

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

SECTION I

SUBJECT AREA AND COURSE NUMBER: Biology 115

COURSE TITLE:

Marine Biology

Units:

4

Grade Only

CATALOG COURSE DESCRIPTION:

This course is a survey of marine biology. Emphasis is placed on marine organisms, their ecology and their evolutionary adaptations to marine habitats of the ocean environment. Topics include the marine environment and its organisms: plankton, plants, invertebrates, fishes, birds, reptiles, and mammals. Field trips include local marine habitats, aquaria and museums. This course is intended for all students interested in marine biology.

REQUISITES:

Advisory:

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

FIELD TRIP REQUIREMENTS:

May be required

TRANSFER APPLICABILITY:

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

CID:

TOTAL LECTURE HOURS:

48 - 54

TOTAL LAB HOURS:

48 - 54

TOTAL CONTACT HOURS:

96 - 108

OUTSIDE-OF-CLASS HOURS:

96 - 108

TOTAL STUDENT LEARNING HOURS:

192 - 216

STUDENT LEARNING OBJECTIVES:

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

Lecture Learning Objectives:

1. Describe the physical and chemical characteristics of the ocean as a habitat for living organisms.
2. Differentiate between marine organisms and identify evolutionary adaptations for selected habitats.
3. Assess human impact on marine organisms.

Laboratory Learning Objectives:

1. Observe marine organisms and identify specific anatomical features using dissecting and compound microscopes.
2. Examine a variety of marine organisms to explain their adaptations.
3. Identify and classify local marine organisms using dichotomous keys and field guides.
4. Conduct physiological experiments and/or ecological studies of marine organisms to relate anatomical and physiological adaptations to relate them to specific habitats.

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. LECTURE:**A. Marine environment**

1. Characteristics of water
2. Currents
3. Waves
4. Salinity
5. Zonation
6. Diversity of marine life

B. Marine plants & seaweeds

1. General characteristics and ecology
2. Adaptations to selected habitats
3. Selected life cycles
4. Survey of marine plants and seaweeds
5. Economic importance & human impacts

C. Plankton

1. General characteristics and ecology
2. Adaptations to planktonic existence
3. Patchiness in the ocean
4. Vertical migrations
5. Survey of plankton
 - a. Phytoplankton
 - b. Protozooplankton
 - c. Zooplankton
 - d. Meroplankton
6. Human impacts

D. Benthic invertebrates

1. Adaptations to selected marine ecosystems
2. General characteristics and ecology
3. Evolution of invertebrates
4. Human impacts

E. Fishes

1. General characteristics
 - a. External anatomy
 - b. Sensory systems
 - c. Scales
 - d. Coloration
 - e. Locomotion

- f. Migration
- 2. Evolution and adaptations to marine existence
- 3. Survey of marine fishes
 - a. Ancestral fishes
 - b. Chondrichthyes
 - c. Osteichthyes
- 4. Ecology of marine fishes
- 5. Marine fisheries and human impacts
- F. Reptiles
 - 1. General characteristics and ecology
 - 2. Evolutions and adaptations to marine existence
 - 3. Diversity
 - a. Sea turtles
 - b. Sea snakes and sea kraits
 - c. Marine iguana
 - d. Saltwater crocodile
 - 4. Human impacts
- G. Marine birds
 - 1. General characteristics and adaptations to marine existence
 - a. Flight (physics and adaptations)
 - b. External anatomy
 - c. Types of flight patterns
 - d. Salt excretion - salt gland
 - e. Migration and navigation
 - f. Oil secretion and excretion
 - g. Swimming and diving
 - 2. Survey of marine and shorebird diversity
 - 3. Marine and shorebird ecology
 - 4. Human impacts
- H. Marine mammals
 - 1. General characteristics and adaptations to marine existence
 - a. Body shape
 - b. Thermal regulation
 - c. Respiratory adaptations
 - d. Osmotic adaptations
 - 2. Diversity and ecology
 - a. *Carnivora*
 - b. *Sirenia*
 - c. *Cetacea*
 - 3. Human impacts

II. LABORATORY

- A. Principles of taxonomy
- B. Process of science and experimental design
- C. Physiological experiments
- D. Use and care of microscopes
 - 1. Dissecting
 - 2. Compound
- E. Survey of local marine organisms
 - 1. Algae
 - 2. Invertebrates
 - 3. Plankton
 - 4. Fishes
 - 5. Birds
- F. Collection and identification of plankton and seaweeds
- G. Identification of marine organisms with dichotomous keys
- H. Field trip to intertidal area
 - I. Identification of unknown fishes
 - J. Survey of Coastal Marine Fishes
- K. Physiological experiments
- L. Field trips to local marine habitats, museums, and aquaria, such as:

1. Rocky intertidal zone
 2. San Diego River
 3. Tijuana Estuary
 4. San Diego Natural History Museum
 5. Sea World
 6. Living Coast Discovery Museum
- M. Ecological studies in the field

B. Reading Assignments:

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

- I. Assigned textbook(s) related to marine biology.
- II. Selections from professional journals, such as:
 - A. National Geographic
 - B. Scientific American
 - C. Marine Biology
 - D. Marine Ecology Progress Series
 - E. Limnology and Oceanography
- III. Internet searches for organism identification.
- IV. Internet research on topics related to marine biology.

C. Writing Assignments:

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

- I. Laboratory reports.
- II. Term paper related to a topic and/or figure related to marine biology.
- III. Summaries of scientific lectures related to marine biology.
- IV. Present a poster on a marine biology topic.

D. Appropriate Outside Assignments:

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

- I. Attendance at scientific lectures related to marine biology.
- II. Brief reports on scientific lectures related to marine biology.
- III. Term paper on a topic and/or figure related to marine biology.
- IV. Collection of photographs or organisms.

E. Appropriate Assignments that Demonstrate Critical Thinking:

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

- I. Create a taxonomic key useful for marine organism identification.
- II. Perform experiments to draw conclusions related to physiological adaptations in marine organisms.
- III. Assess a topic and/or figure related to marine biology.

2. METHODS OF EVALUATION:

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

- I. Quizzes and exams.
- II. Term paper.
- III. Laboratory assignments.
- IV. Practical exams.
- V. Field trip reports.
- VI. Class participation.
- VII. Poster session presentation.

3. METHODS OF INSTRUCTION:

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

- * Audio-Visual
- * Collaborative Learning
- * Computer Assisted Instruction
- * Lecture Discussion
- * Lecture-Lab Combination

4. REQUIRED TEXTS AND SUPPLIES:

Textbooks may include, but are not limited to:

TEXTBOOKS:

1. Castro, Peter and Michale Huber. Marine Biology, 10th ed. McGraw-Hill, 2015, ISBN: 9780078023064
2. Karleskint, George, et al. Introduction to Marine Biology, 4th ed. Valore Books, 2013, ISBN: 9781133364467

MANUALS:

PERIODICALS:

SOFTWARE:

SUPPLIES:

ORIGINATOR: Paul Sykes

ORIGINATION DATE: 10/27/2016

PROPOSAL ORIGINATOR: Erin McConnell

CO-CONTRIBUTOR(S)

PROPOSAL DATE: 10/24/2022

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

COURSE TO BE PROPOSED: BIOL 115
Marine Biology

ACTIVE/APPROVED COURSES IMPACTED:

BIOL 115 Marine Biology (29382)

DISTRICT GENERAL EDUCATION:

B1 Natural Sciences - Life Sciences

ACTIVE/APPROVED/PROPOSED PROGRAMS IMPACTED:

(Mesa)

Allied Health Track *Active*;
Associate of Science Degree

Recommended Electives:

(Miramar)

Biology Studies *Active*;
Associate of Science Degree

Select 5 to 10 or more units from the following:

(Miramar)

Biology Studies *Launched*;
Associate of Science Degree

Select 5 to 10 or more units from the following:

(Miramar)

Biology for Allied Health *Active*;
Associate of Science Degree

Recommended Electives:

(Miramar)

Earth Science Studies *Active*;
Associate of Science Degree

Select at least three (3) units from the following biological science courses:

(Miramar)

Earth Science Studies *Launched*;
Associate of Science Degree

Select at least three (3) units from the following biological science courses:

(Miramar)

Honors Global Competencies *Approved*;

Certificate of Achievement

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

(**Mesa**)

Honors Global Competencies *Active*;
Certificate of Achievement

Global Studies Select a minimum of 12 units from 4 different disciplines

(**Mesa**)

Honors Global Competencies *Launched*;
Certificate of Achievement

Global Studies Select a minimum of 12 units from 4 different disciplines

(**City**)

Liberal Arts and Sciences: Scientific Studies in Biological Science *Active*;
Associate of Arts Degree

Major Courses

(**Mesa**)

Transfer Track *Active*;
Associate of Science Degree

Recommended Electives:

SAN DIEGO COMMUNITY COLLEGE DISTRICT

MESA AND MIRAMAR COLLEGES

Course Outline of Record: Curriculum Proposal Report

SECTION I

- I. **Subject Area:** Biology
- II. **Course Number:** 115
- III. **Course Title:** Marine Biology
- IV. **Disciplines (Instructor Minimum Qualifications):** Biological Sciences
- V.
- VI. **Family:**
- VII. **Current Short Title:** Marine Biology
- VIII. **Course Is Active/Where?** CITY , MESA AND MIRAMAR
- IX. **Originating Campus:** CITY
- X. **Action Proposed:** Course Deactivation *(Active at another College)*
- XI. **Distance Education Proposed At:** Mesa , Miramar and City
- XII. **Proposal Originating Date:** 10/24/2022
- XIII. **Proposed Start Semester:** Fall 2023
- XIV. **Field Trip:** May be required
- XV. **Grading Option:** Grade Only
- XVI. **Current Short Description:** Survey of marine biology.

SECTION II

COURSE ENROLLMENT INFORMATION

- I. **Requisites:**
Advisory: ENGL 101 with a grade of "C" or better, or equivalent.
- II. **Current Degree Applicability:** Associate Degree Credit & transfer to CSU
- III. **Current Basic Skills Designation:** N - Not a Basic Skills Course
- IV. **Repeatability:** Course may be taken 1 time(s)
- V. **Course Equivalency:** No
- VI. **Additional Information:**
- VII. **Additional Textbook Information:** Texts are latest editions available.

COURSE ANALYSIS DATA

- I. **Reason for Proposed Action:** This course is being deactivated because of low enrollment and student interest at City College. This course is not required for any major at City.
- II. **How Does The Course Fit The College Mission?** 1. Transfer
- III. **Current Transfer Options:** 1. IGETC 2. UC Transfer Course List 3. CSU General Education
- IV. **Proposed College/District Purpose:** 1. District general education 2. Major Requirement - Associate Degree
- V. **Extraordinary Cost to the College:** None.
- VI. **Library Resource Materials:** No new resources required..

GENERAL EDUCATION ANALYSIS

CSU General Education:

- B2 Area B. Scientific Inquiry and Quantitative Reasoning - Life Science
- B3 Area B. Scientific Inquiry and Quantitative Reasoning - Laboratory Activity

District General Education:

- B1 Natural Sciences - Life Sciences

IGETC:

- Area 5. Physical and Biological Sciences - 5B: Biological Science

UC Transfer Course:

Yes

REQUISITES ANALYSIS

Able to read and write at college transfer level.

SECTION III

COURSE DISTANCE EDUCATION INFORMATION

I. MESA

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

III. Other Distance Education Methods:

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

1. 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: BIOL 115 - Lab requirements can be met online through the communication of concepts to students by way of e-text lab manuals, PowerPoints, live and recorded audio lab lectures, and through live and recorded video lab lectures. These interactions can be supplemented through the use of: pictures of real or modeled cells, plants, animals, and algae; online climate, weather, ocean, ecosystem, and animal simulations, games, and documentaries; through the use of safe at home observation, experimentation, and test kits; and recorded video versions of in class examples and experimentation. Clarification of concepts can be fulfilled through email, chat rooms, student break out rooms, and live video and audio student 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 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:

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

1. Announcements

weekly

2. Collaborative Web Documents

as assigned

3. Conferencing
as assigned
 4. Discussion Board
at least three times during the term
 5. Email/Message System
as needed
 6. Field Trips
as assigned
 7. Group Meetings
as assigned
 8. Individual Meetings
as assigned
 9. Individualized Assignment Feedback
as assigned
 10. Synchronous or Asynchronous Video
as assigned
 11. Telephone Contact
as needed
- XIII. **List of Techniques:** Students engage in regular and effective interaction with each other and the instructor in ways that mirror the traditional 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, synchronous video conferencing, or other tools. Students also demonstrate an understanding and integration of course concepts via research assignments, problem sets, group projects, synchronous or asynchronous class discussion, online-lab simulations, dry lab activities, 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, laboratory activities, and/or group or individual projects posted to the discussion board or other online collaboration tool. Whenever possible, testing is conducted in-person. If in-person testing is not available, accepted methods are used to maintain academic honesty in online testing situation such as digital proctoring, test-design, time limits on exams, and/or other common methods.
- 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:**
- 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 four times during the term with the instructor and with other students (in the absence of other collaborative student projects)
 5. Email/Message System
as needed
 6. Individual Meetings
as needed
 7. Individualized Assignment Feedback
as assigned
 8. Synchronous or Asynchronous Video
as assigned
 9. Telephone Contact
as needed

- XXI. **List of Techniques:** Students interact with each other and the instructor in ways that mirror the traditional classroom; only the delivery system is altered. These methods include one-on-one communication with the instructor and with other students via email, the announcement system, the discussion board, or other tools. Students also demonstrate an understanding and integration of course concepts via research assignments using the internet or online library resources, problem sets, group projects, asynchronous class discussion, and/or other assignments. Laboratory content is taught using instructor-guided lab demos for experiments; directed lab activities from the assigned lab manual; and/or virtual labs created by the instructor, textbook publishers (e.g. McGraw-Hill, Pearson), or 3rd parties (e.g. Labster, Jove).
- 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, problem sets, weekly lab reports, 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 the in-person class. SDCCD and DSPS personnel provide all needed accommodations. DSPS provides a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).
- XXIV. **Audio Visual Library Materials:** NO

SECTION IV

COURSE STUDENT LEARNING OUTCOME(S)

MESA

- Demonstrate knowledge of the evolution and ecology of marine organisms.
- Analyze characteristics of marine organisms for identification purposes.

MIRAMAR

- Students will demonstrate ability to access, synthesize, and communicate understanding of information from no less than 5 current and relevant public resources on marine biology topics of organismal diversity, and ecological or economic factors impacting marine ecosystems.

SECTION V

COURSE DATA ADMINISTRATION ELEMENTS

I. Codes:

California Classification: (Y Credit Course)

TOP Code: 0401.00 Biology, General

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. Lect Units: 3.00

Lab Units: 1.00

Total Units: 4

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

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

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

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

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

Total Student Learning Hours Min: 192.00 **Max:** 216.00

FTEF Lecture Min: 0.2000 **Max:**

FTEF Lab Min: 0.2000 Max:

FTEF Total Min: 0.4000 Max:

III. Last Time Pre/Co Requisite Update: 10/24/2022

IV. Last Outline Revision Date: 03/08/2018

V. CIC Approval:

VI. BOT Approval:

VII. State Approval:

VIII. Revised State Approval:

IX. Course Approval Effective Date:

SECTION VI

CREDIT FOR PRIOR LEARNING

Previous Report

CIC Approval: 03/08/2018
BOT APPROVAL:
STATE APPROVAL:
EFFECTIVE TERM: Fall 2019

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

SECTION I

SUBJECT AREA AND COURSE NUMBER: Biology 115

COURSE TITLE:

Marine Biology

Units:
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Grade Only

CATALOG COURSE DESCRIPTION:

This course is a survey of marine biology. Emphasis is placed on marine organisms, their ecology and their evolutionary adaptations to marine habitats of the ocean environment. Topics include the marine environment and its organisms: plankton, plants, invertebrates, fishes, birds, reptiles, and mammals. Field trips include local marine habitats, aquaria and museums. This course is intended for all students interested in marine biology.

REQUISITES:

Advisory:

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FIELD TRIP REQUIREMENTS:

May be required

TRANSFER APPLICABILITY:

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

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STUDENT LEARNING OBJECTIVES:

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

Lecture Learning Objectives:

1. Describe the physical and chemical characteristics of the ocean as a habitat for living organisms.
2. Differentiate between marine organisms and identify evolutionary adaptations for selected habitats.
3. Assess human impact on marine organisms.

Laboratory Learning Objectives:

1. Observe marine organisms and identify specific anatomical features using dissecting and compound microscopes.
2. Examine a variety marine organisms to explain their adaptations.
3. Identify and classify local marine organisms using dichotomous keys and field guides.

Current Report

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

**SAN DIEGO COMMUNITY COLLEGE DISTRICT
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1. COURSE OUTLINE AND SCOPE:

A. Outline Of Topics:

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I. LECTURE:

- A. Marine environment
 - 1. Characteristics of water
 - 2. Currents
 - 3. Waves
 - 4. Salinity
 - 5. Zonation
 - 6. Diversity of marine life
- B. Marine plants & seaweeds
 - 1. General characteristics and ecology
 - 2. Adaptations to selected habitats
 - 3. Selected life cycles
 - 4. Survey of marine plants and seaweeds
 - 5. Economic importance & human impacts
- C. Plankton
 - 1. General characteristics and ecology
 - 2. Adaptations to planktonic existence
 - 3. Patchiness in the ocean
 - 4. Vertical migrations
 - 5. Survey of plankton
 - a. Phytoplankton
 - b. Protozooplankton
 - c. Zooplankton
 - d. Meroplankton
 - 6. Human impacts
- D. Benthic invertebrates
 - 1. Adaptations to selected marine ecosystems
 - 2. General characteristics and ecology
 - 3. Evolution of invertebrates
 - 4. Human impacts
- E. Fishes
 - 1. General characteristics
 - a. External anatomy
 - b. Sensory systems
 - c. Scales
 - d. Coloration
 - e. Locomotion
 - f. Migration
 - 2. Evolution and adaptations to marine existence
 - 3. Survey of marine fishes
 - a. Ancestral fishes
 - b. Chondrichthyes
 - c. Osteichthyes
 - 4. Ecology of marine fishes
 - 5. Marine fisheries and human impacts
- F. Reptiles
 - 1. General characteristics and ecology
 - 2. Evolutions and adaptations to marine existence
 - 3. Diversity
 - a. Sea turtles
 - b. Sea snakes and sea kraits
 - c. Marine iguana
 - d. Saltwater crocodile
 - 4. Human impacts
- G. Marine birds
 - 1. General characteristics and adaptations to marine existence
 - a. Flight (physics and adaptations)
 - b. External anatomy

SECTION II

1. COURSE OUTLINE AND SCOPE:

A. Outline Of Topics:

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 - d. Saltwater crocodile
 - 4. Human impacts
- G. Marine birds
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 - a. Flight (physics and adaptations)
 - b. External anatomy
 - c. Types of flight patterns
 - d. Salt excretion - salt gland

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 - d. Salt excretion - salt gland
 - e. Migration and navigation
 - f. Oil secretion and excretion
 - g. Swimming and diving
2. Survey of marine and shorebird diversity
 3. Marine and shorebird ecology
 4. Human impacts

H. Marine mammals

1. General characteristics and adaptations to marine existence
 - a. Body shape
 - b. Thermal regulation
 - c. Respiratory adaptations
 - d. Osmotic adaptations
2. Diversity and ecology
 - a. *Carnivora*
 - b. *Sirenia*
 - c. *Cetacea*
3. Human impacts

II. LABORATORY

- A. Principles of taxonomy
- B. Process of science and experimental design
- C. Physiological experiments
- D. Use and care of microscopes
 1. Dissecting
 2. Compound
- E. Survey of local marine organisms
 1. Algae
 2. Invertebrates
 3. Plankton
 4. Fishes
 5. Birds
- F. Collection and identification of plankton and seaweeds
- G. Identification of marine organisms with dichotomous keys
- H. Field trip to intertidal area
 - I. Identification of unknown fishes
 - J. Survey of Coastal Marine Fishes
- K. Physiological experiments
- L. Field trips to local marine habitats museums and aquaria such as:
 1. Rocky intertidal zone
 2. San Diego River
 3. Tijuana Estuary
 4. San Diego Natural History Museum
 5. Sea World
 6. Living Coast Discovery Museum
- M. Ecological studies in the field

B. Reading Assignments:

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

- I. Assigned textbook(s) related to marine biology.
- II. Selections from professional journals, such as:
 - A. National Geographic
 - B. Scientific American
 - C. Marine Biology
 - D. Marine Ecology Progress Series
 - E. Limnology and Oceanography
- III. Internet searches for organism identification.
- IV. Internet research on topics related to marine biology.

C. Writing Assignments:

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

- I. Laboratory reports.
- II. Term paper related to a topic and/or figure related to marine biology.
- III. Summaries of scientific lectures related to marine biology.
- IV. Present a poster on a marine biology topic.

D. Appropriate Outside Assignments:

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

- I. Attendance at scientific lectures related to marine biology.

- e. Migration and navigation
 - f. Oil secretion and excretion
 - g. Swimming and diving
2. Survey of marine and shorebird diversity
 3. Marine and shorebird ecology
 4. Human impacts

H. Marine mammals

1. General characteristics and adaptations to marine existence
 - a. Body shape
 - b. Thermal regulation
 - c. Respiratory adaptations
 - d. Osmotic adaptations
2. Diversity and ecology
 - a. *Carnivora*
 - b. *Sirenia*
 - c. *Cetacea*
3. Human impacts

II. LABORATORY

- A. Principles of taxonomy
- B. Process of science and experimental design
- C. Physiological experiments
- D. Use and care of microscopes
 1. Dissecting
 2. Compound
- E. Survey of local marine organisms
 1. Algae
 2. Invertebrates
 3. Plankton
 4. Fishes
 5. Birds
- F. Collection and identification of plankton and seaweeds
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- I. Assigned textbook(s) related to marine biology.
- II. Selections from professional journals, such as:
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- III. Internet searches for organism identification.
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C. Writing Assignments:

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

- I. Laboratory reports.
- II. Term paper related to a topic and/or figure related to marine biology.
- III. Summaries of scientific lectures related to marine biology.
- IV. Present a poster on a marine biology topic.

D. Appropriate Outside Assignments:

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

- I. Attendance at scientific lectures related to marine biology.
- II. Brief reports on scientific lectures related to marine biology.
- III. Term paper on a topic and/or figure related to marine biology.

- II. Brief reports on scientific lectures related to marine biology.
- III. Term paper on a topic and/or figure related to marine biology.
- IV. Collection of photographs or organisms.

E. Appropriate Assignments that Demonstrate Critical Thinking:

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

- I. Create a taxonomic key useful for marine organism identification.
- II. Perform experiments to draw conclusions related to physiological adaptations in marine organisms.
- III. Assess a topic and/or figure related to marine biology.

2. METHODS OF EVALUATION:

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

- I. Quizzes and exams.
- II. Term paper.
- III. Laboratory assignments.
- IV. Practical exams.
- V. Field trip reports.
- VI. Class participation.
- VII. Poster session presentation.

3. METHODS OF INSTRUCTION:

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

- * Audio-Visual
- * Collaborative Learning
- * Computer Assisted Instruction
- * Lecture Discussion
- * Lecture-Lab Combination

4. REQUIRED TEXTS AND SUPPLIES:

Textbooks may include, but are not limited to:

TEXTBOOKS:

- 1. Castro, Peter and Michale Huber. Marine Biology. 10th ed. McGraw-Hill, 2015, ISBN: 9780078023064
- 2. Karleskint, George, et al. Introduction to Marine Biology. 4th ed. Valore Books, 2013, ISBN: 9781133364467

MANUALS:

PERIODICALS:

SOFTWARE:

SUPPLIES:

ORIGINATOR: Paul Sykes

CO-CONTRIBUTOR(S)
DATE: 10/27/2016

- IV. Collection of photographs or organisms.

E. Appropriate Assignments that Demonstrate Critical Thinking:

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

- I. Create a taxonomic key useful for marine organism identification.
- II. Perform experiments to draw conclusions related to physiological adaptations in marine organisms.
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- 2. Karleskint, George, et al. Introduction to Marine Biology. 4th ed. Valore Books, 2013, ISBN: 9781133364467

MANUALS:

PERIODICALS:

SOFTWARE:

SUPPLIES:

ORIGINATOR: Paul Sykes

ORIGINATION DATE: 10/27/2016

PROPOSAL ORIGINATOR: Erin McConnell

CO-CONTRIBUTOR(S)

PROPOSAL DATE: 10/24/2022

Status: Launched

Date Printed: 02/13/2023

Previous Report

SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY , MESA AND MIRAMAR COLLEGES

Course Outline of Record:
Curriculum Proposal Report

SECTION I

- I. **Subject Area:** Biology
- II. **Course Number:** 115
- III. **Course Title:** Marine Biology
- IV. **Disciplines (Instructor Minimum Qualifications):** Biological Sciences
- V.
- VI. **Family:**
- VII. **Current Short Title:** Marine Biology
- 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:** 10/27/2016
- XIII. **Proposed Start Semester:** Fall 2019
- XIV. **Field Trip:** May be required
- XV. **Grading Option:** Grade Only
- XVI. **Current Short Description:** Survey of marine biology.

SECTION II

COURSE ENROLLMENT INFORMATION

- I. **Requisites:**
Advisory: ENGL 101 with a grade of "C" or better, or equivalent.
- II. **Current Degree Applicability:** Associate Degree Credit & transfer to CSU
- III. **Current Basic Skills Designation:** N - Not a Basic Skills Course
- IV. **Repeatability:** Course may be taken 1 time(s)
- V. **Course Equivalency:** No
- VI. **Additional Information:**
- VII. **Additional Textbook Information:** Texts are latest editions available.

COURSE ANALYSIS DATA

- I. **Reason for Proposed Action:** 6-Year Review. Changes to course description, objectives, methods of eval, outline of topics, and assignments. Removed ENGL 105 advisory (ENGL 101 remains). 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. IGETC 2. UC Transfer Course List 3. CSU General Education
- IV. **Proposed College/District Purpose:** 1. District general education 2. Major Requirement - Associate Degree
- V. **Extraordinary Cost to the College:** None.
- VI. **Library Resource Materials:** No new resources required..

GENERAL EDUCATION ANALYSIS

CSU General Education:

- B2 Area B. Scientific Inquiry and Quantitative Reasoning - Life Science
- B3 Area B. Scientific Inquiry and Quantitative Reasoning - Laboratory Activity

District General Education:

Current Report

SAN DIEGO COMMUNITY COLLEGE DISTRICT

MESA AND MIRAMAR COLLEGES

Course Outline of Record:
Curriculum Proposal Report

SECTION I

- I. **Subject Area:** Biology
- II. **Course Number:** 115
- III. **Course Title:** Marine Biology
- IV. **Disciplines (Instructor Minimum Qualifications):** Biological Sciences
- V.
- VI. **Family:**
- VII. **Current Short Title:** Marine Biology
- VIII. **Course Is Active/Where?** CITY , MESA AND MIRAMAR
- IX. **Originating Campus:** CITY
- X. **Action Proposed:** Course Deactivation *(Active at another College)*
- XI. **Distance Education Proposed At:** Mesa , Miramar and City
- XII. **Proposal Originating Date:** 10/24/2022
- XIII. **Proposed Start Semester:** Fall 2023
- XIV. **Field Trip:** May be required
- XV. **Grading Option:** Grade Only
- XVI. **Current Short Description:** Survey of marine biology.

SECTION II

COURSE ENROLLMENT INFORMATION

- I. **Requisites:**
Advisory: ENGL 101 with a grade of "C" or better, or equivalent.
- II. **Current Degree Applicability:** Associate Degree Credit & transfer to CSU
- III. **Current Basic Skills Designation:** N - Not a Basic Skills Course
- IV. **Repeatability:** Course may be taken 1 time(s)
- V. **Course Equivalency:** No
- VI. **Additional Information:**
- VII. **Additional Textbook Information:** Texts are latest editions available.

COURSE ANALYSIS DATA

- I. **Reason for Proposed Action:** This course is being deactivated because of low enrollment and student interest at City College. This course is not required for any major at City.
- II. **How Does The Course Fit The College Mission?** 1. Transfer
- III. **Current Transfer Options:** 1. IGETC 2. UC Transfer Course List 3. CSU General Education
- IV. **Proposed College/District Purpose:** 1. District general education 2. Major Requirement - Associate Degree
- V. **Extraordinary Cost to the College:** None.
- VI. **Library Resource Materials:** No new resources required..

GENERAL EDUCATION ANALYSIS

CSU General Education:

- B2 Area B. Scientific Inquiry and Quantitative Reasoning - Life Science
- B3 Area B. Scientific Inquiry and Quantitative Reasoning - Laboratory Activity

District General Education:

IGETC:

Area 5. Physical and Biological Sciences - 5B: Biological Science
Area 5. Physical and Biological Sciences - 5C: Science Laboratory

UC Transfer Course:

Yes

REQUISITES ANALYSIS

Able to read and write at college transfer level.

- I. Course: ENGL 101 Read, analyze, discuss, and evaluate a variety of texts.
- II. Course: ENGL 101 Identify arguments, patterns, and strategies in a variety of texts.
- III. Course: ENGL 101 Write, revise, and edit a total of at least 6,000 graded words.
- IV. Course: ENGL 101 Compose a variety of essays that demonstrate increasing familiarity with and expertise in academic writing.
- V. Course: ENGL 101 Select a variety of research strategies using appropriate documentation.
- VI. Course: ENGL 101 Apply critical thinking in reading, writing, and class discussion.

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:** BIOL 115 - Lab requirements can be met online through the communication of concepts to students by way of e-text lab manuals, PowerPoints, live and recorded audio lab lectures, and through live and recorded video lab lectures. These interactions can be supplemented through the use of: pictures of real or modeled cells, plants, animals, and algae; online climate, weather, ocean, ecosystem, and animal simulations, games, and documentaries; through the use of safe at home observation, experimentation, and test kits; and recorded video versions of in class examples and experimentation. Clarification of concepts can be fulfilled through email, chat rooms, student break out rooms, and live video and audio student 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 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

IGETC:

Area 5. Physical and Biological Sciences - 5B: Biological Science
Area 5. Physical and Biological Sciences - 5C: Science Laboratory

UC Transfer Course:

Yes

REQUISITES ANALYSIS

Able to read and write at college transfer level.

SECTION III**COURSE DISTANCE EDUCATION INFORMATION**

- I. **MESA**
- II. **Distance Education Methods of Instruction:** 1. Online-Emergency Only
- III. **Other Distance Education Methods:**
- IV. **Type and frequency of contact may include, but is not limited to:**
 1. 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:** BIOL 115 - Lab requirements can be met online through the communication of concepts to students by way of e-text lab manuals, PowerPoints, live and recorded audio lab lectures, and through live and recorded video lab lectures. These interactions can be supplemented through the use of: pictures of real or modeled cells, plants, animals, and algae; online climate, weather, ocean, ecosystem, and animal simulations, games, and documentaries; through the use of safe at home observation, experimentation, and test kits; and recorded video versions of in class examples and experimentation. Clarification of concepts can be fulfilled through email, chat rooms, student break out rooms, and live video and audio student 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 assignments) electronically to the instructor for grading.
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- VIII. **Audio Visual Library Materials:** NO
- IX. **CITY**
- X. **Distance Education Methods of Instruction:** 1. Online-Emergency Only
- XI. **Other Distance Education Methods:**
- XII. **Type and frequency of contact may include, but is not limited to:**
 1. Announcements
weekly
 2. Collaborative Web Documents
as assigned
 3. Conferencing
as assigned

XI. Other Distance Education Methods:

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

1. Announcements
weekly
2. Collaborative Web Documents
as assigned
3. Conferencing
as assigned
4. Discussion Board
at least three times during the term
5. Email/Message System
as needed
6. Field Trips
as assigned
7. Group Meetings
as assigned
8. Individual Meetings
as assigned
9. Individualized Assignment Feedback
as assigned
10. Synchronous or Asynchronous Video
as assigned
11. Telephone Contact
as needed

XIII. List of Techniques: Students engage in regular and effective interaction with each other and the instructor in ways that mirror the traditional 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, synchronous video conferencing, or other tools. Students also demonstrate an understanding and integration of course concepts via research assignments, problem sets, group projects, synchronous or asynchronous class discussion, online-lab simulations, dry lab activities, 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, laboratory activities, and/or group or individual projects posted to the discussion board or other online collaboration tool. Whenever possible, testing is conducted in-person. If in-person testing is not available, accepted methods are used to maintain academic honesty in online testing situation such as digital proctoring, test-design, time limits on exams, and/or other common methods.

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:

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 four times during the term with the instructor and with other students (in the absence of other collaborative student projects)
5. Email/Message System
as needed
6. Individual Meetings
as needed
7. Individualized Assignment Feedback
as assigned
8. Synchronous or Asynchronous Video
as assigned
9. Telephone Contact
as needed

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

4. Discussion Board
at least three times during the term
5. Email/Message System
as needed
6. Field Trips
as assigned
7. Group Meetings
as assigned
8. Individual Meetings
as assigned
9. Individualized Assignment Feedback
as assigned
10. Synchronous or Asynchronous Video
as assigned
11. Telephone Contact
as needed

XIII. List of Techniques: Students engage in regular and effective interaction with each other and the instructor in ways that mirror the traditional 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, synchronous video conferencing, or other tools. Students also demonstrate an understanding and integration of course concepts via research assignments, problem sets, group projects, synchronous or asynchronous class discussion, online-lab simulations, dry lab activities, 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, laboratory activities, and/or group or individual projects posted to the discussion board or other online collaboration tool. Whenever possible, testing is conducted in-person. If in-person testing is not available, accepted methods are used to maintain academic honesty in online testing situation such as digital proctoring, test-design, time limits on exams, and/or other common methods.

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:

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 four times during the term with the instructor and with other students (in the absence of other collaborative student projects)
5. Email/Message System
as needed
6. Individual Meetings
as needed
7. Individualized Assignment Feedback
as assigned
8. Synchronous or Asynchronous Video
as assigned
9. Telephone Contact
as needed

XXI. List of Techniques: Students interact with each other and the instructor in ways that mirror the traditional classroom; only the delivery system is altered. These methods include one-on-one communication with the instructor and with other students via email, the announcement system, the discussion board, or other tools. Students also demonstrate an understanding and integration of course concepts via research assignments using the internet or online library resources, problem sets, group projects, asynchronous class discussion, and/or other assignments. Laboratory content is taught using instructor-guided lab demos for experiments; directed lab activities from the assigned lab manual; and/or virtual labs created by the instructor, textbook publishers (e.g. McGraw-Hill, Pearson), or 3rd parties (e.g. Labster, Jove).

XXII. How to Evaluate Students for Achieved Outcomes: Multiple measures are used to assess student learning

classroom; only the delivery system is altered. These methods include one-on-one communication with the instructor and with other students via email, the announcement system, the discussion board, or other tools. Students also demonstrate an understanding and integration of course concepts via research assignments using the internet or online library resources, problem sets, group projects, asynchronous class discussion, and/or other assignments. Laboratory content is taught using instructor-guided lab demos for experiments; directed lab activities from the assigned lab manual; and/or virtual labs created by the instructor, textbook publishers (e.g. McGraw-Hill, Pearson), or 3rd parties (e.g. Labster, Jove).

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

XXIV. Audio Visual Library Materials: NO

SECTION IV

COURSE STUDENT LEARNING OUTCOME(S)

CITY

- Assess human impact on marine organisms.

MESA

- Demonstrate knowledge of the evolution and ecology of marine organisms.
- Analyze characteristics of marine organisms for identification purposes.

MIRAMAR

- Students will demonstrate ability to access, synthesize, and communicate understanding of information from no less than 5 current and relevant public resources on marine biology topics of organismal diversity, and ecological or economic factors impacting marine ecosystems.

SECTION V

COURSE DATA ADMINISTRATION ELEMENTS

I. Codes:

California Classification: (Y Credit Course)

TOP Code: 0401.00 Biology, General

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. Lect Units: 3.00

Lab Units: 1.00

Total Units: 4

Lecture Hours Min: 48.00 Max: 54.00

Lab Hours Min: 48.00 Max: 54.00

Other Hours Min: 0.00 Max: 0.00

Total Contact Hours Min: 96.00 Max: 108.00

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

Total Student Learning Hours Min: 192.00 Max: 216.00

FTEF Lecture Min: 0.2000 Max:

FTEF Lab Min: 0.2000 Max:

FTEF Total Min: 0.4000 Max:

objectives. These include performance on objective examinations administered via the assessment tool, writing assignments, problem sets, weekly lab reports, 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 the in-person class. SDCCD and DSPS personnel provide all needed accommodations. DSPS provides a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).

XXIV. Audio Visual Library Materials: NO

SECTION IV

COURSE STUDENT LEARNING OUTCOME(S)

MESA

- Demonstrate knowledge of the evolution and ecology of marine organisms.
- Analyze characteristics of marine organisms for identification purposes.

MIRAMAR

- Students will demonstrate ability to access, synthesize, and communicate understanding of information from no less than 5 current and relevant public resources on marine biology topics of organismal diversity, and ecological or economic factors impacting marine ecosystems.

SECTION V

COURSE DATA ADMINISTRATION ELEMENTS

I. Codes:

California Classification: (Y Credit Course)

TOP Code: 0401.00 Biology, General

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. Lect Units: 3.00

Lab Units: 1.00

Total Units: 4

Lecture Hours Min: 48.00 Max: 54.00

Lab Hours Min: 48.00 Max: 54.00

Other Hours Min: 0.00 Max: 0.00

Total Contact Hours Min: 96.00 Max: 108.00

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

Total Student Learning Hours Min: 192.00 Max: 216.00

FTEF Lecture Min: 0.2000 Max:

FTEF Lab Min: 0.2000 Max:

FTEF Total Min: 0.4000 Max:

III. Last Time Pre/Co Requisite Update: 10/24/2022

IV. Last Outline Revision Date: 03/08/2018

V. CIC Approval:

VI. BOT Approval:

VII. State Approval:

VIII. Revised State Approval:

IX. Course Approval Effective Date:

SECTION VI

CREDIT FOR PRIOR LEARNING

III. Last Time Pre/Co Requisite Update: 10/27/2016

IV. Last Outline Revision Date: 03/08/2018

V. CIC Approval: 03/08/2018

VI. BOT Approval:

VII. State Approval:

VIII. Revised State Approval:

IX. Course Approval Effective Date: Fall 2019

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:** Business 120**COURSE TITLE:**

Personal Financial Management

Units:

3

Letter Grade or Pass/No Pass Option

CATALOG COURSE DESCRIPTION:

This course is an introduction to the principles of personal finance and money management. Students examine their personal relationships with money and explore the psychological, sociological, and physiological factors that influence financial decisions. Emphasis is placed on financial goal setting, culminating in the development of a personal budget and financial plan. Other topics include income generation and career planning; effective spending decisions including major consumer purchases and real estate; savings strategies; credit building; insurance; retirement and estate planning; investment options; and the interrelationships among financial, social, physical, and mental health. This course is intended for all students interested in personal finance and money management.

REQUISITES:**Advisory:**

MATH 92 with a grade of "C" or better, or equivalent or Milestone M40

or

MATH 96 with a grade of "C" or better, or equivalent or Milestone M50

Limitation on Enrollment:

This course is not open to students with previous credit for CONF 110

FIELD TRIP REQUIREMENTS:

May be required

TRANSFER APPLICABILITY:

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

CID:**TOTAL LECTURE HOURS:**

48 - 54

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

48 - 54

OUTSIDE-OF-CLASS HOURS:

96 - 108

TOTAL STUDENT LEARNING HOURS:

144 - 162

STUDENT LEARNING OBJECTIVES:

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

1. Discuss the importance of money management and personal financial planning.
2. Describe the effects of personal financial planning on a person's emotions, behavior, health, and personal relationships.
3. Examine the role that personal and social values play in the setting of financial goals and budgeting for an individual and/or family.
4. Evaluate one's individual financial performance by analyzing income, expenses, assets, and liabilities.
5. Discuss the role of debt in society and strategies for effectively managing credit to achieve financial goals.
6. Calculate personal financial net worth.
7. Define personal financial goals for the individual and/or family.
8. Appraise insurance needs.
9. Examine retirement needs and analyze retirement options.
10. Explain the importance of developing and maintaining strong personal credit.
11. Analyze and interpret a credit bureau report.
12. Compare and contrast the characteristics of investment vehicles such as stocks, bonds, and mutual funds.
13. Examine the interrelationships among financial, social, physical, and mental health.

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. Foundations of financial planning
 - A. Defining financial success
 - B. Importance of planning
 - C. Planning across the lifespan
 1. Career choice and development
 2. Life stages and financial concerns
 - D. Time value of money (TVM)
 - E. Role of financial advisors
- II. Importance of financial planning
 - A. Individual attitudes towards money
 - B. Personal and social financial values
 - C. Effects of wealth and debt
 1. Psychological
 2. Emotional
 3. Social
 4. Physical
- III. Techniques of financial planning
 - A. Financial record management
 - B. Financial statements
- IV. The income and expense statement
 - A. Income sources
 - B. Discretionary expenses (wants)
 - C. Living/nondiscretionary expenses (needs)
 - D. Recording financial activity
 - E. Measuring current financial performance
 - F. Evaluating financial activity patterns
- V. The balance sheet

- A. Assets
- B. Liabilities
- C. Calculating net worth
- D. Evaluating net worth
- VI. Financial goal setting
 - A. Needs vs. wants
 - B. Current vs. future consumption
 - C. Short-term vs. long-term goals
 - D. Prioritizing
 - E. Components of an effective financial goal
- VII. The budget/financial plan
 - A. Income sources
 - B. Income taxes
 - C. Savings/investments
 - D. Expenses
 - 1. Categorizing expenses
 - 2. Estimating dollar amounts
 - E. Evaluation
 - 1. Budgeted vs. actual amounts
 - 2. Variance analysis
 - 3. Financial performance
 - 4. Goal re-evaluation
 - 5. Budget adjustments
- VIII. Cash and credit management
 - A. Checking accounts
 - B. Savings accounts
 - C. Revolving debt (credit cards)
 - D. Credit
 - 1. Types of credit
 - 2. Establishing and maintaining a credit history
 - 3. Credit ratings
 - 4. Credit bureau reports
 - 5. Getting out of debt
- IX. Major consumer purchases
 - A. Car
 - B. Home
 - C. Financing options
- X. Taxes
 - A. Types
 - B. Income tax filing
 - C. Tax planning
 - D. Economic and social aspects
- XI. Insurance
 - A. Purpose
 - B. Types
 - C. Relationship to physical and mental health
- XII. Retirement and estate planning
 - A. Psychological, physical, and sociological effects of aging and retirement
 - B. Retirement planning
 - 1. Estimating financial needs in retirement
 - 2. Retirement savings/investment vehicles
 - C. Estate planning
 - 1. Wills
 - 2. Trusts
 - 3. Estate taxes
- XIII. Investments
 - A. Objectives
 - B. Sources of information
 - C. Trading methods
 - D. Principles

1. Investor and market behavior
 2. Risk and return
 3. Diversification
 4. Investment philosophy
 5. Portfolio mix and stage of life
- E. Types
1. Stocks
 2. Bonds
 3. Mutual funds
 4. Other types (e.g. real estate; collectables)

B. Reading Assignments:

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

- I. Assigned textbook related to wealth building/money management.
- II. Articles from professional or trade journals such as Money, Forbes, Kiplinger's, or Business Week.
- III. Articles from financial newspapers such as The Wall Street Journal, Barrons, or Investor's Business Daily.
- IV. Websites related to consumer financial issues such as the Consumer Financial Protection Bureau.

