical Writing
- VIII. **Course Is Active/Where?**
- IX. **Originating Campus:** CITY
- X. **Action Proposed:** New Course
- XI. **Distance Education Proposed At:**
- XII. **Proposal Originating Date:** 06/21/2022
- 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:** This course provides an overview of writing for technical professionals.

**SECTION II**

**COURSE ENROLLMENT INFORMATION**

- I. **Requisites:**  
Prerequisite: ENGL 205 with a grade of "C" or better, or equivalent. Intended to establish communication or computational skills  
Limitation on Enrollment:: Special Admission - must be admitted to program. Requires admission into the Cyber Defense and Analysis program.
- II. **Current Degree Applicability:** Baccalaureate Degree Credit
- 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:** New course in the cyber defense and analysis baccalaureate program. Propose TOP Code 1501.00.
- 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 - Baccalaureate Degree
- V. **Extraordinary Cost to the College:** None.
- VI. **Library Resource Materials:** Access to the library's print and electronic resources.

**GENERAL EDUCATION ANALYSIS**

**REQUISITES ANALYSIS**

**Working knowledge of the field of information technology**

- I. **Course: ENGL 205** Identify and distinguish between statements of fact, personal opinion, informed opinion, premises, assumptions, and values.
- II. **Course: ENGL 205** Investigate the assumptions, claims, support, reasoning, context, and other elements that drive a specific argument, explanation, or way of thinking.

- III. Course: ENGL 205 Recognize and respond to logical fallacies.
- IV. Course: ENGL 205 Identify and evaluate various types of evidence.
- V. Course: ENGL 205 Apply the principles of rhetoric to produce an argument for an intended audience.
- VI. Course: ENGL 205 Locate and evaluate research sources in a variety of media.
- VII. Course: ENGL 205 Apply the principles of critical reasoning to a specific research topic, everyday practice, or a commonly-accepted idea or definition.
- VIII. Course: ENGL 205 Identify and produce effective argumentative prose.

### 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  
weekly  
**Participant/s:** Faculty to Student/s
  - 2. Chat Rooms  
as needed  
**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
  - 5. Discussion Board  
at least three times during the term  
**Participant/s:** Among Students
  - 6. Email/Message System  
as needed  
**Participant/s:** Faculty to Student/s , Among Students
  - 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 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.
- 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.

- 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

#### SECTION V

##### COURSE DATA ADMINISTRATION ELEMENTS

###### **I. Codes:**

**California Classification:** (I Career-Technical Education) (Y Credit Course)

**TOP Code:** 1501.00 English

**SAM Code:** B - Advanced 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:**

###### **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:** 08/10/2022

###### **IV. Last Outline Revision Date:**

###### **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 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

**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

## 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: 10/26/2022

## 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: 10/26/2022

# 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  
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

### **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

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

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, MESA, AND MIRAMAR COLLEGES  
ASSOCIATE DEGREE COURSE OUTLINE**

**SECTION I****SUBJECT AREA AND COURSE NUMBER:** Exercise Science 285**COURSE TITLE:**

Exercise for Special Populations

**Units:**

2

Grade Only

**CATALOG COURSE DESCRIPTION:**

This course presents exercise implications for special populations related to age, medical condition, and level of fitness. Emphasis is placed on cardiac conditions; diabetes; obesity; physical disabilities; Human Immunodeficiency Virus (HIV) and Acquired Immune Deficiency Syndrome (AIDS); asthma; and sensory impairments. Issues and barriers to exercise are included for each of the following groups: seniors; children; athletes; the mentally impaired; and pregnant and postpartum women. 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 285.

**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. Identify and define issues and barriers to exercise and the impact of legislation.
2. List, define, and describe the etiology of various special populations.
3. Identify the need and the manner in which fitness testing is appropriate, safe, and beneficial.
4. Apply knowledge of causes, characteristics, and exercise implications to develop an exercise program for various populations.

## **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. Responsibilities of exercise leader
  - A. Accessibility
  - B. Barriers.
- II. Federal legislation
  - A. Section 504, Rehabilitation Act
  - B. Americans with Disabilities Act.
- III. Review of coronary heart disease
  - A. Etiology and atherosclerotic process
  - B. Characteristics
  - C. Exercise implications
  - D. Health and safety concerns.
- IV. Seizures
  - A. Etiology
  - B. Classifications
    1. Tonic clonic
    2. Petitmal
    3. Complex/partial.
  - C. Exercise implications
  - D. Health and safety concerns.
- V. Metabolic disorders
  - A. Diabetes
    1. Classifications: Type 1, Type 2
    2. Metabolic complications: hypoglycemia, hyperglycemia
    3. Insulin and exercise adjustment
    4. Systemic complications
    5. Health and safety concerns
    6. Exercise implications.
  - B. Obesity
    1. Classification
    2. Health and safety concerns.
  - C. Benefit vs. level of risk
  - D. Comprehensive approach
    1. Diet
    2. Exercise
    3. Behavior management.
- VI. Pulmonary dysfunction
  - A. Asthma and exercise-induced asthma
  - B. Chronic Obstructive Pulmonary Disease (COPD)
    1. Etiology
    2. Exercise implication
    3. Health and safety concerns.
- VII. Musculoskeletal disorders
  - A. Arthritis
    1. Etiology and effects
    2. Health and safety

- 3. Pain scale and medications
    - 4. Exercise implications.
  - B. Osteoporosis
    - 1. Etiology
    - 2. Health and safety concerns
    - 3. Exercise implications.
  - C. Low back pain and carpal tunnel syndrome
    - 1. Etiology
    - 2. How to avoid an overuse injury
    - 3. Exercise implication
    - 4. Health and safety concerns.
  - D. Anatomical and physiological considerations
    - 1. Cerebral palsy, acquired brain injury
    - 2. Cerebral vascular accident
    - 3. Spinal cord injury, spina bifida
    - 4. Poliomyelitis, post polio syndrome
    - 5. Multiple sclerosis
    - 6. Muscular dystrophy.
- VIII. Amputee
  - A. Etiology, classifications, characteristics
  - B. Effect on basic training principals
  - C. Exercise implications
  - D. Health and safety concerns
  - E. Lifts and transfers
  - F. Facility adaptations.
- IX. Sensory impaired
  - A. Vision impairment
    - 1. Etiology
    - 2. Characteristics
    - 3. Exercise implications
    - 4. Mobility assistance.
  - B. Deaf and hard of hearing
    - 1. Etiology
    - 2. Types of loss
    - 3. Health and safety concerns
    - 4. Exercise implications.
- X. Children
  - A. Etiology: body size, maturation, and coordination
  - B. Exercise implications
  - C. Health and safety concerns
  - D. Psychological issues.
- XI. Mentally impaired
  - A. Etiology
  - B. Classifications, characteristics
  - C. Mental age and chronological age
  - D. Health and safety concerns
  - E. Exercise implications
  - F. Assessment issues.
- XII. Athletes
  - A. Definition
  - B. Characteristics
  - C. Health and safety concerns: overuse injuries and over training issues
  - D. Eating disorders, amenorrhea, and osteoporosis.
- XIII. Aging
  - A. Etiology
  - B. Exercise implications
  - C. Health and safety concerns
  - D. Fitness testing issues.
- XIV. HIV and AIDS
  - A. Etiology

- B. Health and safety concerns
- C. Exercise implications
  - 1. Asymptomatic and HIV
  - 2. Symptomatic and HIV.
- XV. Cancer
  - A. Etiology
  - B. Effects of medication
  - C. Health and safety concerns
  - D. Exercise implications.
- XVI. Transplants
  - A. Etiology
  - B. Effect of medications
  - C. Health and safety concerns
  - D. Exercise implications.
- XVII. Pregnant and postpartum woman
  - A. Physiological changes in pregnancy
    - 1. Metabolic
    - 2. Circulatory and respiratory systems
    - 3. Reproductive organs
    - 4. Bone tissue
    - 5. Ligamentous changes.
  - B. Nutritional needs
    - 1. Pregnancy
    - 2. Postpartum.
  - C. Health and safety concerns
  - D. American College of Obstetrician and Gynecologist Guidelines.

**B. Reading Assignments:**

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

- I. Required textbook(s)
- II. Journals such as: The Journal of Physical Education, Recreation and Dance, and Physician and Sports Medicine
- III. Internet websites related to exercise physiology.

**C. Writing Assignments:**

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

- I. Written reports regarding special populations
- II. Case studies relating to issues and barriers for special populations
- III. Classroom worksheets and exercises involving special populations.

**D. Appropriate Outside Assignments:**

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

- I. Reading and writing assignments as specified in the course syllabus
- II. Library, electronic, or other archival research
- III. Required/supplementary media materials
- IV. Analytical course projects
- V. Reviews of current periodicals and professional journals.

**E. Appropriate Assignments that Demonstrate Critical Thinking:**

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

- I. Listing and describing the etiology of various special populations
- II. Identifying safe and appropriate exercises for a client with a limitation
- III. Analyzing and comparing health and safety concerns facing a client with a limitation
- IV. Analyzing the effect of exercise on various special populations
- V. Modifying an exercise program to produce maximum benefit with minimum risk.

## 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 for definitions and exercise for special populations concepts
- II. Out of class writing assignments that test the application of exercise science based on limitations and ability, including take home essay questions or analytical semester projects
- III. Supplementary activities such as field trips, group projects, or classroom simulations that apply knowledge of special populations to case studies
- IV. Weekly exercises involving written critiques and comparisons of exercise programming for special populations
- V. Library and Internet searches
- VI. Oral presentations on a variety of special population topics.

## 3. METHODS OF INSTRUCTION:

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

- \* Audio-Visual
- \* Collaborative Learning
- \* Discussion Seminar
- \* Distance Education (Hybrid only)
- \* Distance Education (Partially online)
- \* Lecture
- \* Lecture Discussion
- \* Other (Specify)
- \* A. Discussion and problem solving
- \* B. Field observation
- \* C. Field trips or field assignments.
- \* D. Guest speakers.

## 4. REQUIRED TEXTS AND SUPPLIES:

Textbooks may include, but are not limited to:

### TEXTBOOKS:

1. American Council on Exercise. Exercise Professional's Guide to Personal Training, American Council on Exercise, 2020, ISBN: 9781890720766
2. Liguori, Gary. ACSM Guidelines for Exercise Testing and Prescription, 11th ed. American College of Sports Medicine, 2021, ISBN: 9781975150181

### MANUALS:

### PERIODICALS:

### SOFTWARE:

### SUPPLIES:

**ORIGINATOR:** Rod Porter  
**ORIGINATION DATE:** 12/21/2014  
**PROPOSAL ORIGINATOR:** Kelsey Graham  
**CO-CONTRIBUTOR(S)** Nathan Resch  
**PROPOSAL DATE:** 09/15/2022



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

**COURSE TO BE PROPOSED: EXSC 285**  
Exercise for Special Populations

**ACTIVE/APPROVED COURSES IMPACTED:**

EXSC 285 Exercise for Special Populations (29311)

**ACTIVE/APPROVED/PROPOSED PROGRAMS IMPACTED:**

( **City** )

Personal Trainer \*Active\*;  
**Certificate of Achievement**

Courses Required for the Major:

( **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:** 285
- III. **Course Title:** Exercise for Special Populations
- IV. **Disciplines (Instructor Minimum Qualifications):** Physical Education
- V.
- VI. **Family:**
- VII. **Current Short Title:** Exercise/Special Populations
- 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 , Miramar and City
- XII. **Proposal Originating Date:** 09/15/2022
- XIII. **Proposed Start Semester:** Spring 2024
- XIV. **Field Trip:** May be required
- XV. **Grading Option:** Grade Only
- XVI. **Current Short Description:** Exercise prescriptions for special populations.

### SECTION II

#### COURSE ENROLLMENT INFORMATION

- I. **Requisites:**  
Limitation on Enrollment:: This course is not open to students with previous credit for PHYE 285.
- 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 285 equivalent to PHYE 285. EXSC 285 will alleviate substandard work PHYE 285
- VI. **Additional Information:**
- VII. **Additional Textbook Information:** Texts are latest editions as of 9/22.

#### COURSE ANALYSIS DATA

- I. **Reason for Proposed Action:** Six yr review including: 1) minor updates to add periods to some objectives, and 2) text review & update for currency. (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. Discussion Board

Weekly

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

2. Synchronous or Asynchronous Video

Frequent

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

3. Telephone Contact

As needed

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

4. Threaded Conferencing

Frequent

**V. List of Techniques:** Online instruction includes regular student-to-student and instructor-to-student communication. 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 practice in exercise training techniques as well as direct assessment of the student's ability to safely and effectively instruct others using various types of equipment. During emergency periods of campus closure only, this time may be conducted via synchronous online video conferencing and students may need access to physical training-related equipment.

**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. Partially online only
- XIX. **Other Distance Education Methods:**
- XX. **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
  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
- XXI. **List of Techniques:** Less than fifty-one percent (51%) of instruction is taught in a traditional, on-campus format. In the online format, 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, 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.
- XXII. **How to Evaluate Students for Achieved Outcomes:** Less than fifty-one percent (51%) 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. 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.
- 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 construct a workout for a special populations group.

**MESA**

- Identify, analyze, assess, value and implement (physical, fitness) activities, wellness strategies and principles in support of a healthy lifestyle for special populations, individuals with specific needs and capabilities.
- Demonstrate the ability to conduct research on the internet and use data bases to complete independent research project.
- Demonstrate ability to verbally present topical material to the class in an organized and succinct presentation and be able to research, write and present on a special population and suggest the appropriate exercise program.

**MIRAMAR**

- Identify exercises that should be avoided in each of the three trimesters of pregnancy.

**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:** 09/15/2022

**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**

EXSC 285

**Previous Report**

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 285

**COURSE TITLE:**

Exercise for Special Populations

**Units:**  
2  
Grade Only

**CATALOG COURSE DESCRIPTION:**

This course presents exercise implications for special populations related to age, medical condition, and level of fitness. Emphasis is placed on cardiac conditions; diabetes; obesity; physical disabilities; Human Immunodeficiency Virus (HIV) and Acquired Immune Deficiency Syndrome (AIDS); asthma; and sensory impairments. Issues and barriers to exercise are included for each of the following groups: seniors; children; athletes; the mentally impaired; and pregnant and postpartum women. 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 285.

**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. Identify and define issues and barriers to exercise and the impact of legislation
2. List, define, and describe the etiology of various special populations
3. Identify the need and the manner in which fitness testing is appropriate, safe, and beneficial
4. Apply knowledge of causes, characteristics, and exercise implications to develop an exercise program for various populations.

**SECTION II**

**Current Report**

EXSC 285

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 285

**COURSE TITLE:**

Exercise for Special Populations

**Units:**  
2  
Grade Only

**CATALOG COURSE DESCRIPTION:**

This course presents exercise implications for special populations related to age, medical condition, and level of fitness. Emphasis is placed on cardiac conditions; diabetes; obesity; physical disabilities; Human Immunodeficiency Virus (HIV) and Acquired Immune Deficiency Syndrome (AIDS); asthma; and sensory impairments. Issues and barriers to exercise are included for each of the following groups: seniors; children; athletes; the mentally impaired; and pregnant and postpartum women. 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 285.

**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. Identify and define issues and barriers to exercise and the impact of legislation.
2. List, define, and describe the etiology of various special populations.
3. Identify the need and the manner in which fitness testing is appropriate, safe, and beneficial.
4. Apply knowledge of causes, characteristics, and exercise implications to develop an exercise program for various populations.

**SECTION II**

**1. COURSE OUTLINE AND SCOPE:**

## 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. Responsibilities of exercise leader
  - A. Accessibility
  - B. Barriers.
- II. Federal legislation
  - A. Section 504 Rehabilitation Act
  - B. Americans with Disabilities Act.
- III. Review of coronary heart disease
  - A. Etiology and atherosclerotic process
  - B. Characteristics
  - C. Exercise implications
  - D. Health and safety concerns.
- IV. Seizures
  - A. Etiology
  - B. Classifications
    1. Tonic clonic
    2. Petitmal
    3. Complex/partial.
  - C. Exercise implications
  - D. Health and safety concerns.
- V. Metabolic disorders
  - A. Diabetes
    1. Classifications: Type 1 Type 2
    2. Metabolic complications: hypoglycemia hyperglycemia
    3. Insulin and exercise adjustment
    4. Systemic complications
    5. Health and safety concerns
    6. Exercise implications.
  - B. Obesity
    1. Classification
    2. Health and safety concerns.
  - C. Benefit vs. level of risk
  - D. Comprehensive approach
    1. Diet
    2. Exercise
    3. Behavior management.
- VI. Pulmonary dysfunction
  - A. Asthma and exercise-induced asthma
  - B. Chronic Obstructive Pulmonary Disease (COPD)
    1. Etiology
    2. Exercise implication
    3. Health and safety concerns.
- VII. Musculoskeletal disorders
  - A. Arthritis
    1. Etiology and effects
    2. Health and safety
    3. Pain scale and medications
    4. Exercise implications.
  - B. Osteoporosis
    1. Etiology
    2. Health and safety concerns
    3. Exercise implications.
  - C. Low back pain and carpal tunnel syndrome
    1. Etiology
    2. How to avoid an overuse injury
    3. Exercise implication
    4. Health and safety concerns.
  - D. Anatomical and physiological considerations
    1. Cerebral palsy acquired brain injury
    2. Cerebral vascular accident
    3. Spinal cord injury spina bifida
    4. Poliomyelitis post polio syndrome
    5. Multiple sclerosis
    6. Muscular dystrophy.
- VIII. Amputee
  - A. Etiology classifications characteristics
  - B. Effect on basic training principals

### 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. Responsibilities of exercise leader
  - A. Accessibility
  - B. Barriers.
- II. Federal legislation
  - A. Section 504 Rehabilitation Act
  - B. Americans with Disabilities Act.
- III. Review of coronary heart disease
  - A. Etiology and atherosclerotic process
  - B. Characteristics
  - C. Exercise implications
  - D. Health and safety concerns.
- IV. Seizures
  - A. Etiology
  - B. Classifications
    1. Tonic clonic
    2. Petitmal
    3. Complex/partial.
  - C. Exercise implications
  - D. Health and safety concerns.
- V. Metabolic disorders
  - A. Diabetes
    1. Classifications: Type 1 Type 2
    2. Metabolic complications: hypoglycemia hyperglycemia
    3. Insulin and exercise adjustment
    4. Systemic complications
    5. Health and safety concerns
    6. Exercise implications.
  - B. Obesity
    1. Classification
    2. Health and safety concerns.
  - C. Benefit vs. level of risk
  - D. Comprehensive approach
    1. Diet
    2. Exercise
    3. Behavior management.
- VI. Pulmonary dysfunction
  - A. Asthma and exercise-induced asthma
  - B. Chronic Obstructive Pulmonary Disease (COPD)
    1. Etiology
    2. Exercise implication
    3. Health and safety concerns.
- VII. Musculoskeletal disorders
  - A. Arthritis
    1. Etiology and effects
    2. Health and safety
    3. Pain scale and medications
    4. Exercise implications.
  - B. Osteoporosis
    1. Etiology
    2. Health and safety concerns
    3. Exercise implications.
  - C. Low back pain and carpal tunnel syndrome
    1. Etiology
    2. How to avoid an overuse injury
    3. Exercise implication
    4. Health and safety concerns.
  - D. Anatomical and physiological considerations
    1. Cerebral palsy acquired brain injury
    2. Cerebral vascular accident
    3. Spinal cord injury spina bifida
    4. Poliomyelitis post polio syndrome
    5. Multiple sclerosis
    6. Muscular dystrophy.
- VIII. Amputee
  - A. Etiology classifications characteristics
  - B. Effect on basic training principals
  - C. Exercise implications
  - D. Health and safety concerns

- C. Exercise implications
- D. Health and safety concerns
- E. Lifts and transfers
- F. Facility adaptations.
- IX. Sensory impaired
  - A. Vision impairment
    - 1. Etiology
    - 2. Characteristics
    - 3. Exercise implications
    - 4. Mobility assistance.
  - B. Deaf and hard of hearing
    - 1. Etiology
    - 2. Types of loss
    - 3. Health and safety concerns
    - 4. Exercise implications.
- X. Children
  - A. Etiology: body size maturation and coordination
  - B. Exercise implications
  - C. Health and safety concerns
  - D. Psychological issues.
- XI. Mentally impaired
  - A. Etiology
  - B. Classifications characteristics
  - C. Mental age and chronological age
  - D. Health and safety concerns
  - E. Exercise implications
  - F. Assessment issues.
- XII. Athletes
  - A. Definition
  - B. Characteristics
  - C. Health and safety concerns: overuse injuries and over training issues
  - D. Eating disorders amenorrhea and osteoporosis.
- XIII. Aging
  - A. Etiology
  - B. Exercise implications
  - C. Health and safety concerns
  - D. Fitness testing issues.
- XIV. HIV and AIDS
  - A. Etiology
  - B. Health and safety concerns
  - C. Exercise implications
    - 1. Asymptomatic and HIV
    - 2. Symptomatic and HIV.
- XV. Cancer
  - A. Etiology
  - B. Effects of medication
  - C. Health and safety concerns
  - D. Exercise implications.
- XVI. Transplants
  - A. Etiology
  - B. Effect of medications
  - C. Health and safety concerns
  - D. Exercise implications.
- XVII. Pregnant and postpartum woman
  - A. Physiological changes in pregnancy
    - 1. Metabolic
    - 2. Circulatory and respiratory systems
    - 3. Reproductive organs
    - 4. Bone tissue
    - 5. Ligamentous changes.
  - B. Nutritional needs
    - 1. Pregnancy
    - 2. Postpartum.
  - C. Health and safety concerns
  - D. American College of Obstetrician and Gynecologist Guidelines.

**B. Reading Assignments:**

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

- I. Required textbook(s)
- II. Journals such as the Journal of Physical Education, Recreation and Dance or Physician and Sports Medicine
- III. Internet websites related to exercise physiology.

- E. Lifts and transfers
- F. Facility adaptations.
- IX. Sensory impaired
  - A. Vision impairment
    - 1. Etiology
    - 2. Characteristics
    - 3. Exercise implications
    - 4. Mobility assistance.
  - B. Deaf and hard of hearing
    - 1. Etiology
    - 2. Types of loss
    - 3. Health and safety concerns
    - 4. Exercise implications.
- X. Children
  - A. Etiology: body size maturation and coordination
  - B. Exercise implications
  - C. Health and safety concerns
  - D. Psychological issues.
- XI. Mentally impaired
  - A. Etiology
  - B. Classifications characteristics
  - C. Mental age and chronological age
  - D. Health and safety concerns
  - E. Exercise implications
  - F. Assessment issues.
- XII. Athletes
  - A. Definition
  - B. Characteristics
  - C. Health and safety concerns: overuse injuries and over training issues
  - D. Eating disorders amenorrhea and osteoporosis.
- XIII. Aging
  - A. Etiology
  - B. Exercise implications
  - C. Health and safety concerns
  - D. Fitness testing issues.
- XIV. HIV and AIDS
  - A. Etiology
  - B. Health and safety concerns
  - C. Exercise implications
    - 1. Asymptomatic and HIV
    - 2. Symptomatic and HIV.
- XV. Cancer
  - A. Etiology
  - B. Effects of medication
  - C. Health and safety concerns
  - D. Exercise implications.
- XVI. Transplants
  - A. Etiology
  - B. Effect of medications
  - C. Health and safety concerns
  - D. Exercise implications.
- XVII. Pregnant and postpartum woman
  - A. Physiological changes in pregnancy
    - 1. Metabolic
    - 2. Circulatory and respiratory systems
    - 3. Reproductive organs
    - 4. Bone tissue
    - 5. Ligamentous changes.
  - B. Nutritional needs
    - 1. Pregnancy
    - 2. Postpartum.
  - C. Health and safety concerns
  - D. American College of Obstetrician and Gynecologist Guidelines.

**B. Reading Assignments:**

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

- I. Required textbook(s)
- II. Journals such as: The Journal of Physical Education, Recreation and Dance, and Physician and Sports Medicine
- III. Internet websites related to exercise physiology.

### C. Writing Assignments:

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

- I. Written reports regarding special populations
- II. Case studies relating to issues and barriers for special populations
- III. Classroom worksheets and exercises involving special populations.

### D. Appropriate Outside Assignments:

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

- I. Reading and writing assignments as specified in the course syllabus
- II. Library, electronic, or other archival research
- III. Required/supplementary media materials
- IV. Analytical course projects
- V. Reviews of current periodicals and professional journals.

### E. Appropriate Assignments that Demonstrate Critical Thinking:

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

- I. Listing and describing the etiology of various special populations
- II. Identifying safe and appropriate exercises for a client with a limitation
- III. Analyzing and comparing health and safety concerns facing a client with a limitation
- IV. Analyzing the effect of exercise on various special populations
- V. Modifying an exercise program to produce maximum benefit with minimum risk.

## 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 for definitions and exercise for special populations concepts
- II. Out of class writing assignments that test the application of exercise science based on limitations and ability, including take home essay questions or analytical semester projects
- III. Supplementary activities such as field trips, group projects, or classroom simulations that apply knowledge of special populations to case studies
- IV. Weekly exercises involving written critiques and comparisons of exercise programming for special populations
- V. Library and Internet searches
- VI. Oral presentations on a variety of special population topics.

## 3. METHODS OF INSTRUCTION:

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

- \* Audio-Visual
- \* Collaborative Learning
- \* Discussion Seminar
- \* Distance Education (Hybrid only)
- \* Distance Education (Partially online)
- \* Lecture
- \* Lecture Discussion
- \* Other (Specify)
- \* A. Discussion and problem solving
- \* B. Field observation
- \* C. Field trips or field assignments.
- \* D. Guest speakers.

## 4. REQUIRED TEXTS AND SUPPLIES:

Textbooks may include, but are not limited to:

### TEXTBOOKS:

1. American Council on Exercise. ACE Personal Trainer Manual, 5th ed. Author, 2010, ISBN: 9781890720292
2. Cotton, Richard T. and Ross E. Andersen. Clinical Exercise Specialist Manual: ACE's Source for Training Special Populations, 1st ed. American Council on Exercise, 1999, ISBN: 9781890720001
3. Kenney, W. Larry, Jack H. Wilmore, and David L. Costill. Physiology of Sport and Exercise, 5th ed. Human Kinetics, 2012, ISBN: 9780736094092
4. Nieman, David C. The Exercise Health Connection, 1st ed. Human Kinetics Publishers, 1997, ISBN: 9780880115841

### C. Writing Assignments:

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

- I. Written reports regarding special populations
- II. Case studies relating to issues and barriers for special populations
- III. Classroom worksheets and exercises involving special populations.

### D. Appropriate Outside Assignments:

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

- I. Reading and writing assignments as specified in the course syllabus
- II. Library, electronic, or other archival research
- III. Required/supplementary media materials
- IV. Analytical course projects
- V. Reviews of current periodicals and professional journals.

### E. Appropriate Assignments that Demonstrate Critical Thinking:

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

- I. Listing and describing the etiology of various special populations
- II. Identifying safe and appropriate exercises for a client with a limitation
- III. Analyzing and comparing health and safety concerns facing a client with a limitation
- IV. Analyzing the effect of exercise on various special populations
- V. Modifying an exercise program to produce maximum benefit with minimum risk.

## 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 for definitions and exercise for special populations concepts
- II. Out of class writing assignments that test the application of exercise science based on limitations and ability, including take home essay questions or analytical semester projects
- III. Supplementary activities such as field trips, group projects, or classroom simulations that apply knowledge of special populations to case studies
- IV. Weekly exercises involving written critiques and comparisons of exercise programming for special populations
- V. Library and Internet searches
- VI. Oral presentations on a variety of special population topics.

## 3. METHODS OF INSTRUCTION:

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

- \* Audio-Visual
- \* Collaborative Learning
- \* Discussion Seminar
- \* Distance Education (Hybrid only)
- \* Distance Education (Partially online)
- \* Lecture
- \* Lecture Discussion
- \* Other (Specify)
- \* A. Discussion and problem solving
- \* B. Field observation
- \* C. Field trips or field assignments.
- \* D. Guest speakers.

## 4. REQUIRED TEXTS AND SUPPLIES:

Textbooks may include, but are not limited to:

### TEXTBOOKS:

1. American Council on Exercise. Exercise Professional's Guide to Personal Training, American Council on Exercise, 2020, ISBN: 9781890720766
2. Liguori, Gary. ACSM Guidelines for Exercise Testing and Prescription, 11th ed. American College of Sports Medicine, 2021, ISBN: 9781975150181

### MANUALS:

### PERIODICALS:

### SOFTWARE:

MANUALS:

PERIODICALS:

SOFTWARE:

SUPPLIES:

**ORIGINATOR:** Rod Porter

**CO-CONTRIBUTOR(S)** Duane Short  
**DATE:** 12/21/2014

Status: Active

Date Printed: 10/26/2022

SUPPLIES:

**ORIGINATOR:** Rod Porter  
**ORIGINATION DATE:** 12/21/2014  
**PROPOSAL ORIGINATOR:** Kelsey Graham  
**CO-CONTRIBUTOR(S)** Nathan Resch  
**PROPOSAL DATE:** 09/15/2022

Status: Launched

Date Printed: 10/26/2022

# 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:** 285
- III. Course Title:** Exercise for Special Populations
- IV. Disciplines (Instructor Minimum Qualifications):** Physical Education
- V.**
- VI. Family:**
- VII. Current Short Title:** Exercise/Special Populations
- 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 , Miramar and City
- 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:** Covers exercise prescriptions for those with special needs.  
**Proposed Short Description:** Exercise prescriptions for special populations.