C. Writing Assignments:

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

- I. Personal needs statement which explains the importance of financial planning and career planning.
- II. Written self-reflections on topics such as one's personal attitudes towards money or the effects of wealth and debt on one's psychological, emotional, physical, and social wellbeing.
- III. Personal financial statements such as a balance sheet or income and expense statement.
- IV. Short and long-term personal financial goals.
- V. Personal budget/financial plan.
- VI. Essay evaluating the purpose and importance of a budget.
- VII. Written budget variance analysis.
- VIII. Cooperative investment group portfolio.

D. Appropriate Outside Assignments:

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

- I. Completing assigned reading and writing assignments.
- II. Recording personal financial activity for up to three months.
- III. Creating, tracking, and analyzing a cooperative investment group portfolio.

E. Appropriate Assignments that Demonstrate Critical Thinking:

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

- I. Analyzing one's present financial performance.
- II. Calculating personal net worth.
- III. Defining personal financial goals.
- IV. Appraising insurance needs.
- V. Analyzing retirement options.
- VI. Designing a personal budget/financial plan.
- VII. Analyzing the implementation of a personal financial plan.
- VIII. Developing, tracking, and analyzing a group-selected investment portfolio.

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. Objective quizzes and exams.

- II. Written self-reflection statements.
- III. Short answer writing assignments such as the development of a long-term financial goal.
- IV. Comprehensive project such as the creation of a personal budget/financial plan.
- V. Essay assignments such as an essay on the purpose and importance of a personal budget.
- 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
- * Distance Education (Fully online)
- * Lecture

4. REQUIRED TEXTS AND SUPPLIES:

Textbooks may include, but are not limited to:

TEXTBOOKS:

1. Billingsley, Randall, Lawrence J. Gitman, and Michael D. Joehnk. PFIN, 7th ed. Cengage Learning, 2020, ISBN: 9780357033609
2. Garman, E. Thomas and Raymond E. Forgue. Personal Finance, 13th tax update ed. Cengage Learning, 2021, ISBN: 9780357438916
3. Kapoor, Jack R., et. al. Focus on Personal Finance: An Active Approach to Help You Achieve Financial Literacy, 7th ed. Mc Graw Hill/Irwin, 2022, ISBN: 9781265521974

MANUALS:

PERIODICALS:

SOFTWARE:

SUPPLIES:

ORIGINATOR: Duane Short

ORIGINATION DATE: 11/13/2017

PROPOSAL ORIGINATOR: Duane Short

CO-CONTRIBUTOR(S) Alex Stiller-Shulman

PROPOSAL DATE: 02/10/2022

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

**COURSE TO BE PROPOSED: BUSE 120
Personal Financial Management**

BE PROPOSED: BUSE 120 Personal Financial Management

ACTIVE/APPROVED COURSES IMPACTED:

BUSE 120 Principles of Money Management (28819)

BUSE 120 Personal Financial Management (28819)

Advisory

BANK 103 (Active)

ACTIVE/APPROVED/PROPOSED PROGRAMS IMPACTED:

(City)

Accounting *Active*;

Associate of Science Degree

Complete 6 units from:

(City)

Accounting *Launched*;

Associate of Science Degree

Complete seven (7) units from the following:

(Miramar)

Administrative Assistant *Active*;

Certificate of Achievement

Courses Required for the Major:

(Mesa)

Business Administration *Active*;

Associate of Science Degree

Recommended Electives:

(Mesa)

Business Administration *Active*;

Certificate of Achievement

Recommended Electives

(Miramar)

Business Management *Active*;

Associate of Science Degree

Complete at least three (3) units from the following occupational courses (not selected above):

(**Mesa**)

Business Management *Active*;
Associate of Science Degree

Select 6-7 units from the following:

(**Miramar**)

Business Management *Active*;
Certificate of Achievement

Complete at least three (3) units from the following occupational courses (not selected above):

(**Mesa**)

Business Management *Active*;
Certificate of Achievement

Select 3-4 units from the following:

(**Miramar**)

Entrepreneurship *Active*;
Associate of Science Degree

Complete at least three (3) units from the following occupational courses(not already selected above):

(**Miramar**)

Entrepreneurship *Active*;
Certificate of Achievement

Complete at least three (3) units from the following occupational courses (not already selected above):

(**Miramar**)

Financial Services *Active*;
Associate of Science Degree

Courses Required for the Major:

(**Miramar**)

Financial Services *Active*;
Certificate of Achievement

Courses Required for the Major:

(**Miramar**)

Honors Global Competencies *Approved*;
Certificate of Achievement

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

(**Mesa**)

Liberal Arts and Sciences: Social and Behavioral Sciences-Economics *Active*;
Associate of Arts Degree

Select a minimum of 12 units:

(Mesa)

Liberal Arts and Sciences: Business Studies *Active*;
Associate of Arts Degree

Select a minimum of 4 units:

(Mesa)

Marketing *Active*;
Certificate of Achievement

Recommended Electives:

(Miramar)

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

Select at least one course from the following occupational courses:

(Mesa)

Real Estate *Active*;
Associate of Science Degree

Recommended Electives:

(Mesa)

Real Estate *Pending*;
Associate of Science Degree

Recommended Electives:

SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY , MESA AND MIRAMAR COLLEGES

Course Outline of Record: Curriculum Proposal Report

SECTION I

- I. **Subject Area:** Business
- II. **Course Number:** 120
- III. **Course Title:** Personal Financial Management
- IV. **Disciplines (Instructor Minimum Qualifications):** Business
- V.
- VI. **Family:**
- VII. **Current Short Title:** Principles of Money Management **Proposed Short Title:** Personal Financial Management
- VIII. **Course Is Active/Where?** CITY , MESA AND MIRAMAR
- IX. **Originating Campus:** MIRAMAR
- X. **Action Proposed:** Course Revision (May Include Activation)
- XI. **Distance Education Proposed At:**
- XII. **Proposal Originating Date:** 02/10/2022
- XIII. **Proposed Start Semester:** Fall 2024
- XIV. **Field Trip:** May be required
- XV. **Grading Option:** Letter Grade or Pass/No Pass Option
- XVI. **Current Short Description:** Introduction to the principles of money management.
Proposed Short Description: Introduction to the principles of personal financial management.

SECTION II

COURSE ENROLLMENT INFORMATION

- I. **Requisites:**
Advisory: MATH 92 with a grade of "C" or better, or equivalent. or Milestone M40
or Advisory: MATH 96 with a grade of "C" or better, or equivalent. or Milestone M50
Limitation on Enrollment:: This course is not open to students with previous credit for CONF 110
- 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 BUSE 120 = CONF 110
- VI. **Additional Information:**
- VII. **Additional Textbook Information:**

COURSE ANALYSIS DATA

- I. **Reason for Proposed Action:** Six-year review, including change back to original title (since the CSU system's restriction on the title is going away); minor edits to catalog description, student learning objectives, and outline of topics; switch to letter grade/pass-no pass option; minor updates to distance ed info for Miramar; updates to example textbook editions; replacement of MATH 038 advisory by MATH 092 or 096 since basic skills classes are being deactivated; removal of ENGL 047A, 048, 049 advisory since basic skills classes are being deactivated. (Course revision is for six year review.)
- II. **How Does The Course Fit The College Mission?** 1. Transfer 2. Vocational/Occupational
- III. **Current Transfer Options:** 1. CSU General Education 2. UC Transfer Course List
- IV. **Proposed College/District Purpose:** 1. Major Requirement - Certificate of Achievement 2. Major Requirement - Associate Degree
- V. **Extraordinary Cost to the College:** N/A.
- VI. **Library Resource Materials:** .

GENERAL EDUCATION ANALYSIS

CSU General Education:

E Area E. Lifelong Learning and Self-Development

UC Transfer Course:

Yes

REQUISITES ANALYSIS

Be able to perform pre-algebraic math skills.

- I. Course: MATH 92 Perform the basic arithmetic operations with real numbers using exponents and the appropriate order of operations.**
- II. Course: MATH 92 Apply properties of equality to solve linear equations and related application problems.**
- III. Course: MATH 96 Simplify and perform basic arithmetic operations on radical expressions in both radical and exponential form and solve radical equations.**
- IV. Course: MATH 96 Perform basic arithmetic operations with complex numbers.**
- V. Course: MATH 92 Perform the basic arithmetic operations with rational expressions.**

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. Chat Rooms
frequent
 2. E-mail
frequent/ weekly
 3. Group Meetings
as assigned
 4. Individual Meetings
as needed
 5. Telephone Contact
as needed
 6. 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, projects, asynchronous discussions, 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 electronically to the instructor for grading.
- VI. How to Evaluate Students for Achieved Outcomes:** Multiple measures will be used to assess student learning outcomes. The evaluation methods will mirror those of the on-campus course as specified in the course outline. The feedback on all course work will be submitted electronically to the student.
- VII. Additional Resources/Materials/Information:** Additional Resources/Materials/Information: Additional Resources/Materials/Information: SDCCD and DSPS personnel will provide all needed accommodations. DSPS will provide a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA). Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA). Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive

Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).

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

IX. **MESA**

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

XI. **Other Distance Education Methods:**

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

1. Chat Rooms
as needed
2. E-mail
frequent
3. Group Meetings
as assigned
4. Individual Meetings
as needed
5. Review Sessions
as needed
6. Telephone Contact
as needed
7. Threaded Conferencing
frequent

XIII. **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.

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

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

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

XVII. **MIRAMAR**

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

XIX. **Other Distance Education Methods:**

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

1. Announcements
weekly
Participant/s: Faculty to Student/s
2. Conferencing
as assigned
Participant/s: Faculty to Student/s , Among Students
3. Discussion Board
at least three times during the term with the instructor and with other students (in the absence of other collaborative student projects)
Participant/s: Faculty to Student/s , Among Students
4. Email/Message System

as needed

Participant/s: Faculty to Student/s

5. Field Trips

as assigned

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

6. Group Meetings

as assigned

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

7. Individual Meetings

as needed

Participant/s: Faculty to Student/s

8. Individualized Assignment Feedback

as assigned

Participant/s: Faculty to Student/s

9. Synchronous or Asynchronous Video

as assigned

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

10. Telephone Contact

as needed

Participant/s: Faculty to Student/s

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

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

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

SECTION IV

COURSE STUDENT LEARNING OUTCOME(S)

CITY

- Develop strategies for budgeting, resource allocation, and the economics of buying and borrowing.
- Explore the benefits of personal financial planning and prioritize saving and spending to develop personal goals.

MESA

- Explore and explain your personal relationship with money within the context of social, psychological and physiological influences.
- Identify, discuss, and develop skills needed for education, career and personal financial planning.
- Understand financial literacy tools and skills to make sound financial decisions.

MIRAMAR

- Develop specific strategies for moving from their present financial situation to the achievement of their goals.
- Create an effective financial plan with necessary daily decisions and transactions in areas including taxes, insurance, investments, and retirement planning.
- Demonstrate sufficient understanding of basic consumer economic issues leading to a more productive, positive and community-oriented lifestyle.
- Use spreadsheet software on a personal computer to develop a one-month operating personal budget.

SECTION V

COURSE DATA ADMINISTRATION ELEMENTS

I. Codes:

California Classification: (Y Credit Course)

TOP Code: 0505.00 Business Administration

SAM Code: D - Possibly Occupational

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

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

Course Program Status (CB24): Program-applicable

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

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

Major Restriction Code: NONE

II. Lect Units: 3.00

Total Units: 3

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

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

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

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

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

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

FTEF Lecture Min: 0.2000 **Max:**

FTEF Lab Min: 0.0000 **Max:**

FTEF Total Min: 0.2000 **Max:**

III. Last Time Pre/Co Requisite Update: 10/28/2022

IV. Last Outline Revision Date: 12/14/2017

V. CIC Approval:

VI. BOT Approval:

VII. State Approval:

VIII. Revised State Approval:

IX. Course Approval Effective Date:

SECTION VI

CREDIT FOR PRIOR LEARNING

Previous Report

BUSE 120

CIC Approval: 12/14/2017
BOT APPROVAL:
STATE APPROVAL:
EFFECTIVE TERM: Fall 2018

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

SECTION I

SUBJECT AREA AND COURSE NUMBER: Business 120

COURSE TITLE:

Principles of Money Management

Units:

3
Grade Only

CATALOG COURSE DESCRIPTION:

This course is an introduction to the principles of money management. Students examine their personal relationships with money and explore the psychological, sociological, and physiological factors that influence financial decisions. Emphasis is placed on financial goal setting, culminating in the development of a personal budget and financial plan. Other topics include income generation and career planning; effective spending decisions including major consumer purchases and real estate; savings strategies; credit building; insurance; retirement and estate planning; investment options; and the interrelationships among financial, social, physical, and mental health. This course is intended for all students interested in personal finance and money management.

REQUISITES:

Advisory:

ENGL 047A with a grade of "C" or better, or equivalent or Milestone R50/W50
or
ENGL 048 with a grade of "C" or better, or equivalent or Milestone R50
&
ENGL 049 with a grade of "C" or better, or equivalent or Milestone W50
and
MATH 038 with a grade of "C" or better, or equivalent or Milestone M30

Limitation on Enrollment:

This course is not open to students with previous credit for CONF 110

FIELD TRIP REQUIREMENTS:

May be required

TRANSFER APPLICABILITY:

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

CID:

TOTAL LECTURE HOURS:

48 - 54

TOTAL LAB HOURS:

TOTAL CONTACT HOURS:

48 - 54

OUTSIDE-OF-CLASS HOURS:

96 - 108

TOTAL STUDENT LEARNING HOURS:

144 - 162

Current Report

BUSE 120

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: Business 120

COURSE TITLE:

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Units:

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Letter Grade or Pass/No Pass Option

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This course is an introduction to the principles of personal finance and money management. Students examine their personal relationships with money and explore the psychological, sociological, and physiological factors that influence financial decisions. Emphasis is placed on financial goal setting, culminating in the development of a personal budget and financial plan. Other topics include income generation and career planning; effective spending decisions including major consumer purchases and real estate; savings strategies; credit building; insurance; retirement and estate planning; investment options; and the interrelationships among financial, social, physical, and mental health. This course is intended for all students interested in personal finance and money management.

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or
MATH 96 with a grade of "C" or better, or equivalent or Milestone M50

Limitation on Enrollment:

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FIELD TRIP REQUIREMENTS:

May be required

TRANSFER APPLICABILITY:

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TOTAL STUDENT LEARNING HOURS:

144 - 162

STUDENT LEARNING OBJECTIVES:

STUDENT LEARNING OBJECTIVES:

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

1. Discuss the importance of money management and personal financial planning.
2. Describe the effects of personal financial planning on a person's emotions, behavior, health, and personal relationships.
3. Examine the role that personal and social values play in the setting of financial goals and budgeting for an individual and/or family.
4. Evaluate one's individual financial performance by analyzing income, expenses, savings, and debts.
5. Discuss the role of debt in society and strategies for effectively managing credit to achieve financial goals.
6. Calculate personal financial net worth.
7. Define personal financial goals for the individual and/or family.
8. Appraise insurance needs.
9. Examine retirement needs and analyze retirement options.
10. Explain the importance of developing and maintaining strong personal credit.
11. Analyze and interpret a credit bureau report.
12. Compare and contrast the characteristics of investment vehicles such as stocks, bonds, and mutual funds.
13. Examine the interrelationships among financial, social, physical, and mental health.

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. Foundations of financial planning
 - A. Defining financial success
 - B. Importance of planning
 - C. Planning across the lifespan
 1. Career choice and development
 2. Life stages and financial concerns
 - D. Time value of money (TVM)
 - E. Role of financial advisors
- II. Importance of financial planning
 - A. Individual attitudes towards money
 - B. Personal and social financial values
 - C. Effects of wealth and debt
 1. Psychological
 2. Emotional
 3. Social
 4. Physical
- III. Techniques of financial planning
 - A. Recordkeeping
 - B. Financial record management
 - C. Financial statements
- IV. The income and expense statement
 - A. Income sources
 - B. Discretionary expenses
 - C. Living/nondiscretionary expenses
 - D. Recording financial activity
 - E. Measuring current financial performance
 - F. Evaluating financial activity patterns
- V. The balance sheet
 - A. Assets
 - B. Liabilities
 - C. Calculating net worth
 - D. Evaluating net worth
- VI. Financial goal setting
 - A. Needs vs. wants
 - B. Current vs. future consumption
 - C. Short-term vs. long-term goals
 - D. Prioritizing
 - E. Components of an effective financial goal
- VII. The budget/financial plan
 - A. Income sources
 - B. Income taxes
 - C. Savings/investments
 - D. Expenses
 1. Categorizing expenses

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

1. Discuss the importance of money management and personal financial planning.
2. Describe the effects of personal financial planning on a person's emotions, behavior, health, and personal relationships.
3. Examine the role that personal and social values play in the setting of financial goals and budgeting for an individual and/or family.
4. Evaluate one's individual financial performance by analyzing income, expenses, assets, and liabilities.
5. Discuss the role of debt in society and strategies for effectively managing credit to achieve financial goals.
6. Calculate personal financial net worth.
7. Define personal financial goals for the individual and/or family.
8. Appraise insurance needs.
9. Examine retirement needs and analyze retirement options.
10. Explain the importance of developing and maintaining strong personal credit.
11. Analyze and interpret a credit bureau report.
12. Compare and contrast the characteristics of investment vehicles such as stocks, bonds, and mutual funds.
13. Examine the interrelationships among financial, social, physical, and mental health.

SECTION II

1. COURSE OUTLINE AND SCOPE:

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 - D. Time value of money (TVM)
 - E. Role of financial advisors
- II. Importance of financial planning
 - A. Individual attitudes towards money
 - B. Personal and social financial values
 - C. Effects of wealth and debt
 1. Psychological
 2. Emotional
 3. Social
 4. Physical
- III. Techniques of financial planning
 - A. Financial record management
 - B. Financial statements
- IV. The income and expense statement
 - A. Income sources
 - B. Discretionary expenses (wants)
 - C. Living/nondiscretionary expenses (needs)
 - D. Recording financial activity
 - E. Measuring current financial performance
 - F. Evaluating financial activity patterns
- V. The balance sheet
 - A. Assets
 - B. Liabilities
 - C. Calculating net worth
 - D. Evaluating net worth
- VI. Financial goal setting
 - A. Needs vs. wants
 - B. Current vs. future consumption
 - C. Short-term vs. long-term goals
 - D. Prioritizing
 - E. Components of an effective financial goal
- VII. The budget/financial plan
 - A. Income sources
 - B. Income taxes
 - C. Savings/investments
 - D. Expenses
 1. Categorizing expenses
 2. Estimating dollar amounts
 - E. Evaluation

- 2. Estimating dollar amounts
- E. Evaluation
 - 1. Budgeted vs. actual amounts
 - 2. Variance analysis
 - 3. Financial performance
 - 4. Goal re-evaluation
 - 5. Budget adjustments
- VIII. Cash and credit management
 - A. Checking accounts
 - B. Savings accounts
 - C. Revolving debt (credit cards)
 - D. Credit
 - 1. Types of credit
 - 2. Establishing and maintaining a credit history
 - 3. Credit ratings
 - 4. Credit bureau reports
 - 5. Getting out of debt
- IX. Major consumer purchases
 - A. Car
 - B. Home
 - C. Financing options
- X. Taxes
 - A. Types
 - B. Income tax filing
 - C. Tax planning
 - D. Economic and social aspects
- XI. Insurance
 - A. Purpose
 - B. Types
 - C. Relationship to physical and mental health
- XII. Retirement and estate planning
 - A. Psychological physical and sociological effects of aging and retirement
 - B. Retirement planning
 - 1. Estimating income in retirement
 - 2. Estimating financial needs in retirement
 - 3. Retirement savings/investment vehicles
 - C. Estate planning
 - 1. Wills
 - 2. Trusts
 - 3. Estate taxes
- XIII. Investments
 - A. Objectives
 - B. Sources of information
 - C. Trading methods
 - D. Principles
 - 1. Investor and market behavior
 - 2. Risk and return
 - 3. Diversification
 - 4. Investment philosophy
 - 5. Portfolio mix and stage of life
 - E. Types
 - 1. Stocks
 - 2. Bonds
 - 3. Mutual funds
 - 4. Other types (e.g. real estate; collectables)

B. Reading Assignments:

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

- I. Assigned textbook related to wealth building/money management.
- II. Articles from professional or trade journals such as Money, Forbes, Kiplinger's, or Business Week.
- III. Articles from financial newspapers such as The Wall Street Journal, Barrons, or Investor's Business Daily.
- IV. Websites related to consumer financial issues such as the Consumer Financial Protection Bureau.

C. Writing Assignments:

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

- I. Personal needs statement which explains the importance of financial planning and career planning.
- II. Written self-reflections on topics such as one's personal attitudes towards money or the effects of wealth and debt on one's psychological, emotional, physical, and social wellbeing.
- III. Personal financial statements such as a balance sheet or income and expense statement.
- IV. Short and long-term personal financial goals.

- 1. Budgeted vs. actual amounts
- 2. Variance analysis
- 3. Financial performance
- 4. Goal re-evaluation
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 - A. Checking accounts
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- II. Written self-reflections on topics such as one's personal attitudes towards money or the effects of wealth and debt on one's psychological, emotional, physical, and social wellbeing.
- III. Personal financial statements such as a balance sheet or income and expense statement.
- IV. Short and long-term personal financial goals.

- V. Personal budget/financial plan.
- VI. Essay evaluating the purpose and importance of a budget.
- VII. Written budget variance analysis.
- VIII. Cooperative investment group portfolio.

D. Appropriate Outside Assignments:

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

- I. Completing assigned reading and writing assignments.
- II. Recording personal financial activity for up to three months.
- III. Creating, tracking, and analyzing a cooperative investment group portfolio.

E. Appropriate Assignments that Demonstrate Critical Thinking:

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

- I. Analyzing one's present financial performance.
- II. Calculating personal net worth.
- III. Defining personal financial goals.
- IV. Appraising insurance needs.
- V. Analyzing retirement options.
- VI. Designing a personal budget/financial plan.
- VII. Analyzing the implementation of a personal financial plan.
- VIII. Developing, tracking, and analyzing a group-selected investment portfolio.

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. Objective quizzes and exams.
- II. Written self-reflection statements.
- III. Short answer writing assignments such as the development of a long-term financial goal.
- IV. Comprehensive project such as the creation of a personal budget/financial plan.
- V. Essay assignments such as an essay on the purpose and importance of a personal budget.
- 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
- * Distance Education (Fully online)
- * Lecture

4. REQUIRED TEXTS AND SUPPLIES:

Textbooks may include, but are not limited to:

TEXTBOOKS:

1. Billingsley, Randall, Lawrence J. Gitman, and Michael D. Joehnk. PEIN, 6th ed. Cengage Learning, 2018, ISBN: 9781337117005
2. Garman, E. Thomas and Raymond E. Forgue. Personal Finance, 13th ed. Cengage Learning, 2018, ISBN: 9781337099752
3. Kapoor, Jack R., et. al. Focus on Personal Finance: An Active Approach to Help You Achieve Financial Literacy, 5th ed. Mc Graw Hill/Irwin, 2016, ISBN: 9780077861742

MANUALS:

PERIODICALS:

SOFTWARE:

SUPPLIES:

- V. Personal budget/financial plan.
- VI. Essay evaluating the purpose and importance of a budget.
- VII. Written budget variance analysis.
- VIII. Cooperative investment group portfolio.

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- I. Completing assigned reading and writing assignments.
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2. Garman, E. Thomas and Raymond E. Forgue. Personal Finance, 13th tax update ed. Cengage Learning, 2021, ISBN: 9780357438916
3. Kapoor, Jack R., et. al. Focus on Personal Finance: An Active Approach to Help You Achieve Financial Literacy, 7th ed. Mc Graw Hill/Irwin, 2022, ISBN: 9781265521974

MANUALS:

PERIODICALS:

SOFTWARE:

SUPPLIES:

ORIGINATOR: Duane Short

CO-CONTRIBUTOR(S)
DATE: 11/13/2017

Status: Active

Date Printed: 02/13/2023

CO-CONTRIBUTOR(S) Alex Stiller-Shulman
PROPOSAL DATE: 02/10/2022

Status: Launched

Date Printed: 02/13/2023

Previous Report

SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY , MESA AND MIRAMAR COLLEGES

Course Outline of Record:
Curriculum Proposal Report

SECTION I

- I. **Subject Area:** Business
- II. **Course Number:** 120
- III. **Course Title:** Principles of Money Management
- IV. **Disciplines (Instructor Minimum Qualifications):** Business
- V.
- VI. **Family:**
- VII. **Current Short Title:** Personal Financial Management **Proposed Short Title:** Principles of Money Management
- VIII. **Course Is Active/Where?** CITY , MESA AND MIRAMAR
- IX. **Originating Campus:** MIRAMAR
- X. **Action Proposed:** Course Revision (May Include Activation)
- XI. **Distance Education Proposed At:**
- XII. **Proposal Originating Date:** 11/13/2017
- XIII. **Proposed Start Semester:** Fall 2018
- XIV. **Field Trip:** May be required
- XV. **Grading Option:** Grade Only
- XVI. **Current Short Description:** This course is a study of the theories and techniques for managing personal income.
Proposed Short Description: Introduction to the principles of money management.

SECTION II

COURSE ENROLLMENT INFORMATION

- I. **Requisites:**
Advisory: ENGL 047A with a grade of "C" or better, or equivalent. or Milestone R50/W50
or Advisory: ENGL 048 with a grade of "C" or better, or equivalent. or Milestone R50
& Advisory: ENGL 049 with a grade of "C" or better, or equivalent. or Milestone W50
and Advisory: MATH 038 with a grade of "C" or better, or equivalent. or Milestone M30
Limitation on Enrollment:: This course is not open to students with previous credit for CONF 110
- 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 BUSE 120 = CONF 110
- VI. **Additional Information:**
- VII. **Additional Textbook Information:**

COURSE ANALYSIS DATA

- I. **Reason for Proposed Action:** Change in title and catalog description to meet CSU GE area E; updates to example textbook editions; revalidation of entry skills; other minor technical revisions. (Course revision is for six year review.)
- II. **How Does The Course Fit The College Mission?** 1. Vocational/Occupational 2. Transfer
- III. **Current Transfer Options:** 1. CSU General Education 2. UC Transfer Course List
- IV. **Proposed College/District Purpose:** 1. Major Requirement - Associate Degree 2. Major Requirement -

Current Report

SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY , MESA AND MIRAMAR COLLEGES

Course Outline of Record:
Curriculum Proposal Report

SECTION I

- I. **Subject Area:** Business
- II. **Course Number:** 120
- III. **Course Title:** Personal Financial Management
- IV. **Disciplines (Instructor Minimum Qualifications):** Business
- V.
- VI. **Family:**
- VII. **Current Short Title:** Principles of Money Management **Proposed Short Title:** Personal Financial Management
- VIII. **Course Is Active/Where?** CITY , MESA AND MIRAMAR
- IX. **Originating Campus:** MIRAMAR
- X. **Action Proposed:** Course Revision (May Include Activation)
- XI. **Distance Education Proposed At:**
- XII. **Proposal Originating Date:** 02/10/2022
- XIII. **Proposed Start Semester:** Fall 2024
- XIV. **Field Trip:** May be required
- XV. **Grading Option:** Letter Grade or Pass/No Pass Option
- XVI. **Current Short Description:** Introduction to the principles of money management.
Proposed Short Description: Introduction to the principles of personal financial management.

SECTION II

COURSE ENROLLMENT INFORMATION

- I. **Requisites:**
Advisory: MATH 92 with a grade of "C" or better, or equivalent. or Milestone M40
or Advisory: MATH 96 with a grade of "C" or better, or equivalent. or Milestone M50
Limitation on Enrollment:: This course is not open to students with previous credit for CONF 110
- 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 BUSE 120 = CONF 110
- VI. **Additional Information:**
- VII. **Additional Textbook Information:**

COURSE ANALYSIS DATA

- I. **Reason for Proposed Action:** Six-year review, including change back to original title (since the CSU system's restriction on the title is going away); minor edits to catalog description, student learning objectives, and outline of topics; switch to letter grade/pass-no pass option; minor updates to distance ed info for Miramar; updates to example textbook editions; replacement of MATH 038 advisory by MATH 092 or 096 since basic skills classes are being deactivated; removal of ENGL 047A, 048, 049 advisory since basic skills classes are being deactivated. (Course revision is for six year review.)
- II. **How Does The Course Fit The College Mission?** 1. Transfer 2. Vocational/Occupational
- III. **Current Transfer Options:** 1. CSU General Education 2. UC Transfer Course List
- IV. **Proposed College/District Purpose:** 1. Major Requirement - Certificate of Achievement 2. Major Requirement - Associate Degree

Certificate of Achievement

V. Extraordinary Cost to the College: N/A.

VI. Library Resource Materials: .

GENERAL EDUCATION ANALYSIS

CSU General Education:

E Area E. Lifelong Learning and Self-Development

UC Transfer Course:

Yes

REQUISITES ANALYSIS

Read and write at college level.

- I. Course: ENGL 048 Read and comprehend college-level materials from a variety of disciplines.
- II. Course: ENGL 047A Apply critical reading strategies, such as annotations, summaries, paraphrasing and notetaking to understand and explain texts.
- III. Course: ENGL 047A Identify an author's point of view and main arguments.
- IV. Course: ENGL 049 Produce in-class essays that demonstrate organizing, composing, revising, editing, and time-management skills.
- V. Course: ENGL 048 Utilize a variety of vocabulary learning strategies, particularly content-specific vocabulary.
- VI. Course: ENGL 047A Construct a clear, structured argument for an intended audience.
- VII. Course: ENGL 049 Apply an intermediate knowledge of appropriate mechanical and grammatical structures to support essay development and successful expression of meaning.
- VIII. Course: ENGL 047A Compose a structured, analytical academic essay based on one or more main points.
- IX. Course: ENGL 049 Apply critical thinking skills to reading, writing and class discussion on academic as well as personal topics.

Be able to perform pre-algebraic math skills.

- I. Course: MATH 038 Perform arithmetic operations and factorization of integers
- II. Course: MATH 038 Perform arithmetic operations involving signed fractions, mixed numbers, and decimals; convert among the different forms
- III. Course: MATH 038 Apply appropriate percent notation to application problems
- IV. Course: MATH 038 Solve linear equations involving integers, fractions, and decimals by applying the rules of additive and multiplicative inverses
- V. Course: MATH 038 Interpret and translate English statements into expressions and equations
- VI. Course: MATH 038 Graph points on the number line and the Cartesian Plane and graph linear equations

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. Chat Rooms
frequent
2. E-mail
frequent/ weekly
3. Group Meetings
as assigned
4. Individual Meetings
as needed
5. Telephone Contact
as needed
6. 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

V. Extraordinary Cost to the College: N/A.

VI. Library Resource Materials: .

GENERAL EDUCATION ANALYSIS

CSU General Education:

E Area E. Lifelong Learning and Self-Development

UC Transfer Course:

Yes

REQUISITES ANALYSIS

Be able to perform pre-algebraic math skills.

- I. Course: MATH 92 Perform the basic arithmetic operations with real numbers using exponents and the appropriate order of operations.
- II. Course: MATH 92 Apply properties of equality to solve linear equations and related application problems.
- III. Course: MATH 96 Simplify and perform basic arithmetic operations on radical expressions in both radical and exponential form and solve radical equations.
- IV. Course: MATH 96 Perform basic arithmetic operations with complex numbers.
- V. Course: MATH 92 Perform the basic arithmetic operations with rational expressions.

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. Chat Rooms
frequent
2. E-mail
frequent/ weekly
3. Group Meetings
as assigned
4. Individual Meetings
as needed
5. Telephone Contact
as needed
6. 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, projects, asynchronous discussions, 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 electronically to the instructor for grading.

VI. How to Evaluate Students for Achieved Outcomes: Multiple measures will be used to assess student learning outcomes. The evaluation methods will mirror those of the on-campus course as specified in the course outline. The feedback on all course work will be submitted electronically to the student.

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

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, projects, asynchronous discussions, 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 electronically to the instructor for grading.

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VIII. Audio Visual Library Materials: NO

IX. MESA

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

XI. Other Distance Education Methods:

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

1. Chat Rooms
as needed
2. E-mail
frequent
3. Group Meetings
as assigned
4. Individual Meetings
as needed
5. Review Sessions
as needed
6. Telephone Contact
as needed
7. Threaded Conferencing
frequent

XIII. 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.

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

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

XVI. Audio Visual Library Materials: NO

XVII. MIRAMAR

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

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

VIII. Audio Visual Library Materials: NO

IX. MESA

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

XI. Other Distance Education Methods:

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

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frequent
3. Group Meetings
as assigned
4. Individual Meetings
as needed
5. Review Sessions
as needed
6. Telephone Contact
as needed
7. Threaded Conferencing
frequent

XIII. 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.

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

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

XVI. Audio Visual Library Materials: NO

XVII. MIRAMAR

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

XIX. Other Distance Education Methods:

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

1. Announcements
weekly
Participant/s: Faculty to Student/s
2. Conferencing
as assigned
Participant/s: Faculty to Student/s , Among Students
3. Discussion Board
at least three times during the term with the instructor and with other students (in the absence of other collaborative student projects)
Participant/s: Faculty to Student/s , Among Students
4. Email/Message System
as needed
Participant/s: Faculty to Student/s
5. Field Trips
as assigned
Participant/s: Faculty to Student/s , Among Students

XIX. Other Distance Education Methods:

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

1. Chat Rooms
as assigned
2. E-mail
weekly
3. Field Trips
as assigned
4. Group Meetings
as assigned
5. Individual Meetings
as needed
6. Telephone Contact
as needed
7. Threaded Conferencing
at least twice during the term

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

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

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

XXIV. Audio Visual Library Materials: NO

CITY

- Develop strategies for budgeting, resource allocation, and the economics of buying and borrowing.
- Explore the benefits of personal financial planning and prioritize saving and spending to develop personal goals.

MESA

- Explore and explain your personal relationship with money within the context of social, psychological and physiological influences.
- Identify, discuss, and develop skills needed for education, career and personal financial planning.
- Understand financial literacy tools and skills to make sound financial decisions.

MIRAMAR

6. Group Meetings

as assigned

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

7. Individual Meetings

as needed

Participant/s: Faculty to Student/s

8. Individualized Assignment Feedback

as assigned

Participant/s: Faculty to Student/s

9. Synchronous or Asynchronous Video

as assigned

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

10. Telephone Contact

as needed

Participant/s: Faculty to Student/s

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

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

XXIV. Audio Visual Library Materials: NO

SECTION IV

COURSE STUDENT LEARNING OUTCOME(S)

CITY

- Develop strategies for budgeting, resource allocation, and the economics of buying and borrowing.
- Explore the benefits of personal financial planning and prioritize saving and spending to develop personal goals.

MESA

- Explore and explain your personal relationship with money within the context of social, psychological and physiological influences.
- Identify, discuss, and develop skills needed for education, career and personal financial planning.
- Understand financial literacy tools and skills to make sound financial decisions.

MIRAMAR

- Develop specific strategies for moving from their present financial situation to the achievement of their goals.
- Create an effective financial plan with necessary daily decisions and transactions in areas including taxes, insurance, investments, and retirement planning.
- Demonstrate sufficient understanding of basic consumer economic issues leading to a more productive, positive and community-oriented lifestyle.
- Use spreadsheet software on a personal computer to develop a one-month operating personal budget.

SECTION V

COURSE DATA ADMINISTRATION ELEMENTS

I. Codes:

- Develop specific strategies for moving from their present financial situation to the achievement of their goals.
- Create an effective financial plan with necessary daily decisions and transactions in areas including taxes, insurance, investments, and retirement planning.
- Demonstrate sufficient understanding of basic consumer economic issues leading to a more productive, positive and community-oriented lifestyle.
- Use spreadsheet software on a personal computer to develop a one-month operating personal budget.

SECTION V

COURSE DATA ADMINISTRATION ELEMENTS

I. Codes:

California Classification: (Y Credit Course)
TOP Code: 0505.00 Business Administration
SAM Code: D - Possibly Occupational
Course Prior to College Level (CB21): Y - Not applicable. Level of course is not one of the levels listed above, may be above level A (transferable) or below level C (more than 3 levels below transfer level).
Funding Agency Category (CB23): Not Applicable (funding not used to develop course)
Course Program Status (CB24): Program-applicable
Course Gen Education Status (CB25): Y = Not applicable
Course Support Course Status (CB26): N = Course is not a support course
Major Restriction Code: NONE

II. Lect Units: 3.00

Total Units: 3
Lecture Hours Min: 48.00 **Max:** 54.00
Lab Hours Min: 0.00 **Max:** 0.00
Other Hours Min: 0.00 **Max:** 0.00
Total Contact Hours Min: 48.00 **Max:** 54.00
Outside-of-Class Hours Min: 96.00 **Max:** 108.00
Total Student Learning Hours Min: 144.00 **Max:** 162.00
FTEF Lecture Min: 0.2000 **Max:**
FTEF Lab Min: 0.0000 **Max:**
FTEF Total Min: 0.2000 **Max:**

III. Last Time Pre/Co Requisite Update: 12/05/2017

IV. Last Outline Revision Date: 12/14/2017

V. CIC Approval: 12/14/2017

VI. BOT Approval:

VII. State Approval:

VIII. Revised State Approval:

IX. Course Approval Effective Date: Fall 2018

SECTION VI

CREDIT FOR PRIOR LEARNING

California Classification: (Y Credit Course)

TOP Code: 0505.00 Business Administration

SAM Code: D - Possibly Occupational

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

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

Course Program Status (CB24): Program-applicable

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

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

Major Restriction Code: NONE

II. Lect Units: 3.00

Total Units: 3

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

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

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

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

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

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

FTEF Lecture Min: 0.2000 **Max:**

FTEF Lab Min: 0.0000 **Max:**

FTEF Total Min: 0.2000 **Max:**

III. Last Time Pre/Co Requisite Update: 10/28/2022

IV. Last Outline Revision Date: 12/14/2017

V. CIC Approval:

VI. BOT Approval:

VII. State Approval:

VIII. Revised State Approval:

IX. Course Approval Effective Date:

SECTION VI

CREDIT FOR PRIOR LEARNING

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

SECTION I**SUBJECT AREA AND COURSE NUMBER:** Business 205**COURSE TITLE:**

Leadership Theory and Practice

Units:

3

Grade Only

CATALOG COURSE DESCRIPTION:

This course provides an interdisciplinary foundation in the field of leadership theory and practice. Students study the principles, definitions, and various models of leadership. Topics include the psychological, social, cultural, and physiological aspects of leadership such as traits, skills, styles, and processes; contingency, path-goal, and leader-member exchange theory; the mind-body relationship; and ethics. Students also develop a personal philosophy of leadership and its application to the workplace and everyday life. This course is designed for current or future leaders in businesses; public safety or other governmental agencies; nonprofit organizations; or the armed forces.

REQUISITES:**Advisory:**

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

Limitation on Enrollment:

This course is not open to students with previous credit for ADJU 205 or ADJU 386 or MILS 110

FIELD TRIP REQUIREMENTS:

May be required

TRANSFER APPLICABILITY:

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

CID:**TOTAL LECTURE HOURS:**

48 - 54

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

48 - 54

OUTSIDE-OF-CLASS HOURS:

96 - 108

TOTAL STUDENT LEARNING HOURS:

144 - 162

STUDENT LEARNING OBJECTIVES:

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

1. Describe various sources and types of power used by leaders.
2. Distinguish between leadership and management.
3. Categorize individual characteristics into leadership traits and skills.
4. Weigh the efficacy of various leadership styles for a given group leadership situation.
5. Compare and contrast various psychological and sociological leadership theories.
6. Examine the concepts of power, coercion, motivation, and team collaboration in the context of applied leadership.
7. Evaluate the influence of personality, gender, and/or culture on individual leadership characteristics.
8. Evaluate the role of physical fitness, stress, health, wellness, and other physiological factors in leadership.
9. Assess the ethical aspects of a given leadership situation.
10. Construct a personal philosophy of leadership through the integration of psychological, sociological, cultural, and physiological aspects of leadership.

SECTION II

1. COURSE OUTLINE AND SCOPE:

A. Outline Of Topics:

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

- I. Leadership defined
 - A. Psychological, social, physiological, and cultural components
 - B. Trait versus process leadership
 - C. Assigned versus emergent leadership
 - D. Leadership and power
 - E. Leadership and coercion
 - F. Leadership and management
- II. Psychological approaches
 - A. Trait approach
 1. Intelligence
 2. Self-confidence
 3. Determination
 4. Integrity
 5. Sociability
 6. Emotional intelligence
 - B. Skills approach
 1. Skills model
 2. Individual attributes
 3. Leadership outcomes
 4. Effective problem solving
 - C. Style approach
 1. Definition and studies
 2. Blake and Mouton's managerial grid
 3. Paternalism/maternalism
 4. Opportunism
 - D. Psychodynamic approach
 1. Transactional analysis
 2. Trait theories of personality
 3. Applying the psychodynamic model
- III. Sociological approaches
 - A. Situational approaches
 1. Leadership styles
 2. Situational variables
 3. Contingency theory

- B. Path-goal theory
 - 1. Employee characteristics
 - 2. Task and environment characteristics
 - 3. Leadership style
 - 4. Leader behaviors
- C. Leader-Member Exchange (LMX) theory
 - 1. Definition and studies
 - 2. Leadership making
 - 3. Applying the LMX model
- IV. Transformational leadership
 - A. Transformational defined
 - B. Leadership and charisma
 - C. Influence
 - D. Inspirational motivation
 - E. Intellectual stimulation
 - F. Individualized consideration
 - G. Transactional leadership
 - H. Non-leadership factors
- V. Team leadership
 - A. Leadership decisions
 - B. Monitoring the team or taking action
 - C. Relational actions
 - D. Environmental actions
 - E. Team effectiveness
 - F. Collaborative climate
 - G. Standards of excellence
 - H. Principled leadership
- VI. Culture and leadership
 - A. Culture defined
 - B. Related concepts
 - C. Dimensions of culture
 - D. Clusters of world culture
 - E. Leadership behavior and culture clusters
 - F. Universally desirable and undesirable attributes
- VII. Physiology and leadership
 - A. The mind-body relationship
 - B. Role of physical fitness in leadership positions (e.g. military and public safety agencies)
 - C. Stressors in leadership positions
 - D. Hypervigilance and other physiological effects of stress
 - E. Lifelong habits promoting health and wellness
- VIII. Leadership ethics
 - A. Ethics defined
 - B. Ethical theories
 - C. Perspectives on ethical behavior and decision-making
 - D. Principles of ethical leadership
- IX. Applied leadership theory
 - A. Leadership, accountability, and public trust
 - B. Ethical leadership in a global society
- X. Personal inventory and reflection
 - A. Integration of sociological, psychological, physiological, and cultural aspects of leadership
 - B. Application of selected models and perspectives
 - C. Development of a personal philosophy of leadership
 - D. Application of leadership theory in everyday life

B. Reading Assignments:

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

- I. Course text(s).
- II. Scholarly and professional journals in the field of leadership studies, such as Leader to Leader, Journal of Leadership & Organizational Studies, or Leadership in Action.

III. Books, articles, and other material on leadership theory, historical leaders, leadership case studies, or other leadership-related topics.

IV. In-class handouts on current leadership topics.

C. Writing Assignments:

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

I. Written research reports on leadership theory, historical leaders, leadership case studies, or other leadership-related topics.

II. Short expository essays on leadership-related topics.

III. Short written answers to in-class examinations on leadership theory and application.

IV. Comparative analyses of leadership models or ethical theories.

V. Visual aids and handouts for use during in-class presentations.

D. Appropriate Outside Assignments:

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

I. Completing reading and writing assignments.

II. Studying specific material in preparation for each lesson.

III. Preparing in-class presentations.

IV. Researching leadership theory, historical leaders, leadership case studies, or other leadership-related topics.

V. Interviewing leaders in the field.

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 different process-based leadership theories.

II. Evaluating the influence of personality, gender, or culture on individual leadership characteristics.

III. Assessing the relevance of ethical considerations in a given leadership situation.

IV. Constructing a personal philosophy of leadership through the integration of leadership theories, principles, and practices.

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. Objective in-class examinations.

II. Group presentations or other assignments.

III. Expository essays on leadership-related topics.

IV. Written research reports on leadership theory, historical leaders, leadership case studies, or other leadership-related topics.

V. In-class presentations on a selected leader.

VI. Class participation.

3. METHODS OF INSTRUCTION:

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

* Audio-Visual

* Discussion Seminar

* Lecture

* Lecture Discussion

* Other (Specify)

* A. Guest speakers

* B. Field trip or field project

4. REQUIRED TEXTS AND SUPPLIES:

Textbooks may include, but are not limited to:

TEXTBOOKS:

1. Burns, James M. Transforming Leadership, 1st ed. Grove, 2004, ISBN: 9780802141187
2. Knapp, John C. For the Common Good: The Ethics of Leadership in the 21st Century, 2007 ed. Praeger, 2007, ISBN: 9780275992590
3. Kouzes, James M., and Barry Z. Posner. The Leadership Challenge, 5th ed. Jossey-Bass, 2012, ISBN: 9780470651728
4. Northouse, Peter J. Leadership: Theory and Practice, 7th ed. Sage, 2016, ISBN: 9781483317533

MANUALS:

PERIODICALS:

SOFTWARE:

SUPPLIES:

ORIGINATOR: Duane Short

ORIGINATION DATE: 10/12/2019

PROPOSAL ORIGINATOR: Howard Eskew

CO-CONTRIBUTOR(S)

PROPOSAL DATE: 11/18/2022

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

COURSE TO BE PROPOSED: BUSE 205
Leadership Theory and Practice

ACTIVE/APPROVED COURSES IMPACTED:

BUSE 205 Leadership Theory and Practice (29406)

ACTIVE/APPROVED/PROPOSED PROGRAMS IMPACTED:

SAN DIEGO COMMUNITY COLLEGE DISTRICT

MESA COLLEGE

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

SECTION I

- I. **Subject Area:** Business
- II. **Course Number:** 205
- III. **Course Title:** Leadership Theory and Practice
- IV. **Disciplines (Instructor Minimum Qualifications):** Administration of Justice or or Management or Military Studies or or Psychology
- V.
- VI. **Family:**
- VII. **Current Short Title:** Leadership Theory and Practice
- 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:** 11/18/2022
- XIII. **Proposed Start Semester:** Fall 2024
- XIV. **Field Trip:** May be required
- XV. **Grading Option:** Grade Only
- XVI. **Current Short Description:** Interdisciplinary foundation in the field of leadership theory and practice.

SECTION II

COURSE ENROLLMENT INFORMATION

- I. **Requisites:**
Advisory: ENGL 101 with a grade of "C" or better, or equivalent.
Limitation on Enrollment:: This course is not open to students with previous credit for ADJU 205 or ADJU 386 or MILS 110
- 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 ADJU 205; ADJU 386; MILS 110
- VI. **Additional Information:**
- VII. **Additional Textbook Information:**

COURSE ANALYSIS DATA

- I. **Reason for Proposed Action:** Course deactivation - never offered, no DE approval to remove.
- II. **How Does The Course Fit The College Mission?** 1. Vocational/Occupational 2. Transfer
- III. **Current Transfer Options:** 1. UC Transfer Course List 2. CSU General Education
- IV. **Proposed College/District Purpose:** 1. Major Requirement - Certificate of Achievement 2. Major Requirement - Associate Degree
- V. **Extraordinary Cost to the College:** None.
- VI. **Library Resource Materials:** Encyclopedia of Leadership 4 vol. set, George R. Goethals, Georgia Sorenson, and James MacGregor Burns (eds.), Sage, 2004, ISBN: 076192597X. .

GENERAL EDUCATION ANALYSIS

CSU General Education:

E Area E. Lifelong Learning and Self-Development

UC Transfer Course:

Yes

REQUISITES ANALYSIS

Demonstrated ability to read, analyze, discuss, and think critically using a variety of works and sources and to write essays and research papers for various purposes and audiences.

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: 0599.00 Other Business and Management

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):

Course Support Course Status (CB26):

Major Restriction Code: NONE

II. Lect Units: 3.00

Total Units: 3

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

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

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

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

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

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

FTEF Lecture Min: 0.2000 **Max:**

FTEF Lab Min: 0.0000 **Max:**

FTEF Total Min: 0.2000 **Max:**

III. Last Time Pre/Co Requisite Update: 11/18/2022

IV. Last Outline Revision Date: 12/14/2017

V. CIC Approval:

VI. BOT Approval:

VII. State Approval:

VIII. Revised State Approval:

IX. Course Approval Effective Date:

SECTION VI

CREDIT FOR PRIOR LEARNING

Previous Report

CIC Approval: 01/28/2021
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: Business 205

COURSE TITLE:

Leadership Theory and Practice

Units:
3
Grade Only

CATALOG COURSE DESCRIPTION:

This course provides an interdisciplinary foundation in the field of leadership theory and practice. Students study the principles, definitions, and various models of leadership. Topics include the psychological, social, cultural, and physiological aspects of leadership such as traits, skills, styles, and processes; contingency, path-goal, and leader-member exchange theory; the mind-body relationship; and ethics. Students also develop a personal philosophy of leadership and its application to the workplace and everyday life. This course is designed for current or future leaders in businesses; public safety or other governmental agencies; nonprofit organizations; or the armed forces.

REQUISITES:

Advisory:

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

Limitation on Enrollment:

This course is not open to students with previous credit for ADJU 205 or ADJU 386 or MILS 110

FIELD TRIP REQUIREMENTS:

May be required

TRANSFER APPLICABILITY:

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

CID:

TOTAL LECTURE HOURS:

48 - 54

TOTAL LAB HOURS:

TOTAL CONTACT HOURS:

48 - 54

OUTSIDE-OF-CLASS HOURS:

96 - 108

TOTAL STUDENT LEARNING HOURS:

144 - 162

STUDENT LEARNING OBJECTIVES:

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

1. Describe various sources and types of power used by leaders.
2. Distinguish between leadership and management.
3. Categorize individual characteristics into leadership traits and skills.
4. Weigh the efficacy of various leadership styles for a given group leadership situation.
5. Compare and contrast various psychological and sociological leadership theories.

Current Report

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

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

SECTION I

SUBJECT AREA AND COURSE NUMBER: Business 205

COURSE TITLE:

Leadership Theory and Practice

Units:
3
Grade Only

CATALOG COURSE DESCRIPTION:

This course provides an interdisciplinary foundation in the field of leadership theory and practice. Students study the principles, definitions, and various models of leadership. Topics include the psychological, social, cultural, and physiological aspects of leadership such as traits, skills, styles, and processes; contingency, path-goal, and leader-member exchange theory; the mind-body relationship; and ethics. Students also develop a personal philosophy of leadership and its application to the workplace and everyday life. This course is designed for current or future leaders in businesses; public safety or other governmental agencies; nonprofit organizations; or the armed forces.

REQUISITES:

Advisory:

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

Limitation on Enrollment:

This course is not open to students with previous credit for ADJU 205 or ADJU 386 or MILS 110

FIELD TRIP REQUIREMENTS:

May be required

TRANSFER APPLICABILITY:

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

CID:

TOTAL LECTURE HOURS:

48 - 54

TOTAL LAB HOURS:

TOTAL CONTACT HOURS:

48 - 54

OUTSIDE-OF-CLASS HOURS:

96 - 108

TOTAL STUDENT LEARNING HOURS:

144 - 162

STUDENT LEARNING OBJECTIVES:

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

1. Describe various sources and types of power used by leaders.
2. Distinguish between leadership and management.
3. Categorize individual characteristics into leadership traits and skills.
4. Weigh the efficacy of various leadership styles for a given group leadership situation.
5. Compare and contrast various psychological and sociological leadership theories.
6. Examine the concepts of power, coercion, motivation, and team collaboration in the context of applied leadership.
7. Evaluate the influence of personality, gender, and/or culture on individual leadership characteristics.

6. Examine the concepts of power, coercion, motivation, and team collaboration in the context of applied leadership.
7. Evaluate the influence of personality, gender, and/or culture on individual leadership characteristics.
8. Evaluate the role of physical fitness, stress, health, wellness, and other physiological factors in leadership.
9. Assess the ethical aspects of a given leadership situation.
10. Construct a personal philosophy of leadership through the integration of psychological, sociological, cultural, and physiological aspects of leadership.

8. Evaluate the role of physical fitness, stress, health, wellness, and other physiological factors in leadership.
9. Assess the ethical aspects of a given leadership situation.
10. Construct a personal philosophy of leadership through the integration of psychological, sociological, cultural, and physiological aspects of leadership.

SECTION II

I. COURSE OUTLINE AND SCOPE:

A. Outline Of Topics:

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

- I. Leadership defined
 - A. Psychological social physiological and cultural components
 - B. Trait versus process leadership
 - C. Assigned versus emergent leadership
 - D. Leadership and power
 - E. Leadership and coercion
 - F. Leadership and management
- II. Psychological approaches
 - A. Trait approach
 1. Intelligence
 2. Self-confidence
 3. Determination
 4. Integrity
 5. Sociability
 6. Emotional intelligence
 - B. Skills approach
 1. Skills model
 2. Individual attributes
 3. Leadership outcomes
 4. Effective problem solving
 - C. Style approach
 1. Definition and studies
 2. Blake and Mouton's managerial grid
 3. Paternalism/maternalism
 4. Opportunism
 - D. Psychodynamic approach
 1. Transactional analysis
 2. Trait theories of personality
 3. Applying the psychodynamic model
- III. Sociological approaches
 - A. Situational approaches
 1. Leadership styles
 2. Situational variables
 3. Contingency theory
 - B. Path-goal theory
 1. Employee characteristics
 2. Task and environment characteristics
 3. Leadership style
 4. Leader behaviors
 - C. Leader-Member Exchange (LMX) theory
 1. Definition and studies
 2. Leadership making
 3. Applying the LMX model
- IV. Transformational leadership
 - A. Transformational defined
 - B. Leadership and charisma
 - C. Influence
 - D. Inspirational motivation
 - E. Intellectual stimulation
 - F. Individualized consideration
 - G. Transactional leadership
 - H. Non-leadership factors
- V. Team leadership
 - A. Leadership decisions
 - B. Monitoring the team or taking action
 - C. Relational actions
 - D. Environmental actions

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. Leadership defined
 - A. Psychological social physiological and cultural components
 - B. Trait versus process leadership
 - C. Assigned versus emergent leadership
 - D. Leadership and power
 - E. Leadership and coercion
 - F. Leadership and management
- II. Psychological approaches
 - A. Trait approach
 1. Intelligence
 2. Self-confidence
 3. Determination
 4. Integrity
 5. Sociability
 6. Emotional intelligence
 - B. Skills approach
 1. Skills model
 2. Individual attributes
 3. Leadership outcomes
 4. Effective problem solving
 - C. Style approach
 1. Definition and studies
 2. Blake and Mouton's managerial grid
 3. Paternalism/maternalism
 4. Opportunism
 - D. Psychodynamic approach
 1. Transactional analysis
 2. Trait theories of personality
 3. Applying the psychodynamic model
- III. Sociological approaches
 - A. Situational approaches
 1. Leadership styles
 2. Situational variables
 3. Contingency theory
 - B. Path-goal theory
 1. Employee characteristics
 2. Task and environment characteristics
 3. Leadership style
 4. Leader behaviors
 - C. Leader-Member Exchange (LMX) theory
 1. Definition and studies
 2. Leadership making
 3. Applying the LMX model
- IV. Transformational leadership
 - A. Transformational defined
 - B. Leadership and charisma
 - C. Influence
 - D. Inspirational motivation
 - E. Intellectual stimulation
 - F. Individualized consideration
 - G. Transactional leadership
 - H. Non-leadership factors
- V. Team leadership
 - A. Leadership decisions
 - B. Monitoring the team or taking action
 - C. Relational actions
 - D. Environmental actions
 - E. Team effectiveness

- E. Team effectiveness
- F. Collaborative climate
- G. Standards of excellence
- H. Principled leadership
- VI. Culture and leadership
 - A. Culture defined
 - B. Related concepts
 - C. Dimensions of culture
 - D. Clusters of world culture
 - E. Leadership behavior and culture clusters
 - F. Universally desirable and undesirable attributes
- VII. Physiology and leadership
 - A. The mind-body relationship
 - B. Role of physical fitness in leadership positions (e.g. military and public safety agencies)
 - C. Stressors in leadership positions
 - D. Hypervigilance and other physiological effects of stress
 - E. Lifelong habits promoting health and wellness
- VIII. Leadership ethics
 - A. Ethics defined
 - B. Ethical theories
 - C. Perspectives on ethical behavior and decision-making
 - D. Principles of ethical leadership
- IX. Applied leadership theory
 - A. Leadership accountability and public trust
 - B. Ethical leadership in a global society
- X. Personal inventory and reflection
 - A. Integration of sociological psychological physiological and cultural aspects of leadership
 - B. Application of selected models and perspectives
 - C. Development of a personal philosophy of leadership
 - D. Application of leadership theory in everyday life

B. Reading Assignments:

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

- I. Course text(s).
- II. Scholarly and professional journals in the field of leadership studies, such as Leader to Leader, Journal of Leadership & Organizational Studies, or Leadership in Action.
- III. Books, articles, and other material on leadership theory, historical leaders, leadership case studies, or other leadership-related topics.
- IV. In-class handouts on current leadership topics.

C. Writing Assignments:

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

- I. Written research reports on leadership theory, historical leaders, leadership case studies, or other leadership-related topics.
- II. Short expository essays on leadership-related topics.
- III. Short written answers to in-class examinations on leadership theory and application.
- IV. Comparative analyses of leadership models or ethical theories.
- V. Visual aids and handouts for use during in-class presentations.

D. Appropriate Outside Assignments:

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

- I. Completing reading and writing assignments.
- II. Studying specific material in preparation for each lesson.
- III. Preparing in-class presentations.
- IV. Researching leadership theory, historical leaders, leadership case studies, or other leadership-related topics.
- V. Interviewing leaders in the field.

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 different process-based leadership theories.
- II. Evaluating the influence of personality, gender, or culture on individual leadership characteristics.
- III. Assessing the relevance of ethical considerations in a given leadership situation.
- IV. Constructing a personal philosophy of leadership through the integration of leadership theories, principles, and practices.

2. METHODS OF EVALUATION:

- F. Collaborative climate
- G. Standards of excellence
- H. Principled leadership
- VI. Culture and leadership
 - A. Culture defined
 - B. Related concepts
 - C. Dimensions of culture
 - D. Clusters of world culture
 - E. Leadership behavior and culture clusters
 - F. Universally desirable and undesirable attributes
- VII. Physiology and leadership
 - A. The mind-body relationship
 - B. Role of physical fitness in leadership positions (e.g. military and public safety agencies)
 - C. Stressors in leadership positions
 - D. Hypervigilance and other physiological effects of stress
 - E. Lifelong habits promoting health and wellness
- VIII. Leadership ethics
 - A. Ethics defined
 - B. Ethical theories
 - C. Perspectives on ethical behavior and decision-making
 - D. Principles of ethical leadership
- IX. Applied leadership theory
 - A. Leadership accountability and public trust
 - B. Ethical leadership in a global society
- X. Personal inventory and reflection
 - A. Integration of sociological psychological physiological and cultural aspects of leadership
 - B. Application of selected models and perspectives
 - C. Development of a personal philosophy of leadership
 - D. Application of leadership theory in everyday life

B. Reading Assignments:

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

- I. Course text(s).
- II. Scholarly and professional journals in the field of leadership studies, such as Leader to Leader, Journal of Leadership & Organizational Studies, or Leadership in Action.
- III. Books, articles, and other material on leadership theory, historical leaders, leadership case studies, or other leadership-related topics.
- IV. In-class handouts on current leadership topics.

C. Writing Assignments:

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

- I. Written research reports on leadership theory, historical leaders, leadership case studies, or other leadership-related topics.
- II. Short expository essays on leadership-related topics.
- III. Short written answers to in-class examinations on leadership theory and application.
- IV. Comparative analyses of leadership models or ethical theories.
- V. Visual aids and handouts for use during in-class presentations.

D. Appropriate Outside Assignments:

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

- I. Completing reading and writing assignments.
- II. Studying specific material in preparation for each lesson.
- III. Preparing in-class presentations.
- IV. Researching leadership theory, historical leaders, leadership case studies, or other leadership-related topics.
- V. Interviewing leaders in the field.

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 different process-based leadership theories.
- II. Evaluating the influence of personality, gender, or culture on individual leadership characteristics.
- III. Assessing the relevance of ethical considerations in a given leadership situation.
- IV. Constructing a personal philosophy of leadership through the integration of leadership theories, principles, and practices.

2. METHODS OF EVALUATION:

A student's grade will be based on multiple measures of performance unless the course requires no grade. Multiple

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

- I. Objective in-class examinations.
- II. Group presentations or other assignments.
- III. Expository essays on leadership-related topics.
- IV. Written research reports on leadership theory, historical leaders, leadership case studies, or other leadership-related topics.
- V. In-class presentations on a selected leader.
- VI. Class participation.

3. METHODS OF INSTRUCTION:

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

- * Audio-Visual
- * Discussion Seminar
- * Lecture
- * Lecture Discussion
- * Other (Specify)
- * A. Guest speakers
- * B. Field trip or field project

4. REQUIRED TEXTS AND SUPPLIES:

Textbooks may include, but are not limited to:

TEXTBOOKS:

1. Burns, James M. Transforming Leadership, 1st ed. Grove, 2004, ISBN: 9780802141187
2. Knapp, John C. For the Common Good: The Ethics of Leadership in the 21st Century, 2007 ed. Praeger, 2007, ISBN: 9780275992590
3. Kouzes, James M., and Barry Z. Posner. The Leadership Challenge, 5th ed. Jossey-Bass, 2012, ISBN: 9780470651728
4. Northouse, Peter J. Leadership: Theory and Practice, 7th ed. Sage, 2016, ISBN: 9781483317533

MANUALS:

PERIODICALS:

SOFTWARE:

SUPPLIES:

ORIGINATOR: Duane Short

CO-CONTRIBUTOR(S)

DATE: 10/12/2019

Status: Active

Date Printed: 02/13/2023

measures may include, but are not limited to, the following:

- I. Objective in-class examinations.
- II. Group presentations or other assignments.
- III. Expository essays on leadership-related topics.
- IV. Written research reports on leadership theory, historical leaders, leadership case studies, or other leadership-related topics.
- V. In-class presentations on a selected leader.
- VI. Class participation.

3. METHODS OF INSTRUCTION:

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

- * Audio-Visual
- * Discussion Seminar
- * Lecture
- * Lecture Discussion
- * Other (Specify)
- * A. Guest speakers
- * B. Field trip or field project

4. REQUIRED TEXTS AND SUPPLIES:

Textbooks may include, but are not limited to:

TEXTBOOKS:

1. Burns, James M. Transforming Leadership, 1st ed. Grove, 2004, ISBN: 9780802141187
2. Knapp, John C. For the Common Good: The Ethics of Leadership in the 21st Century, 2007 ed. Praeger, 2007, ISBN: 9780275992590
3. Kouzes, James M., and Barry Z. Posner. The Leadership Challenge, 5th ed. Jossey-Bass, 2012, ISBN: 9780470651728
4. Northouse, Peter J. Leadership: Theory and Practice, 7th ed. Sage, 2016, ISBN: 9781483317533

MANUALS:

PERIODICALS:

SOFTWARE:

SUPPLIES:

ORIGINATOR: Duane Short

ORIGINATION DATE: 10/12/2019

PROPOSAL ORIGINATOR: Howard Eskew

CO-CONTRIBUTOR(S)

PROPOSAL DATE: 11/18/2022

Status: Launched

Date Printed: 02/13/2023

Previous Report

SAN DIEGO COMMUNITY COLLEGE DISTRICT

MESA COLLEGE

Course Outline of Record:
Curriculum Proposal Report

SECTION I

- I. **Subject Area:** Business
- II. **Course Number:** 205
- III. **Course Title:** Leadership Theory and Practice
- IV. **Disciplines (Instructor Minimum Qualifications):** Administration of Justice or or Management or Military Studies or or Psychology
- V.
- VI. **Family:**
- VII. **Current Short Title:** Leadership Theory and Practice
- VIII. **Course Is Active/Where?** MESA
- IX. **Originating Campus:** MIRAMAR
- X. **Action Proposed:** Course Deactivation *(Active at another College)*
- XI. **Distance Education Proposed At:** NONE
- XII. **Proposal Originating Date:** 10/12/2019
- XIII. **Proposed Start Semester:** Fall 2022
- XIV. **Field Trip:** May be required
- XV. **Grading Option:** Grade Only
- XVI. **Current Short Description:** Interdisciplinary foundation in the field of leadership theory and practice.

SECTION II

COURSE ENROLLMENT INFORMATION

- I. **Requisites:**
Advisory: ENGL 101 with a grade of "C" or better, or equivalent.
Limitation on Enrollment:: This course is not open to students with previous credit for ADJU 205 or ADJU 386 or MILS 110
- 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 ADJU 205; ADJU 386; MILS 110
- VI. **Additional Information:**
- VII. **Additional Textbook Information:**

COURSE ANALYSIS DATA

- I. **Reason for Proposed Action:** Course not planned to be offered in the near future.
- II. **How Does The Course Fit The College Mission?** 1. Transfer 2. Vocational/Occupational
- III. **Current Transfer Options:** 1. UC Transfer Course List 2. CSU General Education
- IV. **Proposed College/District Purpose:** 1. Major Requirement - Certificate of Achievement 2. Major Requirement - Associate Degree
- V. **Extraordinary Cost to the College:** None..
- VI. **Library Resource Materials:** Encyclopedia of Leadership 4 vol. set, George R. Goethals, Georgia Sorenson, and James MacGregor Burns (eds.), Sage, 2004, ISBN: 076192597X. .

GENERAL EDUCATION ANALYSIS

CSU General Education:

E Area E. Lifelong Learning and Self-Development

Current Report

SAN DIEGO COMMUNITY COLLEGE DISTRICT

MESA COLLEGE

Course Outline of Record:
Curriculum Proposal Report

SECTION I

- I. **Subject Area:** Business
- II. **Course Number:** 205
- III. **Course Title:** Leadership Theory and Practice
- IV. **Disciplines (Instructor Minimum Qualifications):** Administration of Justice or or Management or Military Studies or or Psychology
- V.
- VI. **Family:**
- VII. **Current Short Title:** Leadership Theory and Practice
- 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:** 11/18/2022
- XIII. **Proposed Start Semester:** Fall 2024
- XIV. **Field Trip:** May be required
- XV. **Grading Option:** Grade Only
- XVI. **Current Short Description:** Interdisciplinary foundation in the field of leadership theory and practice.

SECTION II

COURSE ENROLLMENT INFORMATION

- I. **Requisites:**
Advisory: ENGL 101 with a grade of "C" or better, or equivalent.
Limitation on Enrollment:: This course is not open to students with previous credit for ADJU 205 or ADJU 386 or MILS 110
- 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 ADJU 205; ADJU 386; MILS 110
- VI. **Additional Information:**
- VII. **Additional Textbook Information:**

COURSE ANALYSIS DATA

- I. **Reason for Proposed Action:** Course deactivation - never offered, no DE approval to remove.
- II. **How Does The Course Fit The College Mission?** 1. Vocational/Occupational 2. Transfer
- III. **Current Transfer Options:** 1. UC Transfer Course List 2. CSU General Education
- IV. **Proposed College/District Purpose:** 1. Major Requirement - Certificate of Achievement 2. Major Requirement - Associate Degree
- V. **Extraordinary Cost to the College:** None.
- VI. **Library Resource Materials:** Encyclopedia of Leadership 4 vol. set, George R. Goethals, Georgia Sorenson, and James MacGregor Burns (eds.), Sage, 2004, ISBN: 076192597X. .

GENERAL EDUCATION ANALYSIS

CSU General Education:

E Area E. Lifelong Learning and Self-Development

UC Transfer Course:

Yes

REQUISITES ANALYSIS

Demonstrated ability to read, analyze, discuss, and think critically using a variety of works and sources and to write essays and research papers for various purposes and audiences.

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: 0599.00 Other Business and Management

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):

Course Support Course Status (CB26):

Major Restriction Code: NONE

II. Lect Units: 3.00

Total Units: 3

Lecture Hours Min: 48.00 Max: 54.00

Lab Hours Min: 0.00 Max: 0.00

Other Hours Min: 0.00 Max:0.00

Total Contact Hours Min: 48.00 Max:54.00

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

Total Student Learning Hours Min: 144.00 Max: 162.00

FTEF Lecture Min: 0.2000 Max:

FTEF Lab Min: 0.0000 Max:

FTEF Total Min: 0.2000 Max:

III. Last Time Pre/Co Requisite Update: 10/12/2019

IV. Last Outline Revision Date: 12/14/2017

V. CIC Approval: 01/28/2021

VI. BOT Approval:

VII. State Approval:

VIII. Revised State Approval:

IX. Course Approval Effective Date: Fall 2022

SECTION VI

CREDIT FOR PRIOR LEARNING

UC Transfer Course:

Yes

REQUISITES ANALYSIS

Demonstrated ability to read, analyze, discuss, and think critically using a variety of works and sources and to write essays and research papers for various purposes and audiences.

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: 0599.00 Other Business and Management

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):

Course Support Course Status (CB26):

Major Restriction Code: NONE

II. Lect Units: 3.00

Total Units: 3

Lecture Hours Min: 48.00 Max: 54.00

Lab Hours Min: 0.00 Max: 0.00

Other Hours Min: 0.00 Max:0.00

Total Contact Hours Min: 48.00 Max:54.00

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

Total Student Learning Hours Min: 144.00 Max: 162.00

FTEF Lecture Min: 0.2000 Max:

FTEF Lab Min: 0.0000 Max:

FTEF Total Min: 0.2000 Max:

III. Last Time Pre/Co Requisite Update: 11/18/2022

IV. Last Outline Revision Date: 12/14/2017

V. CIC Approval:

VI. BOT Approval:

VII. State Approval:

VIII. Revised State Approval:

IX. Course Approval Effective Date:

SECTION VI

CREDIT FOR PRIOR LEARNING

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

SECTION I**SUBJECT AREA AND COURSE NUMBER:** Child Development 166**COURSE TITLE:**

Curriculum for Diverse Learners

Units:

3

Grade Only

CATALOG COURSE DESCRIPTION:

This course is an in-depth study of inclusive environments, guidance techniques, and curriculum planning strategies that are designed to meet the needs of the diverse children and families in our current society. Emphasis is placed on cognitive, physical, social- emotional, cultural, and linguistic diversity, and how well-designed environments, intentionally planned curriculum, and supportive behavioral strategies work together to provide a classroom that is welcoming and ensures that all children and families in the program thrive. This course is designed for parents, teachers, nurses, social workers, and paraprofessionals employed in schools and early childhood programs. This course partially meets the specialization requirements for the Master Teacher Permit.

REQUISITES:

NONE

FIELD TRIP REQUIREMENTS:

May be required

TRANSFER APPLICABILITY:

Associate Degree Credit & transfer to CSU

CID:**TOTAL LECTURE HOURS:**

48 - 54

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

48 - 54

OUTSIDE-OF-CLASS HOURS:

96 - 108

TOTAL STUDENT LEARNING HOURS:

144 - 162

STUDENT LEARNING OBJECTIVES:

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

1. Describe the diverse needs of children in the following areas: developmental disabilities, physical disabilities, health impairments, and acquired disabilities.
2. Identify specific strategies related to diverse needs in the cognitive, motor, speech/language, self-help, and social/emotional domains.
3. Analyze legislation as it relates to Universal Design for Learning (UDL) and inclusive environments.
4. Assess the services and resources available for children with diverse needs, and determine what impact the system has on families.
5. Observe children with diverse needs in inclusive settings, while analyzing instructional strategies used in these settings.
6. Identify specific supports, instructional strategies, and guidance techniques that teachers and care providers may use while working with diverse needs in an inclusive setting.
7. Identify factors of a culturally and linguistically inclusive environment, and analyze how interactions, and curriculum design can be universally supportive.
8. Design curriculum plans for children based on Universal Design for Learning (UDL) principles and the California Preschool Learning Foundations and Frameworks.
9. Identify and select evidence for the child development professional portfolio related to appropriate sections of the Early Childhood Educator (ECE) Competencies.

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. Overview of diverse needs
 - A. Developmental
 - B. Physical
 - C. Health
 - D. Acquired
- II. Developmental diversity by domain
 - A. Cognitive
 - B. Gross and fine motor: physical and occupational therapy
 - C. Speech/Language: speech therapy
 - D. Self help/independent living skills
 - E. Social/Emotional
- III. Overview of legislation related to curriculum development and environments
 - A. Disability awareness and rights
 - B. Section 504/Rehabilitation Act
 - C. Americans with Disabilities Act (ADA)
 - D. Individuals with Disabilities Education Act (IDEA)
 - E. California legislation
- IV. Service delivery system for children and families
 - A. Regional Center system
 - B. City/County school infant programs
 - C. Inclusive preschool programs
 - D. Individualized Education Program (IEP)
 - E. Individual Family Service Plan (IFSP)
 - F. Communicating with families
- V. Observing in inclusive settings
 - A. Guidelines and techniques for observation
 - B. Types of programs
 1. Home-based
 2. Center-based
 3. Private
 4. State-funded
 5. School-age
- VI. Instructional strategies and supports for diverse needs

- A. Universal Design for Learning (UDL) principles
- B. Adaptations and accommodations
- C. Social-emotional considerations
- D. Guidance and challenging behaviors
 - 1. Causes and developmental factors
 - 2. Proactive Strategies
 - a. Observation and documentation
 - b. Considerations for routines and transitions
 - c. Positive behavior supports
- VII. Classroom and school community
 - A. Conflict resolution and restorative practices
 - 1. Teaching Pyramid
 - 2. Responsive Classroom
 - B. Anti-Bias approaches
 - C. Partnerships and communication with families
- VIII. Curriculum planning
 - A. Curriculum domains
 - B. Environmental access, adaptive equipment/assistive technology
 - C. Developmentally and individually appropriate planning for diverse learners and their families
 - D. Overview of curriculum development based on the California Preschool Learning Foundations and Frameworks
 - E. Strong learning objectives rooted in the Preschool Learning Foundations
 - F. Accommodations and adaptations in curriculum plans
- IX. Selecting evidence for the professional portfolio
 - A. Early Childhood Educator (ECE) Competencies

B. Reading Assignments:

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

- I. Monthly news magazines that focus on the child with diverse needs, such as:
 - A. Exceptional Parent
 - B. Mainstreaming
- II. Child development journals, such as Young Children.
- III. Websites, such as:
 - A. American Academy of Child and Adolescent Psychiatry at www.aacap.org
 - B. American Speech-Language-Hearing Association at www.asha.org

C. Writing Assignments:

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

- I. Classroom observations
- II. Brief essays on topics such as legislation and adaptive technology, learning differences, dual language learners, anti-bias approaches, and Universal Design for Learning (UDL)
- III. Curriculum plans designed for students with diverse needs which utilize the California Preschool Learning Foundations and Frameworks
- IV. Selection of appropriate evidence from this course for the child development professional portfolio (in connection to the ECE Competencies)

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. Internet, library and archival research.
- III. Observations of inclusive settings.
- IV. Field trips to visit inclusive programs.
- V. Review of current periodicals.
- VI. Curriculum plans designed for students with diverse needs which utilize the California Preschool Learning Foundations and Frameworks.

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 compare various types of inclusive settings that serve children.
- II. Apply theories of UDL and inclusion to specific settings.
- III. Compare and contrast various strategies used to incorporate UDL principles.
- IV. Review current literature, periodicals and articles.

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. Objective examinations
- II. Final exam
- III. Writing assignments
- IV. Observations
- V. Curriculum plans
- VI. Class participation
- VII. Collaborative group work
- VIII. Discussions

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 (Fully online)
- * Learning Modules
- * Lecture

4. REQUIRED TEXTS AND SUPPLIES:

Textbooks may include, but are not limited to:

TEXTBOOKS:

1. Allen, Eileen, et al. The Exceptional Child: Inclusion in Early Childhood Education, 8th ed. Cengage Learning, 2015, ISBN: 9781285432373
2. LowDeiner, Penny. Inclusive Early Childhood Education, 6th ed. Wadsworth Cengage Learning, 2013, ISBN: 9781111837150
3. Nemeth, Karen & Pam Brillante. Universal Design for Learning in the Early Childhood Classroom: Teaching Children of all Languages, Cultures and Abilities, Birth – 8 Years, 1st ed. Routledge, 2017, ISBN: 9781138655133

MANUALS:

1. California Department of Education. Desired Results Developmental Profiles (DRDP), California Department of Education, 08-01-2015
2. California Department of Education. Early Childhood Educator Competencies, California Department of Education, 01-01-2011
3. California Department of Education. Inclusion Works! Creating Child Care Programs That Promote Belonging for Children with Special Needs, 2nd edition, California Department of Education, 01-01-2021
4. California Department of Education. Preschool Curriculum Frameworks Vols. 1-3, California Department of Education, 01-01-2010
5. California Department of Education. Preschool Learning Foundations Vols. 1-3, California Department of Education, 01-01-2009

6. Derman-Sparks, Louise et al. Leading Anti-Bias Early Childhood Programs: A Guide for Change, Teacher's College Press, 11-01-2014

7. Squires, Jane & Diane Bricker. Ages & Stages Questionnaires®: Social-Emotional, Third Edition (ASQ:SE-2™), Brookes Publishing, 01-01-2009

8. Squires, Jane & Diane Bricker. Ages & Stages Questionnaires®, Fourth Edition (ASQ-3™), Brookes Publishing, 01-01-2009

PERIODICALS:

SOFTWARE:

SUPPLIES:

ORIGINATOR: Rebecca Collins

ORIGINATION DATE: 08/22/2017

PROPOSAL ORIGINATOR: Ida Cross

CO-CONTRIBUTOR(S)

PROPOSAL DATE: 11/01/2022

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

COURSE TO BE PROPOSED: CHIL 166
Curriculum for Diverse Learners

ACTIVE/APPROVED COURSES IMPACTED:

CHIL 166 Curriculum for Diverse Learners (29388)

ACTIVE/APPROVED/PROPOSED PROGRAMS IMPACTED:

(**Miramar**)

Child Development *Active*;
Associate of Science Degree

Recommended Electives (select from courses not already taken):

(**Mesa**)

Child Development *Active*;
Associate of Science Degree

Recommended Electives (select from courses not already taken):

(**Miramar**)

Child Development Master Teacher *Approved*;
Certificate of Achievement

OR - Special Needs

(**Miramar**)

Child Development Site Supervisor *Approved*;
Associate of Science Degree

Recommended Electives (select from courses not already taken):

(**City**)

Child Development: Master Teacher *Pending*;
Certificate of Achievement

Diverse Learners

(**City**)

Child Development: Master Teacher *Active*;
Certificate of Achievement

Universal Design for Education

(**City**)

Child Development: Teacher *Active*;
Certificate of Achievement

Courses Required for the Major:

(City)

Early Care and Education *Active*;
Associate of Science Degree

Courses Required for the Major

(Miramar)

Early Education Entrepreneurship *Approved*;
Associate of Science Degree

Complete at least one of the following supplemental child development courses:

(Miramar)

Early Education Entrepreneurship *Approved*;
Certificate of Achievement

Complete at least one of the following supplemental child development courses:

(Mesa)

Master Teacher *Active*;
Certificate of Achievement

OR - Special Needs

(Miramar)

Master Teacher *Active*;
Certificate of Achievement

OR - Special Needs

(Miramar)

Site Supervisor *Active*;
Associate of Science Degree

Recommended Electives (select from courses not already taken):

SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY , MESA AND MIRAMAR COLLEGES

Course Outline of Record: Curriculum Proposal Report

SECTION I

- I. **Subject Area:** Child Development
- II. **Course Number:** 166
- III. **Course Title:** Curriculum for Diverse Learners
- IV. **Disciplines (Instructor Minimum Qualifications):** Child Development/Early Childhood Education
- V.
- VI. **Family:**
- VII. **Current Short Title:** Diverse Learners
- VIII. **Course Is Active/Where?** CITY , MESA AND MIRAMAR
- IX. **Originating Campus:** MESA
- X. **Action Proposed:** Course Revision (May Include Activation)
- XI. **Distance Education Proposed At:** City , Miramar and Mesa
- XII. **Proposal Originating Date:** 11/01/2022
- XIII. **Proposed Start Semester:** Summer 2023
- XIV. **Field Trip:** May be required
- XV. **Grading Option:** Grade Only
- XVI. **Current Short Description:** Inclusive environments, curriculum planning, and guidance strategies for diverse learners

SECTION II

COURSE ENROLLMENT INFORMATION

- I. **Requisites:** NONE
- II. **Current Degree Applicability:** Associate Degree Credit & transfer to CSU
- III. **Current Basic Skills Designation:** N - Not a Basic Skills Course
- IV. **Repeatability:** Course may be taken 1 time(s)
- V. **Course Equivalency:** No
- VI. **Additional Information:**
- VII. **Additional Textbook Information:** Texts listed are latest editions available. 10/17

COURSE ANALYSIS DATA

- I. **Reason for Proposed Action:** Revise Distance Ed from Emergency Only to Fully Online and updated Methods of Instruction to reflect change.
- II. **How Does The Course Fit The College Mission?** 1. Vocational/Occupational 2. Transfer
- III. **Current Transfer Options:**
- IV. **Proposed College/District Purpose:** 1. Major Requirement - Certificate of Achievement 2. Major Requirement - Associate Degree
- V. **Extraordinary Cost to the College:** None.
- VI. **Library Resource Materials:** No new resources required.

GENERAL EDUCATION ANALYSIS

REQUISITES ANALYSIS

SECTION III

COURSE DISTANCE EDUCATION INFORMATION

- I. **MIRAMAR**
- II. **Distance Education Methods of Instruction:** 1. Fully Online
- III. **Other Distance Education Methods:**

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

1. Chat Rooms
as assigned
2. E-mail
weekly
3. Field Trips
as assigned
4. Group Meetings
as assigned
5. Individual Meetings
as needed
6. Telephone Contact
as needed
7. Threaded Conferencing
at least three times during the term

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

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

VII. **Additional Resources/Materials/Information:** Additional materials and information, such as handouts, web links, or articles from journals or newspapers, may be provided electronically to supplement the course text(s). Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).

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

IX. **MESA**

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

XI. **Other Distance Education Methods:**

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

1. Announcements
as needed
Participant/s: Faculty to Student/s
2. Discussion Board
weekly
Participant/s: Faculty to Student/s , Among Students
3. Email/Message System
as needed
Participant/s: Faculty to Student/s , Among Students
4. Synchronous or Asynchronous Video
weekly
Participant/s: Faculty to Student/s , Among Students
5. Telephone Contact
as needed
Participant/s: Faculty to Student/s , Among Students

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

grading.

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

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

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

XVII. **CITY**

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

XIX. **Other Distance Education Methods:**

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

1. Announcements

weekly

Participant/s: Faculty to Student/s

2. Collaborative Web Documents

as assigned

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

3. Conferencing

as assigned

Participant/s: Faculty to Student/s

4. Discussion Board

at least three times during the term

Participant/s: Among Students

5. Email/Message System

as needed

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

6. Field Trips

as assigned

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

7. Group Meetings

as assigned

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

8. Individual Meetings

as needed

Participant/s: Faculty to Student/s

9. Individualized Assignment Feedback

as assigned

Participant/s: Faculty to Student/s

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 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.

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.

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

- The student will create developmentally appropriate curriculum plans with accommodations for children with special needs.