## SECTION II

### COURSE ENROLLMENT INFORMATION

- I. Requisites:**  
Limitation on Enrollment:: This course is not open to students with previous credit for PHYE 285.
- 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 285 equivalent to PHYE 285. EXSC 285 will alleviate substandard work PHYE 285
- 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:** 285
- III. Course Title:** Exercise for Special Populations
- IV. Disciplines (Instructor Minimum Qualifications):** Physical Education
- V.**
- VI. Family:**
- VII. Current Short Title:** Exercise/Special Populations
- 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 , Miramar and City
- XII. Proposal Originating Date:** 09/15/2022
- XIII. Proposed Start Semester:** Spring 2024
- XIV. Field Trip:** May be required
- XV. Grading Option:** Grade Only
- XVI. Current Short Description:** Exercise prescriptions for special populations.

## SECTION II

### COURSE ENROLLMENT INFORMATION

- I. Requisites:**  
Limitation on Enrollment:: This course is not open to students with previous credit for PHYE 285.
- 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 285 equivalent to PHYE 285. EXSC 285 will alleviate substandard work PHYE 285
- VI. Additional Information:**
- VII. Additional Textbook Information:** Texts are latest editions as of 9/22.

### COURSE ANALYSIS DATA

- I. Reason for Proposed Action:** Six yr review including: 1) minor updates to add periods to some objectives, and 2) text review & update for currency. (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:** 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 practice in exercise training techniques as well as direct assessment of the student's ability to safely and effectively instruct others using various types of equipment. During emergency periods of campus closure only, this time may be conducted via synchronous online video conferencing and students may need access to physical training-related equipment.

**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

### **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. Discussion Board  
Weekly  
**Participant/s:** Faculty to Student/s , Among Students
2. Synchronous or Asynchronous Video  
Frequent  
**Participant/s:** Faculty to Student/s , Among Students
3. Telephone Contact  
As needed  
**Participant/s:** Faculty to Student/s , Among Students
4. Threaded Conferencing  
Frequent

**V. List of Techniques:** Online instruction includes regular student-to-student and instructor-to-student communication. 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 practice in exercise training techniques as well as direct assessment of the student's ability to safely and effectively instruct others using various types of equipment. During emergency periods of campus closure only, this time may be conducted via synchronous online video conferencing and students may need access to physical training-related equipment.

**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

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. Partially online only

**XIX. Other Distance Education Methods:**

**XX. 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
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

**XXI. List of Techniques:** Less than fifty-one percent (51%) of instruction is taught in a traditional, on-campus format. In the online format, 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, 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.

**XXII. How to Evaluate Students for Achieved Outcomes:** Less than fifty-one percent (51%) 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. 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.

**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**

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. Partially online only

**XIX. Other Distance Education Methods:**

**XX. 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
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

**XXI. List of Techniques:** Less than fifty-one percent (51%) of instruction is taught in a traditional, on-campus format. In the online format, 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, 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.

**XXII. How to Evaluate Students for Achieved Outcomes:** Less than fifty-one percent (51%) 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. 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.

**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 construct a workout for a special populations group.

- Upon completion of the course students will be able to construct a workout for a special populations group.

## MESA

- Identify, analyze, assess, value and implement (physical, fitness) activities, wellness strategies and principles in support of a healthy lifestyle for special populations, individuals with specific needs and capabilities.
- Demonstrate the ability to conduct research on the internet and use data bases to complete independent research project.
- Demonstrate ability to verbally present topical material to the class in an organized and succinct presentation and be able to research, write and present on a special population and suggest the appropriate exercise program.

## MIRAMAR

- Identify exercises that should be avoided in each of the three trimesters of pregnancy.

## 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

## MESA

- Identify, analyze, assess, value and implement (physical, fitness) activities, wellness strategies and principles in support of a healthy lifestyle for special populations, individuals with specific needs and capabilities.
- Demonstrate the ability to conduct research on the internet and use data bases to complete independent research project.
- Demonstrate ability to verbally present topical material to the class in an organized and succinct presentation and be able to research, write and present on a special population and suggest the appropriate exercise program.

## MIRAMAR

- Identify exercises that should be avoided in each of the three trimesters of pregnancy.

## 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:** 09/15/2022

#### **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  
MESA COLLEGE  
ASSOCIATE DEGREE COURSE OUTLINE**

**SECTION I**

**SUBJECT AREA AND COURSE NUMBER:** Music 209C

**COURSE TITLE:**

Recording Studio Internship III

**Units:**

1

Grade Only

**CATALOG COURSE DESCRIPTION:**

This course is designed to provide advanced music students with the opportunity to develop skills through assisting beginning and intermediate level music students in the Recording Studio. Emphasis is placed on troubleshooting and resolving technical problems. This course is designed for advanced Music Technology students.

**REQUISITES:**

**Prerequisite:**

MUSI 209B with a grade of "C" or better, or equivalent

**Limitation on Enrollment:**

Tryout or Audition.

**FIELD TRIP REQUIREMENTS:**

May be required

**TRANSFER APPLICABILITY:**

Associate Degree Credit & transfer to CSU

**CID:**

**TOTAL LECTURE HOURS:**

**TOTAL LAB HOURS:**

48 - 54

**TOTAL CONTACT HOURS:**

48 - 54

**OUTSIDE-OF-CLASS HOURS:**

**TOTAL STUDENT LEARNING HOURS:**

48 - 54

**STUDENT LEARNING OBJECTIVES:**

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

1. Explain the complex functions of digital audio studios and their relationship to musicians.
2. Apply procedures from technical manuals in trouble-shooting and resolving technical problems.

## **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. Expanded components of a fully functioning recording studio
  - A. Setup and operation of virtual instruments and samplers in a digital audio workstation
  - B. Creating samples for use in a digital audio workstation
  - C. Intermediate MIDI sequencing and editing using a digital audio workstation
  - D. Importing and synchronizing video in a digital audio workstation
- II. Proper use of technical manuals as resources
  - A. Trouble-shooting
  - B. Resolving technical problems

#### **B. Reading Assignments:**

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

- I. Technical manuals related to the technology found in the Electronic Music Studio lab.
- II. Industry magazines related to music and technology.
- III. Written work of beginning students from other electronic music studio classes.

#### **C. Writing Assignments:**

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

- I. Progress reports that detail the state of the Electronic Music Studio lab before and after each session.
- II. Trouble-shooting protocol to identify faulty connections and equipment settings.
- III. Detailed annotated signal flow and mix diagrams.

#### **D. Appropriate Outside Assignments:**

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

- I. Reports on industry magazines related to the technology found in the Electronic Music Studio lab.
- II. Attendance at concerts of electronic and/or new music.
- III. Assistance with concerts of electronic and/or new music on campus.
- IV. Field trips to professional production/recording studios to study comparable and relevant technology and techniques.

#### **E. Appropriate Assignments that Demonstrate Critical Thinking:**

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

- I. Analyze and master particular pieces of equipment to best realize musical ideas and goals.
- II. Evaluate and critique other students' progress.
- III. Analyze and master particular pieces of equipment to best enhance the acoustic properties of sound.
- IV. Identify and apply knowledge of acoustic phenomenon.

### **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:

**Students are evaluated by the Mesa College Electronic Music Studio Program Director and/or Instructor(s)**

- I. Progress reports.
- II. Dependability in maintaining the Electronic Music Studio lab.
- III. Reported satisfaction from those assisted.
- IV. Students may be required to meet periodically with the Electronic Music Studio Program Director and/or Instructor(s) to review progress in the internship.

### **3. METHODS OF INSTRUCTION:**

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

- \* Laboratory
- \* Shadowing
- \* Other (Specify)
- \* Early semester training session.
- \* Individual conferences and tutorials

### **4. REQUIRED TEXTS AND SUPPLIES:**

Textbooks may include, but are not limited to:

#### **TEXTBOOKS:**

1. Adams, Robert T. Electronic Music Composition for Beginners, 2nd ed. Brown & Benchmark, 1992, ISBN: 9780697124920
2. Alten, Stanley. Audio in Media, 10th ed. Wadsworth, 2013, ISBN: 9781133307235
3. Hagerman, Andrew T. Pro Tools 11 Ignite!, 1st ed. Cengage Learning PTR, 2013, ISBN: 9781285848211

#### **MANUALS:**

#### **PERIODICALS:**

#### **SOFTWARE:**

#### **SUPPLIES:**

**ORIGINATOR:** Dr. N. Scott Robinson

**ORIGINATION DATE:** 09/11/2021

**PROPOSAL ORIGINATOR:** Dr. N. Scott Robinson

**CO-CONTRIBUTOR(S)**

**PROPOSAL DATE:** 09/25/2022

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

**COURSE TO BE PROPOSED:** MUSI 209C  
Recording Studio Internship III

**ACTIVE/APPROVED COURSES IMPACTED:**

MUSI 209C Recording Studio Internship III (29351)

Prerequisite

MUSI 209D (Active)

**ACTIVE/APPROVED/PROPOSED PROGRAMS IMPACTED:**

( Mesa )

Music Technology \*Active\*;  
**Associate of Arts Degree**

Select 2 units from the following:

( Mesa )

Music Technology \*Approved\*;  
**Associate of Arts Degree**

Select 2 units from the following:

( Mesa )

Music Technology \*Active\*;  
**Certificate of Achievement**

Select 2 units (2 courses) from the following:

( Mesa )

Music Technology \*Approved\*;  
**Certificate of Achievement**

Select 2 units (2 courses) from the following:

SAN DIEGO COMMUNITY COLLEGE DISTRICT

MESA COLLEGE

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

**SECTION I**

- I. **Subject Area:** Music
- II. **Course Number:** 209C
- III. **Course Title:** Recording Studio Internship III
- IV. **Disciplines (Instructor Minimum Qualifications):** Music
- V.
- VI. **Family:** MUSIC TECHNO (Music Technology-MUSI)
- VII. **Current Short Title:** Rec. Studio Internship III
- 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:** 09/25/2022
- XIII. **Proposed Start Semester:** Fall 2024
- XIV. **Field Trip:** May be required
- XV. **Grading Option:** Grade Only
- XVI. **Current Short Description:** Recording Studio Internship III

**SECTION II**

**COURSE ENROLLMENT INFORMATION**

- I. **Requisites:**  
Prerequisite: MUSI 209B with a grade of "C" or better, or equivalent. Is a successor course in a discipline or cross-discipline sequence  
Limitation on Enrollment:: Tryout or Audition.
- 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 as of 9/13/2021.

**COURSE ANALYSIS DATA**

- I. **Reason for Proposed Action:** Deactivation including removal of distance ed.
- 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:** No new costs.
- VI. **Library Resource Materials:** No new resources required.

**GENERAL EDUCATION ANALYSIS**

**REQUISITES ANALYSIS**

Experience assisting students in the EMS

**SECTION III**

**COURSE DISTANCE EDUCATION INFORMATION**

- I. None

## SECTION IV

### COURSE STUDENT LEARNING OUTCOME(S)

#### MESA

- Students will explain the intermediate functions of recording studios and their relationship to musicians.
- Students will demonstrate the intermediate proper protocol, skills and knowledge learned in MUSI 190.

## 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):** 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:** 1.00

**Total Units:** 1

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

**Lab Hours Min:** 48.00 **Max:** 54.00

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

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

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

**Total Student Learning Hours Min:** 48.00 **Max:** 54.00

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

**FTEF Lab Min:** 0.2000 **Max:**

**FTEF Total Min:** 0.2000 **Max:**

#### **III. Last Time Pre/Co Requisite Update:** 09/25/2022

#### **IV. Last Outline Revision Date:** 10/28/2021

#### **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**

MUSI 209C

CIC Approval: 10/28/2021  
BOT APPROVAL:  
STATE APPROVAL:  
EFFECTIVE TERM: Fall 2022

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

**SECTION I**

**SUBJECT AREA AND COURSE NUMBER:** Music 209C

**COURSE TITLE:**  
Recording Studio Internship III

**Units:**  
1  
Grade Only

**CATALOG COURSE DESCRIPTION:**

This course is designed to provide advanced music students with the opportunity to develop skills through assisting beginning and intermediate level music students in the Recording Studio. Emphasis is placed on troubleshooting and resolving technical problems. This course is designed for advanced Music Technology students.

**REQUISITES:**

**Prerequisite:**  
MUSI 209B with a grade of "C" or better, or equivalent  
**Limitation on Enrollment:**  
Tryout or Audition.

**FIELD TRIP REQUIREMENTS:**  
May be required

**TRANSFER APPLICABILITY:**  
Associate Degree Credit & transfer to CSU

**CID:**

**TOTAL LECTURE HOURS:**

**TOTAL LAB HOURS:**  
48 - 54

**TOTAL CONTACT HOURS:**  
48 - 54

**OUTSIDE-OF-CLASS HOURS:**

**TOTAL STUDENT LEARNING HOURS:**  
48 - 54

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

1. Explain the complex functions of digital audio studios and their relationship to musicians.
2. Apply procedures from technical manuals in trouble-shooting and resolving technical problems.

**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

**Current Report**

MUSI 209C

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:** Music 209C

**COURSE TITLE:**  
Recording Studio Internship III

**Units:**  
1  
Grade Only

**CATALOG COURSE DESCRIPTION:**

This course is designed to provide advanced music students with the opportunity to develop skills through assisting beginning and intermediate level music students in the Recording Studio. Emphasis is placed on troubleshooting and resolving technical problems. This course is designed for advanced Music Technology students.

**REQUISITES:**

**Prerequisite:**  
MUSI 209B with a grade of "C" or better, or equivalent  
**Limitation on Enrollment:**  
Tryout or Audition.

**FIELD TRIP REQUIREMENTS:**  
May be required

**TRANSFER APPLICABILITY:**  
Associate Degree Credit & transfer to CSU

**CID:**

**TOTAL LECTURE HOURS:**

**TOTAL LAB HOURS:**  
48 - 54

**TOTAL CONTACT HOURS:**  
48 - 54

**OUTSIDE-OF-CLASS HOURS:**

**TOTAL STUDENT LEARNING HOURS:**  
48 - 54

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

1. Explain the complex functions of digital audio studios and their relationship to musicians.
2. Apply procedures from technical manuals in trouble-shooting and resolving technical problems.

**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.

of presentation and relative emphasis will vary with each instructor.

- I. Expanded components of a fully functioning recording studio
  - A. Setup and operation of virtual instruments and samplers in a digital audio workstation
  - B. Creating samples for use in a digital audio workstation
  - C. Intermediate MIDI sequencing and editing using a digital audio workstation
  - D. Importing and synchronizing video in a digital audio workstation
- II. Proper use of technical manuals as resources
  - A. Trouble-shooting
  - B. Resolving technical problems

**B. Reading Assignments:**

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

- I. Technical manuals related to the technology found in the Electronic Music Studio lab.
- II. Industry magazines related to music and technology.
- III. Written work of beginning students from other electronic music studio classes.

**C. Writing Assignments:**

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

- I. Progress reports that detail the state of the Electronic Music Studio lab before and after each session.
- II. Trouble-shooting protocol to identify faulty connections and equipment settings.
- III. Detailed annotated signal flow and mix diagrams.

**D. Appropriate Outside Assignments:**

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

- I. Reports on industry magazines related to the technology found in the Electronic Music Studio lab.
- II. Attendance at concerts of electronic and/or new music.
- III. Assistance with concerts of electronic and/or new music on campus.
- IV. Field trips to professional production/recording studios to study comparable and relevant technology and techniques.

**E. Appropriate Assignments that Demonstrate Critical Thinking:**

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

- I. Analyze and master particular pieces of equipment to best realize musical ideas and goals.
- II. Evaluate and critique other students' progress.
- III. Analyze and master particular pieces of equipment to best enhance the acoustic properties of sound.
- IV. Identify and apply knowledge of acoustic phenomenon.

**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:

**Students are evaluated by the Mesa College Electronic Music Studio Program Director and/or Instructor(s)**

- I. Progress reports.
- II. Dependability in maintaining the Electronic Music Studio lab.
- III. Reported satisfaction from those assisted.
- IV. Students may be required to meet periodically with the Electronic Music Studio Program Director and/or Instructor(s) to review progress in the internship.

**3. METHODS OF INSTRUCTION:**

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

- \* Laboratory
- \* Shadowing
- \* Other (Specify)
- \* Early semester training session.
- \* Individual conferences and tutorials

**4. REQUIRED TEXTS AND SUPPLIES:**

Textbooks may include, but are not limited to:

**TEXTBOOKS:**

- I. Expanded components of a fully functioning recording studio
  - A. Setup and operation of virtual instruments and samplers in a digital audio workstation
  - B. Creating samples for use in a digital audio workstation
  - C. Intermediate MIDI sequencing and editing using a digital audio workstation
  - D. Importing and synchronizing video in a digital audio workstation
- II. Proper use of technical manuals as resources
  - A. Trouble-shooting
  - B. Resolving technical problems

**B. Reading Assignments:**

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

- I. Technical manuals related to the technology found in the Electronic Music Studio lab.
- II. Industry magazines related to music and technology.
- III. Written work of beginning students from other electronic music studio classes.

**C. Writing Assignments:**

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

- I. Progress reports that detail the state of the Electronic Music Studio lab before and after each session.
- II. Trouble-shooting protocol to identify faulty connections and equipment settings.
- III. Detailed annotated signal flow and mix diagrams.

**D. Appropriate Outside Assignments:**

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

- I. Reports on industry magazines related to the technology found in the Electronic Music Studio lab.
- II. Attendance at concerts of electronic and/or new music.
- III. Assistance with concerts of electronic and/or new music on campus.
- IV. Field trips to professional production/recording studios to study comparable and relevant technology and techniques.

**E. Appropriate Assignments that Demonstrate Critical Thinking:**

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

- I. Analyze and master particular pieces of equipment to best realize musical ideas and goals.
- II. Evaluate and critique other students' progress.
- III. Analyze and master particular pieces of equipment to best enhance the acoustic properties of sound.
- IV. Identify and apply knowledge of acoustic phenomenon.

**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:

**Students are evaluated by the Mesa College Electronic Music Studio Program Director and/or Instructor(s)**

- I. Progress reports.
- II. Dependability in maintaining the Electronic Music Studio lab.
- III. Reported satisfaction from those assisted.
- IV. Students may be required to meet periodically with the Electronic Music Studio Program Director and/or Instructor(s) to review progress in the internship.

**3. METHODS OF INSTRUCTION:**

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

- \* Laboratory
- \* Shadowing
- \* Other (Specify)
- \* Early semester training session.
- \* Individual conferences and tutorials

**4. REQUIRED TEXTS AND SUPPLIES:**

Textbooks may include, but are not limited to:

**TEXTBOOKS:**

1. Adams, Robert T. Electronic Music Composition for Beginners, 2nd ed. Brown & Benchmark, 1992, ISBN: 9780697124920
2. Alten, Stanley. Audio in Media, 10th ed. Wadsworth, 2013, ISBN: 9781133307235
3. Hagerman, Andrew T. Pro Tools 11 Ignite!, 1st ed. Cengage Learning PTR, 2013, ISBN: 9781285848211

1. Adams, Robert T. Electronic Music Composition for Beginners, 2nd ed. Brown & Benchmark, 1992, ISBN: 9780697124920
2. Alten, Stanley. Audio in Media, 10th ed. Wadsworth, 2013, ISBN: 9781133307235
3. Hagerman, Andrew T. Pro Tools 11 Ignite!, 1st ed. Cengage Learning PTR, 2013, ISBN: 9781285848211

**MANUALS:**

**PERIODICALS:**

**SOFTWARE:**

**SUPPLIES:**

**ORIGINATOR:** Dr. N. Scott Robinson

**CO-CONTRIBUTOR(S)**  
**DATE:** 09/11/2021

Status: Active

Date Printed: 10/26/2022

**MANUALS:**

**PERIODICALS:**

**SOFTWARE:**

**SUPPLIES:**

**ORIGINATOR:** Dr. N. Scott Robinson

**ORINATION DATE:** 09/11/2021

**PROPOSAL ORIGINATOR:** Dr. N. Scott Robinson

**CO-CONTRIBUTOR(S)**

**PROPOSAL DATE:** 09/25/2022

Status: Launched

Date Printed: 10/26/2022

# Previous Report

SAN DIEGO COMMUNITY COLLEGE DISTRICT

MESA COLLEGE

Course Outline of Record:  
Curriculum Proposal Report

## SECTION I

- I. **Subject Area:** Music
- II. **Course Number:** 209C
- III. **Course Title:** Recording Studio Internship III
- IV. **Disciplines (Instructor Minimum Qualifications):** Music
- V.
- VI. **Family:** MUSIC TECHNO (Music Technology-MUSI)
- VII. **Current Short Title:** EMS Internship III **Proposed Short Title:** Rec. Studio Internship III
- VIII. **Course Is Active/Where?** MESA
- IX. **Originating Campus:** MESA
- X. **Action Proposed:** Course Revision (May Include Activation)
- XI. **Distance Education Proposed At:** Mesa
- XII. **Proposal Originating Date:** 09/11/2021
- XIII. **Proposed Start Semester:** Fall 2022
- XIV. **Field Trip:** May be required
- XV. **Grading Option:** Grade Only
- XVI. **Current Short Description:** EMS Internship III  
**Proposed Short Description:** Recording Studio Internship III

## SECTION II

### COURSE ENROLLMENT INFORMATION

- I. **Requisites:**  
Prerequisite: MUSI 209B with a grade of "C" or better, or equivalent. Is a successor course in a discipline or cross-discipline sequence  
Limitation on Enrollment:: Tryout or Audition.
- 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 as of 9/13/2021.

### COURSE ANALYSIS DATA

- I. **Reason for Proposed Action:** Six yr review including verified that texts are most current editions & title update. (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:** No new costs.
- VI. **Library Resource Materials:** No new resources required.

### GENERAL EDUCATION ANALYSIS

### REQUISITES ANALYSIS

Experience assisting students in the EMS

# Current Report

SAN DIEGO COMMUNITY COLLEGE DISTRICT

MESA COLLEGE

Course Outline of Record:  
Curriculum Proposal Report

## SECTION I

- I. **Subject Area:** Music
- II. **Course Number:** 209C
- III. **Course Title:** Recording Studio Internship III
- IV. **Disciplines (Instructor Minimum Qualifications):** Music
- V.
- VI. **Family:** MUSIC TECHNO (Music Technology-MUSI)
- VII. **Current Short Title:** Rec. Studio Internship III
- 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:** 09/25/2022
- XIII. **Proposed Start Semester:** Fall 2024
- XIV. **Field Trip:** May be required
- XV. **Grading Option:** Grade Only
- XVI. **Current Short Description:** Recording Studio Internship III

## SECTION II

### COURSE ENROLLMENT INFORMATION

- I. **Requisites:**  
Prerequisite: MUSI 209B with a grade of "C" or better, or equivalent. Is a successor course in a discipline or cross-discipline sequence  
Limitation on Enrollment:: Tryout or Audition.
- 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 as of 9/13/2021.

### COURSE ANALYSIS DATA

- I. **Reason for Proposed Action:** Deactivation including removal of distance ed.
- 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:** No new costs.
- VI. **Library Resource Materials:** No new resources required.

### GENERAL EDUCATION ANALYSIS

### REQUISITES ANALYSIS

Experience assisting students in the EMS

- I. Course: MUSI 209B Explain the complex functions of MIDI studios and their relationship to musicians.
- II. Course: MUSI 209B Demonstrate proper protocol, skills and knowledge learned in the electronic music studio courses.

### 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

**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

Weekly

**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. For Lecture-Lab and Lab courses, all students are expected to show progress at each class for lab assignments. Students will submit audio-visual recordings via free online file transfer software weekly for each class showing their progress in the assigned material.

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)

##### MESA

- Students will explain the intermediate functions of recording studios and their relationship to musicians.
- Students will demonstrate the intermediate proper protocol, skills and knowledge learned in MUSI 190.

### SECTION V

### SECTION III

#### COURSE DISTANCE EDUCATION INFORMATION

I. None

### SECTION IV

#### COURSE STUDENT LEARNING OUTCOME(S)

##### MESA

- Students will explain the intermediate functions of recording studios and their relationship to musicians.
- Students will demonstrate the intermediate proper protocol, skills and knowledge learned in MUSI 190.

### 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):** Program-applicable

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

## 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): 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: 1.00

Total Units: 1

Lecture Hours Min: 0.00 Max: 0.00

Lab Hours Min: 48.00 Max: 54.00

Other Hours Min: 0.00 Max:0.00

Total Contact Hours Min: 48.00 Max:54.00

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

Total Student Learning Hours Min: 48.00 Max: 54.00

FTEF Lecture Min: 0.0000 Max:

FTEF Lab Min: 0.2000 Max:

FTEF Total Min: 0.2000 Max:

### III. Last Time Pre/Co Requisite Update: 09/11/2021

### IV. Last Outline Revision Date: 10/28/2021

### V. CIC Approval: 10/28/2021

### VI. BOT Approval:

### VII. State Approval:

### VIII. Revised State Approval:

### IX. Course Approval Effective Date: Fall 2022

## SECTION VI

### CREDIT FOR PRIOR LEARNING

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

Major Restriction Code: NONE

### II. Lab Units: 1.00

Total Units: 1

Lecture Hours Min: 0.00 Max: 0.00

Lab Hours Min: 48.00 Max: 54.00

Other Hours Min: 0.00 Max:0.00

Total Contact Hours Min: 48.00 Max:54.00

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

Total Student Learning Hours Min: 48.00 Max: 54.00

FTEF Lecture Min: 0.0000 Max:

FTEF Lab Min: 0.2000 Max:

FTEF Total Min: 0.2000 Max:

### III. Last Time Pre/Co Requisite Update: 09/25/2022

### IV. Last Outline Revision Date: 10/28/2021

### V. CIC Approval:

### VI. BOT Approval:

### VII. State Approval:

### VIII. Revised State Approval:

### IX. Course Approval Effective Date:

## SECTION VI

### CREDIT FOR PRIOR LEARNING

Three horizontal bars representing a form for CREDIT FOR PRIOR LEARNING. The top bar is blue, the middle bar is light green, and the bottom bar is blue.

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

**SECTION I**

**SUBJECT AREA AND COURSE NUMBER:** Music 209D

**COURSE TITLE:**

Recording Studio Internship IV

**Units:**

1

Grade Only

**CATALOG COURSE DESCRIPTION:**

This course is designed to provide advanced music students with the opportunity to develop skills through assisting beginning and intermediate level music students in the Recording Studio. Emphasis is placed on the elements necessary for effective professional work in a recording studio. This course is designed for skilled advanced Music Technology students.

**REQUISITES:**

**Prerequisite:**

MUSI 209C with a grade of "C" or better, or equivalent

**Limitation on Enrollment:**

Tryout or Audition.

**FIELD TRIP REQUIREMENTS:**

May be required

**TRANSFER APPLICABILITY:**

Associate Degree Credit & transfer to CSU

**CID:**

**TOTAL LECTURE HOURS:**

**TOTAL LAB HOURS:**

48 - 54

**TOTAL CONTACT HOURS:**

48 - 54

**OUTSIDE-OF-CLASS HOURS:**

**TOTAL STUDENT LEARNING HOURS:**

48 - 54

**STUDENT LEARNING OBJECTIVES:**

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

1. Explain the complex functions of advanced digital audio processing and its relationship to music production.
2. Identify the elements necessary for effective professional work in a recording studio.

## **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 components of a fully functioning recording studio
  - A. Signal processing plug-ins in a digital audio workstation (reverbs and delays)
  - B. Audio file manipulation and optimization
  - C. Compression, limiting and equalization using a digital audio workstation
  - D. Stereo microphone techniques and room acoustics
- II. Effective professional work
  - A. Rules and regulations
  - B. Reserve time
  - C. Chain of command
  - D. Communication with faculty and office staff

#### **B. Reading Assignments:**

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

- I. Technical manuals related to the technology found in the Electronic Music Studio lab.
- II. Industry magazines related to music and technology.
- III. Written work of beginning students from other electronic music studio classes.

#### **C. Writing Assignments:**

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

- I. Progress reports that detail the state of the Electronic Music Studio lab before and after each session.
- II. Trouble-shooting protocol to identify faulty connections and equipment settings.
- III. Detailed annotated signal flow and mix diagrams.

#### **D. Appropriate Outside Assignments:**

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

- I. Reports on industry magazines related to the technology found in the Electronic Music Studio lab.
- II. Attendance at concerts of electronic and/or new music.
- III. Assistance with concerts of electronic and/or new music on campus.
- IV. Field trips to professional production/recording studios to study comparable and relevant technology and techniques.

#### **E. Appropriate Assignments that Demonstrate Critical Thinking:**

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

- I. Analyze and master particular pieces of equipment to best realize musical ideas and goals.
- II. Evaluate and critique other students' progress.
- III. Analyze and master particular pieces of equipment to best enhance the acoustic properties of sound.
- IV. Identify and apply knowledge of acoustic phenomenon.

### **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:

**Students are evaluated by the Mesa College Electronic Music Studio Program Director and/or Instructor(s)**

- I. Progress reports.
- II. Dependability in maintaining the Electronic Music Studio lab.
- III. Reported satisfaction from those assisted.
- IV. Students may be required to meet periodically with the Electronic Music Studio Program Director and/or Instructor(s) to review progress in the internship.