MESA

- Upon completion of this course students will be able to describe and evaluate assistive technology available for children with special needs.
- Upon completion of this course students will be able to analyze a selected piece of Federal or State legislation as it relates to curriculum development for children with special needs.
- Upon completion of this course students will be able to successfully create a lesson plan appropriate for a selected special need.

MIRAMAR

- Be able to design a lesson plan for children with special needs.
- Be able to implement a lesson plan for children with special needs implemented in a licensed preschool program.

SECTION V

COURSE DATA ADMINISTRATION ELEMENTS

I. Codes:

California Classification: (Y Credit Course)

TOP Code: 1305.00 Child Development/Early Care and Education

SAM Code: C - Clearly Occupational

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

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

Course Program Status (CB24): Program-applicable

Course Gen Education Status (CB25): 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:

IV. Last Outline Revision Date: 03/22/2018

V. CIC Approval:

VI. BOT Approval:

VII. State Approval:

VIII. Revised State Approval:

IX. Course Approval Effective Date:

SECTION VI

CREDIT FOR PRIOR LEARNING

Previous Report

CHIL 166

CIC Approval: 03/22/2018
BOT APPROVAL:
STATE APPROVAL:
EFFECTIVE TERM: Fall 2019

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

SECTION I

SUBJECT AREA AND COURSE NUMBER: Child Development 166

COURSE TITLE:
Curriculum for Diverse Learners

Units:
3
Grade Only

CATALOG COURSE DESCRIPTION:

This course is an in-depth study of inclusive environments, guidance techniques, and curriculum planning strategies that are designed to meet the needs of the diverse children and families in our current society. Emphasis is placed on cognitive, physical, social- emotional, cultural, and linguistic diversity, and how well-designed environments, intentionally planned curriculum, and supportive behavioral strategies work together to provide a classroom that is welcoming and ensures that all children and families in the program thrive. This course is designed for parents, teachers, nurses, social workers, and paraprofessionals employed in schools and early childhood programs. This course partially meets the specialization requirements for the Master Teacher Permit.

REQUISITES:

NONE

FIELD TRIP REQUIREMENTS:
May be required

TRANSFER APPLICABILITY:
Associate Degree Credit & transfer to CSU

CID:

TOTAL LECTURE HOURS:
48 - 54

TOTAL LAB HOURS:

TOTAL CONTACT HOURS:
48 - 54

OUTSIDE-OF-CLASS HOURS:
96 - 108

TOTAL STUDENT LEARNING HOURS:
144 - 162

STUDENT LEARNING OBJECTIVES:

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

1. Describe the diverse needs of children in the following areas: developmental disabilities, physical disabilities, health impairments, and acquired disabilities.
2. Identify specific strategies related to diverse needs in the cognitive, motor, speech/language, self-help, and social/emotional domains.
3. Analyze legislation as it relates to Universal Design for Learning (UDL) and inclusive environments.
4. Assess the services and resources available for children with diverse needs, and determine what impact the system has on families.

Current Report

CHIL 166

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

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

SECTION I

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REQUISITES:

NONE

FIELD TRIP REQUIREMENTS:
May be required

TRANSFER APPLICABILITY:
Associate Degree Credit & transfer to CSU

CID:

TOTAL LECTURE HOURS:
48 - 54

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TOTAL CONTACT HOURS:
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1. Describe the diverse needs of children in the following areas: developmental disabilities, physical disabilities, health impairments, and acquired disabilities.
2. Identify specific strategies related to diverse needs in the cognitive, motor, speech/language, self-help, and social/emotional domains.
3. Analyze legislation as it relates to Universal Design for Learning (UDL) and inclusive environments.
4. Assess the services and resources available for children with diverse needs, and determine what impact the system has on families.
5. Observe children with diverse needs in inclusive settings, while analyzing instructional strategies used in these settings.

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6. Identify specific supports, instructional strategies, and guidance techniques that teachers and care providers may use while working with diverse needs in an inclusive setting.
7. Identify factors of a culturally and linguistically inclusive environment, and analyze how interactions, and curriculum design can be universally supportive.
8. Design curriculum plans for children based on Universal Design for Learning (UDL) principles and the California Preschool Learning Foundations and Frameworks.
9. Identify and select evidence for the child development professional portfolio related to appropriate sections of the Early Childhood Educator (ECE) Competencies.

6. Identify specific supports, instructional strategies, and guidance techniques that teachers and care providers may use while working with diverse needs in an inclusive setting.
7. Identify factors of a culturally and linguistically inclusive environment, and analyze how interactions, and curriculum design can be universally supportive.
8. Design curriculum plans for children based on Universal Design for Learning (UDL) principles and the California Preschool Learning Foundations and Frameworks.
9. Identify and select evidence for the child development professional portfolio related to appropriate sections of the Early Childhood Educator (ECE) Competencies.

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. Overview of diverse needs
 - A. Developmental
 - B. Physical
 - C. Health
 - D. Acquired
- II. Developmental diversity by domain
 - A. Cognitive
 - B. Gross and fine motor: physical and occupational therapy
 - C. Speech/Language: speech therapy
 - D. Self help/independent living skills
 - E. Social/Emotional
- III. Overview of legislation related to curriculum development and environments
 - A. Disability awareness and rights
 - B. Section 504/Rehabilitation Act
 - C. Americans with Disabilities Act (ADA)
 - D. Individuals with Disabilities Education Act (IDEA)
 - E. California legislation
- IV. Service delivery system for children and families
 - A. Regional Center system
 - B. City/County school infant programs
 - C. Inclusive preschool programs
 - D. Individualized Education Program (IEP)
 - E. Individual Family Service Plan (IFSP)
 - F. Communicating with families
- V. Observing in inclusive settings
 - A. Guidelines and techniques for observation
 - B. Types of programs
 1. Home-based
 2. Center-based
 3. Private
 4. State-funded
 5. School-age
- VI. Instructional strategies and supports for diverse needs
 - A. Universal Design for Learning (UDL) principles
 - B. Adaptations and accommodations
 - C. Social-emotional considerations
 - D. Guidance and challenging behaviors
 1. Causes and developmental factors
 2. Proactive Strategies
 - a. Observation and documentation
 - b. Considerations for routines and transitions
 - c. Positive behavior supports
- VII. Classroom and school community
 - A. Conflict resolution and restorative practices
 1. Teaching Pyramid
 2. Responsive Classroom
 - B. Anti-Bias approaches
 - C. Partnerships and communication with families
- VIII. Curriculum planning
 - A. Curriculum domains
 - B. Environmental access adaptive equipment/assistive technology
 - C. Developmentally and individually appropriate planning for diverse learners and their families

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- VII. Classroom and school community
 - A. Conflict resolution and restorative practices
 1. Teaching Pyramid
 2. Responsive Classroom
 - B. Anti-Bias approaches
 - C. Partnerships and communication with families
- VIII. Curriculum planning
 - A. Curriculum domains
 - B. Environmental access adaptive equipment/assistive technology
 - C. Developmentally and individually appropriate planning for diverse learners and their families
 - D. Overview of curriculum development based on the California Preschool Learning Foundations and Frameworks

- D. Overview of curriculum development based on the California Preschool Learning Foundations and Frameworks
 - E. Strong learning objectives rooted in the Preschool Learning Foundations
 - F. Accommodations and adaptations in curriculum plans
- IX. Selecting evidence for the professional portfolio
- A. Early Childhood Educator (ECE) Competencies

B. Reading Assignments:

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

- I. Monthly news magazines that focus on the child with diverse needs, such as:
 - A. Exceptional Parent
 - B. Mainstreaming
- II. Child development journals, such as Young Children.
- III. Websites, such as:
 - A. American Academy of Child and Adolescent Psychiatry at www.aacap.org
 - B. American Speech-Language-Hearing Association at www.asha.org

C. Writing Assignments:

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

- I. Classroom observations
- II. Brief essays on topics such as legislation and adaptive technology, learning differences, dual language learners, anti-bias approaches, and Universal Design for Learning (UDL)
- III. Curriculum plans designed for students with diverse needs which utilize the California Preschool Learning Foundations and Frameworks
- IV. Selection of appropriate evidence from this course for the child development professional portfolio (in connection to the ECE Competencies)

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. Internet, library and archival research.
- III. Observations of inclusive settings.
- IV. Field trips to visit inclusive programs.
- V. Review of current periodicals.
- VI. Curriculum plans designed for students with diverse needs which utilize the California Preschool Learning Foundations and Frameworks.

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 compare various types of inclusive settings that serve children.
- II. Apply theories of UDL and inclusion to specific settings.
- III. Compare and contrast various strategies used to incorporate UDL principles.
- IV. Review current literature, periodicals and articles.

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. Objective examinations
- II. Final exam
- III. Writing assignments
- IV. Observations
- V. Curriculum plans
- VI. Class participation
- VII. Collaborative group work
- VIII. Discussions

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 (Fully online)

- E. Strong learning objectives rooted in the Preschool Learning Foundations
 - F. Accommodations and adaptations in curriculum plans
- IX. Selecting evidence for the professional portfolio
- A. Early Childhood Educator (ECE) Competencies

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

- I. Monthly news magazines that focus on the child with diverse needs, such as:
 - A. Exceptional Parent
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- III. Websites, such as:
 - A. American Academy of Child and Adolescent Psychiatry at www.aacap.org
 - B. American Speech-Language-Hearing Association at www.asha.org

C. Writing Assignments:

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

- I. Classroom observations
- II. Brief essays on topics such as legislation and adaptive technology, learning differences, dual language learners, anti-bias approaches, and Universal Design for Learning (UDL)
- III. Curriculum plans designed for students with diverse needs which utilize the California Preschool Learning Foundations and Frameworks
- IV. Selection of appropriate evidence from this course for the child development professional portfolio (in connection to the ECE Competencies)

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. Internet, library and archival research.
- III. Observations of inclusive settings.
- IV. Field trips to visit inclusive programs.
- V. Review of current periodicals.
- VI. Curriculum plans designed for students with diverse needs which utilize the California Preschool Learning Foundations and Frameworks.

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 compare various types of inclusive settings that serve children.
- II. Apply theories of UDL and inclusion to specific settings.
- III. Compare and contrast various strategies used to incorporate UDL principles.
- IV. Review current literature, periodicals and articles.

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. Objective examinations
- II. Final exam
- III. Writing assignments
- IV. Observations
- V. Curriculum plans
- VI. Class participation
- VII. Collaborative group work
- VIII. Discussions

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 (Fully online)
- * Learning Modules
- * Lecture

- * Distance Education (Fully online)
- * Learning Modules
- * Lecture

4. REQUIRED TEXTS AND SUPPLIES:

Textbooks may include, but are not limited to:

TEXTBOOKS:

1. Allen, Eileen, et al. The Exceptional Child: Inclusion in Early Childhood Education, 8th ed. Cengage Learning, 2015, ISBN: 9781285432373
2. LowDeiner, Penny. Inclusive Early Childhood Education, 6th ed. Wadsworth Cengage Learning, 2013, ISBN: 9781111837150
3. Nemeth, Karen & Pam Brillante. Universal Design for Learning in the Early Childhood Classroom: Teaching Children of all Languages, Cultures and Abilities, Birth â€ˆ 8 Years, 1st ed. Routledge, 2017, ISBN: 9781138655133

MANUALS:

1. California Department of Education. Desired Results Developmental Profiles (DRDP), California Department of Education, 08-01-2015
2. California Department of Education. Early Childhood Educator Competencies, California Department of Education, 01-01-2011
3. California Department of Education. Inclusion Works! Creating Child Care Programs That Promote Belonging for Children with Special Needs, 2nd edition, California Department of Education, 01-01-2021
4. California Department of Education. Preschool Curriculum Frameworks Vols. 1-3, California Department of Education, 01-01-2010
5. California Department of Education. Preschool Learning Foundations Vols. 1-3, California Department of Education, 01-01-2009
6. Derman-Sparks, Louise et al. Leading Anti-Bias Early Childhood Programs: A Guide for Change, Teacher's College Press, 11-01-2014
7. Squires, Jane & Diane Bricker. Ages & Stages QuestionnairesÂ®: Social-Emotional, Third Edition (ASQ:SE-2â„•), Brookes Publishing, 01-01-2009
8. Squires, Jane & Diane Bricker. Ages & Stages QuestionnairesÂ®, Fourth Edition (ASQ-3â„•), Brookes Publishing, 01-01-2009

PERIODICALS:

SOFTWARE:

SUPPLIES:

ORIGINATOR: [Rebecca Collins](#)

CO-CONTRIBUTOR(S) [Berta Harris](#),[Denise Blaha](#)
DATE: [08/22/2017](#)

Status: Active

Date Printed: 02/13/2023

4. REQUIRED TEXTS AND SUPPLIES:

Textbooks may include, but are not limited to:

TEXTBOOKS:

1. Allen, Eileen, et al. The Exceptional Child: Inclusion in Early Childhood Education, 8th ed. Cengage Learning, 2015, ISBN: 9781285432373
2. LowDeiner, Penny. Inclusive Early Childhood Education, 6th ed. Wadsworth Cengage Learning, 2013, ISBN: 9781111837150
3. Nemeth, Karen & Pam Brillante. Universal Design for Learning in the Early Childhood Classroom: Teaching Children of all Languages, Cultures and Abilities, Birth â€ˆ 8 Years, 1st ed. Routledge, 2017, ISBN: 9781138655133

MANUALS:

1. California Department of Education. Desired Results Developmental Profiles (DRDP), California Department of Education, 08-01-2015
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3. California Department of Education. Inclusion Works! Creating Child Care Programs That Promote Belonging for Children with Special Needs, 2nd edition, California Department of Education, 01-01-2021
4. California Department of Education. Preschool Curriculum Frameworks Vols. 1-3, California Department of Education, 01-01-2010
5. California Department of Education. Preschool Learning Foundations Vols. 1-3, California Department of Education, 01-01-2009
6. Derman-Sparks, Louise et al. Leading Anti-Bias Early Childhood Programs: A Guide for Change, Teacher's College Press, 11-01-2014
7. Squires, Jane & Diane Bricker. Ages & Stages QuestionnairesÂ®: Social-Emotional, Third Edition (ASQ:SE-2â„•), Brookes Publishing, 01-01-2009
8. Squires, Jane & Diane Bricker. Ages & Stages QuestionnairesÂ®, Fourth Edition (ASQ-3â„•), Brookes Publishing, 01-01-2009

PERIODICALS:

SOFTWARE:

SUPPLIES:

ORIGINATOR: [Rebecca Collins](#)

ORIGINATION DATE: [08/22/2017](#)

PROPOSAL ORIGINATOR: [Ida Cross](#)

CO-CONTRIBUTOR(S)

PROPOSAL DATE: [11/01/2022](#)

Status: Launched

Date Printed: 02/13/2023

Previous Report

SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY , MESA AND MIRAMAR COLLEGES

Course Outline of Record:
Curriculum Proposal Report

SECTION I

- I. **Subject Area:** Child Development
- II. **Course Number:** 166
- III. **Course Title:** Curriculum for Diverse Learners
- IV. **Disciplines (Instructor Minimum Qualifications):** Child Development/Early Childhood Education
- V.
- VI. **Family:**
- VII. **Current Short Title:** Special Needs Curriculum **Proposed Short Title:** Diverse Learners
- 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:** City , Miramar and Mesa
- XII. **Proposal Originating Date:** 08/22/2017
- XIII. **Proposed Start Semester:** Fall 2019
- XIV. **Field Trip:** May be required
- XV. **Grading Option:** Grade Only
- XVI. **Current Short Description:** Curriculum for children with special needs.
Proposed Short Description: Inclusive environments, curriculum planning, and guidance strategies for diverse learners

SECTION II

COURSE ENROLLMENT INFORMATION

- I. **Requisites:** NONE
- II. **Current Degree Applicability:** Associate Degree Credit & transfer to CSU
- III. **Current Basic Skills Designation:** N - Not a Basic Skills Course
- IV. **Repeatability:** Course may be taken 1 time(s)
- V. **Course Equivalency:** No
- VI. **Additional Information:**
- VII. **Additional Textbook Information:** Texts listed are latest editions available. 10/17

COURSE ANALYSIS DATA

- I. **Reason for Proposed Action:** Update course title, textbooks and content to reflect the current terminology, scope, and practices in the child development field. Course outline revisions will keep the study of disabilities, history, related legislation, and curriculum planning with accommodations, while adding in the elements of language, culture, strategies for empowering families, and working with challenging behaviors. Related tools and resources such as the Teaching Pyramid, the California Preschool Learning Foundations and Frameworks, and the Early Childhood Educator (ECE) Competencies will be added to the course outline and textbooks/manuals section. Update requisites to include English 47A or 48 & 49. (Course revision is for six 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 - Associate Degree 2. Major Requirement - Certificate of Achievement
- V. **Extraordinary Cost to the College:** No new costs..
- VI. **Library Resource Materials:** No new resources required..

Current Report

SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY , MESA AND MIRAMAR COLLEGES

Course Outline of Record:
Curriculum Proposal Report

SECTION I

- I. **Subject Area:** Child Development
- II. **Course Number:** 166
- III. **Course Title:** Curriculum for Diverse Learners
- IV. **Disciplines (Instructor Minimum Qualifications):** Child Development/Early Childhood Education
- V.
- VI. **Family:**
- VII. **Current Short Title:** Diverse Learners
- VIII. **Course Is Active/Where?** CITY , MESA AND MIRAMAR
- IX. **Originating Campus:** MESA
- X. **Action Proposed:** Course Revision (May Include Activation)
- XI. **Distance Education Proposed At:** City , Miramar and Mesa
- XII. **Proposal Originating Date:** 11/01/2022
- XIII. **Proposed Start Semester:** Summer 2023
- XIV. **Field Trip:** May be required
- XV. **Grading Option:** Grade Only
- XVI. **Current Short Description:** Inclusive environments, curriculum planning, and guidance strategies for diverse learners

SECTION II

COURSE ENROLLMENT INFORMATION

- I. **Requisites:** NONE
- II. **Current Degree Applicability:** Associate Degree Credit & transfer to CSU
- III. **Current Basic Skills Designation:** N - Not a Basic Skills Course
- IV. **Repeatability:** Course may be taken 1 time(s)
- V. **Course Equivalency:** No
- VI. **Additional Information:**
- VII. **Additional Textbook Information:** Texts listed are latest editions available. 10/17

COURSE ANALYSIS DATA

- I. **Reason for Proposed Action:** Revise Distance Ed from Emergency Only to Fully Online and updated Methods of Instruction to reflect change.
- II. **How Does The Course Fit The College Mission?** 1. Vocational/Occupational 2. Transfer
- III. **Current Transfer Options:**
- IV. **Proposed College/District Purpose:** 1. Major Requirement - Certificate of Achievement 2. Major Requirement - Associate Degree
- V. **Extraordinary Cost to the College:** None.
- VI. **Library Resource Materials:** No new resources required.

GENERAL EDUCATION ANALYSIS

REQUISITES ANALYSIS

GENERAL EDUCATION ANALYSIS

REQUISITES ANALYSIS

SECTION III

COURSE DISTANCE EDUCATION INFORMATION

I. MIRAMAR

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

III. Other Distance Education Methods:

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

1. Chat Rooms

as assigned

2. E-mail

weekly

3. Field Trips

as assigned

4. Group Meetings

as assigned

5. Individual Meetings

as needed

6. Telephone Contact

as needed

7. Threaded Conferencing

at least three times during the term

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

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

VII. Additional Resources/Materials/Information: Additional materials and information, such as handouts, web links, or articles from journals or newspapers, may be provided electronically to supplement the course text(s). Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).

VIII. Audio Visual Library Materials: NO

IX. MESA

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

XI. Other Distance Education Methods:

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

1. Announcements

as needed

2. Chat Rooms

weekly

3. Discussion Board

weekly

4. Email/Message System

as needed

5. Synchronous or Asynchronous Video

weekly

6. Telephone Contact

as needed

XIII. List of Techniques: Online instruction includes regular student-to-student and instructor-to-student communication. Announcements from the instructor to the students will be used as needed. Telephone calls between students and the instructor may be used to discuss questions and concerns throughout the course. E-mail/Messaging may be used for asynchronous instructor-to-student and student-to-student communication. Chat rooms may be used for synchronous

SECTION III

COURSE DISTANCE EDUCATION INFORMATION

I. MIRAMAR

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

III. Other Distance Education Methods:

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

1. Chat Rooms

as assigned

2. E-mail

weekly

3. Field Trips

as assigned

4. Group Meetings

as assigned

5. Individual Meetings

as needed

6. Telephone Contact

as needed

7. Threaded Conferencing

at least three times during the term

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

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

VII. Additional Resources/Materials/Information: Additional materials and information, such as handouts, web links, or articles from journals or newspapers, may be provided electronically to supplement the course text(s). Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).

VIII. Audio Visual Library Materials: NO

IX. MESA

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

XI. Other Distance Education Methods:

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

1. Announcements

as needed

Participant/s: Faculty to Student/s

2. Discussion Board

weekly

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

3. Email/Message System

as needed

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

4. Synchronous or Asynchronous Video

weekly

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

5. Telephone Contact

as needed

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

XIII. List of Techniques: Online instruction includes regular student-to-student and instructor-to-student communication. Announcements from the instructor to the students will be used as needed. Telephone calls between students and the instructor may be used to discuss questions and concerns throughout the course. E-mail/Messaging may be used for asynchronous instructor-to-student and student-to-student communication. Chat rooms may be used for synchronous interaction between students and between the instructor and students. Threaded discussions may be used for instructor-to-student and student-to-student asynchronous group communication. Live-classroom may be used for synchronous online lectures, meetings and office hour meetings as appropriate. Video, audio, learning objects and archived live-classroom lectures may be included for students to interact with asynchronously where appropriate. Assignments and tests that will be used in the Distance Education course will be exactly the same as those in the

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

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

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

XVI. Audio Visual Library Materials: NO

XVII. CITY

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

XIX. Other Distance Education Methods:

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

1. Announcements
weekly

Participant/s: Faculty to Student/s

2. Collaborative Web Documents
as assigned

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

3. Conferencing
as assigned

Participant/s: Faculty to Student/s

4. Discussion Board
at least three times during the term

Participant/s: Among Students

5. Email/Message System
as needed

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

6. Field Trips
as assigned

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

7. Group Meetings
as assigned

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

8. Individual Meetings
as needed

Participant/s: Faculty to Student/s

9. Individualized Assignment Feedback
as assigned

Participant/s: Faculty to Student/s

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 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.

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.

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).

traditional course. Students will submit all course work (tests and assignments) electronically to the instructor for grading.

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

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

XVI. Audio Visual Library Materials: NO

XVII. CITY

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

XIX. Other Distance Education Methods:

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

1. Announcements
weekly

Participant/s: Faculty to Student/s

2. Collaborative Web Documents
as assigned

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

3. Conferencing
as assigned

Participant/s: Faculty to Student/s

4. Discussion Board
at least three times during the term

Participant/s: Among Students

5. Email/Message System
as needed

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

6. Field Trips
as assigned

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

7. Group Meetings
as assigned

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

8. Individual Meetings
as needed

Participant/s: Faculty to Student/s

9. Individualized Assignment Feedback
as assigned

Participant/s: Faculty to Student/s

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 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.

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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

XXIV. Audio Visual Library Materials: NO

SECTION IV

COURSE STUDENT LEARNING OUTCOME(S)

CITY

- The student will create developmentally appropriate curriculum plans with accommodations for children with special needs.

MESA

- Upon completion of this course students will be able to describe and evaluate assistive technology available for children with special needs.
- Upon completion of this course students will be able to analyze a selected piece of Federal or State legislation as it relates to curriculum development for children with special needs.
- Upon completion of this course students will be able to successfully create a lesson plan appropriate for a selected special need.

MIRAMAR

- Be able to design a lesson plan for children with special needs.
- Be able to implement a lesson plan for children with special needs implemented in a licensed preschool program.

SECTION V

COURSE DATA ADMINISTRATION ELEMENTS

I. Codes:

California Classification: (Y Credit Course)

TOP Code: 1305.00 Child Development/Early Care and Education

SAM Code: C - Clearly Occupational

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

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

Course Program Status (CB24): Program-applicable

Course Gen Education Status (CB25): 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:

IV. Last Outline Revision Date: 03/22/2018

V. CIC Approval: 03/22/2018

VI. BOT Approval:

VII. State Approval:

VIII. Revised State Approval:

IX. Course Approval Effective Date: Fall 2019

SECTION VI

CREDIT FOR PRIOR LEARNING

COURSE STUDENT LEARNING OUTCOME(S)

CITY

- The student will create developmentally appropriate curriculum plans with accommodations for children with special needs.

MESA

- Upon completion of this course students will be able to describe and evaluate assistive technology available for children with special needs.
- Upon completion of this course students will be able to analyze a selected piece of Federal or State legislation as it relates to curriculum development for children with special needs.
- Upon completion of this course students will be able to successfully create a lesson plan appropriate for a selected special need.

MIRAMAR

- Be able to design a lesson plan for children with special needs.
- Be able to implement a lesson plan for children with special needs implemented in a licensed preschool program.

SECTION V

COURSE DATA ADMINISTRATION ELEMENTS

I. Codes:

California Classification: (Y Credit Course)

TOP Code: 1305.00 Child Development/Early Care and Education

SAM Code: C - Clearly Occupational

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

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

Course Program Status (CB24): Program-applicable

Course Gen Education Status (CB25): 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:

IV. Last Outline Revision Date: 03/22/2018

V. CIC Approval:

VI. BOT Approval:

VII. State Approval:

VIII. Revised State Approval:

IX. Course Approval Effective Date:

SECTION VI

CREDIT FOR PRIOR LEARNING

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

SECTION I**SUBJECT AREA AND COURSE NUMBER:** Child Development 210**COURSE TITLE:**

Supervision of Early Childhood Programs

Units:

3

Grade Only

CATALOG COURSE DESCRIPTION:

This course is a study of the supervisory tools and techniques required to organize and evaluate early childhood programs. Emphasis is placed on supervisory functions, in-service staff training, educational philosophies, program and staff evaluation, models of parent education and involvement, and supportive services. This course is designed for students who intend to go into supervisory positions in early childhood education. It partially fulfills the State of California Child Development Permit Matrix requirement for supervisors and directors and also meets the State of California Title 22 licensing regulations for directors.

REQUISITES:**Prerequisite:**

CHIL 141 with a grade of "C" or better, or equivalent
&
CHIL 151 with a grade of "C" or better, or equivalent

Limitation on Enrollment:

This course is not open to students with previous credit for CHIL 201 or 201B

FIELD TRIP REQUIREMENTS:

May be required

TRANSFER APPLICABILITY:

Associate Degree Credit & transfer to CSU

CID:**TOTAL LECTURE HOURS:**

48 - 54

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

48 - 54

OUTSIDE-OF-CLASS HOURS:

96 - 108

TOTAL STUDENT LEARNING HOURS:

144 - 162

STUDENT LEARNING OBJECTIVES:

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

1. Describe the functions and methods of supervision in a quality early childhood education program.
2. Evaluate the characteristics and qualifications of supervisors in a quality children's program.
3. Identify and establish procedures for working with staff and volunteers at an early childhood education program, as well as with members of the community.
4. Identify the various models of parent education programs.
5. Analyze and evaluate personal skills and abilities and develop a personal plan for professional growth in the field of early childhood education.
6. Assess the effectiveness of various educational programs based on different educational philosophies.

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. Supervision
 - A. Functions
 - B. Leadership role
 - C. Improving the quality of instruction
 1. Program development
 2. Staff development
 - D. Evaluation of early childhood programs based on different educational philosophies
 - E. Observation of different early childhood programs
 - F. Conferences
 - G. Workshops
- II. Qualifications of supervisors
 - A. Regulatory agency requirements
 - B. Personal characteristics
- III. Parent education
 - A. Legal rights of parents
 - B. Parent involvement
 - C. Types of parent education programs
 1. Orientations
 2. Home visiting programs
 3. Parent discussion programs
 4. Resource centers
 5. Parent self-improvement programs
- IV. Professional growth
 - A. Continuing education
 - B. Professional organizations and publications
 - C. Influencing public policy
 - D. Research
 - E. Code of ethics

B. Reading Assignments:

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

- I. Assigned textbook(s) related to early childhood program supervision
- II. Professional Journals such as:
 - A. Young Children
 - B. Connections
 - C. Childcare Information Exchange

III. Internet sites related to early childhood programs such as the National Association for the Education of Young Children, California Association for the Education of Young Children, or Child Care Exchange.

C. Writing Assignments:

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

- I. Observations of early childhood programs.
- II. Summaries and critiques of readings.
- III. Brief reviews of articles related to early childhood education.
- IV. A professional development plan.
- V. Reviews of parent education materials.
- VI. Advocacy letters.
- VII. A job description for a director or supervisor of an early childhood education program.

D. Appropriate Outside Assignments:

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

- I. Visits to child care facilities and agencies that provide services to children and families.
- II. Observations of early childhood education programs.
- III. Research related to educational philosophies and parent education programs at early childhood education programs.
- IV. Job shadowing of managers at early childhood education programs.

E. Appropriate Assignments that Demonstrate Critical Thinking:

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

- I. Observation-based assessments of the effectiveness of an early childhood education facility's program.
- II. Analysis and comparisons of various educational philosophies utilized by early childhood education programs.
- III. A written professional growth plan designed to improve parent and community involvement in an early childhood education program.

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 objective exams.
- II. Analytical essay exams.
- III. Writing assignments.
- IV. Field projects, including observations and assessments.
- 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
- * Distance Education (Fully online)
- * Lecture
- * Lecture Discussion
- * Shadowing
- * Other (Specify)
 - * A. Guest Speakers
 - * B. Field Trips

4. REQUIRED TEXTS AND SUPPLIES:

Textbooks may include, but are not limited to:

TEXTBOOKS:

1. Carter, Margie and Deb Curtis. The Visionary Director, 2nd ed. Redleaf, 2010, ISBN: 9781605540207
2. Caruso, Joseph J. and M. Temple Fawcett. Supervision in Early Childhood Education: A Developmental Perspective, 3rd ed. Teachers College Press, 2006, ISBN: 9780807747315
3. DeViney, Jessica, Sandra Duncan, and Lois Rosenberry. Rating Observation Scale for Inspiring Environments: A Common Observation Guide for Inspiring Spaces for Young Children, 1st ed. Gryphon House, 2010, ISBN: 9780876593219
4. Duff, Carolyn S. When Women Work Together: Using Our Strengths to Overcome Our Challenge, Red Wheel / Weiser, 1993, ISBN: 9780943233536
5. Sciarra, Dorothy June and Anne G. Dorsey. Leaders and Supervisors in Child Care Programs, 1st ed. Cengage Learning, 2001, ISBN: 9780766825772

MANUALS:

PERIODICALS:

SOFTWARE:

SUPPLIES:

ORIGINATOR: Dawn DiMarzo

ORIGINATION DATE: 03/14/2020

PROPOSAL ORIGINATOR: Ida Cross

CO-CONTRIBUTOR(S)

PROPOSAL DATE: 11/01/2022

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

COURSE TO BE PROPOSED: CHIL 210
Supervision of Early Childhood Programs

ACTIVE/APPROVED COURSES IMPACTED:

CHIL 210 Supervision of Early Childhood Programs (29387)

ACTIVE/APPROVED/PROPOSED PROGRAMS IMPACTED:

(**Miramar**)

Child Development *Active*;
Associate of Science Degree

Recommended Electives (select from courses not already taken):

(**Mesa**)

Child Development *Active*;
Associate of Science Degree

Recommended Electives (select from courses not already taken):

(**Miramar**)

Child Development Site Supervisor *Approved*;
Associate of Science Degree

Courses Required for the Major:

(**Miramar**)

Child Development Site Supervisor *Approved*;
Associate of Science Degree

Recommended Electives (select from courses not already taken):

(**City**)

Child Development: Master Teacher *Pending*;
Certificate of Achievement

Administration

(**City**)

Liberal Arts and Sciences: Social and Behavioral Sciences *Active*;
Associate of Arts Degree

Major Courses

(**Miramar**)

Site Supervisor *Active*;
Associate of Science Degree

Courses Required for the Major:

(**Miramar**)

Site Supervisor *Active*;

Associate of Science Degree

Recommended Electives (select from courses not already taken):

SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY , MESA AND MIRAMAR COLLEGES

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

SECTION I

- I. **Subject Area:** Child Development
- II. **Course Number:** 210
- III. **Course Title:** Supervision of Early Childhood Programs
- IV. **Disciplines (Instructor Minimum Qualifications):** Child Development/Early Childhood Education
- V.
- VI. **Family:**
- VII. **Current Short Title:** Supervis/Early Childhood Progm
- 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
- XII. **Proposal Originating Date:** 11/01/2022
- XIII. **Proposed Start Semester:** Summer 2023
- XIV. **Field Trip:** May be required
- XV. **Grading Option:** Grade Only
- XVI. **Current Short Description:** Early childhood supervisory techniques and evaluation.

SECTION II

COURSE ENROLLMENT INFORMATION

- I. **Requisites:**
Prerequisite: CHIL 141 with a grade of "C" or better, or equivalent. Is a successor course in a discipline or cross-discipline sequence
& Prerequisite: CHIL 151 with a grade of "C" or better, or equivalent. Is a successor course in a discipline or cross-discipline sequence
Limitation on Enrollment:: This course is not open to students with previous credit for CHIL 201 or 201B
- 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 CHIL 201, CHIL 201B
- VI. **Additional Information:**
- VII. **Additional Textbook Information:** Texts are latest editions as of 3/18/20.

COURSE ANALYSIS DATA

- I. **Reason for Proposed Action:** Revise Distance Ed approval from Emergency Only to Fully Online and updated Methods of Instruction to reflect change.
- 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 - Associate Degree
- V. **Extraordinary Cost to the College:** None.
- VI. **Library Resource Materials:** No new resources required.

GENERAL EDUCATION ANALYSIS

REQUISITES ANALYSIS

Able to assess, compare and contrast the ways in which families, childcare facilities, schools, peer groups and the community act as socializing agents for the developing child.

- I. **Course: CHIL 141 Describe and analyze contemporary demographic, economic, social and cultural trends affecting children.**

- II. Course: CHIL 141 Define socialization as it relates to child development and explain the aims, agents and methods of that socialization.
- III. Course: CHIL 141 Assess, compare and contrast the ways in which families, childcare facilities, schools, peer groups and the community act as socializing agents for the developing child.
- IV. Course: CHIL 141 Set up observational situations in order to evaluate the behavior, gender roles and self-esteem of given children as they interact with family members, school teachers and peers.
- V. Course: CHIL 141 Identify children with special socialization needs due to maltreatment and collect and organize information regarding treatment and intervention programs for families.
- VI. Course: CHIL 141 Explain how the Individuals with Disabilities Education Act led to the policies of least restrictive environment and mainstreaming and assess the pros and cons of classification on the socialization of disabled children.
- VII. Course: CHIL 141 Evaluate the rationale and effectiveness of given bilingual and multicultural programs.

Able to plan, present and evaluate curriculum for young children utilizing basic child development and program planning principles.

- I. Course: CHIL 151 Compare and contrast the different types of early childhood education programs and philosophies.
- II. Course: CHIL 151 Plan, facilitate, and evaluate curriculum for young children utilizing basic principles of child growth and development and program planning.
- III. Course: CHIL 151 Examine the goals and learning objectives in planning a program on a daily/weekly/monthly/yearly basis.
- IV. Course: CHIL 151 Discuss the application of effective and positive guidance techniques to typical early childhood situations and interactions.
- V. Course: CHIL 151 Identify the personal and professional qualities that successful teaching requires.
- VI. Course: CHIL 151 Interpret the state code requirements for licensing child development programs as they relate to job qualifications and performances, record keeping, physical environment and the health and safety of the children.
- VII. Course: CHIL 151 Analyze the teacher's responsibility in selection and use of classroom materials and equipment for indoor and outdoor environments.

SECTION III

COURSE DISTANCE EDUCATION INFORMATION

- I. MIRAMAR
- II. **Distance Education Methods of Instruction:** 1. Fully Online
- III. **Other Distance Education Methods:**
- IV. **Type and frequency of contact may include, but is not limited to:**
 - 1. Announcements
weekly
Participant/s: Faculty to Student/s
 - 2. Chat Rooms
as assigned
Participant/s: Among Students
 - 3. Conferencing
as assigned
Participant/s: Among Students
 - 4. Discussion Board
at least three times during the term with the instructor and with other students
Participant/s: Faculty to Student/s , Among Students
 - 5. Email/Message System
as needed
Participant/s: Faculty to Student/s
 - 6. Field Trips
as assigned
 - 7. Group Meetings
as assigned
Participant/s: Faculty to Student/s , Among Students

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

with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).
XVI. **Audio Visual Library Materials:** NO

SECTION IV

COURSE STUDENT LEARNING OUTCOME(S)

CITY

- Student will develop model professional development plans for early childhood staff.

MESA

MIRAMAR

- Interview and Observe a Director of a Licensed Child Development Center.

SECTION V

COURSE DATA ADMINISTRATION ELEMENTS

I. Codes:

California Classification: (Y Credit Course)

TOP Code: 1305.00 Child Development/Early Care and Education

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 (City, 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: 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: 11/01/2022

IV. Last Outline Revision Date: 10/22/2020

V. CIC Approval:

VI. BOT Approval:

VII. State Approval:

VIII. Revised State Approval:

IX. Course Approval Effective Date:

SECTION VI

CREDIT FOR PRIOR LEARNING

Previous Report

CHIL 210

CIC Approval: 10/22/2020
BOT APPROVAL:
STATE APPROVAL:
EFFECTIVE TERM: Fall 2021

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

SECTION I

SUBJECT AREA AND COURSE NUMBER: Child Development 210

COURSE TITLE:

Supervision of Early Childhood Programs

Units:
3
Grade Only

CATALOG COURSE DESCRIPTION:

This course is a study of the supervisory tools and techniques required to organize and evaluate early childhood programs. Emphasis is placed on supervisory functions, in-service staff training, educational philosophies, program and staff evaluation, models of parent education and involvement, and supportive services. This course is designed for students who intend to go into supervisory positions in early childhood education. It partially fulfills the State of California Child Development Permit Matrix requirement for supervisors and directors and also meets the State of California Title 22 licensing regulations for directors.

REQUISITES:

Prerequisite:

CHIL 141 with a grade of "C" or better, or equivalent
&
CHIL 151 with a grade of "C" or better, or equivalent

Limitation on Enrollment:

This course is not open to students with previous credit for CHIL 201 or 201B

FIELD TRIP REQUIREMENTS:

May be required

TRANSFER APPLICABILITY:

Associate Degree Credit & transfer to CSU

CID:

TOTAL LECTURE HOURS:

48 - 54

TOTAL LAB HOURS:

TOTAL CONTACT HOURS:

48 - 54

OUTSIDE-OF-CLASS HOURS:

96 - 108

TOTAL STUDENT LEARNING HOURS:

144 - 162

STUDENT LEARNING OBJECTIVES:

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

1. Describe the functions and methods of supervision in a quality early childhood education program.
2. Evaluate the characteristics and qualifications of supervisors in a quality children's program.
3. Identify and establish procedures for working with staff and volunteers at an early childhood education program,

Current Report

CHIL 210

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: Child Development 210

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3
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&
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Limitation on Enrollment:

This course is not open to students with previous credit for CHIL 201 or 201B

FIELD TRIP REQUIREMENTS:

May be required

TRANSFER APPLICABILITY:

Associate Degree Credit & transfer to CSU

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OUTSIDE-OF-CLASS HOURS:

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TOTAL STUDENT LEARNING HOURS:

144 - 162

STUDENT LEARNING OBJECTIVES:

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

1. Describe the functions and methods of supervision in a quality early childhood education program.
2. Evaluate the characteristics and qualifications of supervisors in a quality children's program.
3. Identify and establish procedures for working with staff and volunteers at an early childhood education program, as well as with members of the community.
4. Identify the various models of parent education programs.

as well as with members of the community.

4. Identify the various models of parent education programs.

5. Analyze and evaluate personal skills and abilities and develop a personal plan for professional growth in the field of early childhood education.

6. Assess the effectiveness of various educational programs based on different educational philosophies.

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. Supervision

A. Functions

B. Leadership role

C. Improving the quality of instruction

1. Program development

2. Staff development

D. Evaluation of early childhood programs based on different educational philosophies

E. Observation of different early childhood programs

F. Conferences

G. Workshops

II. Qualifications of supervisors

A. Regulatory agency requirements

B. Personal characteristics

III. Parent education

A. Legal rights of parents

B. Parent involvement

C. Types of parent education programs

1. Orientations

2. Home visiting programs

3. Parent discussion programs

4. Resource centers

5. Parent self-improvement programs

IV. Professional growth

A. Continuing education

B. Professional organizations and publications

C. Influencing public policy

D. Research

E. Code of ethics

B. Reading Assignments:

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

I. Assigned textbook(s) related to early childhood program supervision

II. Professional Journals such as:

A. Young Children

B. Connections

C. Childcare Information Exchange

III. Internet sites related to early childhood programs such as the National Association for the Education of Young Children, California Association for the Education of Young Children, or Child Care Exchange.

C. Writing Assignments:

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

I. Observations of early childhood programs.

II. Summaries and critiques of readings.

III. Brief reviews of articles related to early childhood education.

IV. A professional development plan.

V. Reviews of parent education materials.

VI. Advocacy letters.

VII. A job description for a director or supervisor of an early childhood education program.

D. Appropriate Outside Assignments:

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

I. Visits to child care facilities and agencies that provide services to children and families.

II. Observations of early childhood education programs.

III. Research related to educational philosophies and parent education programs at early childhood education programs.

5. Analyze and evaluate personal skills and abilities and develop a personal plan for professional growth in the field of early childhood education.

6. Assess the effectiveness of various educational programs based on different educational philosophies.

SECTION II

I. COURSE OUTLINE AND SCOPE:

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G. Workshops

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III. Parent education

A. Legal rights of parents

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III. Brief reviews of articles related to early childhood education.

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V. Reviews of parent education materials.

VI. Advocacy letters.

VII. A job description for a director or supervisor of an early childhood education program.

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

I. Visits to child care facilities and agencies that provide services to children and families.

II. Observations of early childhood education programs.

III. Research related to educational philosophies and parent education programs at early childhood education programs.

IV. Job shadowing of managers at early childhood education programs.

IV. Job shadowing of managers at early childhood education programs.

E. Appropriate Assignments that Demonstrate Critical Thinking:

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

- I. Observation-based assessments of the effectiveness of an early childhood education facility's program.
- II. Analysis and comparisons of various educational philosophies utilized by early childhood education programs.
- III. A written professional growth plan designed to improve parent and community involvement in an early childhood education program.