**3. METHODS OF INSTRUCTION:**

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

- \* Laboratory
- \* Shadowing
- \* Other (Specify)
- \* Early semester training session.
- \* Individual conferences and tutorials

**4. REQUIRED TEXTS AND SUPPLIES:**

Textbooks may include, but are not limited to:

**TEXTBOOKS:**

1. Adams, Robert T. Electronic Music Composition for Beginners, 2nd ed. Brown & Benchmark, 1992, ISBN: 9780697124920
2. Alten, Stanley. Audio in Media, 10th ed. Wadsworth, 2013, ISBN: 9781133307235
3. Hagerman, Andrew T. Pro Tools 11 Ignite!, Cengage Learning PTR, 2013, ISBN: 9781285848211

**MANUALS:**

**PERIODICALS:**

**SOFTWARE:**

**SUPPLIES:**

**ORIGINATOR:** Dr. N. Scott Robinson

**ORIGINATION DATE:** 09/11/2021

**PROPOSAL ORIGINATOR:** Dr. N. Scott Robinson

**CO-CONTRIBUTOR(S)**

**PROPOSAL DATE:** 09/25/2022

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

**COURSE TO BE PROPOSED: MUSI 209D  
Recording Studio Internship IV**

**ACTIVE/APPROVED COURSES IMPACTED:**

MUSI 209D Recording Studio Internship IV (29352)

**ACTIVE/APPROVED/PROPOSED PROGRAMS IMPACTED:**

( Mesa )

Music Technology \*Active\*;  
**Associate of Arts Degree**

Select 2 units from the following:

( Mesa )

Music Technology \*Approved\*;  
**Associate of Arts Degree**

Select 2 units from the following:

( Mesa )

Music Technology \*Active\*;  
**Certificate of Achievement**

Select 2 units (2 courses) from the following:

( Mesa )

Music Technology \*Approved\*;  
**Certificate of Achievement**

Select 2 units (2 courses) from the following:

SAN DIEGO COMMUNITY COLLEGE DISTRICT

MESA COLLEGE

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

**SECTION I**

- I. **Subject Area:** Music
- II. **Course Number:** 209D
- III. **Course Title:** Recording Studio Internship IV
- IV. **Disciplines (Instructor Minimum Qualifications):** Music
- V.
- VI. **Family:** MUSIC TECHNO (Music Technology-MUSI)
- VII. **Current Short Title:** Recording Studio Internship IV
- 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:** 09/25/2022
- XIII. **Proposed Start Semester:** Fall 2024
- XIV. **Field Trip:** May be required
- XV. **Grading Option:** Grade Only
- XVI. **Current Short Description:** Recording Studio Internship IV

**SECTION II**

**COURSE ENROLLMENT INFORMATION**

- I. **Requisites:**
  - Prerequisite: MUSI 209C with a grade of "C" or better, or equivalent. Is a successor course in a discipline or cross-discipline sequence
  - Limitation on Enrollment:: Tryout or Audition.
- 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:** All texts are latest editions as of 9/13/21

**COURSE ANALYSIS DATA**

- I. **Reason for Proposed Action:** Deactivation including removal of distance ed.
- 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:** No new costs.
- VI. **Library Resource Materials:** No new resources required.

**GENERAL EDUCATION ANALYSIS**

**REQUISITES ANALYSIS**

Advanced experience assisting students in the EMI

**SECTION III**

**COURSE DISTANCE EDUCATION INFORMATION**

- I. None

## SECTION IV

### COURSE STUDENT LEARNING OUTCOME(S)

#### MESA

- Students will explain the advanced functions of recording studios and their relationship to musicians.
- Students will demonstrate the advanced proper protocol, skills and knowledge learned in MUSI 190.

## 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):** 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:** 1.00

**Total Units:** 1

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

**Lab Hours Min:** 48.00 **Max:** 54.00

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

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

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

**Total Student Learning Hours Min:** 48.00 **Max:** 54.00

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

**FTEF Lab Min:** 0.2000 **Max:**

**FTEF Total Min:** 0.2000 **Max:**

**III. Last Time Pre/Co Requisite Update:** 09/25/2022

**IV. Last Outline Revision Date:** 10/28/2021

**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**

MUSI 209D

CIC Approval: 10/28/2021  
BOT APPROVAL:  
STATE APPROVAL:  
EFFECTIVE TERM: Fall 2022

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

**SECTION I**

**SUBJECT AREA AND COURSE NUMBER:** Music 209D

**COURSE TITLE:**

Recording Studio Internship IV

**Units:**  
1  
Grade Only

**CATALOG COURSE DESCRIPTION:**

This course is designed to provide advanced music students with the opportunity to develop skills through assisting beginning and intermediate level music students in the Recording Studio. Emphasis is placed on the elements necessary for effective professional work in a recording studio. This course is designed for skilled advanced Music Technology students.

**REQUISITES:**

**Prerequisite:**

MUSI 209C with a grade of "C" or better, or equivalent

**Limitation on Enrollment:**

Tryout or Audition.

**FIELD TRIP REQUIREMENTS:**

May be required

**TRANSFER APPLICABILITY:**

Associate Degree Credit & transfer to CSU

**CID:**

**TOTAL LECTURE HOURS:**

**TOTAL LAB HOURS:**

48 - 54

**TOTAL CONTACT HOURS:**

48 - 54

**OUTSIDE-OF-CLASS HOURS:**

**TOTAL STUDENT LEARNING HOURS:**

48 - 54

**STUDENT LEARNING OBJECTIVES:**

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

1. Explain the complex functions of advanced digital audio processing and its relationship to music production.
2. Identify the elements necessary for effective professional work in a recording studio.

**SECTION II**

**1. COURSE OUTLINE AND SCOPE:**

**A. Outline Of Topics:**

**Current Report**

MUSI 209D

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:** Music 209D

**COURSE TITLE:**

Recording Studio Internship IV

**Units:**  
1  
Grade Only

**CATALOG COURSE DESCRIPTION:**

This course is designed to provide advanced music students with the opportunity to develop skills through assisting beginning and intermediate level music students in the Recording Studio. Emphasis is placed on the elements necessary for effective professional work in a recording studio. This course is designed for skilled advanced Music Technology students.

**REQUISITES:**

**Prerequisite:**

MUSI 209C with a grade of "C" or better, or equivalent

**Limitation on Enrollment:**

Tryout or Audition.

**FIELD TRIP REQUIREMENTS:**

May be required

**TRANSFER APPLICABILITY:**

Associate Degree Credit & transfer to CSU

**CID:**

**TOTAL LECTURE HOURS:**

**TOTAL LAB HOURS:**

48 - 54

**TOTAL CONTACT HOURS:**

48 - 54

**OUTSIDE-OF-CLASS HOURS:**

**TOTAL STUDENT LEARNING HOURS:**

48 - 54

**STUDENT LEARNING OBJECTIVES:**

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

1. Explain the complex functions of advanced digital audio processing and its relationship to music production.
2. Identify the elements necessary for effective professional work in a recording studio.

**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

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 components of a fully functioning recording studio
  - A. Signal processing plug-ins in a digital audio workstation (reverbs and delays)
  - B. Audio file manipulation and optimization
  - C. Compression limiting and equalization using a digital audio workstation
  - D. Stereo microphone techniques and room acoustics
- II. Effective professional work
  - A. Rules and regulations
  - B. Reserve time
  - C. Chain of command
  - D. Communication with faculty and office staff

**B. Reading Assignments:**

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

- I. Technical manuals related to the technology found in the Electronic Music Studio lab.
- II. Industry magazines related to music and technology.
- III. Written work of beginning students from other electronic music studio classes.

**C. Writing Assignments:**

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

- I. Progress reports that detail the state of the Electronic Music Studio lab before and after each session.
- II. Trouble-shooting protocol to identify faulty connections and equipment settings.
- III. Detailed annotated signal flow and mix diagrams.

**D. Appropriate Outside Assignments:**

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

- I. Reports on industry magazines related to the technology found in the Electronic Music Studio lab.
- II. Attendance at concerts of electronic and/or new music.
- III. Assistance with concerts of electronic and/or new music on campus.
- IV. Field trips to professional production/recording studios to study comparable and relevant technology and techniques.

**E. Appropriate Assignments that Demonstrate Critical Thinking:**

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

- I. Analyze and master particular pieces of equipment to best realize musical ideas and goals.
- II. Evaluate and critique other students' progress.
- III. Analyze and master particular pieces of equipment to best enhance the acoustic properties of sound.
- IV. Identify and apply knowledge of acoustic phenomenon.

**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:

**Students are evaluated by the Mesa College Electronic Music Studio Program Director and/or Instructor(s)**

- I. Progress reports.
- II. Dependability in maintaining the Electronic Music Studio lab.
- III. Reported satisfaction from those assisted.
- IV. Students may be required to meet periodically with the Electronic Music Studio Program Director and/or Instructor(s) to review progress in the internship.

**3. METHODS OF INSTRUCTION:**

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

- \* Laboratory
- \* Shadowing
- \* Other (Specify)
- \* Early semester training session.
- \* Individual conferences and tutorials

**4. REQUIRED TEXTS AND SUPPLIES:**

of presentation and relative emphasis will vary with each instructor.

- I. Advanced components of a fully functioning recording studio
  - A. Signal processing plug-ins in a digital audio workstation (reverbs and delays)
  - B. Audio file manipulation and optimization
  - C. Compression limiting and equalization using a digital audio workstation
  - D. Stereo microphone techniques and room acoustics
- II. Effective professional work
  - A. Rules and regulations
  - B. Reserve time
  - C. Chain of command
  - D. Communication with faculty and office staff

**B. Reading Assignments:**

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

- I. Technical manuals related to the technology found in the Electronic Music Studio lab.
- II. Industry magazines related to music and technology.
- III. Written work of beginning students from other electronic music studio classes.

**C. Writing Assignments:**

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

- I. Progress reports that detail the state of the Electronic Music Studio lab before and after each session.
- II. Trouble-shooting protocol to identify faulty connections and equipment settings.
- III. Detailed annotated signal flow and mix diagrams.

**D. Appropriate Outside Assignments:**

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

- I. Reports on industry magazines related to the technology found in the Electronic Music Studio lab.
- II. Attendance at concerts of electronic and/or new music.
- III. Assistance with concerts of electronic and/or new music on campus.
- IV. Field trips to professional production/recording studios to study comparable and relevant technology and techniques.

**E. Appropriate Assignments that Demonstrate Critical Thinking:**

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

- I. Analyze and master particular pieces of equipment to best realize musical ideas and goals.
- II. Evaluate and critique other students' progress.
- III. Analyze and master particular pieces of equipment to best enhance the acoustic properties of sound.
- IV. Identify and apply knowledge of acoustic phenomenon.

**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:

**Students are evaluated by the Mesa College Electronic Music Studio Program Director and/or Instructor(s)**

- I. Progress reports.
- II. Dependability in maintaining the Electronic Music Studio lab.
- III. Reported satisfaction from those assisted.
- IV. Students may be required to meet periodically with the Electronic Music Studio Program Director and/or Instructor(s) to review progress in the internship.

**3. METHODS OF INSTRUCTION:**

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

- \* Laboratory
- \* Shadowing
- \* Other (Specify)
- \* Early semester training session.
- \* Individual conferences and tutorials

**4. REQUIRED TEXTS AND SUPPLIES:**

Textbooks may include, but are not limited to:

**TEXTBOOKS:**

Textbooks may include, but are not limited to:

**TEXTBOOKS:**

1. Adams, Robert T. Electronic Music Composition for Beginners, 2nd ed. Brown & Benchmark, 1992, ISBN: 9780697124920
2. Alten, Stanley. Audio in Media, 10th ed. Wadsworth, 2013, ISBN: 9781133307235
3. Hagerman, Andrew T. Pro Tools 11 Ignite!, Cengage Learning PTR, 2013, ISBN: 9781285848211

**MANUALS:**

**PERIODICALS:**

**SOFTWARE:**

**SUPPLIES:**

**ORIGINATOR:** Dr. N. Scott Robinson

**CO-CONTRIBUTOR(S)**  
**DATE:** 09/11/2021

Status: Active

Date Printed: 10/26/2022

1. Adams, Robert T. Electronic Music Composition for Beginners, 2nd ed. Brown & Benchmark, 1992, ISBN: 9780697124920
2. Alten, Stanley. Audio in Media, 10th ed. Wadsworth, 2013, ISBN: 9781133307235
3. Hagerman, Andrew T. Pro Tools 11 Ignite!, Cengage Learning PTR, 2013, ISBN: 9781285848211

**MANUALS:**

**PERIODICALS:**

**SOFTWARE:**

**SUPPLIES:**

**ORIGINATOR:** Dr. N. Scott Robinson  
**ORIGINATION DATE:** 09/11/2021  
**PROPOSAL ORIGINATOR:** Dr. N. Scott Robinson  
**CO-CONTRIBUTOR(S)**  
**PROPOSAL DATE:** 09/25/2022

Status: Launched

Date Printed: 10/26/2022

# Previous Report

SAN DIEGO COMMUNITY COLLEGE DISTRICT

MESA COLLEGE

Course Outline of Record:  
Curriculum Proposal Report

## SECTION I

- I. **Subject Area:** Music
- II. **Course Number:** 209D
- III. **Course Title:** Recording Studio Internship IV
- IV. **Disciplines (Instructor Minimum Qualifications):** Music
- V.
- VI. **Family:** MUSIC TECHNO (Music Technology-MUSI)
- VII. **Current Short Title:** EMS Internship IV **Proposed Short Title:** Recording Studio Internship IV
- VIII. **Course Is Active/Where?** MESA
- IX. **Originating Campus:** MESA
- X. **Action Proposed:** Course Revision (May Include Activation)
- XI. **Distance Education Proposed At:** Mesa
- XII. **Proposal Originating Date:** 09/11/2021
- XIII. **Proposed Start Semester:** Fall 2022
- XIV. **Field Trip:** May be required
- XV. **Grading Option:** Grade Only
- XVI. **Current Short Description:** EMS Internship IV  
**Proposed Short Description:** Recording Studio Internship IV

## SECTION II

### COURSE ENROLLMENT INFORMATION

- I. **Requisites:**  
Prerequisite: MUSI 209C with a grade of "C" or better, or equivalent. Is a successor course in a discipline or cross-discipline sequence  
Limitation on Enrollment:: Tryout or Audition.
- 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:** All texts are latest editions as of 9/13/21

### COURSE ANALYSIS DATA

- I. **Reason for Proposed Action:** Six yr review including verified that texts are most current editions & title update. (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:** No new costs.
- VI. **Library Resource Materials:** No new resources required.

### GENERAL EDUCATION ANALYSIS

### REQUISITES ANALYSIS

Advanced experience assisting students in the EMI

# Current Report

SAN DIEGO COMMUNITY COLLEGE DISTRICT

MESA COLLEGE

Course Outline of Record:  
Curriculum Proposal Report

## SECTION I

- I. **Subject Area:** Music
- II. **Course Number:** 209D
- III. **Course Title:** Recording Studio Internship IV
- IV. **Disciplines (Instructor Minimum Qualifications):** Music
- V.
- VI. **Family:** MUSIC TECHNO (Music Technology-MUSI)
- VII. **Current Short Title:** Recording Studio Internship IV
- 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:** 09/25/2022
- XIII. **Proposed Start Semester:** Fall 2024
- XIV. **Field Trip:** May be required
- XV. **Grading Option:** Grade Only
- XVI. **Current Short Description:** Recording Studio Internship IV

## SECTION II

### COURSE ENROLLMENT INFORMATION

- I. **Requisites:**  
Prerequisite: MUSI 209C with a grade of "C" or better, or equivalent. Is a successor course in a discipline or cross-discipline sequence  
Limitation on Enrollment:: Tryout or Audition.
- 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:** All texts are latest editions as of 9/13/21

### COURSE ANALYSIS DATA

- I. **Reason for Proposed Action:** Deactivation including removal of distance ed.
- 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:** No new costs.
- VI. **Library Resource Materials:** No new resources required.

### GENERAL EDUCATION ANALYSIS

### REQUISITES ANALYSIS

Advanced experience assisting students in the EMI

- I. Course: MUSI 209C Explain the complex functions of digital audio studios and their relationship to musicians.
- II. Course: MUSI 209C Apply procedures from technical manuals in trouble-shooting and resolving technical problems.

### 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

**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

Weekly

**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. For Lecture-Lab and Lab courses, all students are expected to show progress at each class for lab assignments. Students will submit audio-visual recordings via free online file transfer software weekly for each class showing their progress in the assigned material.

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)

##### MESA

- Students will explain the advanced functions of recording studios and their relationship to musicians.
- Students will demonstrate the advanced proper protocol, skills and knowledge learned in MUSI 190.

### SECTION III

#### COURSE DISTANCE EDUCATION INFORMATION

I. None

### SECTION IV

#### COURSE STUDENT LEARNING OUTCOME(S)

##### MESA

- Students will explain the advanced functions of recording studios and their relationship to musicians.
- Students will demonstrate the advanced proper protocol, skills and knowledge learned in MUSI 190.

### 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):** Program-applicable

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

## 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): 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: 1.00

Total Units: 1

Lecture Hours Min: 0.00 Max: 0.00

Lab Hours Min: 48.00 Max: 54.00

Other Hours Min: 0.00 Max: 0.00

Total Contact Hours Min: 48.00 Max: 54.00

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

Total Student Learning Hours Min: 48.00 Max: 54.00

FTEF Lecture Min: 0.0000 Max:

FTEF Lab Min: 0.2000 Max:

FTEF Total Min: 0.2000 Max:

#### III. Last Time Pre/Co Requisite Update: 09/11/2021

#### IV. Last Outline Revision Date: 10/28/2021

#### V. CIC Approval: 10/28/2021

#### VI. BOT Approval:

#### VII. State Approval:

#### VIII. Revised State Approval:

#### IX. Course Approval Effective Date: Fall 2022

## SECTION VI

### CREDIT FOR PRIOR LEARNING

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

Major Restriction Code: NONE

#### II. Lab Units: 1.00

Total Units: 1

Lecture Hours Min: 0.00 Max: 0.00

Lab Hours Min: 48.00 Max: 54.00

Other Hours Min: 0.00 Max: 0.00

Total Contact Hours Min: 48.00 Max: 54.00

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

Total Student Learning Hours Min: 48.00 Max: 54.00

FTEF Lecture Min: 0.0000 Max:

FTEF Lab Min: 0.2000 Max:

FTEF Total Min: 0.2000 Max:

#### III. Last Time Pre/Co Requisite Update: 09/25/2022

#### IV. Last Outline Revision Date: 10/28/2021

#### 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 COLLEGE  
ASSOCIATE DEGREE COURSE OUTLINE**

**SECTION I****SUBJECT AREA AND COURSE NUMBER:** Music 248B**COURSE TITLE:**

Music Theory IV

**Units:**

3

Letter Grade or Pass/No Pass Option

**CATALOG COURSE DESCRIPTION:**

This course is the fourth of a four semester sequence. It includes a detailed structural analysis and study of compositional techniques in the music of the 19th, 20th and 21st centuries. The emphasis is on the study and composition of music using the new compositional techniques that emerged in the music of the late 19th and early 20th centuries including non-functional harmony, polytonality, atonality, serial techniques and jazz. The course includes analysis of music by Wagner, Debussy, Bartok, Stravinsky and Schoenberg. This course is designed for the student pursuing music as a major or for the student interested in enhancing technical knowledge of music.

**REQUISITES:****Prerequisite:**

MUSI 248A with a grade of "C" or better, or equivalent

**Advisory: Concurrent enrollment in:**

MUSI 269B

**Limitation on Enrollment:**

This course is not open to students with previous credit for MUSI 258B.

**FIELD TRIP REQUIREMENTS:**

May be required

**TRANSFER APPLICABILITY:**

Associate Degree Credit &amp; transfer to CSU UC Transfer Course List

**CID:**

MUS 150

**TOTAL LECTURE HOURS:**

48 - 54

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

48 - 54

**OUTSIDE-OF-CLASS HOURS:**

**TOTAL STUDENT LEARNING HOURS:**

144 - 162

**STUDENT LEARNING OBJECTIVES:**

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

1. Realize figured bass and analyze music that includes chromatic harmonies such as Neapolitan sixth chords, augmented sixth chords, altered dominants, chromatic thirds, modal borrowing, tonicizations (secondary dominants, secondary leading tone chords) and modulations.
2. Analyze music with modulations to distantly related keys using clue chords (dominant seventh chords, fully diminished seventh chords, second inversion triads, augmented sixth chords), the consistent appearance of accidentals, identifying new types of common chord modulation (chromatic pivot, enharmonic pivot, pivot through modal borrowing, non-diatonic chromatic pivot, fully diminished seventh chord pivot, German Augmented sixth pivot).
3. Analyze and compose music in four voices using upper extensions such as ninth, eleventh and thirteenth chords, secondary dominant ninth chords, that are the product of linear chromaticism, chord mutation and harmonic sequences.
4. Analyze form in late 19th and early 20th century music including binary, rounded binary, ternary, sonata forms, motive and symmetry analysis, process analysis, shape, tension and release, and developmental processes.
5. Analyze music using techniques pioneered in the music of Debussy such as planing, non-functional dominants, expanded use of the augmented triad, modality, quartal and quintal harmonies, and new and synthetic scales (pentatonic scales, whole tone scale, octatonic scale), and the harmonies they imply.
6. Analyze neotonal music in the music of the 20th and 21st century that used techniques such as polychords, polytonality, polyrhythms, synthetic scales, bimodality, and pandiatonicism as shown in the music of Stravinsky and Bartok.
7. Analyze and compose music using the harmonic principles of jazz such as upper extensions, implied lines, jazz voicings, chord substitution, extended tonicization, turnaround, tritone substitution, expanded tritone substitution, auxiliary chords, chains of secondary dominants, blues form, blues scales, walking bass, and harmonic sequences.
8. Analyze music composed outside the parameters of functional tonality using 20th century compositional techniques such as cell manipulation, set theory, and twelve tone serial technique.

**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. Realize figured bass and analyze chromatic music
  - A. Neapolitan sixth chords
  - B. Augmented sixth chords
  - C. Altered dominants
  - D. Chromatic thirds
  - E. Modal borrowing
  - F. Tonicizations
    1. Secondary dominants
    2. Secondary leading tone chords
  - G. Modulations.
- II. Analyze music with modulations to distantly related keys
  - A. Clue chords
    1. Dominant seventh chords
    2. Fully diminished seventh chords
    3. Second inversion triads
    4. Augmented sixth chords

- B. The constant appearance of accidentals
- C. Identifying new types of common chord modulation
  - 1. Chromatic pivot
  - 2. Enharmonic pivot
  - 3. Pivot through modal borrowing
  - 4. Non-diatonic chromatic pivot
  - 5. Fully diminished seventh chord pivot
  - 6. German Augmented sixth pivot
- III. Analyze and compose music in four voices using upper extensions
  - A. Ninth chords
  - B. Eleventh chords
  - C. Thirteenth chords
  - D. Secondary dominant ninth chords
  - E. Linear chromaticism
  - F. Chord mutation
  - G. Harmonic sequences
- IV. Analyze form in late 19th and early 20th century music
  - A. Binary form
  - B. Rounded binary form
  - C. Ternary form
  - D. Sonata forms
  - E. Motive and symmetry analysis
  - F. Process analysis
  - G. Shape
  - H. Tension and release
    - I. Developmental processes
- V. Analyze music using techniques pioneered in the music of Debussy
  - A. Planing
  - B. Non-functional dominants
  - C. Expanded use of the augmented triad
  - D. Modality
  - E. Quartal and quintal harmonies
  - F. New and synthetic scales
    - 1. Pentatonic scales
    - 2. Whole tone scale
    - 3. Octatonic scale
    - 4. The harmonies new scales imply
- VI. Analyze neotonal music in the music of the 20th and 21st century
  - A. Polychords
  - B. Polytonality
  - C. Polyrythms
  - D. Synthetic scales
  - E. Bimodality
  - F. Pandiatonicism
  - G. The music of Stravinsky and Bartok
- VII. Analyze and compose music using the harmonic principles of jazz
  - A. Upper extensions
  - B. Implied lines
  - C. Jazz voicings
  - D. Chord substitution
  - E. Extended tonicization
  - F. Turnaround
  - G. Tritone substitution and expanded tritone substitution
  - H. Auxiliary chords
    - I. Chains of secondary dominants
  - J. Blues form
  - K. Blues scales
  - L. Walking bass
  - M. Harmonic sequences
- VIII. Analyze music with non-functional tonality using 20th century compositional techniques

- A. Cell manipulation
- B. Set theory
- C. Twelve tone serial technique

**B. Reading Assignments:**

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

- I. Assigned textbook related to music theory.
- II. Assigned workbook readings.
- III. Musical scores.
- IV. The Norton/Grove Concise Encyclopedia of Music.
- V. The New Oxford Companion to Music.

**C. Writing Assignments:**

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

- I. The writing of original compositions incorporating new compositional techniques studied.
- II. In-depth analyses of musical works by composers of the late 19th and early 20th centuries.
- III. The realization of complex figured bass with chromatic harmonies and modulations.

**D. Appropriate Outside Assignments:**

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

- I. Reading and writing assignments.
- II. Research and in-depth analyses of musical compositions in each of the various forms and styles

**E. Appropriate Assignments that Demonstrate Critical Thinking:**

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

- I. The composition of original musical works using compositional techniques of the late 19th and early 20th centuries.
- II. The analysis, oral and written, of compositions written by fellow students.
- III. The realization of complex figured basses which modulate and contain chromatic harmonies.
- IV. The analysis of music from the 19th and 20th centuries.

## **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 examinations.
- II. Exercises and drills.
- III. Written assignments.
- IV. Analysis project.
- V. In-class presentations.
- VI. 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
- \* Lecture
- \* Lecture Discussion
- \* Other (Specify)
- \* Demonstration

\* Live and recorded performances in class

#### **4. REQUIRED TEXTS AND SUPPLIES:**

Textbooks may include, but are not limited to:

##### **TEXTBOOKS:**

1. Burstein, L. Poundie & Joseph N. Straus. Concise Introduction to Tonal Harmony, 2nd ed. W.W. Norton & Company, 2020, ISBN: 9780393417180
2. Turek, Ralph & Daniel McCarthy. Theory for Today's Musician, 3rd ed. Routledge, 2018, ISBN: 9780815371731

##### **MANUALS:**

1. Burstein, L. Poundie & Joseph N. Straus. Concise Introduction to Tonal Harmony Workbook, W.W. Norton & Company, 01-01-2020

##### **PERIODICALS:**

##### **SOFTWARE:**

##### **SUPPLIES:**

1. Music manuscript paper, pencils and erasers.

**ORIGINATOR:** Dr. N. Scott Robinson

**ORIGINATION DATE:** 09/14/2021

**PROPOSAL ORIGINATOR:** Dr. N. Scott Robinson

**CO-CONTRIBUTOR(S)**

**PROPOSAL DATE:** 09/25/2022

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

**COURSE TO BE PROPOSED: MUSI 248B**  
Music Theory IV

**ACTIVE/APPROVED COURSES IMPACTED:**

MUSI 248B Music Theory IV (29347)

**ACTIVE/APPROVED/PROPOSED PROGRAMS IMPACTED:**

( Mesa )

Music \*Active\*;

**Associate in Arts for Transfer Degree**

CATEGORY A: Select 3-4 units from the following:

( Mesa )

Music Studies - Performance \*Active\*;

**Associate of Arts Degree**

Courses Required for the Major:

( Mesa )

Music Theory \*Active\*;

**Certificate of Achievement**

Major Courses

SAN DIEGO COMMUNITY COLLEGE DISTRICT

MESA COLLEGE

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

**SECTION I**

- I. **Subject Area:** Music
- II. **Course Number:** 248B
- III. **Course Title:** Music Theory IV
- IV. **Disciplines (Instructor Minimum Qualifications):** Music
- V.
- VI. **Family:** NONE
- VII. **Current Short Title:** Music Theory IV
- 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:** 09/25/2022
- 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:** This course includes structural analysis & study of compositional techniques in the music of the 19th, 20th & 21st centuries.

**SECTION II**

**COURSE ENROLLMENT INFORMATION**

- I. **Requisites:**  
Prerequisite: MUSI 248A with a grade of "C" or better, or equivalent. Is a successor course in a discipline or cross-discipline sequence  
Advisory: Concurrent enrollment in: MUSI 269B  
Limitation on Enrollment:: This course is not open to students with previous credit for MUSI 258B.
- 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 MUSI 258B.
- VI. **Additional Information:**
- VII. **Additional Textbook Information:** Texts are latest editions

**COURSE ANALYSIS DATA**

- I. **Reason for Proposed Action:** Deactivation including removal of distance ed.
- 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 2. Major Requirement - Baccalaureate Degree 3. Major Requirement - Certificate of Achievement
- V. **Extraordinary Cost to the College:** None.
- VI. **Library Resource Materials:** No new resources required.

**GENERAL EDUCATION ANALYSIS**

**UC Transfer Course:**  
Yes

**REQUISITES ANALYSIS**

**Working knowledge of intermediate level music theory**

Able to recognise elements of music notation aurally at intermediate level

### 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:** 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):** 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:** 09/25/2022

##### **IV. Last Outline Revision Date:** 11/12/2021

##### **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

MUSI 248B

CIC Approval: 11/12/2021  
BOT APPROVAL:  
STATE APPROVAL:  
EFFECTIVE TERM: Fall 2022

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

#### SECTION I

**SUBJECT AREA AND COURSE NUMBER:** Music 248B

**COURSE TITLE:**  
Music Theory IV

**Units:**  
3

Letter Grade or Pass/No Pass Option

#### CATALOG COURSE DESCRIPTION:

This course is the fourth of a four semester sequence. It includes a detailed structural analysis and study of compositional techniques in the music of the 19th, 20th and 21st centuries. The emphasis is on the study and composition of music using the new compositional techniques that emerged in the music of the late 19th and early 20th centuries including non-functional harmony, polytonality, atonality, serial techniques and jazz. The course includes analysis of music by Wagner, Debussy, Bartok, Stravinsky and Schoenberg. This course is designed for the student pursuing music as a major or for the student interested in enhancing technical knowledge of music.

#### REQUISITES:

**Prerequisite:**

MUSI 248A with a grade of "C" or better, or equivalent

**Advisory: Concurrent enrollment in:**

MUSI 269B

**Limitation on Enrollment:**

This course is not open to students with previous credit for MUSI 258B.

#### FIELD TRIP REQUIREMENTS:

May be required

#### TRANSFER APPLICABILITY:

Associate Degree Credit & transfer to CSU UC Transfer Course List

#### CID:

MUS 150

#### 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. Realize figured bass and analyze music that includes chromatic harmonies such as Neapolitan sixth chords, augmented sixth chords, altered dominants, chromatic thirds, modal borrowing, tonicizations (secondary dominants,

## Current Report

MUSI 248B

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:** Music 248B

**COURSE TITLE:**  
Music Theory IV

**Units:**  
3

Letter Grade or Pass/No Pass Option

#### CATALOG COURSE DESCRIPTION:

This course is the fourth of a four semester sequence. It includes a detailed structural analysis and study of compositional techniques in the music of the 19th, 20th and 21st centuries. The emphasis is on the study and composition of music using the new compositional techniques that emerged in the music of the late 19th and early 20th centuries including non-functional harmony, polytonality, atonality, serial techniques and jazz. The course includes analysis of music by Wagner, Debussy, Bartok, Stravinsky and Schoenberg. This course is designed for the student pursuing music as a major or for the student interested in enhancing technical knowledge of music.