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 objective exams.
- II. Analytical essay exams.
- III. Writing assignments.
- IV. Field projects, including observations and assessments.
- 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
- * Distance Education (Fully online)
- * Lecture
- * Lecture Discussion
- * Shadowing
- * Other (Specify)
- * A. Guest speakers.
- * B. Field trips.

4. REQUIRED TEXTS AND SUPPLIES:

Textbooks may include, but are not limited to:

TEXTBOOKS:

1. Carter, Margie and Deb Curtis. The Visionary Director, 2nd ed. Redleaf, 2010, ISBN: 9781605540207
2. Caruso, Joseph J. and M. Temple Fawcett. Supervision in Early Childhood Education: A Developmental Perspective, 3rd ed. Teachers College Press, 2006, ISBN: 9780807747315
3. DeViney, Jessica, Sandra Duncan, and Lois Rosenberry. Rating Observation Scale for Inspiring Environments: A Common Observation Guide for Inspiring Spaces for Young Children, 1st ed. Gryphon House, 2010, ISBN: 9780876593219
4. Duff, Carolyn S. When Women Work Together: Using Our Strengths to Overcome Our Challenge, Red Wheel / Weiser, 1993, ISBN: 9780943233536
5. Sciarra, Dorothy June and Anne G. Dorsey. Leaders and Supervisors in Child Care Programs, 1st ed. Cengage Learning, 2001, ISBN: 9780766825772

MANUALS:

PERIODICALS:

SOFTWARE:

SUPPLIES:

ORIGINATOR: Dawn DiMarzo

CO-CONTRIBUTOR(S) Duane Short
DATE: 03/14/2020

E. Appropriate Assignments that Demonstrate Critical Thinking:

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

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- III. A written professional growth plan designed to improve parent and community involvement in an early childhood education program.

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- * Computer Assisted Instruction
- * Distance Education (Fully online)
- * Lecture
- * Lecture Discussion
- * Shadowing
- * Other (Specify)
- * A. Guest Speakers
- * B. Field Trips

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4. Duff, Carolyn S. When Women Work Together: Using Our Strengths to Overcome Our Challenge, Red Wheel / Weiser, 1993, ISBN: 9780943233536
5. Sciarra, Dorothy June and Anne G. Dorsey. Leaders and Supervisors in Child Care Programs, 1st ed. Cengage Learning, 2001, ISBN: 9780766825772

MANUALS:

PERIODICALS:

SOFTWARE:

SUPPLIES:

ORIGINATOR: Dawn DiMarzo

ORIGINATION DATE: 03/14/2020

PROPOSAL ORIGINATOR: Ida Cross

CO-CONTRIBUTOR(S)

PROPOSAL DATE: 11/01/2022

Previous Report

SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY , MESA AND MIRAMAR COLLEGES

Course Outline of Record:
Curriculum Proposal Report

SECTION I

- I. **Subject Area:** Child Development
- II. **Course Number:** 210
- III. **Course Title:** Supervision of Early Childhood Programs
- IV. **Disciplines (Instructor Minimum Qualifications):** Child Development/Early Childhood Education
- V.
- VI. **Family:**
- VII. **Current Short Title:** Supervis/Early Childhood Progm
- 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
- XII. **Proposal Originating Date:** 03/14/2020
- XIII. **Proposed Start Semester:** Fall 2021
- XIV. **Field Trip:** May be required
- XV. **Grading Option:** Grade Only
- XVI. **Current Short Description:** Early childhood supervisory techniques and evaluation.

SECTION II

COURSE ENROLLMENT INFORMATION

- I. **Requisites:**
Prerequisite: CHIL 141 with a grade of "C" or better, or equivalent. Is a successor course in a discipline or cross-discipline sequence
& Prerequisite: CHIL 151 with a grade of "C" or better, or equivalent. Is a successor course in a discipline or cross-discipline sequence
Limitation on Enrollment:: This course is not open to students with previous credit for CHIL 201 or 201B
- 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 CHIL 201, CHIL 201B
- VI. **Additional Information:**
- VII. **Additional Textbook Information:** Texts are latest editions as of 3/18/20.

COURSE ANALYSIS DATA

- I. **Reason for Proposed Action:** Two-year review, including revalidation of entry skills, update to distance ed information for Miramar, and additions to example textbooks. (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 - Associate Degree
- V. **Extraordinary Cost to the College:** No new costs.
- VI. **Library Resource Materials:** No new resources required.

GENERAL EDUCATION ANALYSIS

REQUISITES ANALYSIS

Able to assess, compare and contrast the ways in which families, childcare facilities, schools, peer groups and the

Current Report

SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY , MESA AND MIRAMAR COLLEGES

Course Outline of Record:
Curriculum Proposal Report

SECTION I

- I. **Subject Area:** Child Development
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- VII. **Current Short Title:** Supervis/Early Childhood Progm
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- IX. **Originating Campus:** MESA
- X. **Action Proposed:** Course Revision (May Include Activation)
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- XII. **Proposal Originating Date:** 11/01/2022
- XIII. **Proposed Start Semester:** Summer 2023
- XIV. **Field Trip:** May be required
- XV. **Grading Option:** Grade Only
- XVI. **Current Short Description:** Early childhood supervisory techniques and evaluation.

SECTION II

COURSE ENROLLMENT INFORMATION

- I. **Requisites:**
Prerequisite: CHIL 141 with a grade of "C" or better, or equivalent. Is a successor course in a discipline or cross-discipline sequence
& Prerequisite: CHIL 151 with a grade of "C" or better, or equivalent. Is a successor course in a discipline or cross-discipline sequence
Limitation on Enrollment:: This course is not open to students with previous credit for CHIL 201 or 201B
- 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 CHIL 201, CHIL 201B
- VI. **Additional Information:**
- VII. **Additional Textbook Information:** Texts are latest editions as of 3/18/20.

COURSE ANALYSIS DATA

- I. **Reason for Proposed Action:** Revise Distance Ed approval from Emergency Only to Fully Online and updated Methods of Instruction to reflect change.
- 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 - Associate Degree
- V. **Extraordinary Cost to the College:** None.
- VI. **Library Resource Materials:** No new resources required.

GENERAL EDUCATION ANALYSIS

REQUISITES ANALYSIS

Able to assess, compare and contrast the ways in which families, childcare facilities, schools, peer groups and the

community act as socializing agents for the developing child.

- I. Course: CHIL 141 Describe and analyze contemporary demographic, economic, social and cultural trends affecting children.
- II. Course: CHIL 141 Define socialization as it relates to child development and explain the aims, agents and methods of that socialization.
- III. Course: CHIL 141 Assess, compare and contrast the ways in which families, childcare facilities, schools, peer groups and the community act as socializing agents for the developing child.
- IV. Course: CHIL 141 Identify children with special socialization needs due to maltreatment and collect and organize information regarding treatment and intervention programs for families.

Able to plan, present and evaluate curriculum for young children utilizing basic child development and program planning principles.

- I. Course: CHIL 151 Plan, facilitate, and evaluate curriculum for young children utilizing basic principles of child growth and development and program planning.
- II. Course: CHIL 151 Examine the goals and learning objectives in planning a program on a daily/weekly/monthly/yearly basis.
- III. Course: CHIL 151 Discuss the application of effective and positive guidance techniques to typical early childhood situations and interactions.

SECTION III

COURSE DISTANCE EDUCATION INFORMATION

I. MIRAMAR

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

III. Other Distance Education Methods:

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

1. Announcements
weekly

Participant/s: Faculty to Student/s

2. Chat Rooms
as assigned

Participant/s: Among Students

3. Conferencing
as assigned

Participant/s: Among Students

4. Discussion Board
at least three times during the term with the instructor and with other students

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

5. Email/Message System
as needed

Participant/s: Faculty to Student/s

6. Field Trips
as assigned

7. Group Meetings
as assigned

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

8. Individual Meetings
as needed

Participant/s: Faculty to Student/s

9. Individualized Assignment Feedback
as assigned

Participant/s: Faculty to Student/s

10. Synchronous or Asynchronous Video
as assigned

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

11. Telephone Contact
as needed

Participant/s: Faculty to Student/s

V. **List of Techniques:** Students interact with each other and the instructor in ways that mirror the traditional classroom; only the delivery system is altered. These methods include one-on-one communication with the instructor and with other students via 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.

community act as socializing agents for the developing child.

- I. Course: CHIL 141 Describe and analyze contemporary demographic, economic, social and cultural trends affecting children.
- II. Course: CHIL 141 Define socialization as it relates to child development and explain the aims, agents and methods of that socialization.
- III. Course: CHIL 141 Assess, compare and contrast the ways in which families, childcare facilities, schools, peer groups and the community act as socializing agents for the developing child.
- IV. Course: CHIL 141 Set up observational situations in order to evaluate the behavior, gender roles and self-esteem of given children as they interact with family members, school teachers and peers.
- V. Course: CHIL 141 Identify children with special socialization needs due to maltreatment and collect and organize information regarding treatment and intervention programs for families.
- VI. Course: CHIL 141 Explain how the Individuals with Disabilities Education Act led to the policies of least restrictive environment and mainstreaming and assess the pros and cons of classification on the socialization of disabled children.
- VII. Course: CHIL 141 Evaluate the rationale and effectiveness of given bilingual and multicultural programs.

Able to plan, present and evaluate curriculum for young children utilizing basic child development and program planning principles.

- I. Course: CHIL 151 Compare and contrast the different types of early childhood education programs and philosophies.
- II. Course: CHIL 151 Plan, facilitate, and evaluate curriculum for young children utilizing basic principles of child growth and development and program planning.
- III. Course: CHIL 151 Examine the goals and learning objectives in planning a program on a daily/weekly/monthly/yearly basis.
- IV. Course: CHIL 151 Discuss the application of effective and positive guidance techniques to typical early childhood situations and interactions.
- V. Course: CHIL 151 Identify the personal and professional qualities that successful teaching requires.
- VI. Course: CHIL 151 Interpret the state code requirements for licensing child development programs as they relate to job qualifications and performances, record keeping, physical environment and the health and safety of the children.
- VII. Course: CHIL 151 Analyze the teacher's responsibility in selection and use of classroom materials and equipment for indoor and outdoor environments.

SECTION III

COURSE DISTANCE EDUCATION INFORMATION

I. MIRAMAR

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

III. Other Distance Education Methods:

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

1. Announcements
weekly

Participant/s: Faculty to Student/s

2. Chat Rooms
as assigned

Participant/s: Among Students

3. Conferencing
as assigned

Participant/s: Among Students

4. Discussion Board
at least three times during the term with the instructor and with other students

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

5. Email/Message System
as needed

Participant/s: Faculty to Student/s

6. Field Trips
as assigned

7. Group Meetings
as assigned

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

8. Individual Meetings
as needed

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

VIII. Audio Visual Library Materials: NO

IX. MESA

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

XI. Other Distance Education Methods:

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

1. Announcements
as needed
2. Chat Rooms
weekly
3. Discussion Board
weekly
4. Email/Message System
as needed
5. Synchronous or Asynchronous Video
weekly
6. Telephone Contact
as needed

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

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

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

XVI. Audio Visual Library Materials: NO

SECTION IV

COURSE STUDENT LEARNING OUTCOME(S)

CITY

- Student will develop model professional development plans for early childhood staff.

MESA

MIRAMAR

- Interview and Observe a Director of a Licensed Child Development Center.

SECTION V

COURSE DATA ADMINISTRATION ELEMENTS

I. Codes:

California Classification: (Y Credit Course)

TOP Code: 1305.00 Child Development/Early Care and Education

Participant/s: Faculty to Student/s

9. Individualized Assignment Feedback
as assigned

Participant/s: Faculty to Student/s

10. Synchronous or Asynchronous Video
as assigned

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

11. Telephone Contact
as needed

Participant/s: Faculty to Student/s

V. List of Techniques: Students interact with each other and the instructor in ways that mirror the traditional classroom; only the delivery system is altered. These methods include one-on-one communication with the instructor and with other students via 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 provides a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).

VIII. Audio Visual Library Materials: NO

IX. MESA

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

XI. Other Distance Education Methods:

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

1. Announcements
as needed
2. Chat Rooms
weekly
3. Discussion Board
weekly
4. Email/Message System
as needed
5. Synchronous or Asynchronous Video
weekly
6. Telephone Contact
as needed

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

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

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

XVI. Audio Visual Library Materials: NO

SECTION IV

COURSE STUDENT LEARNING OUTCOME(S)

CITY

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 (City, Miramar)

Course Gen Education Status (CB25):

Course Support Course Status (CB26):

Major Restriction Code: NONE

II. Lect Units: 3.00

Total Units: 3

Lecture Hours Min: 48.00 Max: 54.00

Lab Hours Min: 0.00 Max: 0.00

Other Hours Min: 0.00 Max: 0.00

Total Contact Hours Min: 48.00 Max: 54.00

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

Total Student Learning Hours Min: 144.00 Max: 162.00

FTEF Lecture Min: 0.2000 Max:

FTEF Lab Min: 0.0000 Max:

FTEF Total Min: 0.2000 Max:

III. Last Time Pre/Co Requisite Update: 03/14/2020

IV. Last Outline Revision Date: 10/22/2020

V. CIC Approval: 10/22/2020

VI. BOT Approval:

VII. State Approval:

VIII. Revised State Approval:

IX. Course Approval Effective Date: Fall 2021

SECTION VI

CREDIT FOR PRIOR LEARNING

- Student will develop model professional development plans for early childhood staff.

MESA

MIRAMAR

- Interview and Observe a Director of a Licensed Child Development Center.

SECTION V

COURSE DATA ADMINISTRATION ELEMENTS

I. Codes:

California Classification: (Y Credit Course)

TOP Code: 1305.00 Child Development/Early Care and Education

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 (City, 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: 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: 11/01/2022

IV. Last Outline Revision Date: 10/22/2020

V. CIC Approval:

VI. BOT Approval:

VII. State Approval:

VIII. Revised State Approval:

IX. Course Approval Effective Date:

SECTION VI

CREDIT FOR PRIOR LEARNING

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

SECTION I

SUBJECT AREA AND COURSE NUMBER: Geology 101

COURSE TITLE:

Physical Geology Laboratory

Units:

1

Letter Grade or Pass/No Pass Option

CATALOG COURSE DESCRIPTION:

This laboratory course is a practical study of mineral and rock identification; landforms; topographic/geologic map interpretation; and geologic structures. It is intended for students with a general interest in the geological sciences as well as those majoring in geology, earth science, or geological engineering.

REQUISITES:

Corequisite: Completion of or concurrent enrollment in:
GEOL 100 with a grade of "C" or better, or equivalent

FIELD TRIP REQUIREMENTS:

May be required

TRANSFER APPLICABILITY:

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

CID:

GEOL 100L

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. Apply the principles of the scientific method to problems in the geological sciences.
2. Summarize important plate boundary types in terms of relative and absolute plate motions.

3. Identify, distinguish, and compare common rock-forming minerals.
4. Identify and distinguish among common igneous, sedimentary, and metamorphic rocks and their associated structures.
5. Distinguish between relative and radiometric dating methods, and explain the relevance of the geologic time scale in interpreting Earth's history.
6. Interpret earthquake activity and volcanism in terms of plate tectonic theory.
7. Interpret and analyze topographic maps, geologic maps, aerial photographs, and structural diagrams, and use them to answer questions about geologic processes and geologic history.
8. Interpret surficial landforms in terms of the processes responsible for their development.
9. Demonstrate the ability to communicate complex course concepts effectively in writing and diagrams.

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. Principles of the scientific method
- II. Plate tectonics
 - A. Plate boundary types, locations and characteristics
 - B. Relative and absolute plate motion
 - C. Isostasy
- III. Minerals
 - A. Physical properties
 - B. Identification and classification
- IV. Igneous rocks
 - A. Magmatic processes
 - B. Plutonic rock bodies
 - C. Mineralogy and composition
 - D. Classification and identification
- V. Sedimentary rocks
 - A. Depositional environments
 - B. Sedimentary structures
 - C. Mineralogy and composition
 - D. Classification and identification
- VI. Metamorphic rocks
 - A. Metamorphism and metamorphic processes
 - B. Mineralogy and composition
 - C. Classification and identification
- VII. Geologic dating methods
 - A. Relative dating
 1. Laws and principles of relative dating
 2. Stratigraphic correlation
 3. Index fossils
 - B. Radiometric dating
 - C. Geologic time scale
- VIII. Earthquakes
 - A. Analysis of seismic waves
 - B. Earthquake epicenter location
 - C. Measurement of earthquake magnitude
 - D. Relationship between earthquakes and plate tectonic theory
- IX. Volcanoes and volcanism
 - A. Distribution of volcanoes in relation to plate boundaries
 - B. Volcanic structures and landforms
 - C. Eruption styles
 - D. Volcanic hazards
 - E. Volcanic monitoring

- X. Topographic maps and aerial photographs
 - A. Map scales and symbols
 - B. Geographic grid systems
 - C. Contour lines
 - D. Elevation, relief, and gradient
 - E. Topographic profiles
 - F. Landform analysis and interpretation
 - G. Aerial photographs
- XI. Structural geology
 - A. Strike and dip
 - B. Faults, folds, and unconformities
 - C. Geologic cross sections and block diagrams
- XII. Geologic maps
 - A. Map symbols
 - B. Geologic cross sections
 - C. Map interpretation
- XIII. Surficial processes
 - A. Surface water
 - B. Groundwater
 - C. Other (e.g., desert, glacial, coastal processes)

B. Reading Assignments:

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

- I. Textbook related to geologic principles.
- II. Standard physical geology laboratory manual, supplemented by instructor-prepared exercises.
- III. Selected topographic and geologic maps.
- IV. Websites related to geology.

C. Writing Assignments:

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

- I. Laboratory reports.
- II. Brief answers to questions related to geological formations and activities.

D. Appropriate Outside Assignments:

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

- I. Field trips.
- II. Internet searches to supplement field experiences.

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 geologic processes.
- II. Interpreting and evaluating geologic scenarios.
- III. Using maps and photographs to draw conclusions and predict outcomes.

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. Laboratory exercises.
- II. Periodic quizzes.
- III. Participation in individual or group laboratory activities.
- IV. Final exam.

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 (Fully online)
- * Laboratory
- * Lecture Discussion
- * Other (Specify)
- * A. Field trips
- * B. Demonstration.

4. REQUIRED TEXTS AND SUPPLIES:

Textbooks may include, but are not limited to:

TEXTBOOKS:

1. American Geological Institute and National Association of Geoscience Teachers. Laboratory Manual in Physical Geology, 11th ed. Pearson, 2018, ISBN: 9780134446608
2. Jones, Charles E. and Norris W. Jones. Laboratory Manual for Physical Geology, 8th ed. McGraw Hill, 2012, ISBN: 9780073524139
3. Ludman, Allan and Stephen Marshak. Laboratory Manual for Introductory Geology, 4th ed. W.W. Norton & Company, 2019, ISBN: 9780393617528

MANUALS:

PERIODICALS:

SOFTWARE:

SUPPLIES:

1. Selected topographic and geologic maps.

ORIGINATOR: Gina Bochicchio

ORIGINATION DATE: 12/11/2017

PROPOSAL ORIGINATOR: Gina Bochicchio

CO-CONTRIBUTOR(S) Alex Stiller-Shulman, Jae Calanog, Sadayoshi Okumoto

PROPOSAL DATE: 03/09/2022

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

COURSE TO BE PROPOSED: GEOL 101
Physical Geology Laboratory

ACTIVE/APPROVED COURSES IMPACTED:

GEOL 101 Physical Geology Laboratory (28874)

Advisory

GEOL 130 (Active)

GEOL 290 (Active)

Advisory: Concurrent enrollment in

GEOL 100 (Active)

DISTRICT GENERAL EDUCATION:

B2 Natural Sciences - Physical Sciences

ACTIVE/APPROVED/PROPOSED PROGRAMS IMPACTED:

(Mesa)

Anthropology *Active*;

Associate in Arts for Transfer Degree

Category B: Select one or two of the following courses, or any course not selected in
Category A (3-5 units):

(Mesa)

Anthropology *Pending*;

Associate in Arts for Transfer Degree

Category B: Select one or two of the following courses, or any course not selected in
Category A (3-5 units):

(Miramar)

Anthropology *Active*;

Associate in Arts for Transfer Degree

Select 1 or more courses (3 units minimum) from the following:

(Miramar)

Anthropology *Active*;

Associate in Arts for Transfer Degree

Select 1-2 courses (4-5 units) from the following:

(City)

Communication Studies *Active*;

Associate in Arts for Transfer Degree

If needed to total 18 units, select one of the following courses (not selected above) to
meet the lower division preparation for the major to your transfer university:

(City)

Communication Studies *Approved*;
Associate in Arts for Transfer Degree

If needed to total 18 units, select one of the following courses (not selected above) to meet the lower division preparation for the major to your transfer university:

(Miramar)

Earth Science Studies *Active*;
Associate of Science Degree

Major Courses

(Miramar)

Earth Science Studies *Launched*;
Associate of Science Degree

Major Courses

(Mesa)

Elementary Teacher Education *Active*;
Associate in Arts for Transfer Degree

CATEGORY C: SELECT 0 to 12 ADDITIONAL UNITS

(City)

Geography *Active*;
Associate in Arts for Transfer Degree

Select two of the following courses if not selected above (minimum 6 semester units)

(Mesa)

Geology *Active*;
Associate in Science for Transfer Degree

Major Courses

(City)

Geology *Active*;
Associate in Science for Transfer Degree

Major Courses

(Miramar)

Geology *Active*;
Associate in Science for Transfer Degree

Major Courses

(City)

Geology *Active*;
Associate of Science Degree

Courses Required for the Major:

(City)

Liberal Arts and Sciences in Scientific Studies Physical and Earth Sciences Specialization *Approved*;
Associate of Arts Degree

Major Courses

(City)

Liberal Arts and Sciences: Scientific Studies Physical and Earth Sciences Specialization *Approved*;
Associate of Arts Degree

Major Courses

(City)

Liberal Arts and Sciences: Scientific Studies Physical and Earth Sciences Specialization *Pending*;
Associate of Arts Degree

Major Courses

(Miramar)

Mathematics Studies *Active*;
Associate of Arts Degree

Select at least 5 units from the following:

(Mesa)

Physical Sciences *Active*;
Associate of Science Degree

Courses Required for the Major:

(Mesa)

Physical Sciences *Pending*;
Associate of Science Degree

Courses Required for the Major:

(Mesa)

Physical Sciences *Active*;
Certificate of Achievement

Courses Required for the Major:

(Mesa)

Physical Sciences *Pending*;
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:** Geology
- II. **Course Number:** 101
- III. **Course Title:** Physical Geology Laboratory
- IV. **Disciplines (Instructor Minimum Qualifications):** Earth Science
- V.
- VI. **Family:**
- VII. **Current Short Title:** Physical Geology Laboratory
- VIII. **Course Is Active/Where?** MESA , CITY AND MIRAMAR
- IX. **Originating Campus:** MIRAMAR
- X. **Action Proposed:** Course Revision (May Include Activation)
- XI. **Distance Education Proposed At:** City , Miramar and Mesa
- XII. **Proposal Originating Date:** 03/09/2022
- XIII. **Proposed Start Semester:** Fall 2023
- XIV. **Field Trip:** May be required
- XV. **Grading Option:** Letter Grade or Pass/No Pass Option
- XVI. **Current Short Description:** Mineral/rock identification, geologic maps, and geologic structures.

SECTION II

COURSE ENROLLMENT INFORMATION

- I. **Requisites:**
Corequisite: Completion of or concurrent enrollment in: GEOL 100 with a grade of "C" or better, or equivalent.
- II. **Current Degree Applicability:** Associate Degree Credit & transfer to CSU
- III. **Current Basic Skills Designation:** N - Not a Basic Skills Course
- IV. **Repeatability:** Course may be taken 1 time(s)
- V. **Course Equivalency:** No
- VI. **Additional Information:**
- VII. **Additional Textbook Information:** Textbooks are latest editions as of 3/9/22

COURSE ANALYSIS DATA

- I. **Reason for Proposed Action:** making DE fully online for Miramar + textbook updates (Course revision is for six year review.)
- II. **How Does The Course Fit The College Mission?** 1. Transfer
- 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:** No extraordinary costs..
- VI. **Library Resource Materials:** No new resources required..

GENERAL EDUCATION ANALYSIS

CSU General Education:

B3 Area B. Scientific Inquiry and Quantitative Reasoning - Laboratory Activity

District General Education:

B2 Natural Sciences - Physical Sciences

IGETC:

Area 5. Physical and Biological Sciences - 5C: Science Laboratory

UC Transfer Course:

Yes

REQUISITES ANALYSIS

Working knowledge of physical geology.

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
 2. Chat Rooms
as needed
 3. Discussion Board
weekly
 4. Email/Message System
weekly
 5. Individualized Assignment Feedback
Weekly
 6. Synchronous or Asynchronous Video
Weekly
- 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. Students complete laboratory activities, such as online simulations, at home lab activities, and online laboratory problem sets. Students are required to purchase a rock and mineral kit and a loupe.
- 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, laboratory activities, laboratory reports, 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
- IX. **MESA**
- X. **Distance Education Methods of Instruction:** 1. Online-Emergency Only
- XI. **Other Distance Education Methods:** Students will need their own rock/mineral kit for this course, and will have to purchase one if they are cannot or choose not to come to Mesa to check one out (no fee).
- XII. **Type and frequency of contact may include, but is not limited to:**
 1. Announcements
as needed
 2. Chat Rooms
as desired
 3. Discussion Board
weekly
 4. Email/Message System
frequent
 5. Synchronous or Asynchronous Video

weekly

XIII. **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.

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

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

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

XVII. **MIRAMAR**

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

XIX. **Other Distance Education Methods:**

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

1. Announcements

weekly

Participant/s: Faculty to Student/s

2. Collaborative Web Documents

as assigned

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

3. Conferencing

as assigned

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

4. Discussion Board

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

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

5. Email/Message System

as needed

Participant/s: Faculty to Student/s

6. Field Trips

as assigned

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

7. Group Meetings

as assigned

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

8. Individual Meetings

as needed

Participant/s: Faculty to Student/s

9. Individualized Assignment Feedback

for assigned lab projects

Participant/s: Faculty to Student/s

10. Synchronous or Asynchronous Video

as assigned

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

11. Telephone Contact

as needed

Participant/s: Faculty to Student/s

XXI. **List of Techniques:** Students 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. Students complete laboratory activities, such as online simulations, at home lab activities, and online laboratory problem sets. Students are required to purchase a rock and mineral kit and a loupe.

- 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, laboratory activities, laboratory reports, 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

- Identify and compare common rock-forming minerals.

MESA

- Students will display the ability to clearly communicate scientific principles, experimental results, and their implications.
- Students will be able to utilize critical thinking skills and the scientific method to solve problems, analyze and interpret data.
- Students will be able to explain or describe the impact of the physical sciences on the environment.
- Students will come prepared for class and complete assigned work thoughtfully.
- Students will display the ability to apply conceptual and mathematical tools to correctly predict the future state of physical systems.
- Students will be able to use modern technology to investigate questions.

MIRAMAR

- Survey of Rocks and Minerals: Correctly classify a set of hand-specimen rocks into the 3 major rock groups and correctly identify the most abundant mineral in each sample.

SECTION V

COURSE DATA ADMINISTRATION ELEMENTS

I. Codes:

California Classification: (Y Credit Course)

TOP Code: 1914.00 Geology

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: 03/09/2022

IV. Last Outline Revision Date: 08/30/2018

V. CIC Approval:

VI. BOT Approval:

VII. State Approval:

VIII. Revised State Approval:

IX. Course Approval Effective Date:

SECTION VI

CREDIT FOR PRIOR LEARNING

Previous Report

GEOL 101

CIC Approval: 08/30/2018
BOT APPROVAL:
STATE APPROVAL:
EFFECTIVE TERM: Fall 2019

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

SECTION I

SUBJECT AREA AND COURSE NUMBER: Geology 101

COURSE TITLE:

Physical Geology Laboratory

Units:

1

Letter Grade or Pass/No Pass Option

CATALOG COURSE DESCRIPTION:

This laboratory course is a practical study of mineral and rock identification; landforms; topographic/geologic map interpretation; and geologic structures. It is intended for students with a general interest in the geological sciences as well as those majoring in geology, earth science, or geological engineering.

REQUISITES:

Corequisite: Completion of or concurrent enrollment in:
GEOL 100 with a grade of "C" or better, or equivalent

FIELD TRIP REQUIREMENTS:

May be required

TRANSFER APPLICABILITY:

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

CID:

GEOL 100L

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. Apply the principles of the scientific method to problems in the geological sciences.
2. Summarize important plate boundary types in terms of relative and absolute plate motions.
3. Identify, distinguish, and compare common rock-forming minerals.
4. Identify and distinguish among common igneous, sedimentary, and metamorphic rocks and their associated structures.
5. Distinguish between relative and radiometric dating methods, and explain the relevance of the geologic time scale in interpreting Earth's history.
6. Interpret earthquake activity and volcanism in terms of plate tectonic theory.
7. Interpret and analyze topographic maps, geologic maps, aerial photographs, and structural diagrams, and use them to answer questions about geologic processes and geologic history.

Current Report

GEOL 101

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

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

SECTION I

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5. Distinguish between relative and radiometric dating methods, and explain the relevance of the geologic time scale in interpreting Earth's history.
6. Interpret earthquake activity and volcanism in terms of plate tectonic theory.
7. Interpret and analyze topographic maps, geologic maps, aerial photographs, and structural diagrams, and use them to answer questions about geologic processes and geologic history.
8. Interpret surficial landforms in terms of the processes responsible for their development.
9. Demonstrate the ability to communicate complex course concepts effectively in writing and diagrams.

8. Interpret surficial landforms in terms of the processes responsible for their development.
9. Demonstrate the ability to communicate complex course concepts effectively in writing and diagrams.

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. Principles of the scientific method
- II. Plate tectonics
 - A. Plate boundary types locations and characteristics
 - B. Relative and absolute plate motion
 - C. Isostasy
- III. Minerals
 - A. Physical properties
 - B. Identification and classification
- IV. Igneous rocks
 - A. Magmatic processes
 - B. Plutonic rock bodies
 - C. Mineralogy and composition
 - D. Classification and identification
- V. Sedimentary rocks
 - A. Depositional environments
 - B. Sedimentary structures
 - C. Mineralogy and composition
 - D. Classification and identification
- VI. Metamorphic rocks
 - A. Metamorphism and metamorphic processes
 - B. Mineralogy and composition
 - C. Classification and identification
- VII. Geologic dating methods
 - A. Relative dating
 1. Laws and principles of relative dating
 2. Stratigraphic correlation
 3. Index fossils
 - B. Radiometric dating
 - C. Geologic time scale
- VIII. Earthquakes
 - A. Analysis of seismic waves
 - B. Earthquake epicenter location
 - C. Measurement of earthquake magnitude
 - D. Relationship between earthquakes and plate tectonic theory
- IX. Volcanoes and volcanism
 - A. Distribution of volcanoes in relation to plate boundaries
 - B. Volcanic structures and landforms
 - C. Eruption styles
 - D. Volcanic hazards
 - E. Volcanic monitoring
- X. Topographic maps and aerial photographs
 - A. Map scales and symbols
 - B. Geographic grid systems
 - C. Contour lines
 - D. Elevation relief and gradient
 - E. Topographic profiles
 - F. Landform analysis and interpretation
 - G. Aerial photographs
- XI. Structural geology
 - A. Strike and dip
 - B. Faults folds and unconformities
 - C. Geologic cross sections and block diagrams
- XII. Geologic maps
 - A. Map symbols
 - B. Geologic cross sections
 - C. Map interpretation
- XIII. Surficial processes
 - A. Surface water
 - B. Groundwater
 - C. Other (e.g. desert glacial coastal processes)

SECTION II

I. COURSE OUTLINE AND SCOPE:

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- XIII. Surficial processes
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 - C. Other (e.g. desert glacial coastal processes)

B. Reading Assignments:

B. Reading Assignments:

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

- I. Textbook related to geologic principles.
- II. Standard physical geology laboratory manual, supplemented by instructor-prepared exercises.
- III. Selected topographic and geologic maps.
- IV. Websites related to geology.

C. Writing Assignments:

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

- I. Laboratory reports.
- II. Brief answers to questions related to geological formations and activities.

D. Appropriate Outside Assignments:

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

- I. Field trips.
- II. Internet searches to supplement field experiences.

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 geologic processes.
- II. Interpreting and evaluating geologic scenarios.
- III. Using maps and photographs to draw conclusions and predict outcomes.

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. Laboratory exercises.
- II. Periodic quizzes.
- III. Participation in individual or group laboratory activities.
- IV. Final exam.

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 (Fully online)
- * Laboratory
- * Lecture Discussion
- * Other (Specify)
- * A. Field trips
- * B. Demonstration.

4. REQUIRED TEXTS AND SUPPLIES:

Textbooks may include, but are not limited to:

TEXTBOOKS:

1. American Geological Institute and National Association of Geoscience Teachers. Laboratory Manual in Physical Geology, 10th ed. Pearson, 2014. ISBN: 9780321944511
2. Jones, Charles E. and Norris W. Jones. Laboratory Manual for Physical Geology, 8th ed. McGraw Hill, 2012, ISBN: 9780073524139
3. Ludman, Allan and Stephen Marshak. Laboratory Manual for Introductory Geology, 3rd ed. W.W. Norton & Company, 2015, ISBN: 9780393937916

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

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

- * Audio-Visual
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- * Computer Assisted Instruction
- * Distance Education (Fully online)
- * Laboratory
- * Lecture Discussion
- * Other (Specify)
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Textbooks may include, but are not limited to:

TEXTBOOKS:

1. American Geological Institute and National Association of Geoscience Teachers. Laboratory Manual in Physical Geology, 11th ed. Pearson, 2018, ISBN: 9780134446608
2. Jones, Charles E. and Norris W. Jones. Laboratory Manual for Physical Geology, 8th ed. McGraw Hill, 2012, ISBN: 9780073524139
3. Ludman, Allan and Stephen Marshak. Laboratory Manual for Introductory Geology, 4th ed. W.W. Norton & Company, 2019, ISBN: 9780393617528

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

1. Selected topographic and geologic maps.

SUPPLIES:

1. Selected topographic and geologic maps.

ORIGINATOR: Gina Bohicchio

CO-CONTRIBUTOR(S) Donald Barrie, Duane Short

DATE: 12/11/2017

Status: Active

Date Printed: 02/13/2023

ORIGINATOR: Gina Bohicchio

ORIGINATION DATE: 12/11/2017

PROPOSAL ORIGINATOR: Gina Bohicchio

CO-CONTRIBUTOR(S) Alex Stiller-Shulman, Jae Calanog, Sadayoshi Okumoto

PROPOSAL DATE: 03/09/2022

Status: Launched

Date Printed: 02/13/2023

Previous Report

SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY , MESA AND MIRAMAR COLLEGES

Course Outline of Record:
Curriculum Proposal Report

SECTION I

- I. **Subject Area:** Geology
- II. **Course Number:** 101
- III. **Course Title:** Physical Geology Laboratory
- IV. **Disciplines (Instructor Minimum Qualifications):** Earth Science
- V.
- VI. **Family:**
- VII. **Current Short Title:** Physical Geology Laboratory
- 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:** City , Miramar and Mesa
- XII. **Proposal Originating Date:** 12/11/2017
- XIII. **Proposed Start Semester:** Fall 2019
- XIV. **Field Trip:** May be required
- XV. **Grading Option:** Letter Grade or Pass/No Pass Option
- XVI. **Current Short Description:** Mineral/rock id, geologic maps, and geologic structures.
Proposed Short Description: Mineral/rock identification, geologic maps, and geologic structures.

SECTION II

COURSE ENROLLMENT INFORMATION

- I. **Requisites:**
Corequisite: Completion of or concurrent enrollment in: GEOL 100 with a grade of "C" or better, or equivalent.
- II. **Current Degree Applicability:** Associate Degree Credit & transfer to CSU
- III. **Current Basic Skills Designation:** N - Not a Basic Skills Course
- IV. **Repeatability:** Course may be taken 1 time(s)
- V. **Course Equivalency:** No
- VI. **Additional Information:**
- VII. **Additional Textbook Information:**

COURSE ANALYSIS DATA

- I. **Reason for Proposed Action:** Six year review including entry skills revalidation and updates to example textbooks. (Course revision is for six year review.)
- II. **How Does The Course Fit The College Mission?** 1. Transfer
- 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:** No extraordinary costs..
- VI. **Library Resource Materials:** No new resources required..

GENERAL EDUCATION ANALYSIS

CSU General Education:

B3 Area B. Scientific Inquiry and Quantitative Reasoning - Laboratory Activity

District General Education:

Current Report

SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY , MESA AND MIRAMAR COLLEGES

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Curriculum Proposal Report

SECTION I

- I. **Subject Area:** Geology
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- IV. **Disciplines (Instructor Minimum Qualifications):** Earth Science
- V.
- VI. **Family:**
- VII. **Current Short Title:** Physical Geology Laboratory
- VIII. **Course Is Active/Where?** MESA , CITY AND MIRAMAR
- IX. **Originating Campus:** MIRAMAR
- X. **Action Proposed:** Course Revision (May Include Activation)
- XI. **Distance Education Proposed At:** City , Miramar and Mesa
- XII. **Proposal Originating Date:** 03/09/2022
- XIII. **Proposed Start Semester:** Fall 2023
- XIV. **Field Trip:** May be required
- XV. **Grading Option:** Letter Grade or Pass/No Pass Option
- XVI. **Current Short Description:** Mineral/rock identification, geologic maps, and geologic structures.

SECTION II

COURSE ENROLLMENT INFORMATION

- I. **Requisites:**
Corequisite: Completion of or concurrent enrollment in: GEOL 100 with a grade of "C" or better, or equivalent.
- II. **Current Degree Applicability:** Associate Degree Credit & transfer to CSU
- III. **Current Basic Skills Designation:** N - Not a Basic Skills Course
- IV. **Repeatability:** Course may be taken 1 time(s)
- V. **Course Equivalency:** No
- VI. **Additional Information:**
- VII. **Additional Textbook Information:** Textbooks are latest editions as of 3/9/22

COURSE ANALYSIS DATA

- I. **Reason for Proposed Action:** making DE fully online for Miramar + textbook updates (Course revision is for six year review.)
- II. **How Does The Course Fit The College Mission?** 1. Transfer
- 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:** No extraordinary costs..
- VI. **Library Resource Materials:** No new resources required..

GENERAL EDUCATION ANALYSIS

CSU General Education:

B3 Area B. Scientific Inquiry and Quantitative Reasoning - Laboratory Activity

District General Education:

B2 Natural Sciences - Physical Sciences

IGETC:

Area 5. Physical and Biological Sciences - 5C: Science Laboratory

UC Transfer Course:

Yes

REQUISITES ANALYSIS

Working knowledge of physical geology.

- I. Course: GEOL 100 Explain the scientific method and apply it to geological problems
- II. Course: GEOL 100 Identify and describe the basic properties of rocks and minerals
- III. Course: GEOL 100 Differentiate among igneous, sedimentary and metamorphic rocks; explain the overall classification system for each of the three types; and relate the origin of each type to the rock cycle
- IV. Course: GEOL 100 Differentiate between the concepts of catastrophism and uniformitarianism and explain the importance of each in terms of the currently accepted age of the earth
- V. Course: GEOL 100 Differentiate between relative and absolute dating of geologic events and rock formations
- VI. Course: GEOL 100 Describe the basis for developing the geologic time scale
- VII. Course: GEOL 100 Evaluate how external processes such as mass wasting, weathering, erosion, stream action, and glaciation form, change and erode geological environments
- VIII. Course: GEOL 100 Compare and contrast mechanical and chemical weathering; describe how soil forms; and explain how parent material, slope, climate, and time affect soil formation
- IX. Course: GEOL 100 Define the term glacier; differentiate between alpine glaciation and continental glaciation; and evaluate the relationship between the alternating glacial-interglacial climates and periodic changes in the earth's orbital geometry
- X. Course: GEOL 100 Evaluate how internal processes such as earthquakes, plate tectonics, and volcanism form and change geological environments
- XI. Course: GEOL 100 Describe the characteristics of various seismic waves and explain how seismic wave analysis contributes to our knowledge of earthquakes, plate tectonics, and the Earth's interior
- XII. Course: GEOL 100 Outline the theory of plate tectonics, including supporting lines of evidence, and discuss the principal types of plate boundaries and their characteristic geologic features

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
2. Chat Rooms
as needed
3. Discussion Board
weekly
4. Email/Message System
weekly
5. Individualized Assignment Feedback
Weekly
6. Synchronous or Asynchronous Video
Weekly

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. Students complete laboratory activities, such as online simulations, at home lab activities, and online laboratory problem sets. Students are required to purchase a rock and mineral kit and a loupe.

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, laboratory activities, laboratory reports, and/or group or individual projects posted to the discussion

IGETC:

Area 5. Physical and Biological Sciences - 5C: Science Laboratory

UC Transfer Course:

Yes

REQUISITES ANALYSIS

Working knowledge of physical geology.

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
2. Chat Rooms
as needed
3. Discussion Board
weekly
4. Email/Message System
weekly
5. Individualized Assignment Feedback
Weekly
6. Synchronous or Asynchronous Video
Weekly

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. Students complete laboratory activities, such as online simulations, at home lab activities, and online laboratory problem sets. Students are required to purchase a rock and mineral kit and a loupe.

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, laboratory activities, laboratory reports, 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**IX. MESA****X. Distance Education Methods of Instruction:** 1. Online-Emergency Only**XI. Other Distance Education Methods:** Students will need their own rock/mineral kit for this course, and will have to purchase one if they are cannot or choose not to come to Mesa to check one out (no fee).**XII. Type and frequency of contact may include, but is not limited to:**

1. Announcements
as needed
2. Chat Rooms
as desired
3. Discussion Board
weekly
4. Email/Message System
frequent
5. Synchronous or Asynchronous Video
weekly

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

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

IX. MESA

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

XI. Other Distance Education Methods: Students will need their own rock/mineral kit for this course, and will have to purchase one if they are cannot or choose not to come to Mesa to check one out (no fee).