#### REQUISITES:

**Prerequisite:**

MUSI 248A with a grade of "C" or better, or equivalent

**Advisory: Concurrent enrollment in:**

MUSI 269B

**Limitation on Enrollment:**

This course is not open to students with previous credit for MUSI 258B.

#### FIELD TRIP REQUIREMENTS:

May be required

#### TRANSFER APPLICABILITY:

Associate Degree Credit & transfer to CSU UC Transfer Course List

#### CID:

MUS 150

#### 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. Realize figured bass and analyze music that includes chromatic harmonies such as Neapolitan sixth chords, augmented sixth chords, altered dominants, chromatic thirds, modal borrowing, tonicizations (secondary dominants, secondary leading tone chords) and modulations.
2. Analyze music with modulations to distantly related keys using clue chords (dominant seventh chords, fully

secondary leading tone chords) and modulations.

2. Analyze music with modulations to distantly related keys using clue chords (dominant seventh chords, fully diminished seventh chords, second inversion triads, augmented sixth chords), the consistent appearance of accidentals, identifying new types of common chord modulation (chromatic pivot, enharmonic pivot, pivot through modal borrowing, non-diatonic chromatic pivot, fully diminished seventh chord pivot, German Augmented sixth pivot).

3. Analyze and compose music in four voices using upper extensions such as ninth, eleventh and thirteenth chords, secondary dominant ninth chords, that are the product of linear chromaticism, chord mutation and harmonic sequences.

4. Analyze form in late 19th and early 20th century music including binary, rounded binary, ternary, sonata forms, motive and symmetry analysis, process analysis, shape, tension and release, and developmental processes.

5. Analyze music using techniques pioneered in the music of Debussy such as planing, non-functional dominants, expanded use of the augmented triad, modality, quartal and quintal harmonies, and new and synthetic scales (pentatonic scales, whole tone scale, octatonic scale), and the harmonies they imply.

6. Analyze neotonal music in the music of the 20th and 21st century that used techniques such as polychords, polytonality, polyrhythms, synthetic scales, bimodality, and pandiatonicism as shown in the music of Stravinsky and Bartok.

7. Analyze and compose music using the harmonic principles of jazz such as upper extensions, implied lines, jazz voicings, chord substitution, extended tonicization, turnaround, tritone substitution, expanded tritone substitution, auxiliary chords, chains of secondary dominants, blues form, blues scales, walking bass, and harmonic sequences.

8. Analyze music composed outside the parameters of functional tonality using 20th century compositional techniques such as cell manipulation, set theory, and twelve tone serial technique.

diminished seventh chords, second inversion triads, augmented sixth chords), the consistent appearance of accidentals, identifying new types of common chord modulation (chromatic pivot, enharmonic pivot, pivot through modal borrowing, non-diatonic chromatic pivot, fully diminished seventh chord pivot, German Augmented sixth pivot).

3. Analyze and compose music in four voices using upper extensions such as ninth, eleventh and thirteenth chords, secondary dominant ninth chords, that are the product of linear chromaticism, chord mutation and harmonic sequences.

4. Analyze form in late 19th and early 20th century music including binary, rounded binary, ternary, sonata forms, motive and symmetry analysis, process analysis, shape, tension and release, and developmental processes.

5. Analyze music using techniques pioneered in the music of Debussy such as planing, non-functional dominants, expanded use of the augmented triad, modality, quartal and quintal harmonies, and new and synthetic scales (pentatonic scales, whole tone scale, octatonic scale), and the harmonies they imply.

6. Analyze neotonal music in the music of the 20th and 21st century that used techniques such as polychords, polytonality, polyrhythms, synthetic scales, bimodality, and pandiatonicism as shown in the music of Stravinsky and Bartok.

7. Analyze and compose music using the harmonic principles of jazz such as upper extensions, implied lines, jazz voicings, chord substitution, extended tonicization, turnaround, tritone substitution, expanded tritone substitution, auxiliary chords, chains of secondary dominants, blues form, blues scales, walking bass, and harmonic sequences.

8. Analyze music composed outside the parameters of functional tonality using 20th century compositional techniques such as cell manipulation, set theory, and twelve tone serial technique.

## 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. Realize figured bass and analyze chromatic music

- A. Neapolitan sixth chords
- B. Augmented sixth chords
- C. Altered dominants
- D. Chromatic thirds
- E. Modal borrowing
- F. Tonicizations
  1. Secondary dominants
  2. Secondary leading tone chords
- G. Modulations.

##### II. Analyze music with modulations to distantly related keys

- A. Clue chords
  1. Dominant seventh chords
  2. Fully diminished seventh chords
  3. Second inversion triads
  4. Augmented sixth chords
- B. The consistent appearance of accidentals
- C. Identifying new types of common chord modulation
  1. Chromatic pivot
  2. Enharmonic pivot
  3. Pivot through modal borrowing
  4. Non-diatonic chromatic pivot
  5. Fully diminished seventh chord pivot
  6. German Augmented sixth pivot

##### III. Analyze and compose music in four voices using upper extensions

- A. Ninth chords
- B. Eleventh chords
- C. Thirteenth chords
- D. Secondary dominant ninth chords
- E. Linear chromaticism
- F. Chord mutation
- G. Harmonic sequences

##### IV. Analyze form in late 19th and early 20th century music

- A. Binary form
- B. Rounded binary form
- C. Ternary form
- D. Sonata forms
- E. Motive and symmetry analysis
- F. Process analysis
- G. Shape
- H. Tension and release

## 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. Realize figured bass and analyze chromatic music

- A. Neapolitan sixth chords
- B. Augmented sixth chords
- C. Altered dominants
- D. Chromatic thirds
- E. Modal borrowing
- F. Tonicizations
  1. Secondary dominants
  2. Secondary leading tone chords
- G. Modulations.

##### II. Analyze music with modulations to distantly related keys

- A. Clue chords
  1. Dominant seventh chords
  2. Fully diminished seventh chords
  3. Second inversion triads
  4. Augmented sixth chords
- B. The consistent appearance of accidentals
- C. Identifying new types of common chord modulation
  1. Chromatic pivot
  2. Enharmonic pivot
  3. Pivot through modal borrowing
  4. Non-diatonic chromatic pivot
  5. Fully diminished seventh chord pivot
  6. German Augmented sixth pivot

##### III. Analyze and compose music in four voices using upper extensions

- A. Ninth chords
- B. Eleventh chords
- C. Thirteenth chords
- D. Secondary dominant ninth chords
- E. Linear chromaticism
- F. Chord mutation
- G. Harmonic sequences

##### IV. Analyze form in late 19th and early 20th century music

- A. Binary form
- B. Rounded binary form
- C. Ternary form
- D. Sonata forms
- E. Motive and symmetry analysis
- F. Process analysis
- G. Shape
- H. Tension and release
- I. Developmental processes

- I. Developmental processes
- V. Analyze music using techniques pioneered in the music of Debussy
  - A. Planing
  - B. Non-functional dominants
  - C. Expanded use of the augmented triad
  - D. Modality
  - E. Quartal and quintal harmonies
  - F. New and synthetic scales
    - 1. Pentatonic scales
    - 2. Whole tone scale
    - 3. Octatonic scale
    - 4. The harmonies new scales imply
- VI. Analyze neotonal music in the music of the 20th and 21st century
  - A. Polychords
  - B. Polytonality
  - C. Polyrythms
  - D. Synthetic scales
  - E. Bimodality
  - F. Pandiatonicism
  - G. The music of Stravinsky and Bartok
- VII. Analyze and compose music using the harmonic principles of jazz
  - A. Upper extensions
  - B. Implied lines
  - C. Jazz voicings
  - D. Chord substitution
  - E. Extended tonicization
  - F. Turnaround
  - G. Tritone substitution and expanded tritone substitution
  - H. Auxiliary chords
    - I. Chains of secondary dominants
    - J. Blues form
    - K. Blues scales
    - L. Walking bass
    - M. Harmonic sequences
- VIII. Analyze music with non-functional tonality using 20th century compositional techniques
  - A. Cell manipulation
  - B. Set theory
  - C. Twelve tone serial technique

**B. Reading Assignments:**

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

- I. Assigned textbook related to music theory.
- II. Assigned workbook readings.
- III. Musical scores.
- IV. The Norton/Grove Concise Encyclopedia of Music.
- V. The New Oxford Companion to Music.

**C. Writing Assignments:**

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

- I. The writing of original compositions incorporating new compositional techniques studied.
- II. In-depth analyses of musical works by composers of the late 19th and early 20th centuries.
- III. The realization of complex figured bass with chromatic harmonies and modulations.

**D. Appropriate Outside Assignments:**

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

- I. Reading and writing assignments.
- II. Research and in-depth analyses of musical compositions in each of the various forms and styles

**E. Appropriate Assignments that Demonstrate Critical Thinking:**

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

- I. The composition of original musical works using compositional techniques of the late 19th and early 20th centuries.
- II. The analysis, oral and written, of compositions written by fellow students.
- III. The realization of complex figured basses which modulate and contain chromatic harmonies.
- IV. The analysis of music from the 19th and 20th centuries.

**2. METHODS OF EVALUATION:**

V. Analyze music using techniques pioneered in the music of Debussy

- A. Planing
- B. Non-functional dominants
- C. Expanded use of the augmented triad
- D. Modality
- E. Quartal and quintal harmonies
- F. New and synthetic scales
  - 1. Pentatonic scales
  - 2. Whole tone scale
  - 3. Octatonic scale
  - 4. The harmonies new scales imply

VI. Analyze neotonal music in the music of the 20th and 21st century

- A. Polychords
- B. Polytonality
- C. Polyrythms
- D. Synthetic scales
- E. Bimodality
- F. Pandiatonicism
- G. The music of Stravinsky and Bartok

VII. Analyze and compose music using the harmonic principles of jazz

- A. Upper extensions
- B. Implied lines
- C. Jazz voicings
- D. Chord substitution
- E. Extended tonicization
- F. Turnaround
- G. Tritone substitution and expanded tritone substitution
- H. Auxiliary chords
  - I. Chains of secondary dominants
  - J. Blues form
  - K. Blues scales
  - L. Walking bass
  - M. Harmonic sequences

VIII. Analyze music with non-functional tonality using 20th century compositional techniques

- A. Cell manipulation
- B. Set theory
- C. Twelve tone serial technique

**B. Reading Assignments:**

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

- I. Assigned textbook related to music theory.
- II. Assigned workbook readings.
- III. Musical scores.
- IV. The Norton/Grove Concise Encyclopedia of Music.
- V. The New Oxford Companion to Music.

**C. Writing Assignments:**

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

- I. The writing of original compositions incorporating new compositional techniques studied.
- II. In-depth analyses of musical works by composers of the late 19th and early 20th centuries.
- III. The realization of complex figured bass with chromatic harmonies and modulations.

**D. Appropriate Outside Assignments:**

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

- I. Reading and writing assignments.
- II. Research and in-depth analyses of musical compositions in each of the various forms and styles

**E. Appropriate Assignments that Demonstrate Critical Thinking:**

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

- I. The composition of original musical works using compositional techniques of the late 19th and early 20th centuries.
- II. The analysis, oral and written, of compositions written by fellow students.
- III. The realization of complex figured basses which modulate and contain chromatic harmonies.
- IV. The analysis of music from the 19th and 20th centuries.

**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 examinations.
- II. Exercises and drills.
- III. Written assignments.
- IV. Analysis project.
- V. In-class presentations.
- VI. 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
- \* Lecture
- \* Lecture Discussion
- \* Other (Specify)
- \* Demonstration
- \* Live and recorded performances in class

### 4. REQUIRED TEXTS AND SUPPLIES:

Textbooks may include, but are not limited to:

#### TEXTBOOKS:

1. Burstein, L. Poundie & Joseph N. Straus. Concise Introduction to Tonal Harmony, 2nd ed. W.W. Norton & Company, 2020, ISBN: 9780393417180
2. Turek, Ralph & Daniel McCarthy. Theory for Today's Musician, 3rd ed. Routledge, 2018, ISBN: 9780815371731

#### MANUALS:

1. Burstein, L. Poundie & Joseph N. Straus. Concise Introduction to Tonal Harmony Workbook, W.W. Norton & Company, 01-01-2020

#### PERIODICALS:

#### SOFTWARE:

#### SUPPLIES:

1. Music manuscript paper, pencils and erasers.

**ORIGINATOR:** Dr. N. Scott Robinson

**CO-CONTRIBUTOR(S)**  
**DATE:** 09/14/2021

Status: Active

Date Printed: 10/26/2022

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 examinations.
- II. Exercises and drills.
- III. Written assignments.
- IV. Analysis project.
- V. In-class presentations.
- VI. 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
- \* Lecture
- \* Lecture Discussion
- \* Other (Specify)
- \* Demonstration
- \* Live and recorded performances in class

### 4. REQUIRED TEXTS AND SUPPLIES:

Textbooks may include, but are not limited to:

#### TEXTBOOKS:

1. Burstein, L. Poundie & Joseph N. Straus. Concise Introduction to Tonal Harmony, 2nd ed. W.W. Norton & Company, 2020, ISBN: 9780393417180
2. Turek, Ralph & Daniel McCarthy. Theory for Today's Musician, 3rd ed. Routledge, 2018, ISBN: 9780815371731

#### MANUALS:

1. Burstein, L. Poundie & Joseph N. Straus. Concise Introduction to Tonal Harmony Workbook, W.W. Norton & Company, 01-01-2020

#### PERIODICALS:

#### SOFTWARE:

#### SUPPLIES:

1. Music manuscript paper, pencils and erasers.

**ORIGINATOR:** Dr. N. Scott Robinson

**ORIGINATION DATE:** 09/14/2021

**PROPOSAL ORIGINATOR:** Dr. N. Scott Robinson

**CO-CONTRIBUTOR(S)**

**PROPOSAL DATE:** 09/25/2022

Status: Launched

Date Printed: 10/26/2022

# Previous Report

SAN DIEGO COMMUNITY COLLEGE DISTRICT

MESA COLLEGE

Course Outline of Record:  
Curriculum Proposal Report

## SECTION I

- I. **Subject Area:** Music
- II. **Course Number:** 248B
- III. **Course Title:** Music Theory IV
- IV. **Disciplines (Instructor Minimum Qualifications):** Music
- V.
- VI. **Family:** NONE
- VII. **Current Short Title:** Music Theory IV
- VIII. **Course Is Active/Where?** MESA
- IX. **Originating Campus:** MESA
- X. **Action Proposed:** Course Revision (May Include Activation)
- XI. **Distance Education Proposed At:** Mesa
- XII. **Proposal Originating Date:** 09/14/2021
- 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:** This course includes structural analysis & study of compositional techniques in the music of the 19th, 20th & 21st centuries.

## SECTION II

### COURSE ENROLLMENT INFORMATION

- I. **Requisites:**  
Prerequisite: MUSI 248A with a grade of "C" or better, or equivalent. Is a successor course in a discipline or cross-discipline sequence  
Advisory: Concurrent enrollment in: MUSI 269B  
Limitation on Enrollment:: This course is not open to students with previous credit for MUSI 258B.
- 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 MUSI 258B.
- VI. **Additional Information:**
- VII. **Additional Textbook Information:** Texts are latest editions

### COURSE ANALYSIS DATA

- I. **Reason for Proposed Action:** Six yr review including: 1) reformat from lecture/lab (2.5 & .5 units respectively) to lecture only, 2) removed family, and 3) review & update texts for currency. NOTE: Dean noted inaccuracies on IS approval screen (courses not reflecting reformat to lecture only; FTEF). Per District courses were moved forward. Please verify that IS screen aligns with CO & CR. (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. Major Requirement - Associate Degree 2. Major Requirement - Baccalaureate Degree 3. Major Requirement - Certificate of Achievement
- V. **Extraordinary Cost to the College:** None.
- VI. **Library Resource Materials:** No new resources required.

### GENERAL EDUCATION ANALYSIS

# Current Report

SAN DIEGO COMMUNITY COLLEGE DISTRICT

MESA COLLEGE

Course Outline of Record:  
Curriculum Proposal Report

## SECTION I

- I. **Subject Area:** Music
- II. **Course Number:** 248B
- III. **Course Title:** Music Theory IV
- IV. **Disciplines (Instructor Minimum Qualifications):** Music
- V.
- VI. **Family:** NONE
- VII. **Current Short Title:** Music Theory IV
- 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:** 09/25/2022
- 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:** This course includes structural analysis & study of compositional techniques in the music of the 19th, 20th & 21st centuries.

## SECTION II

### COURSE ENROLLMENT INFORMATION

- I. **Requisites:**  
Prerequisite: MUSI 248A with a grade of "C" or better, or equivalent. Is a successor course in a discipline or cross-discipline sequence  
Advisory: Concurrent enrollment in: MUSI 269B  
Limitation on Enrollment:: This course is not open to students with previous credit for MUSI 258B.
- 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 MUSI 258B.
- VI. **Additional Information:**
- VII. **Additional Textbook Information:** Texts are latest editions

### COURSE ANALYSIS DATA

- I. **Reason for Proposed Action:** Deactivation including removal of distance ed.
- 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 2. Major Requirement - Baccalaureate Degree 3. Major Requirement - Certificate of Achievement
- V. **Extraordinary Cost to the College:** None.
- VI. **Library Resource Materials:** No new resources required.

### GENERAL EDUCATION ANALYSIS

UC Transfer Course:

Yes

### REQUISITES ANALYSIS

Working knowledge of intermediate level music theory

- I. Course: MUSI 248A Notate and analyze tonicizations and modulations including secondary dominants, secondary leading tone chords, and modulations to closely related keys.
- II. Course: MUSI 248A Analyze musical compositions such as inventions, canons and fugues of the 18th century, by J.S. Bach and others, that use tonal counterpoint and compose music in this style.
- III. Course: MUSI 248A Identify and describe the harmonic developments that took place in musical works of the Classical period including the use of chromatic thirds, modal changes, altered dominants, altered pre-dominants, and change of mode.
- IV. Course: MUSI 248A Analyze and explain the structural forms that evolved in musical compositions of the Classical period, such as sonata form, the rondo, variation technique, binary and ternary forms.
- V. Course: MUSI 248A Analyze and describe the harmonic innovations that took place in the music of the 19th century such as modal borrowing, enharmonic chord functions, linear generation of harmonies and modulations to more distantly related keys.
- VI. Course: MUSI 248A Analyze music that evolved in musical compositions of the Romantic period by composers such as Schubert, Brahms, and Chopin.

Able to recognise elements of music notation aurally at intermediate level

- I. Course: MUSI 269A Sight sing, with numbers or solfege, intermediate level major, chromatic, natural minor, harmonic minor, and melodic minor scales, arpeggiated chords, inverted chords, diatonic melodies, intervals, and rhythms in simple and compound meters while conducting in patterns of 2, 3, or 4.
- II. Course: MUSI 269A Notate triads in all inversions and seventh chords and all intervals, harmonically and melodically.
- III. Course: MUSI 269A Notate from dictation increasingly longer melodies which modulate.
- IV. Course: MUSI 269A Notate eight measure measure diatonic melodies in major and minor keys with increasing complexity in rhythms and larger leaps.
- V. Course: MUSI 269A Notate beat patterns in simple and compound meter, including duple, triple and quadruple subdivisions of the beat, rests, ties, dots, and changing meters, and while conducting.
- VI. Course: MUSI 269A Recognize cadences in major and minor keys.
- VII. Course: MUSI 269A Notate two-part dictation of longer two to four measure diatonic phrases.
- VIII. Course: MUSI 269A Notate longer four-part harmonic dictation in major and minor keys, using all diatonic triads and seventh chords and non-chord tones.
- IX. Course: MUSI 269A Recognize errors in pitch and rhythm in four to ten measure diatonic phrases in major and minor keys.

### 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

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

Weekly

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

UC Transfer Course:

Yes

### REQUISITES ANALYSIS

Working knowledge of intermediate level music theory

Able to recognise elements of music notation aurally at intermediate level

### 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: 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,

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. For Lecture-Lab and Lab courses, all students are expected to show progress at each class for lab assignments. Students will submit audio-visual recordings via free online file transfer software weekly for each class showing their progress in the assigned material.

**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)

MESA

#### 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):** 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:** 09/14/2021

**IV. Last Outline Revision Date:** 11/12/2021

**V. CIC Approval:** 11/12/2021

**VI. BOT Approval:**

**VII. State Approval:**

**VIII. Revised State Approval:**

**IX. Course Approval Effective Date:** Fall 2022

#### SECTION VI

##### CREDIT FOR PRIOR LEARNING

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:** 09/25/2022

**IV. Last Outline Revision Date:** 11/12/2021

**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 COLLEGE  
ASSOCIATE DEGREE COURSE OUTLINE**

**SECTION I****SUBJECT AREA AND COURSE NUMBER:** Music 269B**COURSE TITLE:**

Ear Training IV

**Units:**

1

Letter Grade or Pass/No Pass Option

**CATALOG COURSE DESCRIPTION:**

This course is the fourth semester of a four semester series. Emphasis is on continued development of skills in sight singing melodies which contain all intervals, larger leaps, modality, and non-diatonic tones; melodic dictation of longer phrases which contain modulations, modality, and non-diatonic tone; harmonic identification of all diatonic seventh chords and harmonic dictation of chorale phrases which modulate, and contain secondary dominants, secondary leading tone chords, augmented sixth and neapolitan sixth chords; rhythmic dictation with quarter, eighth, and sixteenth note value, ties, and rests in simple and compound meters; and identification of all triads and seventh chords in all inversions; two-part dictation and error detection. This course is designed for the student pursuing music as a major or for the student interested in enhancing technical knowledge and skills.

**REQUISITES:****Prerequisite:**

MUSI 269A with a grade of "C" or better, or equivalent

**FIELD TRIP REQUIREMENTS:**

May be required

**TRANSFER APPLICABILITY:**

Associate Degree Credit &amp; transfer to CSU UC Transfer Course List

**CID:**

MUS 155

**TOTAL LECTURE HOURS:****TOTAL LAB HOURS:**

48 - 54

**TOTAL CONTACT HOURS:**

48 - 54

**OUTSIDE-OF-CLASS HOURS:****TOTAL STUDENT LEARNING HOURS:**

48 - 54

## STUDENT LEARNING OBJECTIVES:

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

1. Sight sing, with numbers or solfege, in treble, bass, alto, tenor and soprano clefs, major, chromatic, natural minor, harmonic minor, melodic minor and modal scales, arpeggiated triads and seventh chords in all inversions, diatonic melodies, more complex chromatic melodies, intervals, and more complex rhythms in simple and compound meters while conducting in patterns of 2, 3, or 4.
2. Notate harmonic and melodic triads and seventh chords in all inversions and all intervals.
3. Notate from dictation increasingly longer and more complex melodies which modulate or have chromatic tones.
4. Notate more complex beat patterns in simple and compound meter, including duple, triple and quadruple subdivisions of the beat, rests, ties, dots, triplets, supertriplets, and changing meters, while conducting.
5. Recognize and notate cadences in major and minor keys.
6. Notate from dictation longer and more complex four to six measure diatonic two-part phrases.
7. Notate longer four-part harmonic dictation in major and minor keys, using all diatonic triads, seventh chords, non-chord tones, secondary dominants, secondary leading tone chords, augmented sixth chords, and neopolitan sixth chords.
8. Recognize errors in pitch and rhythm in more complex four to ten measure diatonic phrases in major and minor keys that contain chromatic pitches.

## 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. Sing sing

##### A. Scales

1. Major scales, all minor scales and transposed modes
  - a. Scale numbers
  - b. Solfege syllables
  - c. Letter names

##### B. Chords

1. Vocally arpeggiating the triads and seventh chords using solfege
2. Vocally arpeggiating the triads and seventh chords in inversions using solfege
3. Singing chords in harmonized scales with numbers

##### C. Intervals - Sight singing intervals to the octave

##### D. Rhythms

1. Sight singing in simple and compound meters
2. Sight singing triplets in simple meter
3. Duple, triple and quadruple divisions of the beat
4. Sight singing irregular divisions of the beat
5. Sight singing in all meters
6. Sight singing with notes, ties, dots and rests
7. Performing clapping while counting
8. Performing while saying 'Ta' and conducting
9. Performing longer rhythms with changing meters and mixed meters with and without metronome
10. Performing rhythms with triplets, supertriplets, and subtriplets
11. Performing rhythms with borrowed divisions and switching between, duplets, triplets, quartolets, and divisions of 5, 6, 7, and 8 to a beat

##### E. Melodies

1. Sight singing from memory progressively longer phrases with solfege or numbers
2. Sight singing diatonic and chromatic (sharp fourth scale degree and flat seventh scale degree) melodies with all intervals
3. Sight singing in tenor and alto clefs.

4. Sight singing more complex melodies in major and minor keys
5. Conducting while sight singing in patterns of 2, 3, 4, 5, 6, and 7.
6. Sight sing in modes
7. Sight sing atonal chromatic melodies

## II. Dictation

A. Intervals - identify and notate all harmonic and melodic intervals to the octave

B. Chords

1. Identify and notate all triads and seventh chords in all inversions
  - a. Major
  - b. Minor
  - c. Augmented
  - d. Diminished
  - e. Major major seventh chord
  - f. Major minor seventh chord
  - g. Minor minor seventh chord
  - h. Minor major seventh chord
  - i. Minor diminished seventh chord
  - j. Diminished diminished seventh chord

C. Melodies

1. Retaining melodies when played once
2. Notating longer and more complex melodies from mental library
3. Notating more complex diatonic, modal and chromatic melodies
4. Recognizing if a piece ends on tonic
5. Recognizing and notating scale degrees of melody with larger leaps.
6. Retaining tonic for minutes at a time
7. Retaining melodies when played once
8. Notate from dictation increasingly longer and more complex melodies
  - a. Melodies which modulate
  - b. Melodies with chromatic tones
  - c. Modal melodies
9. Notate from dictation atonal/serial elements, such as melodies based on set theory/12-tone row

D. Rhythms

1. Recognizing longer and more complex beat patterns in simple and compound meter
2. Conducting while notating rhythms
3. Notating duple, triple, and quadruple subdivisions of the beat in simple and compound
4. Notating rhythms with dots, ties and rests in simple and compound meter
5. Notating borrowed divisions of the beat (triplets, duplets, quartets, supertriplets, subtriplets)
6. Notating advanced rhythmic elements such as polyrhythms, mixed meters and asymmetrical rhythms

E. Cadences - identify chord quality patterns of the final two chords for each of the cadences in major and minor keys

- F.
1. Perfect authentic cadence
  2. Imperfect authentic cadence
  3. Plagal cadence
  4. Half cadence
  5. Phrygian half cadence
  6. Deceptive cadence

G. Two-part dictation

1. Longer and more complex four to six measure two-part examples in major and minor keys
2. Diatonic in major and minor keys
3. Notating more complex rhythms in two-part musical examples
4. Notating intervals created by two simultaneous musical lines

## III. Four-part dictation

A. Longer four-part harmonic dictation in major and minor keys

B. Notate four voices, soprano, alto tenor, and bass

- C. Notate harmonic function
  - 1. Roman numerals
  - 2. Inversions
- D. All diatonic triads and seventh chords
- E. Non-chord tones
- F. Secondary dominants and secondary leading tone chords
- G. Augmented sixth chords
- H. Neopolitan sixth chords
  - I. Hearing chords in a series - identification of the harmonic function of chords in a four-part example after a single listening
    - 1. Diatonic triads and sevenths
    - 2. Modulations
    - 3. Chromatic chords
- IV. Error detection
  - A. Recognize and correcting errors in pitch and rhythm
  - B. More complex four to ten measure diatonic phrases
  - C. Major and minor keys
  - D. Chromatic pitches

**B. Reading Assignments:**

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

- I. Assigned textbook related to ear training.
- II. User manual for Practica Musica.

**C. Writing Assignments:**

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

- I. The dictation of musical excerpts performed instrumentally or vocally.
- II. The accurate notation of more complex single-line rhythmic, melodic and harmonic elements.
- III. The accurate notation of longer and more complex two-part and four-part melodies.

**D. Appropriate Outside Assignments:**

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

- I. Assignments in Practica Musica.
- II. Sight singing of melodies, rhythms and scales.

**E. Appropriate Assignments that Demonstrate Critical Thinking:**

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

- I. Conceptualize at sight the melodic and rhythmic elements of moderately difficult musical phrases and demonstrate by singing the phrase.
- II. Accurately notate more complex, chromatic and modal melodies from dictation.
- III. Analysis of melodic, rhythmic and harmonic elements of original compositions.
- IV. Harmonic analysis of four-part dictation examples.

**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. Dictation and sight singing quizzes and exams.
- II. Class vocal performances.
- III. Writing assignments.
- IV. 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
- \* Other (Specify)
- \* Demonstration
- \* Dictation
- \* Interactive computer/keyboard drills

#### **4. REQUIRED TEXTS AND SUPPLIES:**

Textbooks may include, but are not limited to:

##### **TEXTBOOKS:**

1. Bach, Johann S. 371 Four-Part Chorales, Vol. 1 Nos. 1-198 (for Organ or Piano), Kalmus Edition ed. Alfred Music, 1985, ISBN: 9780769240916
2. Crowell, Benjamin. Eyes and Ears: An Anthology of Melodies for Sight-Singing, Benjamin Crowell, 2009, ISBN: B002ACM42U
3. Krueger, Carol. Progressive Sight Singing, Oxford University Press, 2016, ISBN: 9780199395163

##### **MANUALS:**

1. Ramstrum, Momilani. Ear Training Handbook, Wave Media LLC, 01-01-2017

##### **PERIODICALS:**

##### **SOFTWARE:**

##### **SUPPLIES:**

1. Music manuscript paper.

**ORIGINATOR:** Dr. N. Scott Robinson

**ORIGINATION DATE:** 11/06/2019

**PROPOSAL ORIGINATOR:** Dr. N. Scott Robinson

**CO-CONTRIBUTOR(S)**

**PROPOSAL DATE:** 09/25/2022

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

**COURSE TO BE PROPOSED: MUSI 269B**  
Ear Training IV

**ACTIVE/APPROVED COURSES IMPACTED:**

MUSI 269B Ear Training IV (29348)

Advisory: Concurrent enrollment in  
MUSI 248B (Active)

**ACTIVE/APPROVED/PROPOSED PROGRAMS IMPACTED:**

( Mesa )

Music \*Active\*;  
**Associate in Arts for Transfer Degree**

CATEGORY A: Select 3-4 units from the following:

( Mesa )

Music Studies - Performance \*Active\*;  
**Associate of Arts Degree**

Courses Required for the Major:

( Mesa )

Music Theory \*Active\*;  
**Certificate of Achievement**

Major Courses

SAN DIEGO COMMUNITY COLLEGE DISTRICT

MESA COLLEGE

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

**SECTION I**

- I. **Subject Area:** Music
- II. **Course Number:** 269B
- III. **Course Title:** Ear Training IV
- IV. **Disciplines (Instructor Minimum Qualifications):** Music
- V.
- VI. **Family:** CHROM EAR TRAIN (Chromatic Ear Training-MUSI)
- VII. **Current Short Title:** Ear Training IV
- 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:** 09/25/2022
- 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:** A continuation of Music 269A.

**SECTION II**

**COURSE ENROLLMENT INFORMATION**

- I. **Requisites:**  
Prerequisite: MUSI 269A with a grade of "C" or better, or equivalent. Is a successor course in a discipline or cross-discipline sequence
- 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:** All texts are latest editions

**COURSE ANALYSIS DATA**

- I. **Reason for Proposed Action:** Deactivation including removal of distance ed.
- 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. Course is not included in required units for major
- V. **Extraordinary Cost to the College:** None.
- VI. **Library Resource Materials:** .

**GENERAL EDUCATION ANALYSIS**

**UC Transfer Course:**  
Yes

**REQUISITES ANALYSIS**

Intermediate level ear training skills

**SECTION III**

**COURSE DISTANCE EDUCATION INFORMATION**

I. None

## **SECTION IV**

### **COURSE STUDENT LEARNING OUTCOME(S)**

#### **MESA**

- Students will develop Critical Thinking skills by notating intermediate/advanced music, melodic lines, four part dictation, and rhythmic dictation.
- Students will develop Communication skills by sightsinging intermediate/advanced music and short scales with 2nds, 3rds, 4ths, 5ths, and 8vas.

## **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):** Program-applicable

**Course Gen Education Status (CB25):**

**Course Support Course Status (CB26):**

**Major Restriction Code:** NONE

#### **II. Lab Units: 1.00**

**Total Units:** 1

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

**Lab Hours Min:** 48.00 **Max:** 54.00

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

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

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

**Total Student Learning Hours Min:** 48.00 **Max:** 54.00

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

**FTEF Lab Min:** 0.2000 **Max:**

**FTEF Total Min:** 0.2000 **Max:**

#### **III. Last Time Pre/Co Requisite Update:** 09/25/2022

#### **IV. Last Outline Revision Date:** 03/26/2020

#### **V. CIC Approval:**

#### **VI. BOT Approval:**

#### **VII. State Approval:**

#### **VIII. Revised State Approval:**

#### **IX. Course Approval Effective Date:**

## **SECTION VI**

### **CREDIT FOR PRIOR LEARNING**

MUSI 269B

### Previous Report

CIC Approval: 03/26/2020  
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:** Music 269B

**COURSE TITLE:**  
Ear Training IV

**Units:**  
1

Letter Grade or Pass/No Pass Option

#### CATALOG COURSE DESCRIPTION:

This course is the fourth semester of a four semester series. Emphasis is on continued development of skills in sight singing melodies which contain all intervals, larger leaps, modality, and non-diatonic tones; melodic dictation of longer phrases which contain modulations, modality, and non-diatonic tone; harmonic identification of all diatonic seventh chords and harmonic dictation of chorale phrases which modulate, and contain secondary dominants, secondary leading tone chords, augmented sixth and neapolitan sixth chords; rhythmic dictation with quarter, eighth, and sixteenth note value, ties, and rests in simple and compound meters; and identification of all triads and seventh chords in all inversions; two-part dictation and error detection. This course is designed for the student pursuing music as a major or for the student interested in enhancing technical knowledge and skills.

#### REQUISITES:

**Prerequisite:**

MUSI 269A 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:

MUS 155

#### TOTAL LECTURE HOURS:

#### TOTAL LAB HOURS:

48 - 54

#### TOTAL CONTACT HOURS:

48 - 54

#### OUTSIDE-OF-CLASS HOURS:

#### TOTAL STUDENT LEARNING HOURS:

48 - 54

#### STUDENT LEARNING OBJECTIVES:

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

1. Sight sing, with numbers or solfege, in treble, bass, alto, tenor and soprano clefs, major, chromatic, natural minor, harmonic minor, melodic minor and modal scales, arpeggiated triads and seventh chords in all inversions, diatonic melodies, more complex chromatic melodies, intervals, and more complex rhythms in simple and compound meters while conducting in patterns of 2, 3, or 4.
2. Notate harmonic and melodic triads and seventh chords in all inversions and all intervals.

### Current Report

MUSI 269B

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:** Music 269B

**COURSE TITLE:**  
Ear Training IV

**Units:**  
1

Letter Grade or Pass/No Pass Option

#### CATALOG COURSE DESCRIPTION:

This course is the fourth semester of a four semester series. Emphasis is on continued development of skills in sight singing melodies which contain all intervals, larger leaps, modality, and non-diatonic tones; melodic dictation of longer phrases which contain modulations, modality, and non-diatonic tone; harmonic identification of all diatonic seventh chords and harmonic dictation of chorale phrases which modulate, and contain secondary dominants, secondary leading tone chords, augmented sixth and neapolitan sixth chords; rhythmic dictation with quarter, eighth, and sixteenth note value, ties, and rests in simple and compound meters; and identification of all triads and seventh chords in all inversions; two-part dictation and error detection. This course is designed for the student pursuing music as a major or for the student interested in enhancing technical knowledge and skills.

#### REQUISITES:

**Prerequisite:**

MUSI 269A 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:

MUS 155

#### TOTAL LECTURE HOURS:

#### TOTAL LAB HOURS:

48 - 54

#### TOTAL CONTACT HOURS:

48 - 54

#### OUTSIDE-OF-CLASS HOURS:

#### TOTAL STUDENT LEARNING HOURS:

48 - 54

#### STUDENT LEARNING OBJECTIVES:

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

1. Sight sing, with numbers or solfege, in treble, bass, alto, tenor and soprano clefs, major, chromatic, natural minor, harmonic minor, melodic minor and modal scales, arpeggiated triads and seventh chords in all inversions, diatonic melodies, more complex chromatic melodies, intervals, and more complex rhythms in simple and compound meters while conducting in patterns of 2, 3, or 4.
2. Notate harmonic and melodic triads and seventh chords in all inversions and all intervals.
3. Notate from dictation increasingly longer and more complex melodies which modulate or have chromatic tones.
4. Notate more complex beat patterns in simple and compound meter, including duple, triple and quadruple

3. Notate from dictation increasingly longer and more complex melodies which modulate or have chromatic tones.
4. Notate more complex beat patterns in simple and compound meter, including duple, triple and quadruple subdivisions of the beat, rests, ties, dots, triplets, supertriplets, and changing meters, while conducting.
5. Recognize and notate cadences in major and minor keys.
6. Notate from dictation longer and more complex four to six measure diatonic two-part phrases.
7. Notate longer four-part harmonic dictation in major and minor keys, using all diatonic triads, seventh chords, non-chord tones, secondary dominants, secondary leading tone chords, augmented sixth chords, and neopolitan sixth chords.
8. Recognize errors in pitch and rhythm in more complex four to ten measure diatonic phrases in major and minor keys that contain chromatic pitches.

## 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. Sing sing

##### A. Scales

1. Major scales all minor scales and transposed modes
  - a. Scale numbers
  - b. Solfege syllables
  - c. Letter names

##### B. Chords

1. Vocally arpeggiating the triads and seventh chords using solfege
2. Vocally arpeggiating the triads and seventh chords in inversions using solfege
3. Singing chords in harmonized scales with numbers

##### C. Intervals - Sight singing intervals to the octave

##### D. Rhythms

1. Sight singing in simple and compound meters
2. Sight singing triplets in simple meter
3. Duple triple and quadruple divisions of the beat
4. Sight singing irregular divisions of the beat
5. Sight singing in all meters
6. Sight singing with notes ties dots and rests
7. Performing clapping while counting
8. Performing while saying 'Ta' and conducting
9. Performing longer rhythms with changing meters and mixed meters with and without metronome
10. Performing rhythms with triplets supertriplets and subtriplets
11. Performing rhythms with borrowed divisions and switching between duplets triplets quartets and divisions of 5 6 7 and 8 to a beat

##### E. Melodies

1. Sight singing from memory progressively longer phrases with solfege or numbers
2. Sight singing diatonic and chromatic (sharp fourth scale degree and flat seventh scale degree) melodies with all intervals
3. Sight singing in tenor and alto clefs.
4. Sight singing more complex melodies in major and minor keys
5. Conducting while sight singing in patterns of 2 3 4 5 6 and 7.
6. Sight sing in modes
7. Sight sing atonal chromatic melodies

#### II. Dictation

##### A. Intervals - identify and notate all harmonic and melodic intervals to the octave

##### B. Chords

1. Identify and notate all triads and seventh chords in all inversions
  - a. Major
  - b. Minor
  - c. Augmented
  - d. Diminished
  - e. Major major seventh chord
  - f. Major minor seventh chord
  - g. Minor minor seventh chord
  - h. Minor major seventh chord
  - i. Minor diminished seventh chord
  - j. Diminished diminished seventh chord

##### C. Melodies

1. Retaining melodies when played once
2. Notating longer and more complex melodies from mental library
3. Notating more complex diatonic modal and chromatic melodies
4. Recognizing if a piece ends on tonic

subdivisions of the beat, rests, ties, dots, triplets, supertriplets, and changing meters, while conducting.

5. Recognize and notate cadences in major and minor keys.

6. Notate from dictation longer and more complex four to six measure diatonic two-part phrases.

7. Notate longer four-part harmonic dictation in major and minor keys, using all diatonic triads, seventh chords, non-chord tones, secondary dominants, secondary leading tone chords, augmented sixth chords, and neopolitan sixth chords.

8. Recognize errors in pitch and rhythm in more complex four to ten measure diatonic phrases in major and minor keys that contain chromatic pitches.

## 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. Sing sing

##### A. Scales

1. Major scales all minor scales and transposed modes
  - a. Scale numbers
  - b. Solfege syllables
  - c. Letter names

##### B. Chords

1. Vocally arpeggiating the triads and seventh chords using solfege
2. Vocally arpeggiating the triads and seventh chords in inversions using solfege
3. Singing chords in harmonized scales with numbers

##### C. Intervals - Sight singing intervals to the octave

##### D. Rhythms

1. Sight singing in simple and compound meters
2. Sight singing triplets in simple meter
3. Duple triple and quadruple divisions of the beat
4. Sight singing irregular divisions of the beat
5. Sight singing in all meters
6. Sight singing with notes ties dots and rests
7. Performing clapping while counting
8. Performing while saying 'Ta' and conducting
9. Performing longer rhythms with changing meters and mixed meters with and without metronome
10. Performing rhythms with triplets supertriplets and subtriplets
11. Performing rhythms with borrowed divisions and switching between duplets triplets quartets and divisions of 5 6 7 and 8 to a beat

##### E. Melodies

1. Sight singing from memory progressively longer phrases with solfege or numbers
2. Sight singing diatonic and chromatic (sharp fourth scale degree and flat seventh scale degree) melodies with all intervals
3. Sight singing in tenor and alto clefs.
4. Sight singing more complex melodies in major and minor keys
5. Conducting while sight singing in patterns of 2 3 4 5 6 and 7.
6. Sight sing in modes
7. Sight sing atonal chromatic melodies

#### II. Dictation

##### A. Intervals - identify and notate all harmonic and melodic intervals to the octave

##### B. Chords

1. Identify and notate all triads and seventh chords in all inversions
  - a. Major
  - b. Minor
  - c. Augmented
  - d. Diminished
  - e. Major major seventh chord
  - f. Major minor seventh chord
  - g. Minor minor seventh chord
  - h. Minor major seventh chord
  - i. Minor diminished seventh chord
  - j. Diminished diminished seventh chord

##### C. Melodies

1. Retaining melodies when played once
2. Notating longer and more complex melodies from mental library
3. Notating more complex diatonic modal and chromatic melodies
4. Recognizing if a piece ends on tonic
5. Recognizing and notating scale degrees of melody with larger leaps.

5. Recognizing and notating scale degrees of melody with larger leaps.
  6. Retaining tonic for minutes at a time
  7. Retaining melodies when played once
  8. Notate from dictation increasingly longer and more complex melodies
    - a. Melodies which modulate
    - b. Melodies with chromatic tones
    - c. Modal melodies
  9. Notate from dictation atonal/serial elements such as melodies based on set theory/12-tone row
- D. Rhythms**
1. Recognizing longer and more complex beat patterns in simple and compound meter
  2. Conducting while notating rhythms
  3. Notating duple triple and quadruple subdivisions of the beat in simple and compound
  4. Notating rhythms with dots ties and rests in simple and compound meter
  5. Notating borrowed divisions of the beat (triplets duplets quaterlets supertriplets subtriplets)
  6. Notating advanced rhythmic elements such as polyrhythms mixed meters and asymmetrical rhythms
- E. Cadences - identify chord quality patterns of the final two chords for each of the cadences in major and minor keys**
1. Perfect authentic cadence
  2. Imperfect authentic cadence
  3. Plagal cadence
  4. Half cadence
  5. Phrygian half cadence
  6. Deceptive cadence
- G. Two-part dictation**
1. Longer and more complex four to six measure two-part examples in major and minor keys
  2. Diatonic in major and minor keys
  3. Notating more complex rhythms in two-part musical examples
  4. Notating intervals created by two simultaneous musical lines
- III. Four-part dictation**
- A. Longer four-part harmonic dictation in major and minor keys
  - B. Notate four voices soprano alto tenor and bass
  - C. Notate harmonic function
    1. Roman numerals
    2. Inversions
  - D. All diatonic triads and seventh chords
  - E. Non-chord tones
  - F. Secondary dominants and secondary leading tone chords
  - G. Augmented sixth chords
  - H. Neopolitan sixth chords
  - I. Hearing chords in a series - identification of the harmonic function of chords in a four-part example after a single listening
    1. Diatonic triads and sevenths
    2. Modulations
    3. Chromatic chords
- IV. Error detection**
- A. Recognize and correcting errors in pitch and rhythm
  - B. More complex four to ten measure diatonic phrases
  - C. Major and minor keys
  - D. Chromatic pitches
- B. Reading Assignments:**  
Reading assignments are required and may include, but are not limited to, the following:
- I. Assigned textbook related to ear training.
  - II. User manual for Practica Musica.
- C. Writing Assignments:**  
Writing assignments are required and may include, but are not limited to, the following:
- I. The dictation of musical excerpts performed instrumentally or vocally.
  - II. The accurate notation of more complex single-line rhythmic, melodic and harmonic elements.
  - III. The accurate notation of longer and more complex two-part and four-part melodies.
- D. Appropriate Outside Assignments:**  
Outside assignments may include, but are not limited to, the following:
- I. Assignments in Practica Musica.
  - II. Sight singing of melodies, rhythms and scales.
- E. Appropriate Assignments that Demonstrate Critical Thinking:**  
Critical thinking assignments are required and may include, but are not limited to, the following:

6. Retaining tonic for minutes at a time
  7. Retaining melodies when played once
  8. Notate from dictation increasingly longer and more complex melodies
    - a. Melodies which modulate
    - b. Melodies with chromatic tones
    - c. Modal melodies
  9. Notate from dictation atonal/serial elements such as melodies based on set theory/12-tone row
- D. Rhythms**
1. Recognizing longer and more complex beat patterns in simple and compound meter
  2. Conducting while notating rhythms
  3. Notating duple triple and quadruple subdivisions of the beat in simple and compound
  4. Notating rhythms with dots ties and rests in simple and compound meter
  5. Notating borrowed divisions of the beat (triplets duplets quaterlets supertriplets subtriplets)
  6. Notating advanced rhythmic elements such as polyrhythms mixed meters and asymmetrical rhythms
- E. Cadences - identify chord quality patterns of the final two chords for each of the cadences in major and minor keys**
1. Perfect authentic cadence
  2. Imperfect authentic cadence
  3. Plagal cadence
  4. Half cadence
  5. Phrygian half cadence
  6. Deceptive cadence
- G. Two-part dictation**
1. Longer and more complex four to six measure two-part examples in major and minor keys
  2. Diatonic in major and minor keys
  3. Notating more complex rhythms in two-part musical examples
  4. Notating intervals created by two simultaneous musical lines
- III. Four-part dictation**
- A. Longer four-part harmonic dictation in major and minor keys
  - B. Notate four voices soprano alto tenor and bass
  - C. Notate harmonic function
    1. Roman numerals
    2. Inversions
  - D. All diatonic triads and seventh chords
  - E. Non-chord tones
  - F. Secondary dominants and secondary leading tone chords
  - G. Augmented sixth chords
  - H. Neopolitan sixth chords
  - I. Hearing chords in a series - identification of the harmonic function of chords in a four-part example after a single listening
    1. Diatonic triads and sevenths
    2. Modulations
    3. Chromatic chords
- IV. Error detection**
- A. Recognize and correcting errors in pitch and rhythm
  - B. More complex four to ten measure diatonic phrases
  - C. Major and minor keys
  - D. Chromatic pitches
- B. Reading Assignments:**  
Reading assignments are required and may include, but are not limited to, the following:
- I. Assigned textbook related to ear training.
  - II. User manual for Practica Musica.
- C. Writing Assignments:**  
Writing assignments are required and may include, but are not limited to, the following:
- I. The dictation of musical excerpts performed instrumentally or vocally.
  - II. The accurate notation of more complex single-line rhythmic, melodic and harmonic elements.
  - III. The accurate notation of longer and more complex two-part and four-part melodies.
- D. Appropriate Outside Assignments:**  
Outside assignments may include, but are not limited to, the following:
- I. Assignments in Practica Musica.
  - II. Sight singing of melodies, rhythms and scales.
- E. Appropriate Assignments that Demonstrate Critical Thinking:**  
Critical thinking assignments are required and may include, but are not limited to, the following:

- I. Conceptualize at sight the melodic and rhythmic elements of moderately difficult musical phrases and demonstrate by singing the phrase.
- II. Accurately notate more complex, chromatic and modal melodies from dictation.
- III. Analysis of melodic, rhythmic and harmonic elements of original compositions.
- IV. Harmonic analysis of four-part dictation examples.

## 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. Dictation and sight singing quizzes and exams.
- II. Class vocal performances.
- III. Writing assignments.
- IV. 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
- \* Other (Specify)
- \* Demonstration
- \* Dictation
- \* Interactive computer/keyboard drills

## 4. REQUIRED TEXTS AND SUPPLIES:

Textbooks may include, but are not limited to:

### TEXTBOOKS:

1. Bach, Johann S. 371 Four-Part Chorales, Vol. 1 Nos. 1-198 (for Organ or Piano), Kalmus Edition ed. Alfred Music, 1985, ISBN: 9780769240916
2. Crowell, Benjamin. Eyes and Ears: An Anthology of Melodies for Sight-Singing, Benjamin Crowell, 2009, ISBN: B002ACM42U
3. Krueger, Carol. Progressive Sight Singing, Oxford University Press, 2016, ISBN: 9780199395163

### MANUALS:

1. Ramstrum, Momilani. Ear Training Handbook, Wave Media LLC, 01-01-2017

### PERIODICALS:

### SOFTWARE:

### SUPPLIES:

1. Music manuscript paper.

ORIGINATOR: Dr. N. Scott Robinson

CO-CONTRIBUTOR(S)

DATE: 11/06/2019

Status: Active

Date Printed: 10/26/2022

- I. Conceptualize at sight the melodic and rhythmic elements of moderately difficult musical phrases and demonstrate by singing the phrase.
- II. Accurately notate more complex, chromatic and modal melodies from dictation.
- III. Analysis of melodic, rhythmic and harmonic elements of original compositions.
- IV. Harmonic analysis of four-part dictation examples.

## 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. Dictation and sight singing quizzes and exams.
- II. Class vocal performances.
- III. Writing assignments.
- IV. 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
- \* Other (Specify)
- \* Demonstration
- \* Dictation
- \* Interactive computer/keyboard drills

## 4. REQUIRED TEXTS AND SUPPLIES:

Textbooks may include, but are not limited to:

### TEXTBOOKS:

1. Bach, Johann S. 371 Four-Part Chorales, Vol. 1 Nos. 1-198 (for Organ or Piano), Kalmus Edition ed. Alfred Music, 1985, ISBN: 9780769240916
2. Crowell, Benjamin. Eyes and Ears: An Anthology of Melodies for Sight-Singing, Benjamin Crowell, 2009, ISBN: B002ACM42U
3. Krueger, Carol. Progressive Sight Singing, Oxford University Press, 2016, ISBN: 9780199395163

### MANUALS:

1. Ramstrum, Momilani. Ear Training Handbook, Wave Media LLC, 01-01-2017

### PERIODICALS:

### SOFTWARE:

### SUPPLIES:

1. Music manuscript paper.

ORIGINATOR: Dr. N. Scott Robinson

ORIGINATION DATE: 11/06/2019

PROPOSAL ORIGINATOR: Dr. N. Scott Robinson

CO-CONTRIBUTOR(S)

PROPOSAL DATE: 09/25/2022

Status: Launched

Date Printed: 10/26/2022

# Previous Report

SAN DIEGO COMMUNITY COLLEGE DISTRICT

MESA COLLEGE

Course Outline of Record:  
Curriculum Proposal Report

## SECTION I

- I. **Subject Area:** Music
- II. **Course Number:** 269B
- III. **Course Title:** Ear Training IV
- IV. **Disciplines (Instructor Minimum Qualifications):** Music
- V.
- VI. **Family:** CHROM EAR TRAIN (Chromatic Ear Training-MUSI)
- VII. **Current Short Title:** Advanced Ear Training IV **Proposed Short Title:** Ear Training IV
- VIII. **Course Is Active/Where?** MESA
- IX. **Originating Campus:** MESA
- X. **Action Proposed:** Course Revision (May Include Activation)
- XI. **Distance Education Proposed At:** Mesa
- XII. **Proposal Originating Date:** 11/06/2019
- XIII. **Proposed Start Semester:** Fall 2021
- XIV. **Field Trip:** May be required
- XV. **Grading Option:** Letter Grade or Pass/No Pass Option
- XVI. **Current Short Description:** A continuation of Music 269A.

## SECTION II

### COURSE ENROLLMENT INFORMATION

- I. **Requisites:**  
Prerequisite: MUSI 269A with a grade of "C" or better, or equivalent. Is a successor course in a discipline or cross-discipline sequence
- 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:** All texts are latest editions

### COURSE ANALYSIS DATA

- I. **Reason for Proposed Action:** Six year review including title revision and review/update of texts. (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. Course is not included in required units for major
- V. **Extraordinary Cost to the College:** none.
- VI. **Library Resource Materials:** .

### GENERAL EDUCATION ANALYSIS

UC Transfer Course:  
Yes

### REQUISITES ANALYSIS

# Current Report

SAN DIEGO COMMUNITY COLLEGE DISTRICT

MESA COLLEGE

Course Outline of Record:  
Curriculum Proposal Report

## SECTION I

- I. **Subject Area:** Music
- II. **Course Number:** 269B
- III. **Course Title:** Ear Training IV
- IV. **Disciplines (Instructor Minimum Qualifications):** Music
- V.
- VI. **Family:** CHROM EAR TRAIN (Chromatic Ear Training-MUSI)
- VII. **Current Short Title:** Ear Training IV
- 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:** 09/25/2022
- 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:** A continuation of Music 269A.

## SECTION II

### COURSE ENROLLMENT INFORMATION

- I. **Requisites:**  
Prerequisite: MUSI 269A with a grade of "C" or better, or equivalent. Is a successor course in a discipline or cross-discipline sequence
- 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:** All texts are latest editions

### COURSE ANALYSIS DATA

- I. **Reason for Proposed Action:** Deactivation including removal of distance ed.
- 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. Course is not included in required units for major
- V. **Extraordinary Cost to the College:** None.
- VI. **Library Resource Materials:** .

### GENERAL EDUCATION ANALYSIS

UC Transfer Course:  
Yes

### REQUISITES ANALYSIS

## Intermediate level ear training skills

- I. Course: MUSI 269A Sight sing, with numbers or solfege, intermediate level major, chromatic, natural minor, harmonic minor, and melodic minor scales, arpeggiated chords, inverted chords, diatonic melodies, intervals, and rhythms in simple and compound meters while conducting in patterns of 2, 3, or 4.
- II. Course: MUSI 269A Notate triads in all inversions and seventh chords and all intervals, harmonically and melodically.
- III. Course: MUSI 269A Notate from dictation increasingly longer melodies which modulate.
- IV. Course: MUSI 269A Notate beat patterns in simple and compound meter, including duple, triple and quadruple subdivisions of the beat, rests, ties, dots, and changing meters, and while conducting.
- V. Course: MUSI 269A Recognize cadences in major and minor keys.

### 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. Chat Rooms  
Frequent
2. Discussion Board  
At least weekly
3. Email/Message System  
Frequent
4. Synchronous or Asynchronous Video  
Frequent

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. For Lecture-Lab and Lab courses, all students are expected to show progress at each class for lab assignments. Students will submit audio-visual recordings via free online file transfer software weekly for each class showing their progress in the assigned material.

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)

##### MESA

- Students will develop Critical Thinking skills by notating intermediate/advanced music, melodic lines, four part dictation, and rhythmic dictation.
- Students will develop Communication skills by sightsinging intermediate/advanced music and short scales with 2nds, 3rds, 4ths, 5ths, and 8vas.

## Intermediate level ear training skills

### SECTION III

#### COURSE DISTANCE EDUCATION INFORMATION

- I. None

### SECTION IV

#### COURSE STUDENT LEARNING OUTCOME(S)

##### MESA

- Students will develop Critical Thinking skills by notating intermediate/advanced music, melodic lines, four part dictation, and rhythmic dictation.
- Students will develop Communication skills by sightsinging intermediate/advanced music and short scales with 2nds, 3rds, 4ths, 5ths, and 8vas.

### 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):** Program-applicable

**Course Gen Education Status (CB25):**

**Course Support Course Status (CB26):**

**Major Restriction Code:** NONE

**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): Program-applicable

Course Gen Education Status (CB25):

Course Support Course Status (CB26):

Major Restriction Code: NONE

**II. Lab Units: 1.00**

Total Units: 1

Lecture Hours Min: 0.00 Max: 0.00

Lab Hours Min: 48.00 Max: 54.00

Other Hours Min: 0.00 Max:0.00

Total Contact Hours Min: 48.00 Max:54.00

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

Total Student Learning Hours Min: 48.00 Max: 54.00

FTEF Lecture Min: 0.0000 Max:

FTEF Lab Min: 0.2000 Max:

FTEF Total Min: 0.2000 Max:

III. Last Time Pre/Co Requisite Update: 11/18/2019

IV. Last Outline Revision Date: 03/26/2020

V. CIC Approval: 03/26/2020

VI. BOT Approval:

VII. State Approval:

VIII. Revised State Approval:

IX. Course Approval Effective Date: Fall 2021

**SECTION VI**

**CREDIT FOR PRIOR LEARNING**

**II. Lab Units: 1.00**

Total Units: 1

Lecture Hours Min: 0.00 Max: 0.00

Lab Hours Min: 48.00 Max: 54.00

Other Hours Min: 0.00 Max:0.00

Total Contact Hours Min: 48.00 Max:54.00

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

Total Student Learning Hours Min: 48.00 Max: 54.00

FTEF Lecture Min: 0.0000 Max:

FTEF Lab Min: 0.2000 Max:

FTEF Total Min: 0.2000 Max:

III. Last Time Pre/Co Requisite Update: 09/25/2022

IV. Last Outline Revision Date: 03/26/2020

V. CIC Approval:

VI. BOT Approval:

VII. State Approval:

VIII. Revised State Approval:

IX. Course Approval Effective Date:

**SECTION VI**

**CREDIT FOR PRIOR LEARNING**

Three horizontal bars representing a form for CREDIT FOR PRIOR LEARNING. The top bar is light blue, the middle bar is light green, and the bottom bar is light yellow.

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

**SECTION I****SUBJECT AREA AND COURSE NUMBER:** Spanish 202**COURSE TITLE:**

Fourth Course in Spanish

**Units:**

5

Letter Grade or Pass/No Pass Option

**CATALOG COURSE DESCRIPTION:**

This interactive course is the fourth in the Spanish language series. Emphasis is placed on the use of complex language structures and vocabulary to communicate beyond casual conversation and to express opinions and offer hypothetical possibilities related to abstract issues and plans, cultural norms and values, and interpersonal relationships. Students are encouraged to think critically by analyzing linguistic structures and making cross cultural comparisons related to the Spanish speaking world. This course is intended for students majoring in Spanish and anyone interested in gaining proficiency in the Spanish language for academic purposes and/or personal enrichment.