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

1. Announcements
as needed
2. Chat Rooms
as desired
3. Discussion Board
weekly
4. Email/Message System
frequent
5. Synchronous or Asynchronous Video
weekly

XIII. 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.

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

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

XVI. Audio Visual Library Materials: NO

XVII. MIRAMAR

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

XIX. Other Distance Education Methods: Students may be required to purchase a rock and mineral kit and a loupe.

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

1. Announcements
weekly
2. Chat Rooms
as assigned
3. Collaborative Web Documents
as assigned
4. Conferencing
as assigned
5. Discussion Board
at least once during the term with the instructor and with other students
6. Email/Message System
as needed
7. Group Meetings
as assigned
8. Individual Meetings
as needed
9. Individualized Assignment Feedback
for assigned lab projects
10. Synchronous or Asynchronous Video
as assigned
11. Telephone Contact

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.

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

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

XVI. Audio Visual Library Materials: NO

XVII. MIRAMAR

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

XIX. Other Distance Education Methods:

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

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

XXI. List of Techniques: Students 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. Students complete laboratory activities, such as online simulations, at home lab activities, and online laboratory problem sets. Students are required to purchase a rock and mineral kit and a loupe.

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, laboratory activities, laboratory reports, and/or group or individual projects posted to the discussion board or other online collaboration tool.

as needed

XXI. List of Techniques: Students interact with each other and the instructor in ways that mirror the traditional classroom; only the delivery system is altered. These methods include one-on-one communication with the instructor and with other students via email, the announcement system, the discussion board, or other tools. Students also demonstrate an understanding and integration of course concepts via laboratory activities, such as online simulations, at-home lab activities, and online laboratory problem sets.

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

XXIV. Audio Visual Library Materials: NO

SECTION IV

COURSE STUDENT LEARNING OUTCOME(S)

CITY

- Identify and compare common rock-forming minerals.

MESA

- Students will display the ability to clearly communicate scientific principles, experimental results, and their implications.
- Students will be able to utilize critical thinking skills and the scientific method to solve problems, analyze and interpret data.
- Students will be able to explain or describe the impact of the physical sciences on the environment.
- Students will come prepared for class and complete assigned work thoughtfully.
- Students will display the ability to apply conceptual and mathematical tools to correctly predict the future state of physical systems.
- Students will be able to use modern technology to investigate questions.

MIRAMAR

- Survey of Rocks and Minerals: Correctly classify a set of hand-specimen rocks into the 3 major rock groups and correctly identify the most abundant mineral in each sample.

SECTION V

COURSE DATA ADMINISTRATION ELEMENTS

I. Codes:

California Classification: (Y Credit Course)

TOP Code: 1914.00 Geology

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)

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

- Identify and compare common rock-forming minerals.

MESA

- Students will display the ability to clearly communicate scientific principles, experimental results, and their implications.
- Students will be able to utilize critical thinking skills and the scientific method to solve problems, analyze and interpret data.
- Students will be able to explain or describe the impact of the physical sciences on the environment.
- Students will come prepared for class and complete assigned work thoughtfully.
- Students will display the ability to apply conceptual and mathematical tools to correctly predict the future state of physical systems.
- Students will be able to use modern technology to investigate questions.

MIRAMAR

- Survey of Rocks and Minerals: Correctly classify a set of hand-specimen rocks into the 3 major rock groups and correctly identify the most abundant mineral in each sample.

SECTION V

COURSE DATA ADMINISTRATION ELEMENTS

I. Codes:

California Classification: (Y Credit Course)

TOP Code: 1914.00 Geology

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: 03/09/2022

IV. Last Outline Revision Date: 08/30/2018

V. CIC Approval:

VI. BOT Approval:

VII. State Approval:

VIII. Revised State Approval:

IX. Course Approval Effective Date:

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: 12/11/2017

IV. Last Outline Revision Date: 08/30/2018

V. CIC Approval: 08/30/2018

VI. BOT Approval:

VII. State Approval:

VIII. Revised State Approval:

IX. Course Approval Effective Date: Fall 2019

SECTION VI

CREDIT FOR PRIOR LEARNING

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: Geology 111

COURSE TITLE:

Dinosaurs, Mass Extinctions, and Earth History

Units:

4

Letter Grade or Pass/No Pass Option

CATALOG COURSE DESCRIPTION:

This course covers the principles of historical geology. Topics include the origin and evolution of the Earth and biosphere, dinosaurs, mass extinctions, fossils, plate tectonics, biological evolution, and geologic dating techniques. This course is intended for students with a general interest in geoscience, as well as those majoring in geology, geography, earth science, or geological engineering.

REQUISITES:

Advisory:

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

or

ENGL 105 with a grade of "C" or better, or equivalent

&

GEOL 100 with a grade of "C" or better, or equivalent

or

GEOL 104 with a grade of "C" or better, or equivalent

FIELD TRIP REQUIREMENTS:

May be required

TRANSFER APPLICABILITY:

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

CID:

GEOL 111

TOTAL LECTURE HOURS:

48 - 54

TOTAL LAB HOURS:

48 - 54

TOTAL CONTACT HOURS:

96 - 108

OUTSIDE-OF-CLASS HOURS:

96 - 108

TOTAL STUDENT LEARNING HOURS:

192 - 216

STUDENT LEARNING OBJECTIVES:

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

1. Describe earth's origin and early evolution in terms of nebular theory.
2. Discuss the theory of plate tectonics, including relative plate motions at convergent, divergent, and transform plate boundaries, along with the evidence supporting plate tectonic theory.
3. Explain how the supercontinent cycle has affected the evolution of life on Earth.
4. Differentiate among igneous, sedimentary, and metamorphic rocks, and explain how each rock type relates to the others in terms of the rock cycle.
5. Discuss the fossilization process, including modes of formation and preservation, as well as the classification of fossilized organisms.
6. Analyze the characteristics of fossils and sedimentary rocks to reconstruct plausible depositional environments.
7. Assess the importance of the fossil record in understanding evolution and extinction.
8. Distinguish between relative and absolute dating methods and discuss how such methods have been used to construct the geologic time scale.
9. Discuss the concepts of catastrophism and uniformitarianism and explain how these ideas have been used to interpret sedimentary sequences.
10. Summarize important geologic and tectonic events of the Hadean, Archean, and Proterozoic Eons.
11. Summarize important geologic and tectonic events of the Paleozoic, Mesozoic, and Cenozoic Eras.
12. Differentiate key fossil phyla and the character of life in the Paleozoic, Mesozoic, and Cenozoic Eras.

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.

Lecture Topics

I. Origin of the Earth

- A. Nebular theory
- B. Origin of Earth's layers

II. Plate Tectonic Theory

- A. Historical development
- B. Plate boundaries
- C. Driving mechanisms
- D. Crustal evolution and deformation
- E. Supercontinent cycle

III. Earth Materials

- A. Minerals
- B. Igneous, sedimentary, and metamorphic rocks
- C. Rock cycle

IV. Fossils

- A. Modes of formation and preservation
- B. Classification
- C. Ecology, evolution, and extinction

V. Dating methods

- A. Geologic time

- B. Relative dating
- C. Absolute dating

VI. Stratigraphy

- A. Catastrophism and Uniformitarianism
- B. Interpretation of sedimentary rock sequences

VII. Paleogeography

- A. Hadean and Archaean geologic and tectonic events
- B. Proterozoic geologic and tectonic events
 - 1. Ediacaran fauna
- C. Paleozoic geologic and tectonic events
- D. Mesozoic geologic and tectonic events
- E. Cenozoic geologic and tectonic events

Lab Topics

- I. Basic introduction to identifying rocks and minerals
- II. Identify major groups of fossil organisms
- III. Examine modes of fossil preservation
- IV. Construct and interpret cladograms
- V. Interpret geologic maps
- VI. Interpret geologic cross sections
- VII. Interpret stratigraphic columns
- VIII. Relative dating and interpreting sequences of geologic events
- IX. Introduction to absolute dating
- X. Paleogeographic reconstruction

B. Reading Assignments:

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

- I. Course textbook(s)
- II. Geology-related readings in popular and peer-reviewed journals
- III. Handouts and supplemental materials provided by the instructor

C. Writing Assignments:

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

- I. Essays and lab reports describing important geologic processes.
- II. Critical analyses of major geologic theories
- III. Written descriptions and diagrams of geologic processes
- IV. Papers or student reflection journals on contemporary geologic issues
- V. Written research reports applying geologic principles to particular topics, situations, or events

D. Appropriate Outside Assignments:

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

- I. Reading and writing assignments
- II. Library and Internet research assignments.
- III. Field trips or field projects, such as a field trip to the San Diego County Natural History Museum or visits to local sites of geologic interest

E. Appropriate Assignments that Demonstrate Critical Thinking:

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

- I. Explaining field observations in terms of their underlying physical causes
- II. Application of the scientific method to questions or problems in the field of geology

III. Using fossil and sedimentary rock characteristics to reconstruct ancient depositional environments

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 quizzes and exams
- II. Written assignments such as essays, summaries, and reviews of journal articles.
- III. Research projects on geological topics integrating library and Internet research of scholarly works
- IV. Group collaboration projects
- V. Responses to critical inquiries

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)
- * Distance Education (Partially online)
- * Lecture Discussion
- * Lecture-Lab Combination
- * Other (Specify)
- * Field trip assignments

4. REQUIRED TEXTS AND SUPPLIES:

Textbooks may include, but are not limited to:

TEXTBOOKS:

1. Levin, Harold L. and David T. King Jr. The Earth Through Time, 11th ed. John Wiley and Sons, 2016, ISBN: 9781119228349
2. Levin, Harold L. and Michael S. Smith. Laboratory Studies in Earth History, 10th ed. McGraw Hill, 2014, ISBN: 9780078096129
3. Ossian, Clair. Insights: A Laboratory Manual for Historical Geology, 5th ed. Kendall Hunt, 2015, ISBN: 9781465259592
4. Poort, Jon M., and Roseann J. Carlson. Historical Geology: Interpretations and Applications, 6th ed. Prentice Hall, 2005, ISBN: 9780131447868
5. Stanley, Steven M. and John A. Luczaj. Earth System History, 4th ed. W.H. Freeman, 2014, ISBN: 9781429255264
6. Wicander, Reed and James S. Monroe. Historical Geology, 8th ed. Cengage Learning, 2015, ISBN: 9781305119567

MANUALS:

PERIODICALS:

SOFTWARE:

SUPPLIES:

1. Selected geologic maps.
2. Boxed fossil sets.
3. Boxed rock sets.

ORIGINATOR: Donald Barrie
ORIGINATION DATE: 09/01/2022
PROPOSAL ORIGINATOR: Donald Barrie
CO-CONTRIBUTOR(S)
PROPOSAL DATE: 10/28/2022

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

**COURSE TO BE PROPOSED: GEOL 111
Dinosaurs, Mass Extinctions, and Earth**

History **COURSE TO BE PROPOSED: GEOL 111 Dinosaurs, Mass Extinctions, and Earth History**

ACTIVE/APPROVED COURSES IMPACTED:

GEOL 111 Dinosaurs, Mass Extinctions, and Earth History (29384)

GEOL 111 The Earth Through Time (29384)

DISTRICT GENERAL EDUCATION:

B2 Natural Sciences - Physical Sciences

ACTIVE/APPROVED/PROPOSED PROGRAMS IMPACTED:

(**Miramar**)

Earth Science Studies *Active*;

Associate of Science Degree

Select at least eight (8) units from the following physical science courses:

(**Miramar**)

Earth Science Studies *Launched*;

Associate of Science Degree

Select at least eight (8) units from the following physical science courses:

(**Mesa**)

Geology *Active*;

Associate in Science for Transfer Degree

Major Courses

(**City**)

Geology *Active*;

Associate in Science for Transfer Degree

Major Courses

(**Miramar**)

Geology *Active*;

Associate in Science for Transfer Degree

Major Courses

SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY , MESA AND MIRAMAR COLLEGES

Course Outline of Record: Curriculum Proposal Report

SECTION I

- I. **Subject Area:** Geology
- II. **Course Number:** 111
- III. **Course Title:** Dinosaurs, Mass Extinctions, and Earth History
- IV. **Disciplines (Instructor Minimum Qualifications):** Earth Science
- V.
- VI. **Family:**
- VII. **Current Short Title:** The Earth Through Time **Proposed Short Title:** Dinosaurs, Mass Extinctions, a
- VIII. **Course Is Active/Where?** CITY , MESA AND MIRAMAR
- IX. **Originating Campus:** MESA
- X. **Action Proposed:** Course Revision (May Include Activation)
- XI. **Distance Education Proposed At:** Mesa and City
- XII. **Proposal Originating Date:** 10/28/2022
- 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:** Principles of historical geology

SECTION II

COURSE ENROLLMENT INFORMATION

- I. **Requisites:**
Advisory: ENGL 101 with a grade of "C" or better, or equivalent.
or Advisory: ENGL 105 with a grade of "C" or better, or equivalent.
& Advisory: GEOL 100 with a grade of "C" or better, or equivalent.
or Advisory: GEOL 104 with a grade of "C" or better, or equivalent.
- II. **Current Degree Applicability:** Associate Degree Credit & transfer to CSU
- III. **Current Basic Skills Designation:** N - Not a Basic Skills Course
- IV. **Repeatability:** Course may be taken 1 time(s)
- V. **Course Equivalency:** No
- VI. **Additional Information:**
- VII. **Additional Textbook Information:** Texts are most current editions - 10/2022..

COURSE ANALYSIS DATA

- I. **Reason for Proposed Action:** Six yr review including: 1) revision of title and description, and 2) review of texts for currency. (Course revision is for six year review.)
- II. **How Does The Course Fit The College Mission?** 1. Transfer
- III. **Current Transfer Options:** 1. CSU General Education 2. IGETC 3. UC Transfer Course List
- IV. **Proposed College/District Purpose:** 1. District general education 2. Major Requirement - Associate Degree
- V. **Extraordinary Cost to the College:** N/A.
- VI. **Library Resource Materials:** No new resources needed.

GENERAL EDUCATION ANALYSIS

CSU General Education:

- B1 Area B. Scientific Inquiry and Quantitative Reasoning - Physical Science
- B3 Area B. Scientific Inquiry and Quantitative Reasoning - Laboratory Activity

District General Education:

- B2 Natural Sciences - Physical Sciences

IGETC:

Area 5. Physical and Biological Sciences - 5C: Science Laboratory

Area 5. Physical and Biological Sciences - 5A: Physical Science

UC Transfer Course:

Yes

REQUISITES ANALYSIS**Knowledge of geological fundamentals.**

- I. Course: GEOL 104 Describe the scientific method; distinguish scientific observations, hypotheses, theories, and laws.
- II. Course: GEOL 104 Analyze Earth's origin and early evolution in terms of the nebular hypothesis; contrast Earth's compositional layers (e.g., core, mantle, crust) and Earth's mechanical/behavioral layers (e.g., lithosphere, asthenosphere).
- III. Course: GEOL 104 Summarize the theory of plate tectonics, including supporting lines of evidence, and discuss the principal types of plate boundaries and their characteristic geologic features.
- IV. Course: GEOL 104 Summarize the defining characteristics of a mineral; differentiate igneous, sedimentary, and metamorphic rocks in terms of their origin; analyze rock textures in terms of the physical processes controlling their development; explain the rock cycle.
- V. Course: GEOL 104 Describe various surficial processes (e.g., weathering, mass movement, surface water/groundwater processes) shaping Earth's landscapes.
- VI. Course: GEOL 104 Appraise the causes and worldwide distribution of earthquakes in terms of plate tectonic theory; explain how seismic wave analysis contributes to our knowledge of Earth's interior.
- VII. Course: GEOL 104 Distinguish between relative and absolute dating methods; describe general changes observed in the fossil record between Precambrian time and between the Paleozoic, Mesozoic, and Cenozoic Eras.
- VIII. Course: GEOL 104 Interpret major sea floor features in terms of plate tectonic theory, and discuss the important physical and chemical properties of sea water.
- IX. Course: GEOL 100 Explain the scientific method and apply it to geological problems.
- X. Course: GEOL 100 Identify and describe the basic properties of rocks and minerals.
- XI. Course: GEOL 100 Differentiate among igneous, sedimentary and metamorphic rocks; explain the overall classification system for each of the three types; and relate the origin of each type to the rock cycle.
- XII. Course: GEOL 100 Differentiate between the concepts of catastrophism and uniformitarianism and explain the importance of each in terms of the currently accepted age of the Earth.
- XIII. Course: GEOL 100 Differentiate between relative and absolute dating of geologic events and rock formations.
- XIV. Course: GEOL 100 Describe the basis for developing the geologic time scale.
- XV. Course: GEOL 100 Evaluate how external processes such as mass wasting, weathering, erosion, stream action, and glaciation form, change and erode geological environments.
- XVI. Course: GEOL 100 Compare and contrast mechanical and chemical weathering; describe how soil forms; and explain how parent material, slope, climate, and time affect soil formation.
- XVII. Course: GEOL 100 Define the term glacier; differentiate between alpine glaciation and continental glaciation; and evaluate the relationship between the alternating glacial-interglacial climates and periodic changes in the earth's orbital geometry.
- XVIII. Course: GEOL 100 Evaluate how internal processes such as earthquakes, plate tectonics, and volcanism form and change geological environments.
- XIX. Course: GEOL 100 Describe the characteristics of various seismic waves and explain how seismic wave analysis contributes to our knowledge of earthquakes, plate tectonics, and the earth's interior.
- XX. Course: GEOL 100 Outline the theory of plate tectonics, including supporting lines of evidence, and discuss the principal types of plate boundaries and their characteristic geologic features.
- XXI. Course: GEOL 100 Discuss the characteristics of Earth's major mountain belts, both volcanic and non-volcanic, and explain the concept of orogeny as it applies to plate tectonic theory.

Read and write at the college level

- I. Course: ENGL 105 Read, summarize, and critically interpret literary works of fiction, drama, and poetry.
- II. Course: ENGL 101 Read, analyze, discuss, and evaluate a variety of texts.

- III. Course: ENGL 105 Write clear and coherent essays on expository and argumentative topics related to literature, using the elements and characteristics of that literature.
- IV. Course: ENGL 101 Identify arguments, patterns, and strategies in a variety of texts.
- V. Course: ENGL 105 Interpret representative examples of the standard literary genres and analyze them according to basic literary theories.
- VI. Course: ENGL 101 Write, revise, and edit a total of at least 6,000 graded words.
- VII. Course: ENGL 105 Read academic expository and argumentative literary criticism related to literary topics for main points, interpretation, meaning, and structure, and summarize, interpret, and analyze this criticism.
- VIII. Course: ENGL 101 Compose a variety of essays that demonstrate increasing familiarity with and expertise in academic writing.
- IX. Course: ENGL 105 Write college research papers that demonstrate both proper documentation and adequate library research.
- X. Course: ENGL 101 Select a variety of research strategies using appropriate documentation.
- XI. Course: ENGL 101 Apply critical thinking in reading, writing, and class discussion.
- XII. Course: ENGL 105 Evaluate and apply critical thinking in the process of reading and writing as well as in class discussion.
- XIII. Course: ENGL 105 Interpret influence of literary context, including historical, social, political, and cultural perspectives.

SECTION III

COURSE DISTANCE EDUCATION INFORMATION

- I. **MESA**
- II. **Distance Education Methods of Instruction:** 1. Partially online only
- III. **Other Distance Education Methods:** When this course is offered online, only the lecture portion will be offered in that format. All lab content will be done in person, face-to-face.
- 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
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. Announcements from the instructor to the students will be used as needed. Telephone calls between students and the instructor may be used to discuss questions and concerns throughout the course. E-mail/Messaging may be used for asynchronous instructor-to-student and student-to-student communication. Chat rooms may be used for synchronous interaction between students and between the instructor and students. Threaded discussions may be used for instructor-to-student and student-to-student asynchronous group communication. Live-classroom may be used for synchronous online lectures, meetings and office hour meetings as appropriate. Video, audio, learning objects and archived live-classroom lectures may be included for students to interact with asynchronously where appropriate. Assignments and tests that will be used in the Distance Education course will be exactly the same as those in the traditional course. Students will submit all course work (tests and assignments) electronically to the instructor for grading.
- VI. **How to Evaluate Students for Achieved Outcomes:** The evaluation methods will mirror the on-campus course as specified in the course outline. The feedback on assignments and tests will be submitted electronically to the student.
- VII. **Additional Resources/Materials/Information:** SDCCD and DSPS personnel will provide all needed accommodations. DSPS will provide a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities

(Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).

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

IX. **CITY**

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

XI. **Other Distance Education Methods:**

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

1. Announcements
Weekly
2. Chat Rooms
as needed
3. Collaborative Web Documents
Weekly
4. Conferencing
As needed
5. Discussion Board
Weekly
6. Individualized Assignment Feedback
Weekly
7. Synchronous or Asynchronous Video
Weekly

XIII. **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. Students complete laboratory activities, such as online simulations, at home lab activities, and online laboratory problem sets. Students are required to purchase a rock, fossil, and mineral kit and a loupe.

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, laboratory activities, laboratory reports, and/or group or individual projects posted to the discussion board or other online collaboration tool.

XV. **Additional Resources/Materials/Information:** Materials posted online are consistent with those required for 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

SECTION IV

COURSE STUDENT LEARNING OUTCOME(S)

CITY

MESA

- Students will display the ability to use proportional reasoning and graphical analysis to establish and analyze relationships between measured quantities.
- Students will be able to classify rock strata, faults and intrusions by age, using a combination of absolute and relative dating techniques.
- Students will display the ability to use proportional reasoning and graphical analysis to establish and analyze relationships between measured quantities.
- Students will display the ability to clearly communicate scientific principles, experimental results, and their implications.
- Students will display the ability to clearly communicate scientific principles, experimental results, and their implications.
- Students will display the ability to apply conceptual and mathematical tools to correctly predict the future state of physical systems.
- Students will display the ability to apply conceptual and mathematical tools to correctly predict the future state of

physical systems.

MIRAMAR

- Students will be able to classify rock strata, faults and intrusions by age, using a combination of absolute and relative dating techniques.

SECTION V

COURSE DATA ADMINISTRATION ELEMENTS

I. Codes:

California Classification: (Y Credit Course)

TOP Code: 1914.00 Geology

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

Lab Units: 1.00

Total Units: 4

Lecture Hours Min: 48.00 Max: 54.00

Lab Hours Min: 48.00 Max: 54.00

Other Hours Min: 0.00 Max:0.00

Total Contact Hours Min: 96.00 Max:108.00

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

Total Student Learning Hours Min: 192.00 Max: 216.00

FTEF Lecture Min: 0.2000 Max:

FTEF Lab Min: 0.2000 Max:

FTEF Total Min: 0.4000 Max:

III. Last Time Pre/Co Requisite Update: 10/28/2022

IV. Last Outline Revision Date: 08/26/2021

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

GEOL 111

CIC Approval: 09/22/2022
BOT APPROVAL:
STATE APPROVAL:
EFFECTIVE TERM: Spring 2023

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

SECTION I

SUBJECT AREA AND COURSE NUMBER: Geology 111

COURSE TITLE:

The Earth Through Time

Units:

4

Letter Grade or Pass/No Pass Option

CATALOG COURSE DESCRIPTION:

This course covers the principles of historical geology. Topics include the origin and evolution of Earth and its biosphere, plate tectonics, stratigraphy, paleontology, and geologic dating. This course is intended for students with a general interest in geoscience, as well as those majoring in geology, earth science, or geological engineering.

REQUISITES:

Advisory:

ENGL 101 with a grade of "C" or better, or equivalent
or
ENGL 105 with a grade of "C" or better, or equivalent
&
GEOL 100 with a grade of "C" or better, or equivalent
or
GEOL 104 with a grade of "C" or better, or equivalent

FIELD TRIP REQUIREMENTS:

May be required

TRANSFER APPLICABILITY:

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

CID:

GEOL 111

TOTAL LECTURE HOURS:

48 - 54

TOTAL LAB HOURS:

48 - 54

TOTAL CONTACT HOURS:

96 - 108

OUTSIDE-OF-CLASS HOURS:

96 - 108

TOTAL STUDENT LEARNING HOURS:

192 - 216

STUDENT LEARNING OBJECTIVES:

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

1. Describe earth's origin and early evolution in terms of nebular theory.

Current Report

GEOL 111

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: Geology 111

COURSE TITLE:

Dinosaurs, Mass Extinctions, and Earth History

Units:

4

Letter Grade or Pass/No Pass Option

CATALOG COURSE DESCRIPTION:

This course covers the principles of historical geology. Topics include the origin and evolution of the Earth and biosphere, dinosaurs, mass extinctions, fossils, plate tectonics, biological evolution, and geologic dating techniques. This course is intended for students with a general interest in geoscience, as well as those majoring in geology, geography, earth science, or geological engineering.

REQUISITES:

Advisory:

ENGL 101 with a grade of "C" or better, or equivalent
or
ENGL 105 with a grade of "C" or better, or equivalent
&
GEOL 100 with a grade of "C" or better, or equivalent
or
GEOL 104 with a grade of "C" or better, or equivalent

FIELD TRIP REQUIREMENTS:

May be required

TRANSFER APPLICABILITY:

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

CID:

GEOL 111

TOTAL LECTURE HOURS:

48 - 54

TOTAL LAB HOURS:

48 - 54

TOTAL CONTACT HOURS:

96 - 108

OUTSIDE-OF-CLASS HOURS:

96 - 108

TOTAL STUDENT LEARNING HOURS:

192 - 216

STUDENT LEARNING OBJECTIVES:

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

1. Describe earth's origin and early evolution in terms of nebular theory.
2. Discuss the theory of plate tectonics, including relative plate motions at convergent, divergent, and transform plate

2. Discuss the theory of plate tectonics, including relative plate motions at convergent, divergent, and transform plate boundaries, along with the evidence supporting plate tectonic theory.
3. Explain how the supercontinent cycle has affected the evolution of life on Earth.
4. Differentiate among igneous, sedimentary, and metamorphic rocks, and explain how each rock type relates to the others in terms of the rock cycle.
5. Discuss the fossilization process, including modes of formation and preservation, as well as the classification of fossilized organisms.
6. Analyze the characteristics of fossils and sedimentary rocks to reconstruct plausible depositional environments.
7. Assess the importance of the fossil record in understanding evolution and extinction.
8. Distinguish between relative and absolute dating methods and discuss how such methods have been used to construct the geologic time scale.
9. Discuss the concepts of catastrophism and uniformitarianism and explain how these ideas have been used to interpret sedimentary sequences.
10. Summarize important geologic and tectonic events of the Hadean, Archean, and Proterozoic Eons.
11. Summarize important geologic and tectonic events of the Paleozoic, Mesozoic, and Cenozoic Eras.
12. Differentiate key fossil phyla and the character of life in the Paleozoic, Mesozoic, and Cenozoic Eras.

- boundaries, along with the evidence supporting plate tectonic theory.
3. Explain how the supercontinent cycle has affected the evolution of life on Earth.
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12. Differentiate key fossil phyla and the character of life in the Paleozoic, Mesozoic, and Cenozoic Eras.

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.

Lecture Topics

I. Origin of the Earth

- A. Nebular theory
- B. Origin of Earth's layers

II. Plate Tectonic Theory

- A. Historical development
- B. Plate boundaries
- C. Driving mechanisms
- D. Crustal evolution and deformation
- E. Supercontinent cycle

III. Earth Materials

- A. Minerals
- B. Igneous sedimentary and metamorphic rocks
- C. Rock cycle

IV. Fossils

- A. Modes of formation and preservation
- B. Classification
- C. Ecology evolution and extinction

V. Dating methods

- A. Geologic time
- B. Relative dating
- C. Absolute dating

VI. Stratigraphy

- A. Catastrophism and Uniformitarianism
- B. Interpretation of sedimentary rock sequences

VII. Paleogeography

- A. Hadean and Archean geologic and tectonic events
- B. Proterozoic geologic and tectonic events
 1. Ediacaran fauna
- C. Paleozoic geologic and tectonic events
- D. Mesozoic geologic and tectonic events
- E. Cenozoic geologic and tectonic events

Lab Topics

- I. Basic introduction to identifying rocks and minerals
- II. Identify major groups of fossil organisms
- III. Examine modes of fossil preservation

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.

Lecture Topics

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- B. Plate boundaries
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III. Earth Materials

- A. Minerals
- B. Igneous sedimentary and metamorphic rocks
- C. Rock cycle

IV. Fossils

- A. Modes of formation and preservation
- B. Classification
- C. Ecology evolution and extinction

V. Dating methods

- A. Geologic time
- B. Relative dating
- C. Absolute dating

VI. Stratigraphy

- A. Catastrophism and Uniformitarianism
- B. Interpretation of sedimentary rock sequences

VII. Paleogeography

- A. Hadean and Archean geologic and tectonic events
- B. Proterozoic geologic and tectonic events
 1. Ediacaran fauna
- C. Paleozoic geologic and tectonic events
- D. Mesozoic geologic and tectonic events
- E. Cenozoic geologic and tectonic events

Lab Topics

- I. Basic introduction to identifying rocks and minerals
- II. Identify major groups of fossil organisms
- III. Examine modes of fossil preservation
- IV. Construct and interpret cladograms

- IV. Construct and interpret cladograms
- V. Interpret geologic maps
- VI. Interpret geologic cross sections
- VII. Interpret stratigraphic columns
- VIII. Relative dating and interpreting sequences of geologic events
- IX. Introduction to absolute dating
- X. Paleogeographic reconstruction

B. Reading Assignments:

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

- I. Course textbook(s)
- II. Geology-related readings in popular and peer-reviewed journals
- III. Handouts and supplemental materials provided by the instructor

C. Writing Assignments:

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

- I. Essays and lab reports describing important geologic processes.
- II. Critical analyses of major geologic theories
- III. Written descriptions and diagrams of geologic processes
- IV. Papers or student reflection journals on contemporary geologic issues
- V. Written research reports applying geologic principles to particular topics, situations, or events

D. Appropriate Outside Assignments:

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

- I. Reading and writing assignments
- II. Library and Internet research assignments.
- III. Field trips or field projects, such as a field trip to the San Diego County Natural History Museum or visits to local sites of geologic interest

E. Appropriate Assignments that Demonstrate Critical Thinking:

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

- I. Explaining field observations in terms of their underlying physical causes
- II. Application of the scientific method to questions or problems in the field of geology
- III. Using fossil and sedimentary rock characteristics to reconstruct ancient depositional environments

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 quizzes and exams
- II. Written assignments such as essays, summaries, and reviews of journal articles.
- III. Research projects on geological topics integrating library and Internet research of scholarly works
- IV. Group collaboration projects
- V. Responses to critical inquiries

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)
- * Distance Education (Partially online)
- * Lecture Discussion
- * Lecture-Lab Combination
- * Other (Specify)
- * Field trip assignments

4. REQUIRED TEXTS AND SUPPLIES:

- V. Interpret geologic maps
- VI. Interpret geologic cross sections
- VII. Interpret stratigraphic columns
- VIII. Relative dating and interpreting sequences of geologic events
- IX. Introduction to absolute dating
- X. Paleogeographic reconstruction

B. Reading Assignments:

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

- I. Course textbook(s)
- II. Geology-related readings in popular and peer-reviewed journals
- III. Handouts and supplemental materials provided by the instructor

C. Writing Assignments:

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

- I. Essays and lab reports describing important geologic processes.
- II. Critical analyses of major geologic theories
- III. Written descriptions and diagrams of geologic processes
- IV. Papers or student reflection journals on contemporary geologic issues
- V. Written research reports applying geologic principles to particular topics, situations, or events

D. Appropriate Outside Assignments:

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

- I. Reading and writing assignments
- II. Library and Internet research assignments.
- III. Field trips or field projects, such as a field trip to the San Diego County Natural History Museum or visits to local sites of geologic interest

E. Appropriate Assignments that Demonstrate Critical Thinking:

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

- I. Explaining field observations in terms of their underlying physical causes
- II. Application of the scientific method to questions or problems in the field of geology
- III. Using fossil and sedimentary rock characteristics to reconstruct ancient depositional environments

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 quizzes and exams
- II. Written assignments such as essays, summaries, and reviews of journal articles.
- III. Research projects on geological topics integrating library and Internet research of scholarly works
- IV. Group collaboration projects
- V. Responses to critical inquiries

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)
- * Distance Education (Partially online)
- * Lecture Discussion
- * Lecture-Lab Combination
- * Other (Specify)
- * Field trip assignments

4. REQUIRED TEXTS AND SUPPLIES:

Textbooks may include, but are not limited to:

Textbooks may include, but are not limited to:

TEXTBOOKS:

1. Levin, Harold L. The Earth Through Time, 11th ed. John Wiley and Sons, 2016, ISBN: 9781119228349
2. Levin, Harold L. and Michael S. Smith. Laboratory Studies in Earth History, 10th ed. McGraw Hill, 2014, ISBN: 9780078096129
3. Ossian, Clair. Insights: A Laboratory Manual for Historical Geology, 4th ed. Kendall Hunt, 2010, ISBN: 9780757572074
4. Poort, Jon M., and Roseann J. Carlson. Historical Geology: Interpretations and Applications, 6th ed. Prentice Hall, 2005, ISBN: 9780131447868
5. Stanley, Steven M. Earth System History, 4th ed. W.H. Freeman, 2014, ISBN: 9781429255264
6. Wicander, Reed and James S. Monroe. Historical Geology, 8th ed. Cengage Learning, 2015, ISBN: 9781305119567

MANUALS:

PERIODICALS:

SOFTWARE:

SUPPLIES:

1. Selected geologic maps.
2. Boxed fossil sets.
3. Boxed rock sets.

TEXTBOOKS:

1. Levin, Harold L. and David T. King Jr. The Earth Through Time, 11th ed. John Wiley and Sons, 2016, ISBN: 9781119228349
2. Levin, Harold L. and Michael S. Smith. Laboratory Studies in Earth History, 10th ed. McGraw Hill, 2014, ISBN: 9780078096129
3. Ossian, Clair. Insights: A Laboratory Manual for Historical Geology, 5h ed. Kendall Hunt, 2015, ISBN: 9781465259592
4. Poort, Jon M., and Roseann J. Carlson. Historical Geology: Interpretations and Applications, 6th ed. Prentice Hall, 2005, ISBN: 9780131447868
5. Stanley, Steven M. and John A. Luczaj. Earth System History, 4th ed. W.H. Freeman, 2014, ISBN: 9781429255264
6. Wicander, Reed and James S. Monroe. Historical Geology, 8th ed. Cengage Learning, 2015, ISBN: 9781305119567

MANUALS:

PERIODICALS:

SOFTWARE:

SUPPLIES:

1. Selected geologic maps.
2. Boxed fossil sets.
3. Boxed rock sets.

ORIGINATOR: Donald Barrie

CO-CONTRIBUTOR(S)
DATE: 09/01/2022

Status: Active

Date Printed: 02/13/2023

ORIGINATOR: Donald Barrie
ORIGINATION DATE: 09/01/2022
PROPOSAL ORIGINATOR: Donald Barrie
CO-CONTRIBUTOR(S)
PROPOSAL DATE: 10/28/2022

Status: Launched

Date Printed: 02/13/2023

Previous Report

SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY , MESA AND MIRAMAR COLLEGES

Course Outline of Record:
Curriculum Proposal Report

SECTION I

- I. **Subject Area:** Geology
- II. **Course Number:** 111
- III. **Course Title:** The Earth Through Time
- IV. **Disciplines (Instructor Minimum Qualifications):** Earth Science
- V.
- VI. **Family:**
- VII. **Current Short Title:** The Earth Through Time
- VIII. **Course Is Active/Where?** CITY , MESA AND MIRAMAR
- IX. **Originating Campus:** MESA
- X. **Action Proposed:** Course Revision (May Include Activation)
- XI. **Distance Education Proposed At:** Mesa and City
- XII. **Proposal Originating Date:** 09/01/2022
- XIII. **Proposed Start Semester:** Spring 2023
- XIV. **Field Trip:** May be required
- XV. **Grading Option:** Letter Grade or Pass/No Pass Option
- XVI. **Current Short Description:** Principles of historical geology

SECTION II

COURSE ENROLLMENT INFORMATION

- I. **Requisites:**
 - Advisory: ENGL 101 with a grade of "C" or better, or equivalent.
 - or Advisory: ENGL 105 with a grade of "C" or better, or equivalent.
 - & Advisory: GEOL 100 with a grade of "C" or better, or equivalent.
 - or Advisory: GEOL 104 with a grade of "C" or better, or equivalent.
- II. **Current Degree Applicability:** Associate Degree Credit & transfer to CSU
- III. **Current Basic Skills Designation:** N - Not a Basic Skills Course
- IV. **Repeatability:** Course may be taken 1 time(s)
- V. **Course Equivalency:** No
- VI. **Additional Information:**
- VII. **Additional Textbook Information:** Texts are most current editions.

COURSE ANALYSIS DATA

- I. **Reason for Proposed Action:** Revise Distance Ed from emergency only to partially online only.
- II. **How Does The Course Fit The College Mission?** 1. Transfer
- 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
- V. **Extraordinary Cost to the College:** N/A.
- VI. **Library Resource Materials:** .

GENERAL EDUCATION ANALYSIS

CSU General Education:

B1 Area B. Scientific Inquiry and Quantitative Reasoning - Physical Science
B3 Area B. Scientific Inquiry and Quantitative Reasoning - Laboratory Activity

Current Report

SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY , MESA AND MIRAMAR COLLEGES

Course Outline of Record:
Curriculum Proposal Report

SECTION I

- I. **Subject Area:** Geology
- II. **Course Number:** 111
- III. **Course Title:** Dinosaurs, Mass Extinctions, and Earth History
- IV. **Disciplines (Instructor Minimum Qualifications):** Earth Science
- V.
- VI. **Family:**
- VII. **Current Short Title:** The Earth Through Time **Proposed Short Title:** Dinosaurs, Mass Extinctions, a
- VIII. **Course Is Active/Where?** CITY , MESA AND MIRAMAR
- IX. **Originating Campus:** MESA
- X. **Action Proposed:** Course Revision (May Include Activation)
- XI. **Distance Education Proposed At:** Mesa and City
- XII. **Proposal Originating Date:** 10/28/2022
- 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:** Principles of historical geology

SECTION II

COURSE ENROLLMENT INFORMATION

- I. **Requisites:**
 - Advisory: ENGL 101 with a grade of "C" or better, or equivalent.
 - or Advisory: ENGL 105 with a grade of "C" or better, or equivalent.
 - & Advisory: GEOL 100 with a grade of "C" or better, or equivalent.
 - or Advisory: GEOL 104 with a grade of "C" or better, or equivalent.
- II. **Current Degree Applicability:** Associate Degree Credit & transfer to CSU
- III. **Current Basic Skills Designation:** N - Not a Basic Skills Course
- IV. **Repeatability:** Course may be taken 1 time(s)
- V. **Course Equivalency:** No
- VI. **Additional Information:**
- VII. **Additional Textbook Information:** Texts are most current editions - 10/2022..

COURSE ANALYSIS DATA

- I. **Reason for Proposed Action:** Six yr review including: 1) revision of title and description, and 2) review of texts for currency. (Course revision is for six year review.)
- II. **How Does The Course Fit The College Mission?** 1. Transfer
- III. **Current Transfer Options:** 1. CSU General Education 2. IGETC 3. UC Transfer Course List
- IV. **Proposed College/District Purpose:** 1. District general education 2. Major Requirement - Associate Degree
- V. **Extraordinary Cost to the College:** N/A.
- VI. **Library Resource Materials:** No new resources needed.

GENERAL EDUCATION ANALYSIS

CSU General Education:

B1 Area B. Scientific Inquiry and Quantitative Reasoning - Physical Science
B3 Area B. Scientific Inquiry and Quantitative Reasoning - Laboratory Activity

District General Education:
B2 Natural Sciences - Physical Sciences

IGETC:

Area 5. Physical and Biological Sciences - 5A: Physical Science
Area 5. Physical and Biological Sciences - 5C: Science Laboratory

UC Transfer Course:

Yes

REQUISITES ANALYSIS

Knowledge of geological fundamentals.

- I. Course: GEOL 104 Describe the scientific method; distinguish scientific observations, hypotheses, theories, and laws.
- II. Course: GEOL 104 Analyze Earth's origin and early evolution in terms of the nebular hypothesis; contrast Earth's compositional layers (e.g., core, mantle, crust) and Earth's mechanical/behavioral layers (e.g., lithosphere, asthenosphere).
- III. Course: GEOL 104 Summarize the theory of plate tectonics, including supporting lines of evidence, and discuss the principal types of plate boundaries and their characteristic geologic features.
- IV. Course: GEOL 104 Summarize the defining characteristics of a mineral; differentiate igneous, sedimentary, and metamorphic rocks in terms of their origin; analyze rock textures in terms of the physical processes controlling their development; explain the rock cycle.
- V. Course: GEOL 104 Describe various surficial processes (e.g., weathering, mass movement, surface water/groundwater processes) shaping Earth's landscapes.
- VI. Course: GEOL 104 Appraise the causes and worldwide distribution of earthquakes in terms of plate tectonic theory; explain how seismic wave analysis contributes to our knowledge of Earth's interior.
- VII. Course: GEOL 104 Distinguish between relative and absolute dating methods; describe general changes observed in the fossil record between Precambrian time and between the Paleozoic, Mesozoic, and Cenozoic Eras.
- VIII. Course: GEOL 104 Interpret major sea floor features in terms of plate tectonic theory, and discuss the important physical and chemical properties of sea water.
- IX. Course: GEOL 100 Explain the scientific method and apply it to geological problems.
- X. Course: GEOL 100 Identify and describe the basic properties of rocks and minerals.
- XI. Course: GEOL 100 Differentiate among igneous, sedimentary and metamorphic rocks; explain the overall classification system for each of the three types; and relate the origin of each type to the rock cycle.
- XII. Course: GEOL 100 Differentiate between the concepts of catastrophism and uniformitarianism and explain the importance of each in terms of the currently accepted age of the Earth.
- XIII. Course: GEOL 104 Assess the broad characteristics of global oceanic circulation; analyze the origin of ocean waves and tides in terms of force and energy flow; differentiate erosional and depositional shoreline features.
- XIV. Course: GEOL 100 Differentiate between relative and absolute dating of geologic events and rock formations.
- XV. Course: GEOL 100 Describe the basis for developing the geologic time scale.
- XVI. Course: GEOL 100 Evaluate how external processes such as mass wasting, weathering, erosion, stream action, and glaciation form, change and erode geological environments.
- XVII. Course: GEOL 100 Compare and contrast mechanical and chemical weathering; describe how soil forms; and explain how parent material, slope, climate, and time affect soil formation.
- XVIII. Course: GEOL 100 Define the term glacier; differentiate between alpine glaciation and continental glaciation; and evaluate the relationship between the alternating glacial-interglacial climates and periodic changes in the earth's orbital geometry.
- XIX. Course: GEOL 100 Evaluate how internal processes such as earthquakes, plate tectonics, and volcanism form and change geological environments.
- XX. Course: GEOL 100 Describe the characteristics of various seismic waves and explain how seismic wave analysis contributes to our knowledge of earthquakes, plate tectonics, and the earth's interior.