**REQUISITES:****Prerequisite:**

SPAN 201 with a grade of "C" or better, or equivalent

**Limitation on Enrollment:**

This course is not open to students with previous credit for SPAN 200

**FIELD TRIP REQUIREMENTS:**

May be required

**TRANSFER APPLICABILITY:**

Associate Degree Credit &amp; transfer to CSU CSU General Education IGETC UC Transfer Course List

**CID:**

SPAN 210

**TOTAL LECTURE HOURS:**

80 - 90

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

80 - 90

**OUTSIDE-OF-CLASS HOURS:**

160 - 180

**TOTAL STUDENT LEARNING HOURS:**

**STUDENT LEARNING OBJECTIVES:**

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

1. Speak, write, read, and listen in Spanish at a high-intermediate level.
2. Distinguish between the preterite and the imperfect and choose the appropriate tense when narrating past events.
3. Use adverbial clauses with the subjunctive and the past subjunctive to narrate events that might have happened in the past and to propose hypothetical situations in the past.
4. Select and apply a variety of tenses to express opinions and offer hypothetical possibilities related to abstract issues and plans, cultural norms and values, and interpersonal relationships.
5. Use prepositions, verbs that take prepositions, and reflexive verbs in spoken and written Spanish.
6. Compare and contrast linguistic structures found throughout the Spanish speaking world and analyze the ways in which those structures are reflections of cultural nuances.
7. Analyze common word choices among Spaniards and compare them to those commonly chosen by Spanish speakers throughout other parts of the Spanish speaking world.
8. Analyze and actively participate in discussion of major works of Spanish and Spanish American literary texts.

**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. Vocabulary for complex conversations
  - A. Human relationships
    1. Feelings
    2. Passions
    3. Compliments
  - B. Civic participation and global action
  - C. Environmental issues
  - D. Technology and communication in the Spanish speaking world
  - E. Political life and young Hispanic people
  - F. Idioms and expressions versus Anglicism
- II. Review of grammatical structures
  - A. Preterit and imperfect
  - B. Future tense
  - C. Conditional tense
  - D. Past participle
  - E. Present subjunctive
  - F. Comparisons
  - G. Irregular verbs
- III. Complex grammatical structures
  - A. Direct and indirect object nouns and pronouns
  - B. Subjunctive in adverbial clauses
    1. *Antes de que*
    2. *Sin que*
    3. *Para que*
    4. *A menos que*
    5. *Con tal de que*
    6. *En caso de que*
  - C. Indicative versus subjunctive in adverbial clauses
    1. *Tan pronto como*
    2. *Hasta que*
    3. *En cuanto*
    4. *Despues de que*

- D. Subjunctive in adjective clauses
  - 1. Antecedent existent
  - 2. Antecedent non existent
- E. Reflexive and reciprocal pronouns
- F. Relative pronouns
- G. Past participle
- H. Present perfect
  - I. Past subjunctive
- J. Conditional
- K. Prepositions and verbs that take prepositions
  - 1. *a*
  - 2. *antes de*
  - 3. *con*
  - 4. *de*
  - 5. *despues de*
  - 6. *durante*
  - 7. *en*
  - 8. *hasta*
  - 9. *para*
  - 10. *por*
- L. *Saber* and *conocer*
- M. *Gustar* verb and verbs like *gustar*
  - 1. *Aburrir*
  - 2. *Caer bien/mal*
  - 3. *Dar asco*
  - 4. *Dar igual*
  - 5. *Encantar*
  - 6. *Fasitidiar*
  - 7. *Interesar*
  - 8. *Preocupar*
  - 9. *Asustar*
  - 10. *Convenir*
  - 11. *Dar ganas de*
  - 12. *Disgustar*
  - 13. *Fascinar*
  - 14. *Importar*
  - 15. *Molestar*
  - 16. *Sorprender*

IV. Cross-cultural analysis and comparisons may include, but are not limited to:

- A. Cultural and ethnic origins comparisons throughout the Spanish speaking world
- B. Cross-cultural comparisons as reflected in film, music, and art
- C. Cross-cultural comparisons of family and generational issues
- D. Spanish and Spanish American literature including primary texts and introduction to literary analysis
- E. Life throughout the Spanish speaking world from a social and cultural comparative perspective
- F. The identity of urban tribes (emos, pokemones, hiphoperos, góticos, otakus, punkies...) throughout the Spanish speaking world

**B. Reading Assignments:**

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

- I. Short literary readings in Spanish such as poetry, novellas, or short stories.
- II. Assigned readings from the textbook that require students to interpret the content and integrate the vocabulary and grammar presented in class.
- III. Short readings in Spanish from periodicals, magazines, or the Internet related to current issues throughout the Spanish speaking world.

**C. Writing Assignments:**

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

- I. Exercises that require the student to differentiate, categorize, and integrate high-intermediate level Spanish vocabulary and grammar.
- II. Expository and/or persuasive essays that integrate high-intermediate level grammatical structures and vocabulary, including the presentation of hypothetical situations in the past, present, and future.
- III. Authentic materials such as business letters, resumes, and/or short narratives in Spanish.

**D. Appropriate Outside Assignments:**

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

- I. Reading, writing, and listening comprehension assignments.
- II. Memorization of Spanish vocabulary, verb tenses and idiomatic expressions.
- III. Viewing media materials that illustrate high-intermediate level of expression in Spanish.
- IV. Internet research in Spanish related to human relationships, the environment, technologies, and political life in Spain and the Spanish speaking world.
- V. Visits to Spanish or Hispano-American restaurants, exhibits or films.
- VI. Collaborative activities that enhance students' communicative skills through debates, discussions, and oral presentations.

**E. Appropriate Assignments that Demonstrate Critical Thinking:**

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

- I. Application of high-intermediate level Spanish language structures, vocabulary, and cultural nuance to converse and suggest hypothetical situations in the present, past and future, orally and in writing.
- II. Original role-playing skits integrating intermediate Spanish language structures, vocabulary, and cultural nuance.
- III. Analysis and interpretation of Internet articles and/or videos from Spain and the Spanish speaking world.
- IV. Analysis of contextual clues in written and spoken Spanish at the high-intermediate 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. Quizzes and examinations (chapter and comprehensive final).
- II. Writing assignments that test the application and integration of Spanish language structures,
- III. vocabulary and cultural nuance.
- IV. Chapter or unit exercises.
- V. Internet activities that require students to analyze and compare daily life activities and customs in their own culture with those found in Spain and Hispano-America.
- VI. Computer-assisted learning and word processing activities relevant to Spanish structures, vocabulary, and culture.
- VII. Class participation, including individual, pair, or group activities, presentations, and role-plays.

**3. METHODS OF INSTRUCTION:**

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

- \* Audio-Visual
- \* Collaborative Learning
- \* Computer Assisted Instruction
- \* Distance Education (Hybrid only)
- \* Lecture

**4. REQUIRED TEXTS AND SUPPLIES:**

Textbooks may include, but are not limited to:

**TEXTBOOKS:**

1. Foerster, Sharon and Anne Lambright. Punto y aparte, 6th ed. McGraw-Hill, 2019, ISBN: 9781259602962
2. Jarvis, Ana, et al. Aventuras Literarias, 6th ed. Cengage Learning, 2006, ISBN: 9780618220830
3. Satan-Bazan, Eduardo. Conexiones: Comunicacion y Cultura, 6th ed. Pearson, 2019, ISBN: 9780135228579

**MANUALS:**

**PERIODICALS:**

**SOFTWARE:**

**SUPPLIES:**

**ORIGINATOR:** Alison Primoza

**ORIGINATION DATE:** 09/29/2021

**PROPOSAL ORIGINATOR:** Alison Primoza

**CO-CONTRIBUTOR(S)**

**PROPOSAL DATE:** 09/11/2022

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

**COURSE TO BE PROPOSED:** SPAN 202  
Fourth Course in Spanish

**ACTIVE/APPROVED COURSES IMPACTED:**

SPAN 202 Fourth Course in Spanish (29308)

**DISTRICT GENERAL EDUCATION:**

C Humanities

**ACTIVE/APPROVED/PROPOSED PROGRAMS IMPACTED:**

( Mesa )

Chicana and Chicano Studies \*Approved\*;  
**Associate of Arts Degree**

Select three to five units (one course) 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:** Spanish
- II. **Course Number:** 202
- III. **Course Title:** Fourth Course in Spanish
- IV. **Disciplines (Instructor Minimum Qualifications):** Foreign Languages
- V.
- VI. **Family:**
- VII. **Current Short Title:** Fourth Course in Spanish
- 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 , Miramar and City
- XII. **Proposal Originating Date:** 09/11/2022
- 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:** Interactive study of Spanish at the intermediate-advanced level.

### SECTION II

#### COURSE ENROLLMENT INFORMATION

- I. **Requisites:**  
Prerequisite: SPAN 201 with a grade of "C" or better, or equivalent. Health & Safety Requirements  
Limitation on Enrollment:: This course is not open to students with previous credit for SPAN 200
- 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:** All texts are latest editions of 9-2022.

#### COURSE ANALYSIS DATA

- I. **Reason for Proposed Action:** Six yr review including: 1) addition & increase emphasis in literary analysis (objective, topics, and assignments), 2) revised DE verbiage to align with other courses with Hybrid approval, and 3) review texts for currency. (Course revision is for six year review.)
- II. **How Does The Course Fit The College Mission?**
- III. **Current Transfer Options:** 1. CSU General Education 2. IGETC 3. UC Transfer Course List
- IV. **Proposed College/District Purpose:** 1. District general education 2. Major Requirement - Associate Degree 3. Major Requirement - Certificate of Achievement
- V. **Extraordinary Cost to the College:** None.
- VI. **Library Resource Materials:** No new resources required.

#### GENERAL EDUCATION ANALYSIS

##### **CSU General Education:**

C2 Area C. Arts and Humanities - Humanities (Literature, Philosophy, Languages Other than English)

##### **District General Education:**

C Humanities

**IGETC:**

Area 3. Arts and Humanities - 3B: Humanities

Area 6. Languages other than English (UC Requirement Only) - 6A: Languages Other Than English

**UC Transfer Course:**

Yes

**REQUISITES ANALYSIS****Able to read, write and speak Spanish at the intermediate level**

- I. Course: SPAN 201 Use the present and past subjunctive tenses to express emotions, desires, and doubt related to issues such as art, culture, career, and the environment in written and spoken Spanish.**
- II. Course: SPAN 201 Use the past and present subjunctive tenses, and conditional forms to propose alternatives and to express hypothetical situations in spoken and written Spanish.**
- III. Course: SPAN 201 Use the future tense to communicate plans and to express conjecture.**
- IV. Course: SPAN 201 Identify contextual clues to successfully manipulate the indicative, present, past, subjunctive, future, and conditional tenses in conversation and writing.**
- V. Course: SPAN 201 Compare and contrast various aspects of linguistics, lifestyle, art, and literature in Spain and the Hispano-American world in Spanish at the intermediate level.**
- VI. Course: SPAN 201 Select the appropriate vocabulary, verbs, and verb tenses to express opinions on topics, such as linguistics, lifestyle, art, and literature in Spain and the Hispano-American world.**
- VII. Course: SPAN 201 Identify the connections between the Spanish language and the U.S. Hispanic American, Latin American and Peninsular cultures.**

**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. 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:** Fifty-one percent (51%) or more of instruction will be taught in a traditional on campus format. All chapter exams and final will be administered on campus. The online format will include frequent interaction with the instructor via threaded conferencing, e-mail, and telephone contact as needed. Other assessment, such as quizzes or assignments, may be administered online. Videos of lecture material may be used online to supplement on campus instruction. 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:** Fifty-one percent (51%) or more of the evaluation will be assessed in a traditional on campus format. All chapter exams and final will be administered on campus. Other assessment, such as quizzes or assignments, may be administered online. Students will have opportunities to receive instructor and peer feedback both in person and via online. 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:** At least 50% of the in-class time must be conducted in person, while the other 50% must be conducted via synchronous video. During emergency periods of campus closure only, 100% of the time must be conducted via synchronous video.

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

1. Announcements  
weekly via the announcements tool or during the in-person or synchronous video portion of the course
2. Conferencing  
as assigned
3. Discussion Board  
as assigned
4. Email/Message System  
as needed
5. Field Trips  
as assigned
6. Group Meetings  
at least 50% of the in-class time must be conducted in person; during emergency periods of campus closure only, this time may be conducted via synchronous online video conferencing
7. Individual Meetings  
as needed
8. Individualized Assignment Feedback  
as assigned
9. Synchronous or Asynchronous Video  
all online instruction must be conducted in a synchronous video format
10. 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 via synchronous online video conferencing instead of in-person communication. Students may also interact with each other and the instructor via email, the announcement system, the discussion board, or other tools. Students also demonstrate an understanding and integration of course concepts via research assignments, writing exercises, 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.

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. **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
2. Collaborative Web Documents  
    as assigned
3. Discussion Board  
    at least five times during the term
4. Email/Message System  
    as needed
5. Field Trips  
    as assigned
6. Group Meetings  
    as assigned
7. Individual Meetings  
    as needed
8. Telephone Contact  
    as needed

**XXI. List of Techniques:** Fifty-one percent (51%) or more of instruction is taught in a traditional, on-campus format. 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. All chapter exams and final are administered on campus. The online format includes frequent interaction with the instructor and other students via threaded conferencing and email. Other assessments such as quizzes and assignments may be administered online. Videos of lecture material may be used to supplement on-campus lectures.

**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. All chapter exams and final are administered on campus. Other assessment such as quizzes and assignments may be administered online. Students have opportunities to receive instructor and peer feedback both in person and online.

**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**

- Speak, read, and write at an intermediate level about current events, cultural materials, and a variety of literary selections.

**MESA**

- Speak, read, and write at an intermediate level about current events, cultural materials, and a variety of literary selections.
- Communicate in a meaningful context in the Spanish language at advanced low level on the ACTFL proficiency scale.
- Communicate in a meaningful context in the Spanish language at advanced low level on the ACTFL proficiency scale.
- Students can summarize the plot of a film and critique various aspects of the film using the imperfect subjunctive in a 100-word composition consisting of two paragraphs. A. In the first paragraph, students include: 1. the film title 2. a film summary in the present indicative. B. In the second paragraph, students include: 1. their opinion of the direction in two sentences using two different verbs in the imperfect subjunctive. 2. their opinion of the acting in two

sentences using two different verbs in the imperfect subjunctive. 3. their opinion of at least one other element of the film in one sentence using a different verb in the imperfect subjunctive.

- Explain or analyze the nature of language through comparisons of the Spanish language and their own.
- Explain or analyze the nature of language through comparisons of the Spanish language and their own.
- Demonstrate knowledge of and sensitivity to aspects of behavior, attitudes, and customs of Spanish-speaking countries.
- Demonstrate knowledge of and sensitivity to aspects of behavior, attitudes, and customs of Spanish-speaking countries.
- Connect with the global community through study and acquisition of the Spanish language and creative forms of expression.
- Connect with the global community through study and acquisition of the Spanish language and creative forms of expression.

## **MIRAMAR**

- Students can summarize the plot of a film and critique various aspects of the film using the imperfect subjunctive in a 100-word composition consisting of two paragraphs. A. In the first paragraph, students include: 1. the film title 2. a film summary in the present indicative. B. In the second paragraph, students include: 1. their opinion of the direction in two sentences using two different verbs in the imperfect subjunctive. 2. their opinion of the acting in two sentences using two different verbs in the imperfect subjunctive. 3. their opinion of at least one other element of the film in one sentence using a different verb in the imperfect subjunctive.

## **SECTION V**

### **COURSE DATA ADMINISTRATION ELEMENTS**

#### **I. Codes:**

**California Classification:** (Y Credit Course)

**TOP Code:** 1105.00 Spanish

**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. Lect Units: 5.00**

**Total Units:** 5

**Lecture Hours Min:** 80.00 **Max:** 90.00

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

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

**Total Contact Hours Min:** 80.00 **Max:** 90.00

**Outside-of-Class Hours Min:** 160.00 **Max:** 180.00

**Total Student Learning Hours Min:** 240.00 **Max:** 270.00

**FTEF Lecture Min:** 0.3333 **Max:**

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

**FTEF Total Min:** 0.3333 **Max:**

#### **III. Last Time Pre/Co Requisite Update:** 09/11/2022

#### **IV. Last Outline Revision Date:** 09/09/2021

#### **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

SPAN 202

CIC Approval: 03/10/2022  
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:** Spanish 202

**COURSE TITLE:**

Fourth Course in Spanish

**Units:**

5

Letter Grade or Pass/No Pass Option

**CATALOG COURSE DESCRIPTION:**

This interactive course is the fourth in the Spanish language series. Emphasis is placed on the use of complex language structures and vocabulary to communicate beyond casual conversation and to express opinions and offer hypothetical possibilities related to abstract issues and plans, cultural norms and values, and interpersonal relationships. Students are encouraged to think critically by analyzing linguistic structures and making cross cultural comparisons related to the Spanish speaking world. This course is intended for students majoring in Spanish and anyone interested in gaining proficiency in the Spanish language for academic purposes and/or personal enrichment.

**REQUISITES:**

**Prerequisite:**

SPAN 201 with a grade of "C" or better, or equivalent

**Limitation on Enrollment:**

This course is not open to students with previous credit for SPAN 200

**FIELD TRIP REQUIREMENTS:**

May be required

**TRANSFER APPLICABILITY:**

Associate Degree Credit & transfer to CSU CSU General Education IGETC UC Transfer Course List

**CID:**

SPAN 210

**TOTAL LECTURE HOURS:**

80 - 90

**TOTAL LAB HOURS:**

**TOTAL CONTACT HOURS:**

80 - 90

**OUTSIDE-OF-CLASS HOURS:**

160 - 180

**TOTAL STUDENT LEARNING HOURS:**

240 - 270

**STUDENT LEARNING OBJECTIVES:**

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

1. Speak, write, read, and listen in Spanish at a high-intermediate level.
2. Distinguish between the preterite and the imperfect and choose the appropriate tense when narrating past events.
3. Use adverbial clauses with the subjunctive and the past subjunctive to narrate events that might have happened in the past and to propose hypothetical situations in the past.

## Current Report

SPAN 202

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:** Spanish 202

**COURSE TITLE:**

Fourth Course in Spanish

**Units:**

5

Letter Grade or Pass/No Pass Option

**CATALOG COURSE DESCRIPTION:**

This interactive course is the fourth in the Spanish language series. Emphasis is placed on the use of complex language structures and vocabulary to communicate beyond casual conversation and to express opinions and offer hypothetical possibilities related to abstract issues and plans, cultural norms and values, and interpersonal relationships. Students are encouraged to think critically by analyzing linguistic structures and making cross cultural comparisons related to the Spanish speaking world. This course is intended for students majoring in Spanish and anyone interested in gaining proficiency in the Spanish language for academic purposes and/or personal enrichment.

**REQUISITES:**

**Prerequisite:**

SPAN 201 with a grade of "C" or better, or equivalent

**Limitation on Enrollment:**

This course is not open to students with previous credit for SPAN 200

**FIELD TRIP REQUIREMENTS:**

May be required

**TRANSFER APPLICABILITY:**

Associate Degree Credit & transfer to CSU CSU General Education IGETC UC Transfer Course List

**CID:**

SPAN 210

**TOTAL LECTURE HOURS:**

80 - 90

**TOTAL LAB HOURS:**

**TOTAL CONTACT HOURS:**

80 - 90

**OUTSIDE-OF-CLASS HOURS:**

160 - 180

**TOTAL STUDENT LEARNING HOURS:**

240 - 270

**STUDENT LEARNING OBJECTIVES:**

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

1. Speak, write, read, and listen in Spanish at a high-intermediate level.
2. Distinguish between the preterite and the imperfect and choose the appropriate tense when narrating past events.
3. Use adverbial clauses with the subjunctive and the past subjunctive to narrate events that might have happened in the past and to propose hypothetical situations in the past.
4. Select and apply a variety of tenses to express opinions and offer hypothetical possibilities related to abstract issues and plans, cultural norms and values, and interpersonal relationships.

4. Select and apply a variety of tenses to express opinions and offer hypothetical possibilities related to abstract issues and plans, cultural norms and values, and interpersonal relationships.
5. Use prepositions, verbs that take prepositions, and reflexive verbs in spoken and written Spanish.
6. Compare and contrast linguistic structures found throughout the Spanish speaking world and analyze the ways in which those structures are reflections of cultural nuances.
7. Analyze common word choices among Spaniards and compare them to those commonly chosen by Spanish speakers throughout other parts of the Spanish speaking world.

5. Use prepositions, verbs that take prepositions, and reflexive verbs in spoken and written Spanish.
6. Compare and contrast linguistic structures found throughout the Spanish speaking world and analyze the ways in which those structures are reflections of cultural nuances.
7. Analyze common word choices among Spaniards and compare them to those commonly chosen by Spanish speakers throughout other parts of the Spanish speaking world.
8. Analyze and actively participate in discussion of major works of Spanish and Spanish American literary texts.

## 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. Vocabulary for complex conversations
  - A. Human relationships
    1. Feelings
    2. Passions
    3. Compliments
  - B. Civic participation and global action
  - C. Environmental issues
  - D. Technology and communication in the Spanish speaking world
  - E. Political life and young Hispanic people
  - F. Idioms and expressions versus Anglicism
- II. Review of grammatical structures
  - A. Preterit and imperfect
  - B. Future tense
  - C. Conditional tense
  - D. Past participle
  - E. Present subjunctive
  - F. Comparisons
  - G. Irregular verbs
- III. Complex grammatical structures
  - A. Direct and indirect object nouns and pronouns
  - B. Subjunctive in adverbial clauses
    1. *Antes de que*
    2. *Sin que*
    3. *Para que*
    4. *A menos que*
    5. *Con tal de que*
    6. *En caso de que*
  - C. Indicative versus subjunctive in adverbial clauses
    1. *Tan pronto como*
    2. *Hasta que*
    3. *En cuanto*
    4. *Despues de que*
  - D. Subjunctive in adjective clauses
    1. Antecedent existent
    2. Antecedent non existent
  - E. Reflexive and reciprocal pronouns
  - F. Relative pronouns
  - G. Past participle
  - H. Present perfect
    1. Past subjunctive
  - I. Conditional
  - J. Conditional
  - K. Prepositions and verbs that take prepositions
    1. *a*
    2. *antes de*
    3. *con*
    4. *de*
    5. *despues de*
    6. *durante*
    7. *en*
    8. *hasta*
    9. *para*
    10. *por*
  - L. *Saber* and *conocer*
  - M. *Gustar* verb and verbs like *gustar*

## 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. Vocabulary for complex conversations
  - A. Human relationships
    1. Feelings
    2. Passions
    3. Compliments
  - B. Civic participation and global action
  - C. Environmental issues
  - D. Technology and communication in the Spanish speaking world
  - E. Political life and young Hispanic people
  - F. Idioms and expressions versus Anglicism
- II. Review of grammatical structures
  - A. Preterit and imperfect
  - B. Future tense
  - C. Conditional tense
  - D. Past participle
  - E. Present subjunctive
  - F. Comparisons
  - G. Irregular verbs
- III. Complex grammatical structures
  - A. Direct and indirect object nouns and pronouns
  - B. Subjunctive in adverbial clauses
    1. *Antes de que*
    2. *Sin que*
    3. *Para que*
    4. *A menos que*
    5. *Con tal de que*
    6. *En caso de que*
  - C. Indicative versus subjunctive in adverbial clauses
    1. *Tan pronto como*
    2. *Hasta que*
    3. *En cuanto*
    4. *Despues de que*
  - D. Subjunctive in adjective clauses
    1. Antecedent existent
    2. Antecedent non existent
  - E. Reflexive and reciprocal pronouns
  - F. Relative pronouns
  - G. Past participle
  - H. Present perfect
    1. Past subjunctive
  - I. Conditional
  - J. Conditional
  - K. Prepositions and verbs that take prepositions
    1. *a*
    2. *antes de*
    3. *con*
    4. *de*
    5. *despues de*
    6. *durante*
    7. *en*
    8. *hasta*
    9. *para*
    10. *por*
  - L. *Saber* and *conocer*
  - M. *Gustar* verb and verbs like *gustar*
    1. *Aburrir*
    2. *Caer bien/mal*

1. *Aburrir*
2. *Caer bien/mal*
3. *Dar asco*
4. *Dar igual*
5. *Encantar*
6. *Fasitidiar*
7. *Interesar*
8. *Preocupar*
9. *Asustar*
10. *Convenir*
11. *Dar ganas de*
12. *Disgustar*
13. *Fascinar*
14. *Importar*
15. *Molestar*
16. *Sorprender*

IV. Cross-cultural analysis and comparisons

- A. Cultural and ethnic origins comparisons throughout the Spanish speaking world
- B. Cross-cultural comparisons as reflected in film music and art
- C. Cross-cultural comparisons of family and generational issues
- D. The "crude" way of Spaniards speaking versus euphemisms used from people in the United States and other Latino-American countries
- E. Life throughout the Spanish speaking world from a social and cultural comparative perspective
- F. The identity of urban tribes (emos pokemones hiphoperos góticos otakus punkies...) throughout the Spanish speaking world

B. **Reading Assignments:**

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

- I. Assigned readings from the textbook that require students to interpret the content and integrate the vocabulary and grammar presented in class.
- II. Short readings in Spanish from periodicals, magazines, or the Internet related to current issues throughout the Spanish speaking world.
- III. Short literary readings in Spanish such as poetry, novellas, or short stories.

C. **Writing Assignments:**

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

- I. Exercises that require the student to differentiate, categorize, and integrate high-intermediate level Spanish vocabulary and grammar.
- II. Expository and/or persuasive essays that integrate high-intermediate level grammatical structures and vocabulary, including the presentation of hypothetical situations in the past, present, and future.
- III. Authentic materials such as business letters, resumes, and/or short narratives in Spanish.

D. **Appropriate Outside Assignments:**

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

- I. Reading, writing, and listening comprehension assignments.
- II. Memorization of Spanish vocabulary, verb tenses and idiomatic expressions.
- III. Viewing media materials that illustrate high-intermediate level of expression in Spanish.
- IV. Internet research in Spanish related to human relationships, the environment, technologies, and political life in Spain and the Spanish speaking world.
- V. Visits to Spanish or Hispano-American restaurants, exhibits or films.
- VI. Collaborative activities that enhance students' communicative skills through debates, discussions, and oral presentations.

E. **Appropriate Assignments that Demonstrate Critical Thinking:**

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

- I. Application of high-intermediate level Spanish language structures, vocabulary, and cultural nuance to converse and suggest hypothetical situations in the present, past and future, orally and in writing.
- II. Original role-playing skits integrating intermediate Spanish language structures, vocabulary, and cultural nuance.
- III. Analysis and interpretation of Internet articles and/or videos from Spain and the Spanish speaking world.
- IV. Analysis of contextual clues in written and spoken Spanish at the high-intermediate 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:

3. *Dar asco*
4. *Dar igual*
5. *Encantar*
6. *Fasitidiar*
7. *Interesar*
8. *Preocupar*
9. *Asustar*
10. *Convenir*
11. *Dar ganas de*
12. *Disgustar*
13. *Fascinar*
14. *Importar*
15. *Molestar*
16. *Sorprender*

IV. Cross-cultural analysis and comparisons may include but are not limited to:

- A. Cultural and ethnic origins comparisons throughout the Spanish speaking world
- B. Cross-cultural comparisons as reflected in film music and art
- C. Cross-cultural comparisons of family and generational issues
- D. Spanish and Spanish American literature including primary texts and introduction to literary analysis
- E. Life throughout the Spanish speaking world from a social and cultural comparative perspective
- F. The identity of urban tribes (emos pokemones hiphoperos góticos otakus punkies...) throughout the Spanish speaking world

B. **Reading Assignments:**

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

- I. Short literary readings in Spanish such as poetry, novellas, or short stories.
- II. Assigned readings from the textbook that require students to interpret the content and integrate the vocabulary and grammar presented in class.
- III. Short readings in Spanish from periodicals, magazines, or the Internet related to current issues throughout the Spanish speaking world.

C. **Writing Assignments:**

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

- I. Exercises that require the student to differentiate, categorize, and integrate high-intermediate level Spanish vocabulary and grammar.
- II. Expository and/or persuasive essays that integrate high-intermediate level grammatical structures and vocabulary, including the presentation of hypothetical situations in the past, present, and future.
- III. Authentic materials such as business letters, resumes, and/or short narratives in Spanish.

D. **Appropriate Outside Assignments:**

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

- I. Reading, writing, and listening comprehension assignments.
- II. Memorization of Spanish vocabulary, verb tenses and idiomatic expressions.
- III. Viewing media materials that illustrate high-intermediate level of expression in Spanish.
- IV. Internet research in Spanish related to human relationships, the environment, technologies, and political life in Spain and the Spanish speaking world.
- V. Visits to Spanish or Hispano-American restaurants, exhibits or films.
- VI. Collaborative activities that enhance students' communicative skills through debates, discussions, and oral presentations.

E. **Appropriate Assignments that Demonstrate Critical Thinking:**

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

- I. Application of high-intermediate level Spanish language structures, vocabulary, and cultural nuance to converse and suggest hypothetical situations in the present, past and future, orally and in writing.
- II. Original role-playing skits integrating intermediate Spanish language structures, vocabulary, and cultural nuance.
- III. Analysis and interpretation of Internet articles and/or videos from Spain and the Spanish speaking world.
- IV. Analysis of contextual clues in written and spoken Spanish at the high-intermediate 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. Quizzes and examinations (chapter and comprehensive final).

- I. Quizzes and examinations (chapter and comprehensive final).
- II. Writing assignments that test the application and integration of Spanish language structures,
- III. vocabulary and cultural nuance.
- IV. Chapter or unit exercises.
- V. Internet activities that require students to analyze and compare daily life activities and customs in their own culture with those found in Spain and Hispano-America.
- VI. Computer-assisted learning and word processing activities relevant to Spanish structures,vocabulary, and culture.
- VII. Class participation, including individual, pair, or group activities, presentations, and role-plays.

### 3. METHODS OF INSTRUCTION:

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

- \* Audio-Visual
- \* Collaborative Learning
- \* Computer Assisted Instruction
- \* Distance Education (Hybrid only)
- \* Lecture

### 4. REQUIRED TEXTS AND SUPPLIES:

Textbooks may include, but are not limited to:

#### TEXTBOOKS:

1. Foerster, Sharon and Anne Lambright. Punto y aparte, 6th ed. McGraw-Hill, 2019, ISBN: 9781259602962
2. Jarvis, Ana, et al. Aventuras Literarias, 6th ed. Cengage Learning, 2006, ISBN: 9780618220830
3. Satan-Bazan, Eduardo. Conexiones: Comunicacion y Cultura, 6th ed. Pearson, 2019, ISBN: 9780135228579

#### MANUALS:

#### PERIODICALS:

#### SOFTWARE:

#### SUPPLIES:

**ORIGINATOR:** Alison Primoza

**CO-CONTRIBUTOR(S)**  
**DATE:** 09/29/2021

Status: Active

Date Printed: 10/26/2022

- II. Writing assignments that test the application and integration of Spanish language structures,
- III. vocabulary and cultural nuance.
- IV. Chapter or unit exercises.
- V. Internet activities that require students to analyze and compare daily life activities and customs in their own culture with those found in Spain and Hispano-America.
- VI. Computer-assisted learning and word processing activities relevant to Spanish structures,vocabulary, and culture.
- VII. Class participation, including individual, pair, or group activities, presentations, and role-plays.

### 3. METHODS OF INSTRUCTION:

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

- \* Audio-Visual
- \* Collaborative Learning
- \* Computer Assisted Instruction
- \* Distance Education (Hybrid only)
- \* Lecture

### 4. REQUIRED TEXTS AND SUPPLIES:

Textbooks may include, but are not limited to:

#### TEXTBOOKS:

1. Foerster, Sharon and Anne Lambright. Punto y aparte, 6th ed. McGraw-Hill, 2019, ISBN: 9781259602962
2. Jarvis, Ana, et al. Aventuras Literarias, 6th ed. Cengage Learning, 2006, ISBN: 9780618220830
3. Satan-Bazan, Eduardo. Conexiones: Comunicacion y Cultura, 6th ed. Pearson, 2019, ISBN: 9780135228579

#### MANUALS:

#### PERIODICALS:

#### SOFTWARE:

#### SUPPLIES:

**ORIGINATOR:** Alison Primoza  
**ORIGINATION DATE:** 09/29/2021  
**PROPOSAL ORIGINATOR:** Alison Primoza  
**CO-CONTRIBUTOR(S)**  
**PROPOSAL DATE:** 09/11/2022

Status: Launched

Date Printed: 10/26/2022

# Previous Report

SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY , MESA AND MIRAMAR COLLEGES

Course Outline of Record:  
Curriculum Proposal Report

## SECTION I

- I. **Subject Area:** Spanish
- II. **Course Number:** 202
- III. **Course Title:** Fourth Course in Spanish
- IV. **Disciplines (Instructor Minimum Qualifications):** Foreign Languages
- V.
- VI. **Family:**
- VII. **Current Short Title:** Fourth Course in Spanish
- 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 , Miramar and City
- XII. **Proposal Originating Date:** 09/29/2021
- 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:** Interactive study of Spanish at the intermediate-advanced level.

## SECTION II

### COURSE ENROLLMENT INFORMATION

- I. **Requisites:**  
Prerequisite: SPAN 201 with a grade of "C" or better, or equivalent. Health & Safety Requirements  
Limitation on Enrollment:: This course is not open to students with previous credit for SPAN 200
- 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:** All texts are latest editions

### COURSE ANALYSIS DATA

- I. **Reason for Proposed Action:** Revise Mesa DE from Emergency Only to Hybrid.
- II. **How Does The Course Fit The College Mission?**
- III. **Current Transfer Options:** 1. CSU General Education 2. IGETC 3. UC Transfer Course List
- IV. **Proposed College/District Purpose:** 1. District general education 2. Major Requirement - Associate Degree 3. Major Requirement - Certificate of Achievement
- V. **Extraordinary Cost to the College:** None.
- VI. **Library Resource Materials:** No new resources required.

### GENERAL EDUCATION ANALYSIS

#### CSU General Education:

C2 Area C. Arts and Humanities - Humanities (Literature, Philosophy, Languages Other than 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:** Spanish
- II. **Course Number:** 202
- III. **Course Title:** Fourth Course in Spanish
- IV. **Disciplines (Instructor Minimum Qualifications):** Foreign Languages
- V.
- VI. **Family:**
- VII. **Current Short Title:** Fourth Course in Spanish
- 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 , Miramar and City
- XII. **Proposal Originating Date:** 09/11/2022
- 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:** Interactive study of Spanish at the intermediate-advanced level.

## SECTION II

### COURSE ENROLLMENT INFORMATION

- I. **Requisites:**  
Prerequisite: SPAN 201 with a grade of "C" or better, or equivalent. Health & Safety Requirements  
Limitation on Enrollment:: This course is not open to students with previous credit for SPAN 200
- 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:** All texts are latest editions of 9-2022.

### COURSE ANALYSIS DATA

- I. **Reason for Proposed Action:** Six yr review including: 1) addition & increase emphasis in literary analysis (objective, topics, and assignments), 2) revised DE verbiage to align with other courses with Hybrid approval, and 3) review texts for currency. (Course revision is for six year review.)
- II. **How Does The Course Fit The College Mission?**
- III. **Current Transfer Options:** 1. CSU General Education 2. IGETC 3. UC Transfer Course List
- IV. **Proposed College/District Purpose:** 1. District general education 2. Major Requirement - Associate Degree 3. Major Requirement - Certificate of Achievement
- V. **Extraordinary Cost to the College:** None.
- VI. **Library Resource Materials:** No new resources required.

### GENERAL EDUCATION ANALYSIS

#### CSU General Education:

C2 Area C. Arts and Humanities - Humanities (Literature, Philosophy, Languages Other than English)

**District General Education:**

C Humanities

**IGETC:**

Area 6. Languages other than English (UC Requirement Only) - 6A: Languages Other Than English

Area 3. Arts and Humanities - 3B: Humanities

**UC Transfer Course:**

Yes

**REQUISITES ANALYSIS**

Able to read, write and speak Spanish at the intermediate level

- I. Course: SPAN 201 Use the present and past subjunctive tenses to express emotions, desires, and doubt related to issues such as art, culture, career, and the environment in written and spoken Spanish.
- II. Course: SPAN 201 Use the past and present subjunctive tenses, and conditional forms to propose alternatives and to express hypothetical situations in spoken and written Spanish.
- III. Course: SPAN 201 Use the future tense to communicate plans and to express conjecture.
- IV. Course: SPAN 201 Identify contextual clues to successfully manipulate the indicative, present, past, subjunctive, future, and conditional tenses in conversation and writing.
- V. Course: SPAN 201 Compare and contrast various aspects of linguistics, lifestyle, art, and literature in Spain and the Hispano-American world in Spanish at the intermediate level.
- VI. Course: SPAN 201 Select the appropriate vocabulary, verbs, and verb tenses to express opinions on topics, such as linguistics, lifestyle, art, and literature in Spain and the Hispano-American world.
- VII. Course: SPAN 201 Identify the connections between the Spanish language and the U.S. Hispanic American, Latin American and Peninsular cultures.

**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. 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:** Language courses offered for DE - Emergency Only will be offered either partially or completely synchronously. Course that are being offered partially synchronously will be offered at a ratio of 50% synchronous and 50% using such tools as Canvas and others at the discretion of the professor. Because these are language courses, all courses provide extensive opportunities for student-to-student and student-to-professor oral interactions. 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

**District General Education:**

C Humanities

**IGETC:**

Area 3. Arts and Humanities - 3B: Humanities

Area 6. Languages other than English (UC Requirement Only) - 6A: Languages Other Than English

**UC Transfer Course:**

Yes

**REQUISITES ANALYSIS**

Able to read, write and speak Spanish at the intermediate level

- I. Course: SPAN 201 Use the present and past subjunctive tenses to express emotions, desires, and doubt related to issues such as art, culture, career, and the environment in written and spoken Spanish.
- II. Course: SPAN 201 Use the past and present subjunctive tenses, and conditional forms to propose alternatives and to express hypothetical situations in spoken and written Spanish.
- III. Course: SPAN 201 Use the future tense to communicate plans and to express conjecture.
- IV. Course: SPAN 201 Identify contextual clues to successfully manipulate the indicative, present, past, subjunctive, future, and conditional tenses in conversation and writing.
- V. Course: SPAN 201 Compare and contrast various aspects of linguistics, lifestyle, art, and literature in Spain and the Hispano-American world in Spanish at the intermediate level.
- VI. Course: SPAN 201 Select the appropriate vocabulary, verbs, and verb tenses to express opinions on topics, such as linguistics, lifestyle, art, and literature in Spain and the Hispano-American world.
- VII. Course: SPAN 201 Identify the connections between the Spanish language and the U.S. Hispanic American, Latin American and Peninsular cultures.

**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. 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:** Fifty-one percent (51%) or more of instruction will be taught in a traditional on campus format. All chapter exams and final will be administered on campus. The online format will include frequent interaction with the instructor via threaded conferencing, e-mail, and telephone contact as needed. Other assessment, such as quizzes or assignments, may be administered online. Videos of lecture material may be used online to supplement on campus instruction. 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

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:** At least 50% of the in-class time must be conducted in person, while the other 50% must be conducted via synchronous video. During emergency periods of campus closure only, 100% of the time must be conducted via synchronous video.

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

1. Announcements  
weekly via the announcements tool or during the in-person or synchronous video portion of the course
2. Conferencing  
as assigned
3. Discussion Board  
as assigned
4. Email/Message System  
as needed
5. Field Trips  
as assigned
6. Group Meetings  
at least 50% of the in-class time must be conducted in person; during emergency periods of campus closure only, this time may be conducted via synchronous online video conferencing
7. Individual Meetings  
as needed
8. Individualized Assignment Feedback  
as assigned
9. Synchronous or Asynchronous Video  
all online instruction must be conducted in a synchronous video format
10. 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 via synchronous online video conferencing instead of in-person communication. Students may also interact with each other and the instructor via email, the announcement system, the discussion board, or other tools. Students also demonstrate an understanding and integration of course concepts via research assignments, writing exercises, 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.

**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. 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
2. Collaborative Web Documents  
as assigned
3. Discussion Board  
at least five times during the term
4. Email/Message System

course work (tests and assignments) electronically to the instructor for grading.

**VI. How to Evaluate Students for Achieved Outcomes:** Fifty-one percent (51%) or more of the evaluation will be assessed in a traditional on campus format. All chapter exams and final will be administered on campus. Other assessment, such as quizzes or assignments, may be administered online. Students will have opportunities to receive instructor and peer feedback both in person and via online. 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:** At least 50% of the in-class time must be conducted in person, while the other 50% must be conducted via synchronous video. During emergency periods of campus closure only, 100% of the time must be conducted via synchronous video.

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

1. Announcements  
weekly via the announcements tool or during the in-person or synchronous video portion of the course
2. Conferencing  
as assigned
3. Discussion Board  
as assigned
4. Email/Message System  
as needed
5. Field Trips  
as assigned
6. Group Meetings  
at least 50% of the in-class time must be conducted in person; during emergency periods of campus closure only, this time may be conducted via synchronous online video conferencing
7. Individual Meetings  
as needed
8. Individualized Assignment Feedback  
as assigned
9. Synchronous or Asynchronous Video  
all online instruction must be conducted in a synchronous video format
10. 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 via synchronous online video conferencing instead of in-person communication. Students may also interact with each other and the instructor via email, the announcement system, the discussion board, or other tools. Students also demonstrate an understanding and integration of course concepts via research assignments, writing exercises, 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.

**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. 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
2. Collaborative Web Documents  
as assigned
3. Discussion Board  
at least five times during the term
4. Email/Message System  
as needed

- as needed
- 5. Field Trips  
as assigned
- 6. Group Meetings  
as assigned
- 7. Individual Meetings  
as needed
- 8. Telephone Contact  
as needed

**XXI. List of Techniques:** Fifty-one percent (51%) or more of instruction is taught in a traditional, on-campus format. 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. All chapter exams and final are administered on campus. The online format includes frequent interaction with the instructor and other students via threaded conferencing and email. Other assessments such as quizzes and assignments may be administered online. Videos of lecture material may be used to supplement on-campus lectures.

**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. All chapter exams and final are administered on campus. Other assessment such as quizzes and assignments may be administered online. Students have opportunities to receive instructor and peer feedback both in person and online.

**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

- Speak, read, and write at an intermediate level about current events, cultural materials, and a variety of literary selections.

###### MESA

- Communicate in a meaningful context in the Spanish language at advanced low level on the ACTFL proficiency scale.
- Communicate in a meaningful context in the Spanish language at advanced low level on the ACTFL proficiency scale.
- Students can summarize the plot of a film and critique various aspects of the film using the imperfect subjunctive in a 100-word composition consisting of two paragraphs. A. In the first paragraph, students include: 1. the film title 2. a film summary in the present indicative. B. In the second paragraph, students include: 1. their opinion of the direction in two sentences using two different verbs in the imperfect subjunctive. 2. their opinion of the acting in two sentences using two different verbs in the imperfect subjunctive. 3. their opinion of at least one other element of the film in one sentence using a different verb in the imperfect subjunctive.
- Speak, read, and write at an intermediate level about current events, cultural materials, and a variety of literary selections.
- Explain or analyze the nature of language through comparisons of the Spanish language and their own.
- Explain or analyze the nature of language through comparisons of the Spanish language and their own.
- Demonstrate knowledge of and sensitivity to aspects of behavior, attitudes, and customs of Spanish-speaking countries.
- Demonstrate knowledge of and sensitivity to aspects of behavior, attitudes, and customs of Spanish-speaking countries.
- Connect with the global community through study and acquisition of the Spanish language and creative forms of expression.
- Connect with the global community through study and acquisition of the Spanish language and creative forms of expression.

- 5. Field Trips  
as assigned
- 6. Group Meetings  
as assigned
- 7. Individual Meetings  
as needed
- 8. Telephone Contact  
as needed

**XXI. List of Techniques:** Fifty-one percent (51%) or more of instruction is taught in a traditional, on-campus format. 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. All chapter exams and final are administered on campus. The online format includes frequent interaction with the instructor and other students via threaded conferencing and email. Other assessments such as quizzes and assignments may be administered online. Videos of lecture material may be used to supplement on-campus lectures.

**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. All chapter exams and final are administered on campus. Other assessment such as quizzes and assignments may be administered online. Students have opportunities to receive instructor and peer feedback both in person and online.

**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

- Speak, read, and write at an intermediate level about current events, cultural materials, and a variety of literary selections.

###### MESA

- Speak, read, and write at an intermediate level about current events, cultural materials, and a variety of literary selections.
- Communicate in a meaningful context in the Spanish language at advanced low level on the ACTFL proficiency scale.
- Communicate in a meaningful context in the Spanish language at advanced low level on the ACTFL proficiency scale.
- Students can summarize the plot of a film and critique various aspects of the film using the imperfect subjunctive in a 100-word composition consisting of two paragraphs. A. In the first paragraph, students include: 1. the film title 2. a film summary in the present indicative. B. In the second paragraph, students include: 1. their opinion of the direction in two sentences using two different verbs in the imperfect subjunctive. 2. their opinion of the acting in two sentences using two different verbs in the imperfect subjunctive. 3. their opinion of at least one other element of the film in one sentence using a different verb in the imperfect subjunctive.
- Explain or analyze the nature of language through comparisons of the Spanish language and their own.
- Explain or analyze the nature of language through comparisons of the Spanish language and their own.
- Demonstrate knowledge of and sensitivity to aspects of behavior, attitudes, and customs of Spanish-speaking countries.
- Demonstrate knowledge of and sensitivity to aspects of behavior, attitudes, and customs of Spanish-speaking countries.
- Connect with the global community through study and acquisition of the Spanish language and creative forms of expression.
- Connect with the global community through study and acquisition of the Spanish language and creative forms of expression.

- Students can summarize the plot of a film and critique various aspects of the film using the imperfect subjunctive in a 100-word composition consisting of two paragraphs. A. In the first paragraph, students include: 1. the film title 2. a film summary in the present indicative. B. In the second paragraph, students include: 1. their opinion of the direction in two sentences using two different verbs in the imperfect subjunctive. 2. their opinion of the acting in two sentences using two different verbs in the imperfect subjunctive. 3. their opinion of at least one other element of the film in one sentence using a different verb in the imperfect subjunctive.

## SECTION V

### COURSE DATA ADMINISTRATION ELEMENTS

#### I. Codes:

**California Classification:** (Y Credit Course)

**TOP Code:** 1105.00 Spanish

**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. Lect Units: 5.00

**Total Units:** 5

**Lecture Hours Min:** 80.00 **Max:** 90.00

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

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

**Total Contact Hours Min:** 80.00 **Max:** 90.00

**Outside-of-Class Hours Min:** 160.00 **Max:** 180.00

**Total Student Learning Hours Min:** 240.00 **Max:** 270.00

**FTEF Lecture Min:** 0.3333 **Max:**

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

**FTEF Total Min:** 0.3333 **Max:**

**III. Last Time Pre/Co Requisite Update:** 09/29/2021

**IV. Last Outline Revision Date:** 09/09/2021

**V. CIC Approval:** 03/10/2022

**VI. BOT Approval:**

**VII. State Approval:**

**VIII. Revised State Approval:**

**IX. Course Approval Effective Date:** Fall 2022

## SECTION VI

### CREDIT FOR PRIOR LEARNING

- Students can summarize the plot of a film and critique various aspects of the film using the imperfect subjunctive in a 100-word composition consisting of two paragraphs. A. In the first paragraph, students include: 1. the film title 2. a film summary in the present indicative. B. In the second paragraph, students include: 1. their opinion of the direction in two sentences using two different verbs in the imperfect subjunctive. 2. their opinion of the acting in two sentences using two different verbs in the imperfect subjunctive. 3. their opinion of at least one other element of the film in one sentence using a different verb in the imperfect subjunctive.

## SECTION V

### COURSE DATA ADMINISTRATION ELEMENTS

#### I. Codes:

**California Classification:** (Y Credit Course)

**TOP Code:** 1105.00 Spanish

**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. Lect Units: 5.00

**Total Units:** 5

**Lecture Hours Min:** 80.00 **Max:** 90.00

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

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

**Total Contact Hours Min:** 80.00 **Max:** 90.00

**Outside-of-Class Hours Min:** 160.00 **Max:** 180.00

**Total Student Learning Hours Min:** 240.00 **Max:** 270.00

**FTEF Lecture Min:** 0.3333 **Max:**

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

**FTEF Total Min:** 0.3333 **Max:**

**III. Last Time Pre/Co Requisite Update:** 09/11/2022

**IV. Last Outline Revision Date:** 09/09/2021

**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:** Work Experience 270**COURSE TITLE:**

Occupational Work Experience

**Units:**

1-4

Grade Only

**CATALOG COURSE DESCRIPTION:**

This course provides on-the-job learning experiences for students employed in a job or internship related to an occupational major. Students develop workplace competencies, critical thinking skills, and problem solving abilities through the creation and achievement of job-related behavioral learning objectives. One unit of credit may be earned for each 75 hours of paid employment and 60 hours of volunteer work. The course may be taken up to four times. However, the combined maximum credit for all Work Experience courses from all subject areas may not exceed 16 units. This course is intended for students majoring or interested in an occupational field of study.

**REQUISITES:****Limitation on Enrollment:**

Obtain Permission Number-Work Exp. Coordinator

**FIELD TRIP REQUIREMENTS:**

Not required

**TRANSFER APPLICABILITY:**

Associate Degree Credit &amp; transfer to CSU

**CID:****TOTAL LECTURE HOURS:****TOTAL LAB HOURS:****TOTAL CONTACT HOURS:**

60 - 300

**OUTSIDE-OF-CLASS HOURS:****TOTAL OTHER HOURS:**

60 - 300

**TOTAL STUDENT LEARNING HOURS:**

60 - 300

**STUDENT LEARNING OBJECTIVES:**

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

1. Demonstrate and articulate professional competencies to be successful within an occupational field through on-the-job experiences within industry.
2. Apply classroom instruction to the workplace and industry environment through the development and achievement of three job-oriented Specific, Measurable, Achievable, Relevant and Time-based (SMART) learning objectives.
3. Explore and pursue career pathways, industry expectations, professional competencies, and workforce preparation strategies through research resources, on-the-job experiences, and/or professional development activities.
4. Utilize career readiness tools to prepare for employment and be more competitive as an applicant in the workforce.
5. Complete all required paperwork accurately and on time and attend required Work Experience meetings with instructor/coordinator and supervisor.
6. Communicate all job-related expectations, issues, and requirements with instructor-coordinator and supervisor.

## **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. Orientation to Work Experience Program
- II. Review of Work Experience Handbook
- III. Development of job-related behavioral (SMART) learning objectives
- IV. Preparation of required program forms/paperwork
- V. Resolution of job-related problems
- VI. Conferences with instructor-coordinator and supervisor

#### **B. Reading Assignments:**

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

- I. Work Experience Handbook
- II. Manuals, guides, and other readings related to the employment experience

#### **C. Writing Assignments:**

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

- I. Three job-related behavioral (SMART) learning objectives that are attainable during the semester
- II. All required Work Experience forms/paperwork
- III. Written assignments required in the employment experience

#### **D. Appropriate Outside Assignments:**

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

- I. Reading and writing assignments
- II. Field assignments and projects related to the employment experience

#### **E. Appropriate Assignments that Demonstrate Critical Thinking:**

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

- I. Developing job-related behavioral (SMART) learning objectives.
- II. Resolving job-related problems.

### **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. Performance and achievement of the measurable job-related behavioral (SMART) learning objectives
- II. Attendance at required Work Experience orientations or other meetings
- III. Accuracy in completing required forms/paperwork
- IV. Promptness in compliance with due dates in submission of forms/paperwork
- V. Attendance at required conferences with instructor-coordinator and supervisor.

### **3. METHODS OF INSTRUCTION:**

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

- \* Collaborative Learning
- \* Shadowing
- \* Other (Specify)
  - \* A. Orientation sessions
  - \* B. Conferences with instructor-coordinator and supervisor
  - \* C. On-the-job training
  - \* D. Written assignments, questioning, lecture/discussion, and reports.

### **4. REQUIRED TEXTS AND SUPPLIES:**

Textbooks may include, but are not limited to:

#### **TEXTBOOKS:**

#### **MANUALS:**

1. SDCCD. Cooperative Work Experience Education Student Handbook, SDCCD, 05-01-2022

#### **PERIODICALS:**

#### **SOFTWARE:**

#### **SUPPLIES:**

1. Objectives Worksheet
2. Training Agreement
3. Cooperative Work Experience Application
4. Cumulative Work Record

**ORIGINATOR:** Duane Short

**ORIGINATION DATE:** 04/09/2015

**PROPOSAL ORIGINATOR:** Shawn Fawcett

**CO-CONTRIBUTOR(S)**

**PROPOSAL DATE:** 02/04/2019

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

**COURSE TO BE PROPOSED:** WORK 270  
Occupational Work Experience

**ACTIVE/APPROVED COURSES IMPACTED:**

WORK 270 Occupational Work Experience (24413)

**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:** Work Experience
- II. **Course Number:** 270
- III. **Course Title:** Occupational Work Experience
- IV. **Disciplines (Instructor Minimum Qualifications):** Business or Counseling
- V.
- VI. **Family:**
- VII. **Current Short Title:** Occupational Work Experience
- 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:** 02/04/2019
- XIII. **Proposed Start Semester:** Spring 2024
- XIV. **Field Trip:** Not required
- XV. **Grading Option:** Grade Only
- XVI. **Current Short Description:** On-the-job learning experiences in an occupational field.

### SECTION II

#### COURSE ENROLLMENT INFORMATION

- I. **Requisites:**  
Limitation on Enrollment:: Obtain Permission Number-Work Exp. Coordinator
- 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 4 time(s)
- V. **Course Equivalency:** No
- VI. **Additional Information:** Hours by Arrangement - One unit of credit may be earned for each 75 hours of paid employment and 60 hours of volunteer work.
- VII. **Additional Textbook Information:**

#### COURSE ANALYSIS DATA

- I. **Reason for Proposed Action:** Six yr review including: 1) update to objectives and other minor edits, and 2) Method of Instruction for COR revised to reflect DE - Emergency Only to align with CR - Emergency Only at all three campuses. (Course revision is for six year review.)
- II. **How Does The Course Fit The College Mission?** 1. Economic Development 2. Transfer 3. Vocational/Occupational
- 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. 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  
**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:** WORK 270 - When offered online, students enrolled in Work Experience will be provided virtual instructional materials for completing their student teaching activities, lesson plans, and objectives. Mentoring will be provided by the instructor via Zoom. Online assessment will be implemented as a way determining critical thinking skills and application of code of ethics in a virtual classroom. Students will attend Zoom meetings with instructor and complete required paperwork. 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. Online-Emergency Only
- XI. **Other Distance Education Methods:** A minimum of two real-time meetings among the student, supervisor, and instructor during the term: 1) An initial meeting to review the work experience program and procedures and to identify job-related behavioral learning objectives, and 2) A final meeting to review the student's work performance and evaluate the student's achievement of the identified learning objectives. These meetings may take place via teleconferencing software, synchronous video, telephone conferencing, or other means of real-time three-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. Chat Rooms  
as assigned
  3. Collaborative Web Documents  
as assigned
  4. Conferencing  
as assigned per "Other Distance Education Methods"
  5. Discussion Board  
as assigned

6. Email/Message System
    - at least three instructor-initiated messages (via announcements, email, message system, telephone, or other appropriate technique) during the term
  7. Group Meetings
    - as assigned (e.g. Work Experience program orientation)
  8. Individual Meetings
    - as needed
  9. Individualized Assignment Feedback
    - for development of measurable, job-related behavioral learning objectives
  10. Synchronous or Asynchronous Video
    - as assigned
  11. 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 may include a scheduled online group orientation to the Work Experience program, group discussions to resolve job-related problems, and one-on-one communication to develop job-related behavioral learning objectives and complete required program forms/paperwork.
- XIV. **How to Evaluate Students for Achieved Outcomes:** Students are evaluated in the same way as the face-to-face course; only using distance technology. This includes an evaluation of the student's achievement of the identified learning objectives via a real-time meeting among the student, supervisor, and instructor as well as student attendance at required Work Experience orientations, conferences, or other meetings and preparation and submission of forms/paperwork.
- 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. Online-Emergency Only
- XIX. **Other Distance Education Methods:** A minimum of two real-time meetings among the student, supervisor, and instructor during the term: 1) An initial meeting to review the work experience program and procedures and to identify job-related behavioral learning objectives, and 2) A final meeting to review the student's work performance and evaluate the student's achievement of the identified learning objectives. These meetings may take place via teleconferencing software, synchronous video, telephone conferencing, or other means of real-time three-way communication.
- XX. **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
    - Participant/s:** Faculty to Student/s
  2. Chat Rooms
    - as needed
    - Participant/s:** Faculty to Student/s , Among Students
  3. Collaborative Web Documents
    - as assigned
    - Participant/s:** Faculty to Student/s , Among Students
  4. Conferencing
    - a minimum of two real-time meetings among the student, supervisor, and instructor during the term: 1) An initial meeting to review the work experience program and procedures and to identify job-related behavioral learning objectives, and 2) A final meeting to review the student's work performance and evaluate the student's achievement of the identified learning objectives. These meetings may take place via teleconferencing software, synchronous video, telephone conferencing, or other means of real-time three-way communication.
    - Participant/s:** Faculty to Student/s , Among Students
  5. Discussion Board
    - as assigned
    - Participant/s:** Faculty to Student/s , Among Students

6. Email/Message System

at least three instructor-initiated messages (via announcements, email, message system, telephone, or other appropriate technique) during the term

**Participant/s:** Faculty to Student/s

7. Group Meetings

as assigned (e.g. Work Experience program orientation)

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

8. Individual Meetings

as needed

**Participant/s:** Faculty to Student/s

9. Synchronous or Asynchronous Video

as assigned

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

10. Telephone Contact

at least three instructor-initiated messages (via announcements, email, message system, telephone, or other appropriate technique) during the term

**Participant/s:** Faculty to Student/s

XXI. **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 may include a scheduled online group orientation to the Work Experience program, group discussions to resolve job-related problems, and one-on-one communication to develop job-related behavioral learning objectives and complete required program forms/paperwork.

XXII. **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. This includes an evaluation of the student's achievement of the identified learning objectives via a real-time meeting among the student, supervisor, and instructor as well as student attendance at required Work Experience orientations, conferences, or other meetings and preparation and submission of forms/paperwork.

XXIII. **Additional Resources/Materials/Information:** Materials posted online are consistent with those required for the face-to-face 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). 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).

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

## SECTION IV

### COURSE STUDENT LEARNING OUTCOME(S)

#### CITY

#### MESA

- Apply , research, analysis and resolution for work-related and personal objectives.
- Apply , research, analysis and resolution for work-related and personal objectives.
- Convert classroom instruction to the employment environment through the development and attainment of three (3) learning objectives.
- Convert classroom instruction to the employment environment through the development and attainment of three (3) learning objectives.
- Write Specific, Measurable, Achievable, Relevant and Timely (S.M.A.R.T.) objectives related to new or expanded workplace responsibilities.
- Write Specific, Measurable, Achievable, Relevant and Timely (S.M.A.R.T.) objectives related to new or expanded workplace responsibilities.
- Develop and apply personal skills, attitudes, and competencies in the workplace and within course-related activities.
- Develop and apply personal skills, attitudes, and competencies in the workplace and within course-related activities.