Read and write at the college level

- I. Course: ENGL 105 Read, summarize, and critically interpret literary works of fiction, drama, and poetry.
- II. Course: ENGL 101 Read, analyze, discuss, and evaluate a variety of texts.
- III. Course: ENGL 105 Write clear and coherent essays on expository and argumentative topics related to literature, using the elements and characteristics of that literature.

District General Education:
B2 Natural Sciences - Physical Sciences

IGETC:

Area 5. Physical and Biological Sciences - 5C: Science Laboratory
Area 5. Physical and Biological Sciences - 5A: Physical Science

UC Transfer Course:

Yes

REQUISITES ANALYSIS

Knowledge of geological fundamentals.

- I. Course: GEOL 104 Describe the scientific method; distinguish scientific observations, hypotheses, theories, and laws.
- II. Course: GEOL 104 Analyze Earth's origin and early evolution in terms of the nebular hypothesis; contrast Earth's compositional layers (e.g., core, mantle, crust) and Earth's mechanical/behavioral layers (e.g., lithosphere, asthenosphere).
- III. Course: GEOL 104 Summarize the theory of plate tectonics, including supporting lines of evidence, and discuss the principal types of plate boundaries and their characteristic geologic features.
- IV. Course: GEOL 104 Summarize the defining characteristics of a mineral; differentiate igneous, sedimentary, and metamorphic rocks in terms of their origin; analyze rock textures in terms of the physical processes controlling their development; explain the rock cycle.
- V. Course: GEOL 104 Describe various surficial processes (e.g., weathering, mass movement, surface water/groundwater processes) shaping Earth's landscapes.
- VI. Course: GEOL 104 Appraise the causes and worldwide distribution of earthquakes in terms of plate tectonic theory; explain how seismic wave analysis contributes to our knowledge of Earth's interior.
- VII. Course: GEOL 104 Distinguish between relative and absolute dating methods; describe general changes observed in the fossil record between Precambrian time and between the Paleozoic, Mesozoic, and Cenozoic Eras.
- VIII. Course: GEOL 104 Interpret major sea floor features in terms of plate tectonic theory, and discuss the important physical and chemical properties of sea water.
- IX. Course: GEOL 100 Explain the scientific method and apply it to geological problems.
- X. Course: GEOL 100 Identify and describe the basic properties of rocks and minerals.
- XI. Course: GEOL 100 Differentiate among igneous, sedimentary and metamorphic rocks; explain the overall classification system for each of the three types; and relate the origin of each type to the rock cycle.
- XII. Course: GEOL 100 Differentiate between the concepts of catastrophism and uniformitarianism and explain the importance of each in terms of the currently accepted age of the Earth.
- XIII. Course: GEOL 100 Differentiate between relative and absolute dating of geologic events and rock formations.
- XIV. Course: GEOL 100 Describe the basis for developing the geologic time scale.
- XV. Course: GEOL 100 Evaluate how external processes such as mass wasting, weathering, erosion, stream action, and glaciation form, change and erode geological environments.
- XVI. Course: GEOL 100 Compare and contrast mechanical and chemical weathering; describe how soil forms; and explain how parent material, slope, climate, and time affect soil formation.
- XVII. Course: GEOL 100 Define the term glacier; differentiate between alpine glaciation and continental glaciation; and evaluate the relationship between the alternating glacial-interglacial climates and periodic changes in the earth's orbital geometry.
- XVIII. Course: GEOL 100 Evaluate how internal processes such as earthquakes, plate tectonics, and volcanism form and change geological environments.
- XIX. Course: GEOL 100 Describe the characteristics of various seismic waves and explain how seismic wave analysis contributes to our knowledge of earthquakes, plate tectonics, and the earth's interior.
- XX. Course: GEOL 100 Outline the theory of plate tectonics, including supporting lines of evidence, and discuss the principal types of plate boundaries and their characteristic geologic features.
- XXI. Course: GEOL 100 Discuss the characteristics of Earth's major mountain belts, both volcanic and non-volcanic, and explain the concept of orogeny as it applies to plate tectonic theory.

Read and write at the college level

- I. Course: ENGL 105 Read, summarize, and critically interpret literary works of fiction, drama, and poetry.
- II. Course: ENGL 101 Read, analyze, discuss, and evaluate a variety of texts.

- IV. Course: ENGL 101 Identify arguments, patterns, and strategies in a variety of texts.
- V. Course: ENGL 105 Interpret representative examples of the standard literary genres and analyze them according to basic literary theories.
- VI. Course: ENGL 101 Write, revise, and edit a total of at least 6,000 graded words.
- VII. Course: ENGL 105 Read academic expository and argumentative literary criticism related to literary topics for main points, interpretation, meaning, and structure, and summarize, interpret, and analyze this criticism.
- VIII. Course: ENGL 101 Compose a variety of essays that demonstrate increasing familiarity with and expertise in academic writing.
- IX. Course: ENGL 105 Write college research papers that demonstrate both proper documentation and adequate library research.
- X. Course: ENGL 101 Select a variety of research strategies using appropriate documentation.
- XI. Course: ENGL 101 Apply critical thinking in reading, writing, and class discussion.
- XII. Course: ENGL 105 Evaluate and apply critical thinking in the process of reading and writing as well as in class discussion.
- XIII. Course: ENGL 105 Interpret influence of literary context, including historical, social, political, and cultural perspectives.

SECTION III

COURSE DISTANCE EDUCATION INFORMATION

- I. **MESA**
- II. **Distance Education Methods of Instruction:** 1. Partially online only
- III. **Other Distance Education Methods:** When this course is offered online, only the lecture portion will be offered in that format. All lab content will be done in person, face-to-face.
- 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
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. Announcements from the instructor to the students will be used as needed. Telephone calls between students and the instructor may be used to discuss questions and concerns throughout the course. E-mail/Messaging may be used for asynchronous instructor-to-student and student-to-student communication. Chat rooms may be used for synchronous interaction between students and between the instructor and students. Threaded discussions may be used for instructor-to-student and student-to-student asynchronous group communication. Live-classroom may be used for synchronous online lectures, meetings and office hour meetings as appropriate. Video, audio, learning objects and archived live-classroom lectures may be included for students to interact with asynchronously where appropriate. Assignments and tests that will be used in the Distance Education course will be exactly the same as those in the traditional course. Students will submit all course work (tests and assignments) electronically to the instructor for grading.
- VI. **How to Evaluate Students for Achieved Outcomes:** The evaluation methods will mirror the on-campus course as specified in the course outline. The feedback on assignments and tests will be submitted electronically to the student.
- VII. **Additional Resources/Materials/Information:** SDCCD and DSPS personnel will provide all needed accommodations. DSPS will provide a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).
- VIII. **Audio Visual Library Materials:** NO
- IX. **CITY**
- X. **Distance Education Methods of Instruction:** 1. Fully Online
- XI. **Other Distance Education Methods:**
- XII. **Type and frequency of contact may include, but is not limited to:**
 - 1. Announcements

- III. Course: ENGL 105 Write clear and coherent essays on expository and argumentative topics related to literature, using the elements and characteristics of that literature.
- IV. Course: ENGL 101 Identify arguments, patterns, and strategies in a variety of texts.
- V. Course: ENGL 105 Interpret representative examples of the standard literary genres and analyze them according to basic literary theories.
- VI. Course: ENGL 101 Write, revise, and edit a total of at least 6,000 graded words.
- VII. Course: ENGL 105 Read academic expository and argumentative literary criticism related to literary topics for main points, interpretation, meaning, and structure, and summarize, interpret, and analyze this criticism.
- VIII. Course: ENGL 101 Compose a variety of essays that demonstrate increasing familiarity with and expertise in academic writing.
- IX. Course: ENGL 105 Write college research papers that demonstrate both proper documentation and adequate library research.
- X. Course: ENGL 101 Select a variety of research strategies using appropriate documentation.
- XI. Course: ENGL 101 Apply critical thinking in reading, writing, and class discussion.
- XII. Course: ENGL 105 Evaluate and apply critical thinking in the process of reading and writing as well as in class discussion.
- XIII. Course: ENGL 105 Interpret influence of literary context, including historical, social, political, and cultural perspectives.

SECTION III

COURSE DISTANCE EDUCATION INFORMATION

- I. **MESA**
- II. **Distance Education Methods of Instruction:** 1. Partially online only
- III. **Other Distance Education Methods:** When this course is offered online, only the lecture portion will be offered in that format. All lab content will be done in person, face-to-face.
- 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
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. Announcements from the instructor to the students will be used as needed. Telephone calls between students and the instructor may be used to discuss questions and concerns throughout the course. E-mail/Messaging may be used for asynchronous instructor-to-student and student-to-student communication. Chat rooms may be used for synchronous interaction between students and between the instructor and students. Threaded discussions may be used for instructor-to-student and student-to-student asynchronous group communication. Live-classroom may be used for synchronous online lectures, meetings and office hour meetings as appropriate. Video, audio, learning objects and archived live-classroom lectures may be included for students to interact with asynchronously where appropriate. Assignments and tests that will be used in the Distance Education course will be exactly the same as those in the traditional course. Students will submit all course work (tests and assignments) electronically to the instructor for grading.
- VI. **How to Evaluate Students for Achieved Outcomes:** The evaluation methods will mirror the on-campus course as specified in the course outline. The feedback on assignments and tests will be submitted electronically to the student.
- VII. **Additional Resources/Materials/Information:** SDCCD and DSPS personnel will provide all needed accommodations. DSPS will provide a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).
- VIII. **Audio Visual Library Materials:** NO
- IX. **CITY**
- X. **Distance Education Methods of Instruction:** 1. Fully Online
- XI. **Other Distance Education Methods:**
- XII. **Type and frequency of contact may include, but is not limited to:**

- Weekly
- 2. Chat Rooms
as needed
- 3. Collaborative Web Documents
Weekly
- 4. Conferencing
As needed
- 5. Discussion Board
Weekly
- 6. Individualized Assignment Feedback
Weekly
- 7. Synchronous or Asynchronous Video
Weekly

XIII. 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. Students complete laboratory activities, such as online simulations, at home lab activities, and online laboratory problem sets. Students are required to purchase a rock, fossil, and mineral kit and a loupe.

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, laboratory activities, laboratory reports, and/or group or individual projects posted to the discussion board or other online collaboration tool.

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

SECTION IV

COURSE STUDENT LEARNING OUTCOME(S)

CITY

MESA

- Students will display the ability to use proportional reasoning and graphical analysis to establish and analyze relationships between measured quantities.
- Students will be able to classify rock strata, faults and intrusions by age, using a combination of absolute and relative dating techniques.
- Students will display the ability to use proportional reasoning and graphical analysis to establish and analyze relationships between measured quantities.
- Students will display the ability to clearly communicate scientific principles, experimental results, and their implications.
- Students will display the ability to clearly communicate scientific principles, experimental results, and their implications.
- Students will display the ability to apply conceptual and mathematical tools to correctly predict the future state of physical systems.
- Students will display the ability to apply conceptual and mathematical tools to correctly predict the future state of physical systems.

MIRAMAR

- Students will be able to classify rock strata, faults and intrusions by age, using a combination of absolute and relative dating techniques.

SECTION V

COURSE DATA ADMINISTRATION ELEMENTS

I. Codes:

California Classification: (Y Credit Course)

TOP Code: 1914.00 Geology

- 1. Announcements
Weekly
- 2. Chat Rooms
as needed
- 3. Collaborative Web Documents
Weekly
- 4. Conferencing
As needed
- 5. Discussion Board
Weekly
- 6. Individualized Assignment Feedback
Weekly
- 7. Synchronous or Asynchronous Video
Weekly

XIII. 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. Students complete laboratory activities, such as online simulations, at home lab activities, and online laboratory problem sets. Students are required to purchase a rock, fossil, and mineral kit and a loupe.

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, laboratory activities, laboratory reports, and/or group or individual projects posted to the discussion board or other online collaboration tool.

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

SECTION IV

COURSE STUDENT LEARNING OUTCOME(S)

CITY

MESA

- Students will display the ability to use proportional reasoning and graphical analysis to establish and analyze relationships between measured quantities.
- Students will be able to classify rock strata, faults and intrusions by age, using a combination of absolute and relative dating techniques.
- Students will display the ability to use proportional reasoning and graphical analysis to establish and analyze relationships between measured quantities.
- Students will display the ability to clearly communicate scientific principles, experimental results, and their implications.
- Students will display the ability to clearly communicate scientific principles, experimental results, and their implications.
- Students will display the ability to apply conceptual and mathematical tools to correctly predict the future state of physical systems.
- Students will display the ability to apply conceptual and mathematical tools to correctly predict the future state of physical systems.

MIRAMAR

- Students will be able to classify rock strata, faults and intrusions by age, using a combination of absolute and relative dating techniques.

SECTION V

COURSE DATA ADMINISTRATION ELEMENTS

I. Codes:

California Classification: (Y Credit Course)

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

Lab Units: 1.00

Total Units: 4

Lecture Hours Min: 48.00 Max: 54.00

Lab Hours Min: 48.00 Max: 54.00

Other Hours Min: 0.00 Max:0.00

Total Contact Hours Min: 96.00 Max:108.00

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

Total Student Learning Hours Min: 192.00 Max: 216.00

FTEF Lecture Min: 0.2000 Max:

FTEF Lab Min: 0.2000 Max:

FTEF Total Min: 0.4000 Max:

III. Last Time Pre/Co Requisite Update: 09/01/2022

IV. Last Outline Revision Date: 08/26/2021

V. CIC Approval: 09/22/2022

VI. BOT Approval:

VII. State Approval:

VIII. Revised State Approval:

IX. Course Approval Effective Date: Spring 2023

SECTION VI

CREDIT FOR PRIOR LEARNING

TOP Code: 1914.00 Geology

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

Lab Units: 1.00

Total Units: 4

Lecture Hours Min: 48.00 Max: 54.00

Lab Hours Min: 48.00 Max: 54.00

Other Hours Min: 0.00 Max:0.00

Total Contact Hours Min: 96.00 Max:108.00

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

Total Student Learning Hours Min: 192.00 Max: 216.00

FTEF Lecture Min: 0.2000 Max:

FTEF Lab Min: 0.2000 Max:

FTEF Total Min: 0.4000 Max:

III. Last Time Pre/Co Requisite Update: 10/28/2022

IV. Last Outline Revision Date: 08/26/2021

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, AND MIRAMAR COLLEGES
ASSOCIATE DEGREE COURSE OUTLINE**

SECTION I**SUBJECT AREA AND COURSE NUMBER:** Mathematics 150L**COURSE TITLE:**

Calculus I Laboratory

Units:

1

Letter Grade or Pass/No Pass Option

CATALOG COURSE DESCRIPTION:

This course is a workshop, project-oriented course dealing with exploration and development of the calculus topics introduced in Calculus and Analytic Geometry I. This course directly supports the calculus lectures by having hands-on, collaborative assignments where technology is strongly incorporated throughout all the in-class assignments. Students work individually and in small groups on explorations and applications thus extending the material presented in Mathematics 150. Topics including geometric, analytic and numeric applications of limits, derivatives and integrals as well as calculus applications found in the physical and life sciences. This course is intended for all students currently enrolled in Mathematics 150.

REQUISITES:**Prerequisite:**

MATH 141B with a grade of "C" or better, or equivalent

Corequisite:

MATH 150

FIELD TRIP REQUIREMENTS:

May be required

TRANSFER APPLICABILITY:

Associate Degree Credit & transfer to CSU UC Transfer Course List

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

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. Analyze and explore limit problems using graphs, tables and algebraic techniques.
2. Investigate proving limits using technology including the development of the epsilon-delta definition of limits.
3. Analyze and explore the continuity of functions at a point and over an interval, including the use of technology to visualize and conjecture on the behavior of functions.
4. Analyze and explore the differentiability of a function at a point and over an interval, including the use of technology to develop further understanding of instantaneous rates of change.
5. Develop an understanding between the continuity of a function and its differentiability at a point.
6. Explore differentiation techniques and incorporate technology in solving complicated derivatives.
7. Analyze and explore applications of derivatives including graphing which implements differentiation techniques.
8. Apply differentiation techniques to solve optimization problems, related rates, linear approximations using differentials, and problems from physics and geometry.
9. Apply techniques for calculating antiderivatives.
10. Explore and develop further understanding of Fundamental Theorem of Calculus.
11. Analyze and explore applications of integrals including areas, volumes, arc lengths and surface areas of revolution.
12. Apply integrals to a variety of problems in physics and geometry.
13. Apply technology in solving calculus related 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. Limits and Continuity

- A. Graphs and function tables
- B. Algebraic techniques
- C. Explorations in limits of functions
- D. Demonstrations of e-d definition of limits of functions
- E. Exploring and analyzing continuity at a point and over an interval
- F. Analyze continuity over open, closed, half closed intervals
- G. Incorporating technology in solving problems

II. Differentiation and Applications

- A. The derivative at a point using the limit definition
- B. The derivative as a rate of change
- C. The derivative over an interval
- D. Derivatives over open, closed, and half closed intervals
- E. Understanding of the relation between continuity and differentiability
- F. Differentiation techniques
- G. Exploring applications of derivatives including graphing using differentiation techniques
- H. Optimization problems, related rates, linear approximations using differentials, and application problems from physics, and geometry
- I. Incorporating technology in solving problems

III. Integration and Applications

- A. Indefinite integrals
- B. Implementing techniques to calculate antiderivatives
- C. Exploration and development of the Fundamental Theorem of Calculus
- D. Applications of definite integrals
 1. Areas
 2. Volume
 3. Arc lengths and surface areas of revolution
 4. Physics applications

E. Incorporating technology in solving problems

B. Reading Assignments:

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

- I. Related sections in Calculus, by Anton, 11th edition 2016.
- II. Related chapters in Calculus, by Hughes-Hallet, Gleason, Mc Callum, et al, 1998.
- III. Related chapters in Calculus, by Stewart, 8th edition. 2015.
- IV. Schaum's Outline, Theory and Problems of Calculus, 4th edition 1999.
- V. Related readings from textbook lab and manuals, or other ancillaries
- VI. Other calculus text books, periodicals or journals such as Math Horizons, The College Mathematics journal or Mathematics Magazine.
- VII. Calculus related topics found on the Internet.

C. Writing Assignments:

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

Students are expected to complete writing assignments that involve application of critical thinking and analytical skills. A substantial portion of this course is dedicated to exploring and applying mathematical concepts. Students should be able to understand and apply principles of calculus to problems in the natural and physical sciences. The students will be required to formulate logical arguments as part of the written homework assignments.

- I. 1. Written solutions to problems using proper mathematical terminology, and implementing technology in solving calculus problems including but not limited to:
 - A. Graphing of functions
 - B. Exploring limits
 - C. Calculating derivatives and their applications
 - D. Calculating definite and indefinite integrals by the Fundamental Theorem of Calculus and as limits of Partial sums.
 - E. Solving applications of integrals
- II. Developing a deeper understanding of theorems related to the material covered in class.

D. Appropriate Outside Assignments:

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

All outside assignments are intended to be completion of projects and group work started in class.

- I. Reading and writing assignments as specified in the course syllabus.
- II. Library, electronic and other archival research.
- III. Viewing of assigned/recommended media materials.
- IV. Reviewing current periodicals such as Mathematics Magazine, or Math Horizons.
- V. Preparing collaborative projects focusing on expanding mathematical concepts presented in class.

E. Appropriate Assignments that Demonstrate Critical Thinking:

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

- I. Applying algebraic, geometric, and numeric techniques to analyze problems.
- II. Creating appropriate functions to model dynamic and static phenomena.
- III. Applying appropriate calculus principles to solve a variety of problems.
- IV. Interpreting and analyzing calculus principles.
- V. Analyzing and solving problems that are broader in scope than those present in lecture, or introduced in the text.
- VI. Applying various calculus concepts in interpreting applications.
- VII. Apply technology in solving calculus 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:

The instructor shall, in accordance with District Policy, provide each student with a written course syllabus that indicates the evaluation factors or procedures to be used.

- I. In-class objective quizzes, performance in individual and collaborative projects, performance on written assignments, understanding of major mathematical concepts such as limits, differentiation, or integration; analytical thinking, and problem solving techniques. Quizzes can consist of free response items, multiple choice items, or a combination.
- II. Written reports on related calculus topics.
- III. Exploratory activities involving technology.
- IV. Class participation, including:
 - A. Participation in classroom discussion.
 - B. Participation in collaborative assignments.
 - C. Oral presentations on a variety of calculus subjects.
 - D. Group projects.
 - E. Classroom experiments and simulations.
- V. Supplementary activities, including:
 - A. Library and on-line Internet research
 - B. Reviewing current periodicals

3. METHODS OF INSTRUCTION:

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

- * Laboratory
- * Other (Specify)
 - * 1. Demonstrations using visual aids including but not limited to the computer, the graphing calculator, or videos
 - * 2. Group discussions and problem solving performed in class
 - * 3. Quiz review performed in class
 - * 4. Collaborative projects
 - * 5. Calculator and/or computer assignments
 - * 6. Optional materials available at the Student Learning Resource Center
 - * 7. Guest speakers

4. REQUIRED TEXTS AND SUPPLIES:

Textbooks may include, but are not limited to:

TEXTBOOKS:

1. Anton. Calculus, Early Transcendentals, 11th ed. Wiley , 2016, ISBN: 1118883829
2. Larson & Edwards. Calculus, 10th ed. Cengage, 2013, ISBN: 9781285057095
3. Stewart. Calculus, 8th ed. Cengage, 2015, ISBN: 1285740629
4. Swokowski. Calculus, 5th ed. Brooks/Cole, 1991, ISBN: 0534435386

MANUALS:

PERIODICALS:

SOFTWARE:

SUPPLIES:

1. Graphing calculator.
2. The required text from the Math 150 course in which the student is enrolled.
3. Ruler and protractor.
4. Diskettes (optional)
5. USB memory drive (optional).

ORIGINATOR: Lan Hong

ORIGINATION DATE: 03/07/2022
PROPOSAL ORIGINATOR: Julia McMenamin
CO-CONTRIBUTOR(S)
PROPOSAL DATE: 10/07/2022

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

COURSE TO BE PROPOSED: MATH 150L
Calculus I Laboratory

ACTIVE/APPROVED COURSES IMPACTED:

MATH 150L Calculus I Laboratory (29380)

ACTIVE/APPROVED/PROPOSED PROGRAMS IMPACTED:

(City)

Applied Mathematics *Active*;
Associate of Arts Degree

Recommended Electives:

(City)

Mathematics *Active*;
Associate of Arts Degree

Recommended Electives:

SAN DIEGO COMMUNITY COLLEGE DISTRICT

MESA AND MIRAMAR COLLEGES

Course Outline of Record: Curriculum Proposal Report

SECTION I

- I. **Subject Area:** Mathematics
- II. **Course Number:** 150L
- III. **Course Title:** Calculus I Laboratory
- IV. **Disciplines (Instructor Minimum Qualifications):** Mathematics
- V.
- VI. **Family:**
- VII. **Current Short Title:** Calculus I Laboratory
- VIII. **Course Is Active/Where?**
- IX. **Originating Campus:** MIRAMAR
- X. **Action Proposed:** Course Revision (May Include Activation)
- XI. **Distance Education Proposed At:** NONE
- XII. **Proposal Originating Date:** 10/07/2022
- 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:** Project-based, technology oriented course in direct support of Math 150.

SECTION II

COURSE ENROLLMENT INFORMATION

- I. **Requisites:**
Prerequisite: MATH 141B with a grade of "C" or better, or equivalent. Is a successor course in a discipline or cross-discipline sequence
Corequisite: MATH 150
- II. **Current Degree Applicability:** Associate Degree Credit & transfer to CSU
- III. **Current Basic Skills Designation:** N - Not a Basic Skills Course
- IV. **Repeatability:** Course may be taken 1 time(s)
- V. **Course Equivalency:** No
- VI. **Additional Information:**
- VII. **Additional Textbook Information:**

COURSE ANALYSIS DATA

- I. **Reason for Proposed Action:** We received a grant to include activities for Math 150 to further understanding.
- II. **How Does The Course Fit The College Mission?** 1. Transfer
- III. **Current Transfer Options:** 1. UC Transfer Course List
- IV. **Proposed College/District Purpose:** 1. Major Requirement - Associate Degree
- V. **Extraordinary Cost to the College:** Course requires the use of a computer lab containing a Computer Algebraic System (CAS) such as Maple, Derive, Mathematica, or Geometer Sketch Pad. Each college currently has such a lab..
- VI. **Library Resource Materials:** N/A.

GENERAL EDUCATION ANALYSIS

UC Transfer Course:
Yes

REQUISITES ANALYSIS

Knowledge of the theory of functions, including being able to determine a function's domains and range, as well as ascertaining if the function is one-to-one.

- I. **Course: MATH 141B** Define trigonometric functions in terms of the lengths of the sides of right

triangles, and apply to problems involving right triangles.

- II. Course: MATH 141B Evaluate trigonometric functions of special angles by utilizing geometric properties of triangles.
- III. Course: MATH 141B Define and evaluate trigonometric functions as circular functions.
- IV. Course: MATH 141B Apply the definitions of trigonometric functions to describe vector in terms of magnitude and direction, and Cartesian coordinates.

Ability to graph a variety of functions, and to determine geometric properties of functions.

- I. Course: MATH 141B Evaluate trigonometric functions of special angles by utilizing geometric properties of triangles.
- II. Course: MATH 141B Graph and analyze trigonometric functions including their geometric and algebraic properties.
- III. Course: MATH 141B Define and analyze sequences and series, including arithmetic and geometric sequences and series, and find the sum of finite and infinite geometric series.

Ability to perform algebraic operations with functions, including function composition.

Ability to solve various type of equations, including polynomial, rational, exponential, logarithmic and trigonometric.

- I. Course: MATH 141B Define trigonometric functions in terms of the lengths of the sides of right triangles, and apply to problems involving right triangles.
- II. Course: MATH 141B Evaluate trigonometric functions of special angles by utilizing geometric properties of triangles.
- III. Course: MATH 141B Derive and prove fundamental trigonometric identities.
- IV. Course: MATH 141B Solve trigonometric and inverse trigonometric equations.
- V. Course: MATH 141B Represent complex numbers in rectangular, trigonometric, and exponential forms, and perform arithmetic operations with each representation.

Ability to simplify difference quotients involving various functions.

- I. Course: MATH 141B Simplify difference quotients involving a variety of algebraic and transcendental functions.

Ability to apply various trigonometric identities in order to rewrite or simplify a trigonometric expression.

- I. Course: MATH 141B Define trigonometric functions in terms of the lengths of the sides of right triangles, and apply to problems involving right triangles.
- II. Course: MATH 141B Evaluate trigonometric functions of special angles by utilizing geometric properties of triangles.
- III. Course: MATH 141B Solve trigonometric and inverse trigonometric equations.
- IV. Course: MATH 141B Represent complex numbers in rectangular, trigonometric, and exponential forms, and perform arithmetic operations with each representation.

Ability to apply matrices in solving linear systems of equations.

- I. Course: MATH 141B Solve trigonometric and inverse trigonometric equations.

SECTION III

COURSE DISTANCE EDUCATION INFORMATION

- I. None

SECTION IV

COURSE STUDENT LEARNING OUTCOME(S)

MESA

MIRAMAR

We currently do not offer this course. This course is a workshop, project-oriented course dealing with exploration and development of the calculus topics introduced in Calculus and Analytic Geometry I. This course directly supports the calculus lectures by having hands-on, collaborative assignments where technology is strongly incorporated throughout all the in-class assignments. Students work individually and in small groups on explorations and applications thus extending the material presented in Mathematics 150. Topics including geometric, analytic and numeric applications of limits, derivatives and integrals as well as calculus applications found in the physical and life sciences. This course is intended for all students currently enrolled in Mathematics 150. Instructor monitors and facilitates group and individual presentations and projects. (FT) AA/AS; CSU; UC.

SECTION V

COURSE DATA ADMINISTRATION ELEMENTS

I. Codes:

California Classification: (Y Credit Course)

TOP Code: 1702.00 Mathematics Skills

SAM Code: E - Non Occupational

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

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

Course Program Status (CB24): Not program-applicable

Course Gen Education Status (CB25): 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: 10/07/2022

IV. Last Outline Revision Date: 12/13/2018

V. CIC Approval:

VI. BOT Approval:

VII. State Approval:

VIII. Revised State Approval:

IX. Course Approval Effective Date:

SECTION VI

CREDIT FOR PRIOR LEARNING

Previous Report

MATH 150L

CIC Approval: 04/14/2022
BOT APPROVAL:
STATE APPROVAL:
EFFECTIVE TERM: Fall 2023

SAN DIEGO COMMUNITY COLLEGE DISTRICT

MESA COLLEGE

ASSOCIATE DEGREE COURSE OUTLINE

SECTION I

SUBJECT AREA AND COURSE NUMBER: Mathematics 150L

COURSE TITLE:
Calculus I Laboratory

Units:
1

Letter Grade or Pass/No Pass Option

CATALOG COURSE DESCRIPTION:

This course is a workshop, project-oriented course dealing with exploration and development of the calculus topics introduced in Calculus and Analytic Geometry I. This course directly supports the calculus lectures by having hands-on, collaborative assignments where technology is strongly incorporated throughout all the in-class assignments. Students work individually and in small groups on explorations and applications thus extending the material presented in Mathematics 150. Topics including geometric, analytic and numeric applications of limits, derivatives and integrals as well as calculus applications found in the physical and life sciences. This course is intended for all students currently enrolled in Mathematics 150.

REQUISITES:

Prerequisite:
MATH 141 with a grade of "C" or better, or equivalent
Corequisite:
MATH 150

FIELD TRIP REQUIREMENTS:

May be required

TRANSFER APPLICABILITY:

Associate Degree Credit & transfer to CSU UC Transfer Course List

CID:

TOTAL LECTURE HOURS:

TOTAL LAB HOURS:
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. Analyze and explore limit problems using graphs, tables and algebraic techniques.
2. Investigate proving limits using technology including the development of the epsilon-delta definition of limits.
3. Analyze and explore the continuity of functions at a point and over an interval, including the use of technology to visualize and conjecture on the behavior of functions.
4. Analyze and explore the differentiability of a function at a point and over an interval, including the use of

Current Report

MATH 150L

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

SAN DIEGO COMMUNITY COLLEGE DISTRICT

MESA, AND MIRAMAR COLLEGES

ASSOCIATE DEGREE COURSE OUTLINE

SECTION I

SUBJECT AREA AND COURSE NUMBER: Mathematics 150L

COURSE TITLE:
Calculus I Laboratory

Units:
1

Letter Grade or Pass/No Pass Option

CATALOG COURSE DESCRIPTION:

This course is a workshop, project-oriented course dealing with exploration and development of the calculus topics introduced in Calculus and Analytic Geometry I. This course directly supports the calculus lectures by having hands-on, collaborative assignments where technology is strongly incorporated throughout all the in-class assignments. Students work individually and in small groups on explorations and applications thus extending the material presented in Mathematics 150. Topics including geometric, analytic and numeric applications of limits, derivatives and integrals as well as calculus applications found in the physical and life sciences. This course is intended for all students currently enrolled in Mathematics 150.

REQUISITES:

Prerequisite:
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Corequisite:
MATH 150

FIELD TRIP REQUIREMENTS:

May be required

TRANSFER APPLICABILITY:

Associate Degree Credit & transfer to CSU UC Transfer Course List

CID:

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TOTAL LAB HOURS:
48 - 54

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1. Analyze and explore limit problems using graphs, tables and algebraic techniques.
2. Investigate proving limits using technology including the development of the epsilon-delta definition of limits.
3. Analyze and explore the continuity of functions at a point and over an interval, including the use of technology to visualize and conjecture on the behavior of functions.
4. Analyze and explore the differentiability of a function at a point and over an interval, including the use of technology to develop further understanding of instantaneous rates of change.

- technology to develop further understanding of instantaneous rates of change.
5. Develop an understanding between the continuity of a function and its differentiability at a point.
 6. Explore differentiation techniques and incorporate technology in solving complicated derivatives.
 7. Analyze and explore applications of derivatives including graphing which implements differentiation techniques.
 8. Apply differentiation techniques to solve optimization problems, related rates, linear approximations using differentials, and problems from physics and geometry.
 9. Apply techniques for calculating antiderivatives.
 10. Explore and develop further understanding of Fundamental Theorem of Calculus.
 11. Analyze and explore applications of integrals including areas, volumes, arc lengths and surface areas of revolution.
 12. Apply integrals to a variety of problems in physics and geometry.
 13. Apply technology in solving calculus related problems.

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. Limits and Continuity

- A. Graphs and function tables
- B. Algebraic techniques
- C. Explorations in limits of functions
- D. Demonstrations of ϵ - δ definition of limits of functions
- E. Exploring and analyzing continuity at a point and over an interval
- F. Analyze continuity over open closed half closed intervals
- G. Incorporating technology in solving problems

II. Differentiation and Applications

- A. The derivative at a point using the limit definition
- B. The derivative as a rate of change
- C. The derivative over an interval
- D. Derivatives over open closed and half closed intervals
- E. Understanding of the relation between continuity and differentiability
- F. Differentiation techniques
- G. Exploring applications of derivatives including graphing using differentiation techniques
- H. Optimization problems related rates linear approximations using differentials and application problems from physics and geometry
- I. Incorporating technology in solving problems

III. Integration and Applications

- A. Indefinite integrals
- B. Implementing techniques to calculate antiderivatives
- C. Exploration and development of the Fundamental Theorem of Calculus
- D. Applications of definite integrals
 1. Areas
 2. Volume
 3. Arc lengths and surface areas of revolution
 4. Physics applications
- E. Incorporating technology in solving problems

B. Reading Assignments:

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

- I. Related sections in Calculus, by Anton, 11th edition 2016.
- II. Related chapters in Calculus, by Hughes-Hallet, Gleason, Mc Callum, et al, 1998.
- III. Related chapters in Calculus, by Stewart, 8th edition. 2015.
- IV. Schaum's Outline, Theory and Problems of Calculus, 4th edition 1999.
- V. Related readings from textbook lab and manuals, or other ancillaries
- VI. Other calculus text books, periodicals or journals such as Math Horizons, The College Mathematics journal or Mathematics Magazine.
- VII. Calculus related topics found on the Internet.

C. Writing Assignments:

Writing assignments are required and may include, but are not limited to, the following: Students are expected to complete writing assignments that involve application of critical thinking and analytical skills. A substantial portion of this course is dedicated to exploring and applying mathematical concepts. Students should be able to understand and apply principles of calculus to problems in the natural and physical sciences. The students will be required to formulate logical arguments as part of the written homework assignments.

- I. 1. Written solutions to problems using proper mathematical terminology, and implementing technology in solving

5. Develop an understanding between the continuity of a function and its differentiability at a point.
6. Explore differentiation techniques and incorporate technology in solving complicated derivatives.
7. Analyze and explore applications of derivatives including graphing which implements differentiation techniques.
8. Apply differentiation techniques to solve optimization problems, related rates, linear approximations using differentials, and problems from physics and geometry.
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- I. 1. Written solutions to problems using proper mathematical terminology, and implementing technology in solving calculus problems including but not limited to:
 - A. Graphing of functions

- calculus problems including but not limited to:
 - A. Graphing of functions
 - B. Exploring limits
 - C. Calculating derivatives and their applications
 - D. Calculating definite and indefinite integrals by the Fundamental Theorem of Calculus and as limits of Partial sums.
 - E. Solving applications of integrals
- II. Developing a deeper understanding of theorems related to the material covered in class.

D. Appropriate Outside Assignments:

Outside assignments may include, but are not limited to, the following:
All outside assignments are intended to be completion of projects and group work started in class.

- I. Reading and writing assignments as specified in the course syllabus.
- II. Library, electronic and other archival research.
- III. Viewing of assigned/recommended media materials.
- IV. Reviewing current periodicals such as Mathematics Magazine, or Math Horizons.
- V. Preparing collaborative projects focusing on expanding mathematical concepts presented in class.

E. Appropriate Assignments that Demonstrate Critical Thinking:

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

- I. Applying algebraic, geometric, and numeric techniques to analyze problems.
- II. Creating appropriate functions to model dynamic and static phenomena.
- III. Applying appropriate calculus principles to solve a variety of problems.
- IV. Interpreting and analyzing calculus principles.
- V. Analyzing and solving problems that are broader in scope than those present in lecture, or introduced in the text.
- VI. Applying various calculus concepts in interpreting applications.
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The instructor shall, in accordance with District Policy, provide each student with a written course syllabus that indicates the evaluation factors or procedures to be used.

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- II. Written reports on related calculus topics.
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- IV. Class participation, including:
 - A. Participation in classroom discussion.
 - B. Participation in collaborative assignments.
 - C. Oral presentations on a variety of calculus subjects.
 - D. Group projects.
 - E. Classroom experiments and simulations.
- V. Supplementary activities, including:
 - A. Library and on-line Internet research
 - B. Reviewing current periodicals

3. METHODS OF INSTRUCTION:

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

- * Laboratory
- * Other (Specify)
- * 1. Demonstrations using visual aids including but not limited to the computer, the graphing calculator, or videos
- * 2. Group discussions and problem solving performed in class
- * 3. Quiz review performed in class
- * 4. Collaborative projects
- * 5. Calculator and/or computer assignments
- * 6. Optional materials available at the Student Learning Resource Center
- * 7. Guest speakers

4. REQUIRED TEXTS AND SUPPLIES:

Textbooks may include, but are not limited to:

- B. Exploring limits
 - C. Calculating derivatives and their applications
 - D. Calculating definite and indefinite integrals by the Fundamental Theorem of Calculus and as limits of Partial sums.
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- III. Applying appropriate calculus principles to solve a variety of problems.
- IV. Interpreting and analyzing calculus principles.
- V. Analyzing and solving problems that are broader in scope than those present in lecture, or introduced in the text.
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- III. Exploratory activities involving technology.
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 - B. Participation in collaborative assignments.
 - C. Oral presentations on a variety of calculus subjects.
 - D. Group projects.
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- V. Supplementary activities, including:
 - A. Library and on-line Internet research
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- * Other (Specify)
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- * 2. Group discussions and problem solving performed in class
- * 3. Quiz review performed in class
- * 4. Collaborative projects
- * 5. Calculator and/or computer assignments
- * 6. Optional materials available at the Student Learning Resource Center
- * 7. Guest speakers

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TEXTBOOKS:

- 1. Anton. Calculus, Early Transcendentals, 11th ed. Wiley, 2016, ISBN: 1118883829

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1. Anton. Calculus, Early Transcendentals, 11th ed. Wiley , 2016, ISBN: 1118883829
2. Larson & Edwards. Calculus, 10th ed. Cengage, 2013, ISBN: 9781285057095
3. Stewart. Calculus, 8th ed. Cengage, 2015, ISBN: 1285740629
4. Swokowski. Calculus, 5th ed. Brooks/Cole, 1991, ISBN: 0534435386

MANUALS:

PERIODICALS:

SOFTWARE:

SUPPLIES:

1. Graphing calculator.
2. The required text from the Math 150 course in which the student is enrolled.
3. Ruler and protractor.
4. Diskettes (optional)
5. USB memory drive (optional).

ORIGINATOR: Juan U. Bernal
ORIGINATION DATE: 09/07/2018
PROPOSAL ORIGINATOR: Lan Hong
CO-CONTRIBUTOR(S)
PROPOSAL DATE: 03/07/2022

Status: Approved

Date Printed: 02/13/2023

2. Larson & Edwards. Calculus, 10th ed. Cengage, 2013, ISBN: 9781285057095
3. Stewart. Calculus, 8th ed. Cengage, 2015, ISBN: 1285740629
4. Swokowski. Calculus, 5th ed. Brooks/Cole, 1991, ISBN: 0534435386

MANUALS:

PERIODICALS:

SOFTWARE:

SUPPLIES:

1. Graphing calculator.
2. The required text from the Math 150 course in which the student is enrolled.
3. Ruler and protractor.
4. Diskettes (optional)
5. USB memory drive (optional).

ORIGINATOR: Lan Hong
ORIGINATION DATE: 03/07/2022
PROPOSAL ORIGINATOR: Julia McMenamin
CO-CONTRIBUTOR(S)
PROPOSAL DATE: 10/07/2022

Status: Launched

Date Printed: 02/13/2023

Previous Report

SAN DIEGO COMMUNITY COLLEGE DISTRICT

MESA COLLEGE

Course Outline of Record:
Curriculum Proposal Report

SECTION I

- I. **Subject Area:** Mathematics
- II. **Course Number:** 150L
- III. **Course Title:** Calculus I Laboratory
- IV. **Disciplines (Instructor Minimum Qualifications):** Mathematics
- V.
- VI. **Family:**
- VII. **Current Short Title:** Calculus I Laboratory
- VIII. **Course Is Active/Where?** CITY AND MESA
- IX. **Originating Campus:** CITY
- X. **Action Proposed:** Course Deactivation *(Active at another College)*
- XI. **Distance Education Proposed At:** NONE
- XII. **Proposal Originating Date:** 03/07/2022
- XIII. **Proposed Start Semester:** Fall 2023
- XIV. **Field Trip:** May be required
- XV. **Grading Option:** Letter Grade or Pass/No Pass Option
- XVI. **Current Short Description:** Project-based, technology oriented course in direct support of Math 150.

SECTION II

COURSE ENROLLMENT INFORMATION

- I. **Requisites:**
Prerequisite: MATH 141 with a grade of "C" or better, or equivalent. Is a successor course in a discipline or cross-discipline sequence
Corequisite: MATH 150
- II. **Current Degree Applicability:** Associate Degree Credit & transfer to CSU
- III. **Current Basic Skills Designation:** N - Not a Basic Skills Course
- IV. **Repeatability:** Course may be taken 1 time(s)
- V. **Course Equivalency:** No
- VI. **Additional Information:**
- VII. **Additional Textbook Information:**

COURSE ANALYSIS DATA

- I. **Reason for Proposed Action:** Deactivate course as the department no longer offers it. Program impacts are addressed.
- II. **How Does The Course Fit The College Mission?** 1. Transfer
- III. **Current Transfer Options:** 1. UC Transfer Course List
- IV. **Proposed College/District Purpose:** 1. Major Requirement - Associate Degree
- V. **Extraordinary Cost to the College:** Course requires the use of a computer lab containing a Computer Algebraic System (CAS) such as Maple, Derive, Mathematica, or Geometer Sketch Pad. Each college currently has such a lab.
- VI. **Library Resource Materials:** N/A.