- Demonstrate effective communication and technological awareness through the use of technologies (internet, email and telephone) in ways appropriate to the course.
- Demonstrate effective communication and technological awareness through the use of technologies (internet, email and telephone) in ways appropriate to the course.
- Demonstrate accountability for their personal actions at work and as it relates to course.
- Demonstrate accountability for their personal actions at work and as it relates to course.
- Research resources for education and/or career options.
- Research resources for education and/or career options.

## **MIRAMAR**

### **SECTION V**

#### **COURSE DATA ADMINISTRATION ELEMENTS**

##### **I. Codes:**

**California Classification:** (Y Credit Course)

**TOP Code:** 0501.00 Business and Commerce, General

**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):** Y = Not applicable

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

**Major Restriction Code:** NONE

##### **II. Other Units: 1.00 - 4.00**

**Total Units:** 1 - 4

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

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

**Other Hours Min:** 60.00 **Max:** 300.00

**Total Contact Hours Min:** 60.00 **Max:** 300.00

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

**Total Student Learning Hours Min:** 60.00 **Max:** 300.00

**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:** 02/04/2019

##### **IV. Last Outline Revision Date:** 12/10/2015

##### **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**

WORK 270

CIC Approval: 12/10/2015  
BOT APPROVAL:  
STATE APPROVAL: 03/17/2016  
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:** Work Experience 270

**COURSE TITLE:**  
Occupational Work Experience

**Units:**  
1-4  
Grade Only

**CATALOG COURSE DESCRIPTION:**

This course provides on-the-job learning experiences for students employed in a job or internship related to an occupational major. Students develop workplace competencies, critical thinking skills, and problem solving abilities through the creation and achievement of job-related behavioral learning objectives. One unit of credit may be earned for each 75 hours of paid employment or 60 hours of volunteer work. This course may be taken up to four times. However, the combined maximum credit for all Work Experience courses from all subject areas may not exceed 16 units. This course is intended for students majoring or interested in an occupational field of study.

**REQUISITES:**

**Limitation on Enrollment:**  
Obtain Permission Number-Work Exp. Coordinator

**FIELD TRIP REQUIREMENTS:**  
Not required

**TRANSFER APPLICABILITY:**  
Associate Degree Credit & transfer to CSU

**CID:**

**TOTAL LECTURE HOURS:**

**TOTAL LAB HOURS:**

**TOTAL CONTACT HOURS:**  
60 - 300

**OUTSIDE-OF-CLASS HOURS:**

**TOTAL OTHER HOURS:**  
60 - 300

**TOTAL STUDENT LEARNING HOURS:**  
60 - 300

**STUDENT LEARNING OBJECTIVES:**

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

1. Convert related classroom instruction to the employment environment through development of three job-related behavioral learning objectives that are attainable during the semester
2. Develop necessary competencies for successful employment through actual on-the-job and related in-school experiences
3. Apply critical thinking strategies to resolve problems in the workplace
4. Develop organizational skills by completing required paperwork accurately and on time and by attending required Work Experience sessions and conferences with instructor-coordinator and supervisor.

**Current Report**

WORK 270

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:** Work Experience 270

**COURSE TITLE:**  
Occupational Work Experience

**Units:**  
1-4  
Grade Only

**CATALOG COURSE DESCRIPTION:**

This course provides on-the-job learning experiences for students employed in a job or internship related to an occupational major. Students develop workplace competencies, critical thinking skills, and problem solving abilities through the creation and achievement of job-related behavioral learning objectives. One unit of credit may be earned for each 75 hours of paid employment and 60 hours of volunteer work. The course may be taken up to four times. However, the combined maximum credit for all Work Experience courses from all subject areas may not exceed 16 units. This course is intended for students majoring or interested in an occupational field of study.

**REQUISITES:**

**Limitation on Enrollment:**  
Obtain Permission Number-Work Exp. Coordinator

**FIELD TRIP REQUIREMENTS:**  
Not required

**TRANSFER APPLICABILITY:**  
Associate Degree Credit & transfer to CSU

**CID:**

**TOTAL LECTURE HOURS:**

**TOTAL LAB HOURS:**

**TOTAL CONTACT HOURS:**  
60 - 300

**OUTSIDE-OF-CLASS HOURS:**

**TOTAL OTHER HOURS:**  
60 - 300

**TOTAL STUDENT LEARNING HOURS:**  
60 - 300

**STUDENT LEARNING OBJECTIVES:**

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

1. Demonstrate and articulate professional competencies to be successful within an occupational field through on-the-job experiences within industry.
2. Apply classroom instruction to the workplace and industry environment through the development and achievement of three job-oriented Specific, Measurable, Achievable, Relevant and Time-based (SMART) learning objectives.
3. Explore and pursue career pathways, industry expectations, professional competencies, and workforce preparation strategies through research resources, on-the-job experiences, and/or professional development activities.
4. Utilize career readiness tools to prepare for employment and be more competitive as an applicant in the workforce.

## 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. Orientation to Work Experience Program
- II. Review of Work Experience Manual
- III. Development of job-related behavioral learning objectives
- IV. Preparation of required program forms/paperwork
- V. Resolution of job-related problems
- VI. Conferences with instructor-coordinator and supervisor.

#### B. **Reading Assignments:**

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

- I. Work Experience Manual
- II. Manuals, guides, and other readings related to the employment experience.

#### C. **Writing Assignments:**

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

- I. Three behavioral job-related learning objectives that are attainable during the semester
- II. All required Work Experience forms/paperwork
- III. Written assignments required in the employment experience.

#### D. **Appropriate Outside Assignments:**

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

- I. Reading and writing assignments
- II. Field assignments and projects related to the employment experience.

#### E. **Appropriate Assignments that Demonstrate Critical Thinking:**

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

- I. Developing job-related behavioral learning objectives
- II. Resolving job-related problems.

### 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. Performance and achievement of the measurable, job-related behavioral learning objectives
- II. Attendance at required Work Experience orientations or other meetings
- III. Accuracy in completing required forms/paperwork
- IV. Promptness in compliance with due dates in submission of forms/paperwork
- V. Attendance at required conferences with instructor-coordinator and supervisor.

### 3. METHODS OF INSTRUCTION:

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

- \* Collaborative Learning
- \* Distance Education (Fully online)
- \* Shadowing
- \* Other (Specify)
- \* A. On-campus orientation sessions
- \* B. Conferences with instructor-coordinator and supervisor

5. Complete all required paperwork accurately and on time and attend required Work Experience meetings with instructor/coordinator and supervisor.
6. Communicate all job-related expectations, issues, and requirements with instructor-coordinator and supervisor.

## 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. Orientation to Work Experience Program
- II. Review of Work Experience Handbook
- III. Development of job-related behavioral (SMART) learning objectives
- IV. Preparation of required program forms/paperwork
- V. Resolution of job-related problems
- VI. Conferences with instructor-coordinator and supervisor

#### B. **Reading Assignments:**

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

- I. Work Experience Handbook
- II. Manuals, guides, and other readings related to the employment experience

#### C. **Writing Assignments:**

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

- I. Three job-related behavioral (SMART) learning objectives that are attainable during the semester
- II. All required Work Experience forms/paperwork
- III. Written assignments required in the employment experience

#### D. **Appropriate Outside Assignments:**

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

- I. Reading and writing assignments
- II. Field assignments and projects related to the employment experience

#### E. **Appropriate Assignments that Demonstrate Critical Thinking:**

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

- I. Developing job-related behavioral (SMART) learning objectives.
- II. Resolving job-related problems.

### 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. Performance and achievement of the measurable job-related behavioral (SMART) learning objectives
- II. Attendance at required Work Experience orientations or other meetings
- III. Accuracy in completing required forms/paperwork
- IV. Promptness in compliance with due dates in submission of forms/paperwork
- V. Attendance at required conferences with instructor-coordinator and supervisor.

### 3. METHODS OF INSTRUCTION:

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

- \* Collaborative Learning
- \* Shadowing
- \* Other (Specify)
- \* A. Orientation sessions
- \* B. Conferences with instructor-coordinator and supervisor
- \* C. On-the-job training
- \* D. Written assignments, questioning, lecture/discussion, and reports.

- \* C. On-the-job training
- \* D. Written assignments, questioning, lecture/discussion, and reports.

**4. REQUIRED TEXTS AND SUPPLIES:**

Textbooks may include, but are not limited to:

**TEXTBOOKS:**

**MANUALS:**

1. SDCCD. Cooperative Work Experience Education Student Handbook, SDCCD, 05-01-2022

**PERIODICALS:**

**SOFTWARE:**

**SUPPLIES:**

1. Training Agreement
2. Cooperative Work Experience Application
3. Objectives Worksheet
4. Cumulative Work Record

**ORIGINATOR:** Duane Short

**CO-CONTRIBUTOR(S)** Laurie Vasallo-Dusa

**DATE:** 04/09/2015

Status: Active

Date Printed: 10/26/2022

**4. REQUIRED TEXTS AND SUPPLIES:**

Textbooks may include, but are not limited to:

**TEXTBOOKS:**

**MANUALS:**

1. SDCCD. Cooperative Work Experience Education Student Handbook, SDCCD, 05-01-2022

**PERIODICALS:**

**SOFTWARE:**

**SUPPLIES:**

1. Objectives Worksheet
2. Training Agreement
3. Cooperative Work Experience Application
4. Cumulative Work Record

**ORIGINATOR:** Duane Short

**ORIGINATION DATE:** 04/09/2015

**PROPOSAL ORIGINATOR:** Shawn Fawcett

**CO-CONTRIBUTOR(S)**

**PROPOSAL DATE:** 02/04/2019

Status: Launched

Date Printed: 10/26/2022

# Previous Report

SAN DIEGO COMMUNITY COLLEGE DISTRICT

MESA COLLEGE

Course Outline of Record:  
Curriculum Proposal Report

## SECTION I

- I. **Subject Area:** Music
- II. **Course Number:** 209D
- III. **Course Title:** Recording Studio Internship IV
- IV. **Disciplines (Instructor Minimum Qualifications):** Music
- V.
- VI. **Family:** MUSIC TECHNO (Music Technology-MUSI)
- VII. **Current Short Title:** EMS Internship IV **Proposed Short Title:** Recording Studio Internship IV
- VIII. **Course Is Active/Where?** MESA
- IX. **Originating Campus:** MESA
- X. **Action Proposed:** Course Revision (May Include Activation)
- XI. **Distance Education Proposed At:** Mesa
- XII. **Proposal Originating Date:** 09/11/2021
- XIII. **Proposed Start Semester:** Fall 2022
- XIV. **Field Trip:** May be required
- XV. **Grading Option:** Grade Only
- XVI. **Current Short Description:** EMS Internship IV  
**Proposed Short Description:** Recording Studio Internship IV

## SECTION II

### COURSE ENROLLMENT INFORMATION

- I. **Requisites:**  
Prerequisite: MUSI 209C with a grade of "C" or better, or equivalent. Is a successor course in a discipline or cross-discipline sequence  
Limitation on Enrollment:: Tryout or Audition.
- 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:** All texts are latest editions as of 9/13/21

### COURSE ANALYSIS DATA

- I. **Reason for Proposed Action:** Six yr review including verified that texts are most current editions & title update. (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:** No new costs.
- VI. **Library Resource Materials:** No new resources required.

### GENERAL EDUCATION ANALYSIS

### REQUISITES ANALYSIS

Advanced experience assisting students in the EMI

# Current Report

SAN DIEGO COMMUNITY COLLEGE DISTRICT

MESA COLLEGE

Course Outline of Record:  
Curriculum Proposal Report

## SECTION I

- I. **Subject Area:** Music
- II. **Course Number:** 209D
- III. **Course Title:** Recording Studio Internship IV
- IV. **Disciplines (Instructor Minimum Qualifications):** Music
- V.
- VI. **Family:** MUSIC TECHNO (Music Technology-MUSI)
- VII. **Current Short Title:** Recording Studio Internship IV
- 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:** 09/25/2022
- XIII. **Proposed Start Semester:** Fall 2024
- XIV. **Field Trip:** May be required
- XV. **Grading Option:** Grade Only
- XVI. **Current Short Description:** Recording Studio Internship IV

## SECTION II

### COURSE ENROLLMENT INFORMATION

- I. **Requisites:**  
Prerequisite: MUSI 209C with a grade of "C" or better, or equivalent. Is a successor course in a discipline or cross-discipline sequence  
Limitation on Enrollment:: Tryout or Audition.
- 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:** All texts are latest editions as of 9/13/21

### COURSE ANALYSIS DATA

- I. **Reason for Proposed Action:** Deactivation including removal of distance ed.
- 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:** No new costs.
- VI. **Library Resource Materials:** No new resources required.

### GENERAL EDUCATION ANALYSIS

### REQUISITES ANALYSIS

Advanced experience assisting students in the EMI

- I. Course: MUSI 209C Explain the complex functions of digital audio studios and their relationship to musicians.
- II. Course: MUSI 209C Apply procedures from technical manuals in trouble-shooting and resolving technical problems.

### 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  
**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  
Weekly  
**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. For Lecture-Lab and Lab courses, all students are expected to show progress at each class for lab assignments. Students will submit audio-visual recordings via free online file transfer software weekly for each class showing their progress in the assigned material.
- 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)

##### MESA

- Students will explain the advanced functions of recording studios and their relationship to musicians.
- Students will demonstrate the advanced proper protocol, skills and knowledge learned in MUSI 190.

### SECTION III

#### COURSE DISTANCE EDUCATION INFORMATION

- I. None

### SECTION IV

#### COURSE STUDENT LEARNING OUTCOME(S)

##### MESA

- Students will explain the advanced functions of recording studios and their relationship to musicians.
- Students will demonstrate the advanced proper protocol, skills and knowledge learned in MUSI 190.

### 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):** Program-applicable
  - Course Gen Education Status (CB25):** Y = Not applicable

**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): 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: 1.00**

Total Units: 1

Lecture Hours Min: 0.00 Max: 0.00

Lab Hours Min: 48.00 Max: 54.00

Other Hours Min: 0.00 Max:0.00

Total Contact Hours Min: 48.00 Max:54.00

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

Total Student Learning Hours Min: 48.00 Max: 54.00

FTEF Lecture Min: 0.0000 Max:

FTEF Lab Min: 0.2000 Max:

FTEF Total Min: 0.2000 Max:

III. Last Time Pre/Co Requisite Update: 09/11/2021

IV. Last Outline Revision Date: 10/28/2021

V. CIC Approval: 10/28/2021

VI. BOT Approval:

VII. State Approval:

VIII. Revised State Approval:

IX. Course Approval Effective Date: Fall 2022

**SECTION VI**

**CREDIT FOR PRIOR LEARNING**

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

Major Restriction Code: NONE

II. Lab Units: 1.00

Total Units: 1

Lecture Hours Min: 0.00 Max: 0.00

Lab Hours Min: 48.00 Max: 54.00

Other Hours Min: 0.00 Max:0.00

Total Contact Hours Min: 48.00 Max:54.00

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

Total Student Learning Hours Min: 48.00 Max: 54.00

FTEF Lecture Min: 0.0000 Max:

FTEF Lab Min: 0.2000 Max:

FTEF Total Min: 0.2000 Max:

III. Last Time Pre/Co Requisite Update: 09/25/2022

IV. Last Outline Revision Date: 10/28/2021

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 containing three horizontal bars in pink, orange, and pink colors.]

# Previous Report

SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY , MESA AND MIRAMAR COLLEGES

Course Outline of Record:  
Curriculum Proposal Report

## SECTION I

- I. **Subject Area:** Work Experience
- II. **Course Number:** 270
- III. **Course Title:** Occupational Work Experience
- IV. **Disciplines (Instructor Minimum Qualifications):** Business or Counseling
- V.
- VI. **Family:**
- VII. **Current Short Title:** Occupational Work Experience
- 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 , City and Miramar
- XII. **Proposal Originating Date:** 04/09/2015
- XIII. **Proposed Start Semester:** Fall 2016
- XIV. **Field Trip:** Not required
- XV. **Grading Option:** Grade Only
- XVI. **Current Short Description:** Provides on-the-job learning experiences in the field.  
**Proposed Short Description:** On-the-job learning experiences in an occupational field.

## SECTION II

### COURSE ENROLLMENT INFORMATION

- I. **Requisites:**  
Limitation on Enrollment:: Obtain Permission Number-Work Exp. Coordinator
- 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 4 time(s)
- V. **Course Equivalency:** No
- VI. **Additional Information:** Hours by Arrangement (One unit of credit is earned for each 75 hours of paid employment or 60 hours of volunteer work.)
- 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 3. Economic Development
- 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

# Current Report

SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY , MESA AND MIRAMAR COLLEGES

Course Outline of Record:  
Curriculum Proposal Report

## SECTION I

- I. **Subject Area:** Work Experience
- II. **Course Number:** 270
- III. **Course Title:** Occupational Work Experience
- IV. **Disciplines (Instructor Minimum Qualifications):** Business or Counseling
- V.
- VI. **Family:**
- VII. **Current Short Title:** Occupational Work Experience
- 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:** 02/04/2019
- XIII. **Proposed Start Semester:** Spring 2024
- XIV. **Field Trip:** Not required
- XV. **Grading Option:** Grade Only
- XVI. **Current Short Description:** On-the-job learning experiences in an occupational field.

## SECTION II

### COURSE ENROLLMENT INFORMATION

- I. **Requisites:**  
Limitation on Enrollment:: Obtain Permission Number-Work Exp. Coordinator
- 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 4 time(s)
- V. **Course Equivalency:** No
- VI. **Additional Information:** Hours by Arrangement - One unit of credit may be earned for each 75 hours of paid employment and 60 hours of volunteer work.
- VII. **Additional Textbook Information:**

### COURSE ANALYSIS DATA

- I. **Reason for Proposed Action:** Six yr review including: 1) update to objectives and other minor edits, and 2) Method of Instruction for COR revised to reflect DE - Emergency Only to align with CR - Emergency Only at all three campuses. (Course revision is for six year review.)
- II. **How Does The Course Fit The College Mission?** 1. Economic Development 2. Transfer 3. Vocational/Occupational
- 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. 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: WORK 270 - In the event of a campus or statewide emergency, students enrolled in Work Experience will be provided virtual instructional materials for completing their student teaching activities, lesson plans, and objectives. Mentoring will be provided by the instructor via Zoom. Online assessment will be implemented as a way determining critical thinking skills and application of code of ethics in a virtual classroom. Students will attend Zoom meetings with instructor and complete required paperwork. 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. Online-Emergency Only

XI. Other Distance Education Methods: A minimum of two real-time meetings among the student, supervisor, and instructor during the term: 1) An initial meeting to review the work experience program and procedures and to identify job-related behavioral learning objectives, and 2) A final meeting to review the student's work performance and evaluate the student's achievement of the identified learning objectives. These meetings may take place via teleconferencing software, synchronous video, telephone conferencing, or other means of real-time three-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. Chat Rooms  
as assigned
3. Collaborative Web Documents  
as assigned
4. Conferencing  
as assigned per Other Distance Education Methods
5. Discussion Board  
as assigned

## 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  
**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: WORK 270 - When offered online, students enrolled in Work Experience will be provided virtual instructional materials for completing their student teaching activities, lesson plans, and objectives. Mentoring will be provided by the instructor via Zoom. Online assessment will be implemented as a way determining critical thinking skills and application of code of ethics in a virtual classroom. Students will attend Zoom meetings with instructor and complete required paperwork. 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. Online-Emergency Only

XI. Other Distance Education Methods: A minimum of two real-time meetings among the student, supervisor, and instructor during the term: 1) An initial meeting to review the work experience program and procedures and to identify job-related behavioral learning objectives, and 2) A final meeting to review the student's work performance and evaluate the student's achievement of the identified learning objectives. These meetings may take place via teleconferencing software, synchronous video, telephone conferencing, or other means of real-time three-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. Chat Rooms  
as assigned
3. Collaborative Web Documents  
as assigned
4. Conferencing  
as assigned per Other Distance Education Methods
5. Discussion Board  
as assigned

6. Email/Message System
  - at least three instructor-initiated messages (via announcements, email, message system, telephone, or other appropriate technique) during the term
7. Group Meetings
  - as assigned (e.g. Work Experience program orientation)
8. Individual Meetings
  - as needed
9. Individualized Assignment Feedback
  - for development of measurable, job-related behavioral learning objectives
10. Synchronous or Asynchronous Video
  - as assigned
11. 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 may include a scheduled online group orientation to the Work Experience program, group discussions to resolve job-related problems, and one-on-one communication to develop job-related behavioral learning objectives and complete required program forms/paperwork.

**XIV. How to Evaluate Students for Achieved Outcomes:** Students are evaluated in the same way as the face-to-face course; only using distance technology. This includes an evaluation of the student's achievement of the identified learning objectives via a real-time meeting among the student, supervisor, and instructor as well as student attendance at required Work Experience orientations, conferences, or other meetings and preparation and submission of forms/paperwork.

**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. Online-Emergency Only

**XIX. Other Distance Education Methods:** A minimum of two real-time meetings among the student, supervisor, and instructor during the term: 1) An initial meeting to review the work experience program and procedures and to identify job-related behavioral learning objectives, and 2) A final meeting to review the student's work performance and evaluate the student's achievement of the identified learning objectives. These meetings may take place via teleconferencing software, synchronous video, telephone conferencing, or other means of real-time three-way communication.

**XX. 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
  - 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
  - a minimum of two real-time meetings among the student, supervisor, and instructor during the term: 1) An initial meeting to review the work experience program and procedures and to identify job-related behavioral learning objectives, and 2) A final meeting to review the student's work performance and evaluate the student's achievement of the identified learning objectives. These meetings may take place via teleconferencing software, synchronous video, telephone conferencing, or other means of real-time three-way communication.
  - Participant/s:** Faculty to Student/s , Among Students
5. Discussion Board
  - as assigned
  - Participant/s:** Faculty to Student/s , Among Students
6. Email/Message System
  - at least three instructor-initiated messages (via announcements, email, message system, telephone, or other appropriate technique) during the term
  - Participant/s:** Faculty to Student/s
7. Group Meetings
  - as assigned (e.g. Work Experience program orientation)

6. Email/Message System
  - at least three instructor-initiated messages (via announcements, email, message system, telephone, or other appropriate technique) during the term
7. Group Meetings
  - as assigned (e.g. Work Experience program orientation)
8. Individual Meetings
  - as needed
9. Individualized Assignment Feedback
  - for development of measurable, job-related behavioral learning objectives
10. Synchronous or Asynchronous Video
  - as assigned
11. 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 may include a scheduled online group orientation to the Work Experience program, group discussions to resolve job-related problems, and one-on-one communication to develop job-related behavioral learning objectives and complete required program forms/paperwork.

**XIV. How to Evaluate Students for Achieved Outcomes:** Students are evaluated in the same way as the face-to-face course; only using distance technology. This includes an evaluation of the student's achievement of the identified learning objectives via a real-time meeting among the student, supervisor, and instructor as well as student attendance at required Work Experience orientations, conferences, or other meetings and preparation and submission of forms/paperwork.

**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. Online-Emergency Only

**XIX. Other Distance Education Methods:** A minimum of two real-time meetings among the student, supervisor, and instructor during the term: 1) An initial meeting to review the work experience program and procedures and to identify job-related behavioral learning objectives, and 2) A final meeting to review the student's work performance and evaluate the student's achievement of the identified learning objectives. These meetings may take place via teleconferencing software, synchronous video, telephone conferencing, or other means of real-time three-way communication.

**XX. 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
  - Participant/s:** Faculty to Student/s
2. Chat Rooms
  - as needed
  - Participant/s:** Faculty to Student/s , Among Students
3. Collaborative Web Documents
  - as assigned
  - Participant/s:** Faculty to Student/s , Among Students
4. Conferencing
  - a minimum of two real-time meetings among the student, supervisor, and instructor during the term: 1) An initial meeting to review the work experience program and procedures and to identify job-related behavioral learning objectives, and 2) A final meeting to review the student's work performance and evaluate the student's achievement of the identified learning objectives. These meetings may take place via teleconferencing software, synchronous video, telephone conferencing, or other means of real-time three-way communication.
  - Participant/s:** Faculty to Student/s , Among Students
5. Discussion Board
  - as assigned
  - Participant/s:** Faculty to Student/s , Among Students
6. Email/Message System
  - at least three instructor-initiated messages (via announcements, email, message system, telephone, or other appropriate technique) during the term
  - Participant/s:** Faculty to Student/s
7. Group Meetings
  - as assigned (e.g. Work Experience program orientation)

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

8. Individual Meetings  
as needed

**Participant/s:** Faculty to Student/s

9. Individualized Assignment Feedback  
for development of measurable, job-related behavioral learning objectives

**Participant/s:** Faculty to Student/s

10. Synchronous or Asynchronous Video  
as assigned

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

11. Telephone Contact  
at least three instructor-initiated messages (via announcements, email, message system, telephone, or other appropriate technique) during the term

**Participant/s:** Faculty to Student/s

**XXI. 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 may include a scheduled online group orientation to the Work Experience program, group discussions to resolve job-related problems, and one-on-one communication to develop job-related behavioral learning objectives and complete required program forms/paperwork.

**XXII. 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. This includes an evaluation of the student's achievement of the identified learning objectives via a real-time meeting among the student, supervisor, and instructor as well as student attendance at required Work Experience orientations, conferences, or other meetings and preparation and submission of forms/paperwork.

**XXIII. Additional Resources/Materials/Information:** Materials posted online are consistent with those required for the face-to-face 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). 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

- Apply critical thinking, research, analysis and resolution for work-related and personal objectives.
- Convert classroom instruction to the employment environment through the development and attainment of three (3) learning objectives.
- Write Specific, Measurable, Achievable, Relevant and Timely (S.M.A.R.T.) objectives related to new or expanded workplace responsibilities.
- Develop and apply personal skills, attitudes, and competencies in the workplace and within course-related activities.
- Demonstrate effective communication and technological awareness through the use of technologies (internet, email and telephone) in ways appropriate to the course.
- Demonstrate accountability for their personal actions at work and as it relates to course.
- Research resources for education and/or career options.

#### MIRAMAR

- Demonstrate competencies for successful employment through actual on-the-job experiences.

#### SECTION V

#### COURSE DATA ADMINISTRATION ELEMENTS

##### **I. Codes:**

**California Classification:** (Y Credit Course)

**TOP Code:** 0501.00 Business and Commerce, General

**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)

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

8. Individual Meetings  
as needed

**Participant/s:** Faculty to Student/s

9. Synchronous or Asynchronous Video  
as assigned

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

10. Telephone Contact

at least three instructor-initiated messages (via announcements, email, message system, telephone, or other appropriate technique) during the term

**Participant/s:** Faculty to Student/s

**XXI. 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 may include a scheduled online group orientation to the Work Experience program, group discussions to resolve job-related problems, and one-on-one communication to develop job-related behavioral learning objectives and complete required program forms/paperwork.

**XXII. 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. This includes an evaluation of the student's achievement of the identified learning objectives via a real-time meeting among the student, supervisor, and instructor as well as student attendance at required Work Experience orientations, conferences, or other meetings and preparation and submission of forms/paperwork.

**XXIII. Additional Resources/Materials/Information:** Materials posted online are consistent with those required for the face-to-face 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). 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).

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

#### SECTION IV

#### COURSE STUDENT LEARNING OUTCOME(S)

#### CITY

#### MESA

- Apply , research, analysis and resolution for work-related and personal objectives.
- Apply , research, analysis and resolution for work-related and personal objectives.
- Convert classroom instruction to the employment environment through the development and attainment of three (3) learning objectives.
- Convert classroom instruction to the employment environment through the development and attainment of three (3) learning objectives.
- Write Specific, Measurable, Achievable, Relevant and Timely (S.M.A.R.T.) objectives related to new or expanded workplace responsibilities.
- Write Specific, Measurable, Achievable, Relevant and Timely (S.M.A.R.T.) objectives related to new or expanded workplace responsibilities.
- Develop and apply personal skills, attitudes, and competencies in the workplace and within course-related activities.
- Develop and apply personal skills, attitudes, and competencies in the workplace and within course-related activities.
- Demonstrate effective communication and technological awareness through the use of technologies (internet, email and telephone) in ways appropriate to the course.
- Demonstrate effective communication and technological awareness through the use of technologies (internet, email and telephone) in ways appropriate to the course.
- Demonstrate accountability for their personal actions at work and as it relates to course.
- Demonstrate accountability for their personal actions at work and as it relates to course.
- Research resources for education and/or career options.
- Research resources for education and/or career options.

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 - 4.00

Total Units: 1 - 4

Lecture Hours Min: 0.00 Max: 0.00

Lab Hours Min: 0.00 Max: 0.00

Other Hours Min: 60.00 Max:300.00

Total Contact Hours Min: 60.00 Max:300.00

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

Total Student Learning Hours Min: 60.00 Max: 300.00

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: 04/09/2015

IV. Last Outline Revision Date: 12/10/2015

V. CIC Approval: 12/10/2015

VI. BOT Approval:

VII. State Approval: 03/17/2016

VIII. Revised State Approval:

IX. Course Approval Effective Date: Fall 2016

#### SECTION VI

#### CREDIT FOR PRIOR LEARNING

#### MIRAMAR

#### SECTION V

#### COURSE DATA ADMINISTRATION ELEMENTS

##### I. Codes:

California Classification: (Y Credit Course)

TOP Code: 0501.00 Business and Commerce, General

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): Y = Not applicable

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

Major Restriction Code: NONE

II. Other Units: 1.00 - 4.00

Total Units: 1 - 4

Lecture Hours Min: 0.00 Max: 0.00

Lab Hours Min: 0.00 Max: 0.00

Other Hours Min: 60.00 Max:300.00

Total Contact Hours Min: 60.00 Max:300.00

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

Total Student Learning Hours Min: 60.00 Max: 300.00

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: 02/04/2019

IV. Last Outline Revision Date: 12/10/2015

V. CIC Approval:

VI. BOT Approval:

VII. State Approval:

VIII. Revised State Approval:

IX. Course Approval Effective Date:

#### SECTION VI

#### CREDIT FOR PRIOR LEARNING