GENERAL EDUCATION ANALYSIS

UC Transfer Course:
Yes

Current Report

SAN DIEGO COMMUNITY COLLEGE DISTRICT

MESA AND MIRAMAR COLLEGES

Course Outline of Record:
Curriculum Proposal Report

SECTION I

- I. **Subject Area:** Mathematics
- II. **Course Number:** 150L
- III. **Course Title:** Calculus I Laboratory
- IV. **Disciplines (Instructor Minimum Qualifications):** Mathematics
- V.
- VI. **Family:**
- VII. **Current Short Title:** Calculus I Laboratory
- VIII. **Course Is Active/Where?**
- IX. **Originating Campus:** MIRAMAR
- X. **Action Proposed:** Course Revision (May Include Activation)
- XI. **Distance Education Proposed At:** NONE
- XII. **Proposal Originating Date:** 10/07/2022
- 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:** Project-based, technology oriented course in direct support of Math 150.

SECTION II

COURSE ENROLLMENT INFORMATION

- I. **Requisites:**
Prerequisite: MATH 141B with a grade of "C" or better, or equivalent. Is a successor course in a discipline or cross-discipline sequence
Corequisite: MATH 150
- II. **Current Degree Applicability:** Associate Degree Credit & transfer to CSU
- III. **Current Basic Skills Designation:** N - Not a Basic Skills Course
- IV. **Repeatability:** Course may be taken 1 time(s)
- V. **Course Equivalency:** No
- VI. **Additional Information:**
- VII. **Additional Textbook Information:**

COURSE ANALYSIS DATA

- I. **Reason for Proposed Action:** We received a grant to include activities for Math 150 to further understanding.
- II. **How Does The Course Fit The College Mission?** 1. Transfer
- III. **Current Transfer Options:** 1. UC Transfer Course List
- IV. **Proposed College/District Purpose:** 1. Major Requirement - Associate Degree
- V. **Extraordinary Cost to the College:** Course requires the use of a computer lab containing a Computer Algebraic System (CAS) such as Maple, Derive, Mathematica, or Geometer Sketch Pad. Each college currently has such a lab.
- VI. **Library Resource Materials:** N/A.

GENERAL EDUCATION ANALYSIS

UC Transfer Course:
Yes

REQUISITES ANALYSIS

Knowledge of the theory of functions, including being able to determine a function's domains and range, as well as ascertaining if the function is one-to-one.

Ability to graph a variety of functions, and to determine geometric properties of functions.

Ability to perform algebraic operations with functions, including function composition.

Ability to solve various type of equations, including polynomial, rational, exponential, logarithmic and trigonometric.

Ability to simplify difference quotients involving various functions.

Ability to apply various trigonometric identities in order to rewrite or simplify a trigonometric expression.

Ability to apply matrices in solving linear systems of equations.

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: 1702.00 Mathematics Skills

SAM Code: E - Non Occupational

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

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

Course Program Status (CB24): Not program-applicable

Course Gen Education Status (CB25):

Course Support Course Status (CB26):

Major Restriction Code: NONE

II. 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: 03/07/2022

IV. Last Outline Revision Date: 12/13/2018

V. CIC Approval: 04/14/2022

VI. BOT Approval:

VII. State Approval:

VIII. Revised State Approval:

IX. Course Approval Effective Date: Fall 2023

SECTION VI

CREDIT FOR PRIOR LEARNING

REQUISITES ANALYSIS

Knowledge of the theory of functions, including being able to determine a function's domains and range, as well as ascertaining if the function is one-to-one.

I. Course: MATH 141B Define trigonometric functions in terms of the lengths of the sides of right triangles, and apply to problems involving right triangles.

II. Course: MATH 141B Evaluate trigonometric functions of special angles by utilizing geometric properties of triangles.

III. Course: MATH 141B Define and evaluate trigonometric functions as circular functions.

IV. Course: MATH 141B Apply the definitions of trigonometric functions to describe vector in terms of magnitude and direction, and Cartesian coordinates.

Ability to graph a variety of functions, and to determine geometric properties of functions.

I. Course: MATH 141B Evaluate trigonometric functions of special angles by utilizing geometric properties of triangles.

II. Course: MATH 141B Graph and analyze trigonometric functions including their geometric and algebraic properties.

III. Course: MATH 141B Define and analyze sequences and series, including arithmetic and geometric sequences and series, and find the sum of finite and infinite geometric series.

Ability to perform algebraic operations with functions, including function composition.

Ability to solve various type of equations, including polynomial, rational, exponential, logarithmic and trigonometric.

I. Course: MATH 141B Define trigonometric functions in terms of the lengths of the sides of right triangles, and apply to problems involving right triangles.

II. Course: MATH 141B Evaluate trigonometric functions of special angles by utilizing geometric properties of triangles.

III. Course: MATH 141B Derive and prove fundamental trigonometric identities.

IV. Course: MATH 141B Solve trigonometric and inverse trigonometric equations.

V. Course: MATH 141B Represent complex numbers in rectangular, trigonometric, and exponential forms, and perform arithmetic operations with each representation.

Ability to simplify difference quotients involving various functions.

I. Course: MATH 141B Simplify difference quotients involving a variety of algebraic and transcendental functions.

Ability to apply various trigonometric identities in order to rewrite or simplify a trigonometric expression.

I. Course: MATH 141B Define trigonometric functions in terms of the lengths of the sides of right triangles, and apply to problems involving right triangles.

II. Course: MATH 141B Evaluate trigonometric functions of special angles by utilizing geometric properties of triangles.

III. Course: MATH 141B Solve trigonometric and inverse trigonometric equations.

IV. Course: MATH 141B Represent complex numbers in rectangular, trigonometric, and exponential forms, and perform arithmetic operations with each representation.

Ability to apply matrices in solving linear systems of equations.

I. Course: MATH 141B Solve trigonometric and inverse trigonometric equations.

SECTION III

COURSE DISTANCE EDUCATION INFORMATION

I. None

SECTION IV

COURSE STUDENT LEARNING OUTCOME(S)

MESA

MIRAMAR

- We currently do not offer this course. This course is a workshop, project-oriented course dealing with exploration and development of the calculus topics introduced in Calculus and Analytic Geometry I. This course directly supports the calculus lectures by having hands-on, collaborative assignments where technology is strongly incorporated throughout all the in-class assignments. Students work individually and in small groups on explorations and applications thus extending the material presented in Mathematics 150. Topics including geometric, analytic and numeric applications of limits, derivatives and integrals as well as calculus applications found in the physical and life sciences. This course is intended for all students currently enrolled in Mathematics 150. Instructor monitors and facilitates group and individual presentations and projects. (FT) AA/AS; CSU; UC.

SECTION V

COURSE DATA ADMINISTRATION ELEMENTS

I. Codes:

California Classification: (Y Credit Course)

TOP Code: 1702.00 Mathematics Skills

SAM Code: E - Non Occupational

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

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

Course Program Status (CB24): Not program-applicable

Course Gen Education Status (CB25): 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: 10/07/2022

IV. Last Outline Revision Date: 12/13/2018

V. CIC Approval:

VI. BOT Approval:

VII. State Approval:

VIII. Revised State Approval:

IX. Course Approval Effective Date:

SECTION VI

CREDIT FOR PRIOR LEARNING

MIRAMAR - BIOLOGY STUDIES - ASSOCIATE OF SCIENCE DEGREE

PROPOSAL INFORMATION

Action Proposed:Program Revision

Proposal Originator:Andrew Lowe

Origination Date:01/20/2022

Proposed Start:Fall 2024

Need for Proposal:

Edit restricted elective course list to include 141A and 141B

Attached Documents:

[CCCCO Narrative Biology AS](#)

PROGRAM & AWARD INFORMATION

Award Description:

The Associate of Science degree with an area of emphasis in Biology Studies is intended for students who plan to complete a bachelor's degree at a transfer institution in a biology-related major. Common university majors in this field include: Agricultural Science, Biochemistry, Bioengineering, Bioinformatics, Biological Sciences, Biophysics, Biotechnology, Botany, Cell Biology, Conservation, Developmental Biology, Ecology, Entomology, Life Science, Genetics, Marine Biology, Medical Sciences, Microbiology, Molecular Biology, Natural Sciences, Neuroscience, Psychobiology, Toxicology, and Zoology / Animal Sciences. This degree is designed to accommodate the differing requirements of a wide variety of transfer institutions and major options. Because admission and major preparation requirements vary at each transfer institution, courses used to complete this degree should be selected with the assistance of a Miramar College counselor.

Program Description:

Biology is a natural science that focuses on physical and chemical processes of living organisms. This discipline explores how organisms acquire and use energy to maintain homeostasis, how they reproduce, and how they interact with each other and their environment. Scientific processes are emphasized as a means of answering these biological questions. Biologists rely heavily on a chemistry foundation since living organisms are chemical systems.

Program Goals:

The biology program serves four areas of study. First, it provides a broad background of studies for the biology major preparing for transfer to a four-year institution. Second, the Applied Biology Associate Degree curriculum provides preparation for entry level employment as a technician in the life sciences industry. In addition to the associate degree programs, certificates in Applied Biotechnology with emphasis in either Molecular Biology or Analytical Chemistry are offered. The biology program also offers support courses in human anatomy, human physiology and general microbiology which may be used to satisfy prerequisites for nursing programs and other allied health fields. Fourth, the biology program provides courses in natural science to fulfill general education requirements.

Program Emphasis:

The associate degrees and the certificates in Biology offered at Miramar College require completion of the courses listed below. Additional general education and graduation requirements for the associate degree are listed in the catalog. The associate degree requires a minimum of 60 units.

Career Options:

The following list is a sample of the many career options available for the biology major. A few of these require a certificate, some an associate degree, some a baccalaureate degree and some require a graduate level degree: agricultural consultant, animal health technician, biotechnology technician, dentist, environmental consultant, field biologist, forester, horticulturist, high school or college teacher, marine biologist, microbiologist, public health technician, physician, pharmaceutical researcher, research biologist, lab assistant, and veterinarian. In addition, a background in biology may be required for the following: registered nurse, physical therapist, respiratory therapist, dental hygienist, medical technician, physician's assistant, and optometrist.

Course Required for the Major:

COURSES REQUIRED FOR THE MAJOR: **UNITS**

BIOL 210A	Introduction to the Biological Sciences I *Active*	4
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SELECT 4 TO 9 UNITS FROM THE FOLLOWING: **UNITS**

BIOL 210B	Introduction to the Biological Sciences II *Active*	4
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CHEM 200	General Chemistry I - Lecture *Active*	3
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CHEM 200L	General Chemistry I - Laboratory *Active*	2
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SELECT 5 TO 10 OR MORE UNITS FROM THE FOLLOWING: **UNITS**

ACCT 116A	Financial Accounting *Active*	4
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ACCT 116B	Managerial Accounting *Active*	4
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BIOL 115	Marine Biology *Active*	4
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BIOL 205	General Microbiology *Active*	5
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BIOL 215	Introduction to Zoology *Active* ~Only available at: Mesa~	4
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BIOL 230	Human Anatomy *Active*	4
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BIOL 235	Human Physiology *Active*	4
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BIOL 250	Introduction to Botany *Active* ~Only available at: Mesa~	4
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CHEM 201	General Chemistry II - Lecture *Active*	3
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CHEM 201L	General Chemistry II - Laboratory *Active*	2
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CISC 190	Java Programming *Active*	4
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CISC 192	C/C++ Programming *Active*	4
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MATH 116	College and Matrix Algebra *Active*	3
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MATH 119	Elementary Statistics *Active*	3
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MATH 121	Basic Techniques of Applied Calculus I *Active*	3
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MATH 122	Basic Techniques of Calculus II *Active*	3
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MATH 141A	Precalculus I *Launched*	4
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MATH 141B	Precalculus II *Launched*	4
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MATH 150	Calculus with Analytic Geometry I *Active*	5
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MATH 151	Calculus with Analytic Geometry II *Active*	4
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PHYS 125	General Physics *Active*	5
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PHYS 126	General Physics II *Active*	5
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PHYS 195	Mechanics *Active*	5
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PHYS 196	Electricity and Magnetism *Active*	5
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PHYS 197	Waves, Optics and Modern Physics *Active*	5
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PSYC 101	General Psychology *Active*	3
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PSYC 258	Behavioral Science Statistics *Active*	3
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SOCO 101	Principles of Sociology *Active*	3
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Total Units		18
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DATES & CODES

CIC Approval:

Board Approval:

TOP Code: 0401.00

State Approval:

State Approval (Unique) Code: 18173

Subject Area: Biology
Program Area: Biology

Report Run: 02/13/2023 2:28 PM
Program ID: 4342

Previous Report

MIRAMAR - BIOLOGY STUDIES - ASSOCIATE OF SCIENCE DEGREE

PROPOSAL INFORMATION

Action Proposed:New Program

Proposal Originator:Duane Short

Origination Date:04/17/2008

Proposed Start:Fall 2008

Need for Proposal:

To replace noncompliant Transfer Studies degree.

PROGRAM & AWARD INFORMATION

Award Description:

The Associate of Science degree with an area of emphasis in Biology Studies is intended for students who plan to complete a bachelor's degree at a transfer institution in a biology-related major. Common university majors in this field include: Agricultural Science, Biochemistry, Bioengineering, Bioinformatics, Biological Sciences, Biophysics, Biotechnology, Botany, Cell Biology, Conservation, Developmental Biology, Ecology, Entomology, Life Science, Genetics, Marine Biology, Medical Sciences, Microbiology, Molecular Biology, Natural Sciences, Neuroscience, Psychobiology, Toxicology, and Zoology / Animal Sciences. This degree is designed to accommodate the differing requirements of a wide variety of transfer institutions and major options. Because admission and major preparation requirements vary at each transfer institution, courses used to complete this degree should be selected with the assistance of a Miramar College counselor.

Award Notes:

Program Description:

Biology is a natural science that focuses on physical and chemical processes of living organisms. This discipline explores how organisms acquire and use energy to maintain homeostasis, how they reproduce, and how they interact with each other and their environment. Scientific processes are emphasized as a means of answering these biological questions. Biologists rely heavily on a chemistry foundation since living organisms are chemical systems.

Program Goals:

The biology program serves four areas of study. First, it provides a broad background of studies for the biology major preparing for transfer to a four-year institution. Second, the Applied Biology Associate Degree curriculum provides preparation for entry level employment as a technician in the life sciences industry. In addition to the associate degree programs, certificates in Applied Biotechnology with emphasis in either Molecular Biology or Analytical Chemistry are offered. The biology program also offers support courses in human anatomy, human physiology and general microbiology which may be used to satisfy prerequisites for nursing programs and other allied health fields. Fourth, the biology program provides courses in natural science to fulfill general education requirements.

Program Emphasis:

The associate degrees and the certificates in Biology offered at Miramar College require completion of the courses listed below. Additional general education and graduation requirements for the associate degree are listed in the catalog. The associate degree requires a minimum of 60 units.

Current Report

MIRAMAR - BIOLOGY STUDIES - ASSOCIATE OF SCIENCE DEGREE

PROPOSAL INFORMATION

Action Proposed:Program Revision

Proposal Originator:Andrew Lowe

Origination Date:01/20/2022

Proposed Start:Fall 2024

Need for Proposal:

Edit restricted elective course list to include 141A and 141B

Attached Documents:

[CCCCO Narrative Biology AS](#)

PROGRAM & AWARD INFORMATION

Award Description:

The Associate of Science degree with an area of emphasis in Biology Studies is intended for students who plan to complete a bachelor's degree at a transfer institution in a biology-related major. Common university majors in this field include: Agricultural Science, Biochemistry, Bioengineering, Bioinformatics, Biological Sciences, Biophysics, Biotechnology, Botany, Cell Biology, Conservation, Developmental Biology, Ecology, Entomology, Life Science, Genetics, Marine Biology, Medical Sciences, Microbiology, Molecular Biology, Natural Sciences, Neuroscience, Psychobiology, Toxicology, and Zoology / Animal Sciences. This degree is designed to accommodate the differing requirements of a wide variety of transfer institutions and major options. Because admission and major preparation requirements vary at each transfer institution, courses used to complete this degree should be selected with the assistance of a Miramar College counselor.

Award Notes:

Program Description:

Biology is a natural science that focuses on physical and chemical processes of living organisms. This discipline explores how organisms acquire and use energy to maintain homeostasis, how they reproduce, and how they interact with each other and their environment. Scientific processes are emphasized as a means of answering these biological questions. Biologists rely heavily on a chemistry foundation since living organisms are chemical systems.

Program Goals:

The biology program serves four areas of study. First, it provides a broad background of studies for the biology major preparing for transfer to a four-year institution. Second, the Applied Biology Associate Degree curriculum provides preparation for entry level employment as a technician in the life sciences industry. In addition to the associate degree programs, certificates in Applied Biotechnology with emphasis in either Molecular Biology or Analytical Chemistry are offered. The biology program also offers support courses in human anatomy, human physiology and general microbiology which may be used to satisfy prerequisites for nursing programs and other allied health fields. Fourth, the biology program provides courses in natural science to fulfill general education requirements.

Program Emphasis:

The associate degrees and the certificates in Biology offered at Miramar College require completion of the courses listed below. Additional general education and graduation

Career Options:

The following list is a sample of the many career options available for the biology major. A few of these require a certificate, some an associate degree, some a baccalaureate degree and some require a graduate level degree: agricultural consultant, animal health technician, biotechnology technician, dentist, environmental consultant, field biologist, forester, horticulturist, high school or college teacher, marine biologist, microbiologist, public health technician, physician, pharmaceutical researcher, research biologist, lab assistant, and veterinarian. In addition, a background in biology may be required for the following: registered nurse, physical therapist, respiratory therapist, dental hygienist, medical technician, physician's assistant, and optometrist.

Course Required for the Major:

COURSES REQUIRED FOR THE MAJOR:		UNITS
BIOL 210A	Introduction to the Biological Sciences I *Active*	4

SELECT 4 TO 9 UNITS FROM THE FOLLOWING:		UNITS
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BIOL 210B	Introduction to the Biological Sciences II *Active*	4
CHEM 200	General Chemistry I - Lecture *Active*	3
CHEM 200L	General Chemistry I - Laboratory *Active*	2

SELECT 5 TO 10 OR MORE UNITS FROM THE FOLLOWING:		UNITS
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ACCT 116A	Financial Accounting *Active*	4
ACCT 116B	Managerial Accounting *Active*	4
BIOL 115	Marine Biology *Active*	4
BIOL 205	General Microbiology *Active*	5
BIOL 215	Introduction to Zoology *Active* ~Only available at: Mesa~	4
BIOL 230	Human Anatomy *Active*	4
BIOL 235	Human Physiology *Active*	4
BIOL 250	Introduction to Botany *Active* ~Only available at: Mesa~	4
CHEM 201	General Chemistry II - Lecture *Active*	3
CHEM 201L	General Chemistry II - Laboratory *Active*	2
CISC 190	Java Programming *Active*	4
CISC 192	C/C++ Programming *Active*	4
MATH 104	Trigonometry *Active*	3
MATH 116	College and Matrix Algebra *Active*	3
MATH 119	Elementary Statistics *Active*	3
MATH 121	Basic Techniques of Applied Calculus I *Active*	3
MATH 122	Basic Techniques of Calculus II *Active*	3
MATH 141	Precalculus *Active*	5
MATH 150	Calculus with Analytic Geometry I *Active*	5
MATH 151	Calculus with Analytic Geometry II *Active*	4
PHYS 125	General Physics *Active*	5
PHYS 126	General Physics II *Active*	5
PHYS 195	Mechanics *Active*	5
PHYS 196	Electricity and Magnetism *Active*	5
PHYS 197	Waves, Optics and Modern Physics *Active*	5
PSYC 101	General Psychology *Active*	3
PSYC 258	Behavioral Science Statistics *Active*	3
SOCO 101	Principles of Sociology *Active*	3

Total Units 18

DATES & CODES

CIC Approval: 03/13/2008

Board Approval: 04/17/2008

State Approval: 06/06/2008

TOP Code: 0401.00

State Approval (Unique) Code: 18173

Subject Area: Biology

Program Area: Biology

Report Run: 02/13/2023 2:28 PM

Program ID: 1886

requirements for the associate degree are listed in the catalog. The associate degree requires a minimum of 60 units.

Career Options:

The following list is a sample of the many career options available for the biology major. A few of these require a certificate, some an associate degree, some a baccalaureate degree and some require a graduate level degree: agricultural consultant, animal health technician, biotechnology technician, dentist, environmental consultant, field biologist, forester, horticulturist, high school or college teacher, marine biologist, microbiologist, public health technician, physician, pharmaceutical researcher, research biologist, lab assistant, and veterinarian. In addition, a background in biology may be required for the following: registered nurse, physical therapist, respiratory therapist, dental hygienist, medical technician, physician's assistant, and optometrist.

Course Required for the Major:

COURSES REQUIRED FOR THE MAJOR:		UNITS
BIOL 210A	Introduction to the Biological Sciences I *Active*	4

SELECT 4 TO 9 UNITS FROM THE FOLLOWING:		UNITS
------------------------------------------------	--	--------------

BIOL 210B	Introduction to the Biological Sciences II *Active*	4
CHEM 200	General Chemistry I - Lecture *Active*	3
CHEM 200L	General Chemistry I - Laboratory *Active*	2

SELECT 5 TO 10 OR MORE UNITS FROM THE FOLLOWING:		UNITS
---------------------------------------------------------	--	--------------

ACCT 116A	Financial Accounting *Active*	4
ACCT 116B	Managerial Accounting *Active*	4
BIOL 115	Marine Biology *Active*	4
BIOL 205	General Microbiology *Active*	5
BIOL 215	Introduction to Zoology *Active* ~Only available at: Mesa~	4
BIOL 230	Human Anatomy *Active*	4
BIOL 235	Human Physiology *Active*	4
BIOL 250	Introduction to Botany *Active* ~Only available at: Mesa~	4
CHEM 201	General Chemistry II - Lecture *Active*	3
CHEM 201L	General Chemistry II - Laboratory *Active*	2
CISC 190	Java Programming *Active*	4
CISC 192	C/C++ Programming *Active*	4
MATH 116	College and Matrix Algebra *Active*	3
MATH 119	Elementary Statistics *Active*	3
MATH 121	Basic Techniques of Applied Calculus I *Active*	3
MATH 122	Basic Techniques of Calculus II *Active*	3
MATH 141A	Precalculus I *Launched*	4
MATH 141B	Precalculus II *Launched*	4
MATH 150	Calculus with Analytic Geometry I *Active*	5
MATH 151	Calculus with Analytic Geometry II *Active*	4
PHYS 125	General Physics *Active*	5
PHYS 126	General Physics II *Active*	5
PHYS 195	Mechanics *Active*	5
PHYS 196	Electricity and Magnetism *Active*	5
PHYS 197	Waves, Optics and Modern Physics *Active*	5
PSYC 101	General Psychology *Active*	3
PSYC 258	Behavioral Science Statistics *Active*	3
SOCO 101	Principles of Sociology *Active*	3

Total Units 18

DATES & CODES

CIC Approval:

Board Approval:

State Approval:

TOP Code: 0401.00

State Approval (Unique) Code: 18173

MIRAMAR - EARTH SCIENCE STUDIES - ASSOCIATE OF SCIENCE DEGREE

PROPOSAL INFORMATION

Action Proposed:Program Revision

Proposal Originator:Jae Calanog

Origination Date:05/17/2022

Proposed Start:Fall 2024

Need for Proposal:

Replace MATH 104 / 141 with MATH 141A/B

Attached Documents:

[Articulation documentation](#)

[CCCCO proposal narrative-d3](#)

[LMI Analysis_COE](#)

PROGRAM & AWARD INFORMATION

Award Description:

The Associate of Science degree with an area of emphasis in Earth Science Studies is intended for students who plan to complete a bachelor's degree at a transfer institution in a physical or earth science-related major. Common university majors in this field include: Earth Sciences, Environmental Sciences, Geographic Information Science, Geology, Hydrologic Sciences, Meteorology, Natural Sciences, Oceanography, Physical Geography, and Physical Sciences.

This degree is designed to accommodate the differing requirements of a wide variety of transfer institutions and major options. Because admission and major preparation requirements vary at each transfer institution, courses used to complete this degree should be selected with the assistance of a Miramar College counselor.

Program Description:

N/A - this section is no longer updated via CurricUNET.

Program Goals:

N/A - this section is no longer updated via CurricUNET.

Program Emphasis:

N/A - this section is no longer updated via CurricUNET.

Career Options:

N/A - this section is no longer updated via CurricUNET.

Courses Required for the Major:

COURSES REQUIRED FOR THE MAJOR:		UNITS
GEOL 100	Physical Geology *Active*	3
GEOL 101	Physical Geology Laboratory *Active*	1

SELECT AT LEAST EIGHT (8) UNITS FROM THE FOLLOWING PHYSICAL SCIENCE COURSES:		UNITS
ASTR 101	Descriptive Astronomy *Active*	3
ASTR 111	Astronomy Laboratory *Active*	1
AVIA 115	Aviation Weather *Active*	3
CHEM 111	Chemistry in Society *Active*	3
CHEM 152	Introduction to General Chemistry *Active*	3
CHEM 152L	Introduction to General Chemistry Laboratory *Active*	1
CHEM 200	General Chemistry I - Lecture *Active*	3
CHEM 200L	General Chemistry I - Laboratory *Active*	2

CHEM 201	General Chemistry II - Lecture *Active*	3
CHEM 201L	General Chemistry II - Laboratory *Active*	2
GEOG 101	Physical Geography *Active*	3
GEOG 101L	Physical Geography Laboratory *Active*	1
GEOL 104	Earth Science *Active*	3
GEOL 111	The Earth Through Time *Active*	4
OCEA 101	The Oceans *Active*	3
PHYN 100	Survey of Physical Science *Active*	3
PHYN 114	Weather and Climate *Active*	3
PHYS 125	General Physics *Active*	5
PHYS 180A	General Physics I *Active*	4
PHYS 195	Mechanics *Active*	5

SELECT AT LEAST THREE (3) UNITS FROM THE FOLLOWING BIOLOGICAL SCIENCE COURSES: **UNITS**

ANTH 102	Introduction to Biological Anthropology *Active*	3
ANTH 104	Laboratory in Biological Anthropology *Active*	1
BIOL 100	Natural History - Environmental Biology *Active*	4
BIOL 107	General Biology-Lecture and Laboratory *Active*	4
BIOL 115	Marine Biology *Active*	4
BIOL 130	Human Heredity *Active*	3
BIOL 180	Plants and People *Active*	3
PSYC 260	Introduction to Physiological Psychology *Active*	3

SELECT AT LEAST THREE (3) UNITS FROM THE FOLLOWING MATHEMATICS COURSES: **UNITS**

BUSE 115	Statistics for Business *Active*	3
or MATH 119	Elementary Statistics *Active*	3
or PSYC 258	Behavioral Science Statistics *Active*	3
MATH 116	College and Matrix Algebra *Active*	3
MATH 121	Basic Techniques of Applied Calculus I *Active*	3
MATH 122	Basic Techniques of Calculus II *Active*	3
MATH 141A	Precalculus I *Launched*	4
MATH 141B	Precalculus II *Launched*	4
MATH 150	Calculus with Analytic Geometry I *Active*	5
MATH 151	Calculus with Analytic Geometry II *Active*	4
MATH 252	Calculus with Analytic Geometry III *Active*	4

Total Units 18 - 21

DATES & CODES

CIC Approval:

Board Approval:

State Approval:

TOP Code: 1930.00

State Approval (Unique) Code: 18176

Subject Area: Physical Science
Program Area: Physical Sciences

Report Run: 02/13/2023 2:28 PM
Program ID: 4390

Previous Report

MIRAMAR - EARTH SCIENCE STUDIES - ASSOCIATE OF SCIENCE DEGREE

PROPOSAL INFORMATION

Action Proposed:Program Revision

Proposal Originator:Gina Bochicchio

Origination Date:12/15/2019

Proposed Start:Fall 2021

Need for Proposal:

Remove MATH 115 and PHYN 101 which are being deactivated at Miramar; add PHYN 114 to restricted electives.

Attached Documents:

[CCCCO proposal narrative](#)
[Articulation documentation](#)

PROGRAM & AWARD INFORMATION

Award Description:

The Associate of Science degree with an area of emphasis in Earth Science Studies is intended for students who plan to complete a bachelor's degree at a transfer institution in a physical or earth science-related major. Common university majors in this field include: Earth Sciences, Environmental Sciences, Geographic Information Science, Geology, Hydrologic Sciences, Meteorology, Natural Sciences, Oceanography, Physical Geography, and Physical Sciences.

This degree is designed to accommodate the differing requirements of a wide variety of transfer institutions and major options. Because admission and major preparation requirements vary at each transfer institution, courses used to complete this degree should be selected with the assistance of a Miramar College counselor.

Award Notes:

Program Description:

N/A - this section is no longer updated via Curricunet.

Program Goals:

N/A - this section is no longer updated via Curricunet.

Program Emphasis:

N/A - this section is no longer updated via Curricunet.

Career Options:

N/A - this section is no longer updated via Curricunet.

Courses Required for the Major:

COURSES REQUIRED FOR THE MAJOR:		UNITS
GEOL 100	Physical Geology *Active*	3
GEOL 101	Physical Geology Laboratory *Active*	1

SELECT AT LEAST EIGHT (8) UNITS FROM THE FOLLOWING PHYSICAL SCIENCE COURSES:

SELECT AT LEAST EIGHT (8) UNITS FROM THE FOLLOWING PHYSICAL SCIENCE COURSES:		UNITS
ASTR 101	Descriptive Astronomy *Active*	3
ASTR 111	Astronomy Laboratory *Active*	1
AVIA 115	Aviation Weather *Active*	3
CHEM 111	Chemistry in Society *Active*	3
CHEM 152	Introduction to General Chemistry *Active*	3

Current Report

MIRAMAR - EARTH SCIENCE STUDIES - ASSOCIATE OF SCIENCE DEGREE

PROPOSAL INFORMATION

Action Proposed:Program Revision

Proposal Originator:Jae Calanog

Origination Date:05/17/2022

Proposed Start:Fall 2024

Need for Proposal:

Replace MATH 104 / 141 with MATH 141A/B

Attached Documents:

[Articulation documentation](#)
[CCCCO proposal narrative-d3](#)
[LMI Analysis_COE](#)

PROGRAM & AWARD INFORMATION

Award Description:

The Associate of Science degree with an area of emphasis in Earth Science Studies is intended for students who plan to complete a bachelor's degree at a transfer institution in a physical or earth science-related major. Common university majors in this field include: Earth Sciences, Environmental Sciences, Geographic Information Science, Geology, Hydrologic Sciences, Meteorology, Natural Sciences, Oceanography, Physical Geography, and Physical Sciences.

This degree is designed to accommodate the differing requirements of a wide variety of transfer institutions and major options. Because admission and major preparation requirements vary at each transfer institution, courses used to complete this degree should be selected with the assistance of a Miramar College counselor.

Award Notes:

Program Description:

N/A - this section is no longer updated via Curricunet.

Program Goals:

N/A - this section is no longer updated via Curricunet.

Program Emphasis:

N/A - this section is no longer updated via Curricunet.

Career Options:

N/A - this section is no longer updated via Curricunet.

Courses Required for the Major:

COURSES REQUIRED FOR THE MAJOR:		UNITS
GEOL 100	Physical Geology *Active*	3
GEOL 101	Physical Geology Laboratory *Active*	1

SELECT AT LEAST EIGHT (8) UNITS FROM THE FOLLOWING PHYSICAL SCIENCE COURSES:

SELECT AT LEAST EIGHT (8) UNITS FROM THE FOLLOWING PHYSICAL SCIENCE COURSES:		UNITS
ASTR 101	Descriptive Astronomy *Active*	3
ASTR 111	Astronomy Laboratory *Active*	1
AVIA 115	Aviation Weather *Active*	3

CHEM 152L	Introduction to General Chemistry Laboratory *Active*	1
CHEM 200	General Chemistry I - Lecture *Active*	3
CHEM 200L	General Chemistry I - Laboratory *Active*	2
CHEM 201	General Chemistry II - Lecture *Active*	3
CHEM 201L	General Chemistry II - Laboratory *Active*	2
GEOG 101	Physical Geography *Active*	3
GEOG 101L	Physical Geography Laboratory *Active*	1
GEOL 104	Earth Science *Active*	3
GEOL 111	The Earth Through Time *Active*	4
OCEA 101	The Oceans *Active*	3
PHYN 100	Survey of Physical Science *Active*	3
PHYN 114	Weather and Climate *Active*	3
PHYS 125	General Physics *Active*	5
PHYS 180A	General Physics I *Active*	4
PHYS 195	Mechanics *Active*	5

SELECT AT LEAST THREE (3) UNITS FROM THE FOLLOWING BIOLOGICAL SCIENCE COURSES:

		UNITS
ANTH 102	Introduction to Biological Anthropology *Active*	3
ANTH 104	Laboratory in Biological Anthropology *Active*	1
BIOL 100	Natural History - Environmental Biology *Active*	4
BIOL 107	General Biology-Lecture and Laboratory *Active*	4
BIOL 115	Marine Biology *Active*	4
BIOL 130	Human Heredity *Active*	3
BIOL 180	Plants and People *Active*	3
PSYC 260	Introduction to Physiological Psychology *Active*	3

SELECT AT LEAST THREE (3) UNITS FROM THE FOLLOWING MATHEMATICS COURSES:

		UNITS
BUSE 115	Statistics for Business *Active*	3
or MATH 119	Elementary Statistics *Active*	3
or PSYC 258	Behavioral Science Statistics *Active*	3
MATH 104	Trigonometry *Active*	3
MATH 116	College and Matrix Algebra *Active*	3
MATH 121	Basic Techniques of Applied Calculus I *Active*	3
MATH 122	Basic Techniques of Calculus II *Active*	3
MATH 141	Precalculus *Active*	5
MATH 150	Calculus with Analytic Geometry I *Active*	5
MATH 151	Calculus with Analytic Geometry II *Active*	4
MATH 252	Calculus with Analytic Geometry III *Active*	4

Total Units 18 - 21

DATES & CODES

CIC Approval: 12/10/2020
 Board Approval: 01/28/2021
 State Approval: 03/29/2021
 TOP Code: 1930.00
 State Approval (Unique) Code: 18176

Subject Area: Physical Science
 Program Area: Physical Sciences
 Report Run: 02/13/2023 2:28 PM
 Program ID: 4096

CHEM 111	Chemistry in Society *Active*	3
CHEM 152	Introduction to General Chemistry *Active*	3
CHEM 152L	Introduction to General Chemistry Laboratory *Active*	1
CHEM 200	General Chemistry I - Lecture *Active*	3
CHEM 200L	General Chemistry I - Laboratory *Active*	2
CHEM 201	General Chemistry II - Lecture *Active*	3
CHEM 201L	General Chemistry II - Laboratory *Active*	2
GEOG 101	Physical Geography *Active*	3
GEOG 101L	Physical Geography Laboratory *Active*	1
GEOL 104	Earth Science *Active*	3
GEOL 111	The Earth Through Time *Active*	4
OCEA 101	The Oceans *Active*	3
PHYN 100	Survey of Physical Science *Active*	3
PHYN 114	Weather and Climate *Active*	3
PHYS 125	General Physics *Active*	5
PHYS 180A	General Physics I *Active*	4
PHYS 195	Mechanics *Active*	5

SELECT AT LEAST THREE (3) UNITS FROM THE FOLLOWING BIOLOGICAL SCIENCE COURSES:

		UNITS
ANTH 102	Introduction to Biological Anthropology *Active*	3
ANTH 104	Laboratory in Biological Anthropology *Active*	1
BIOL 100	Natural History - Environmental Biology *Active*	4
BIOL 107	General Biology-Lecture and Laboratory *Active*	4
BIOL 115	Marine Biology *Active*	4
BIOL 130	Human Heredity *Active*	3
BIOL 180	Plants and People *Active*	3
PSYC 260	Introduction to Physiological Psychology *Active*	3

SELECT AT LEAST THREE (3) UNITS FROM THE FOLLOWING MATHEMATICS COURSES:

		UNITS
BUSE 115	Statistics for Business *Active*	3
or MATH 119	Elementary Statistics *Active*	3
or PSYC 258	Behavioral Science Statistics *Active*	3
MATH 116	College and Matrix Algebra *Active*	3
MATH 121	Basic Techniques of Applied Calculus I *Active*	3
MATH 122	Basic Techniques of Calculus II *Active*	3
MATH 141A	Precalculus I *Launched*	4
MATH 141B	Precalculus II *Launched*	4
MATH 150	Calculus with Analytic Geometry I *Active*	5
MATH 151	Calculus with Analytic Geometry II *Active*	4
MATH 252	Calculus with Analytic Geometry III *Active*	4

Total Units 18 - 21

DATES & CODES

CIC Approval:
 Board Approval:
 State Approval:
 TOP Code: 1930.00
 State Approval (Unique) Code: 18176

Subject Area: Physical Science
 Program Area: Physical Sciences
 Report Run: 02/13/2023 2:28 PM
 Program ID: 4390

MESA - MUSIC COMPOSITION - CERTIFICATE OF ACHIEVEMENT

PROPOSAL INFORMATION

Action Proposed:Program Revision

Proposal Originator:Dr. N. Scott Robinson

Origination

Date:09/26/2022

Proposed Start:Fall 2024

Need for Proposal:

Program revision to reflect 1) removal of MUSI 205A & MUSI 205B, and 2) addition of MUSI 206C & MUSI 206D.

Attached Documents:

[Assist CA Music Composition](#)

[CA Music Composition Narrative](#)

PROGRAM & AWARD INFORMATION

Award Description:

The Certificate of Achievement in Music Composition certifies that the student has completed the core course work in Music Composition and has demonstrated an operational understanding of music composition skills.

Program Description:

The academic program in Music is designed to provide students with the sequenced fundamental skills for most musical pursuits for a transfer to a 4 year degree with a major in Music Performance (Classical or Jazz), non-performing music major or those seeking a career in the music industry.

Program Goals:

The academic program in Music will prepare students to transfer to 4 year universities as a music major (performance or non-performance) and to develop basic skills that relate to careers in the music industry.

Program Emphasis:

Career Options:

COURSES REQUIRED FOR THE MAJOR:		UNITS
MUSI 123A	Recital Hour I *Active*	0.5
MUSI 123B	Recital Hour II *Active*	0.5
MUSI 124A	Piano Class I *Active*	1
MUSI 124B	Piano Class II *Active*	1
MUSI 148A	Music Theory I *Active*	3
MUSI 148B	Music Theory II *Active*	3
MUSI 206A	Projects in Composition I *Active*	3
MUSI 206B	Projects in Composition II *Active*	3
MUSI 206C	Projects in Composition III *Launched*	3
MUSI 206D	Projects in Composition IV *Launched*	3
MUSI 268A	Ear Training I *Active*	1
MUSI 268B	Ear Training II *Active*	1

Total Units

23

DATES & CODES

CIC Approval:
Board Approval:
State Approval:

TOP Code: 1004.00
State Approval (Unique) Code: 38960

Subject Area: Music
Program Area: Music

Report Run: 02/13/2023 2:28 PM
Program ID: 4458

Previous Report

MESA - MUSIC COMPOSITION - CERTIFICATE OF ACHIEVEMENT

PROPOSAL INFORMATION

Action Proposed:Program Revision

Proposal Originator:Dr. N. Scott Robinson

Origination Date:02/03/2020

Proposed Start:Fall 2021

Need for Proposal:

Program revision to reflect course renumbering (MUSI 116A/B to 124A/B; MUSI 158A/B to MUSI 148A/B) with change from 27 to 23 units.

Attached Documents:

[CA Music Composition Assist](#)
[CA Music Composition](#)

PROGRAM & AWARD INFORMATION

Award Description:

The Certificate of Achievement in Music Composition certifies that the student has completed the core course work in Music Composition and has demonstrated an operational understanding of music composition skills.

Award Notes:

Program Description:

The academic program in Music is designed to provide students with the sequenced fundamental skills for most musical pursuits for a transfer to a 4 year degree with a major in Music Performance (Classical or Jazz), non-performing music major or those seeking a career in the music industry.

Program Goals:

The academic program in Music will prepare students to transfer to 4 year universities as a music major (performance or non-performance) and to develop basic skills that relate to careers in the music industry.

Program Emphasis:

Career Options:

COURSES REQUIRED FOR THE MAJOR:

UNITS

MUSI 123A	Recital Hour I *Active*	0.5
MUSI 123B	Recital Hour II *Active*	0.5
MUSI 124A	Piano Class I *Active*	1
MUSI 124B	Piano Class II *Active*	1
MUSI 148A	Music Theory I *Active*	3
MUSI 148B	Music Theory II *Active*	3
MUSI 205A	Audio Production Projects I *Active*	3
MUSI 205B	Audio Production Projects II *Active*	3
MUSI 206A	Projects in Composition I *Active*	3
MUSI 206B	Projects in Composition II *Active*	3
MUSI 268A	Ear Training I *Active*	1
MUSI 268B	Ear Training II *Active*	1

Current Report

MESA - MUSIC COMPOSITION - CERTIFICATE OF ACHIEVEMENT

PROPOSAL INFORMATION

Action Proposed:Program Revision

Proposal Originator:Dr. N. Scott Robinson

Origination Date:09/26/2022

Proposed Start:Fall 2024

Need for Proposal:

Program revision to reflect 1) removal of MUSI 205A & MUSI 205B, and 2) addition of MUSI 206C & MUSI 206D.

Attached Documents:

[Assist CA Music Composition](#)
[CA Music Composition Narrative](#)

PROGRAM & AWARD INFORMATION

Award Description:

The Certificate of Achievement in Music Composition certifies that the student has completed the core course work in Music Composition and has demonstrated an operational understanding of music composition skills.

Award Notes:

Program Description:

The academic program in Music is designed to provide students with the sequenced fundamental skills for most musical pursuits for a transfer to a 4 year degree with a major in Music Performance (Classical or Jazz), non-performing music major or those seeking a career in the music industry.

Program Goals:

The academic program in Music will prepare students to transfer to 4 year universities as a music major (performance or non-performance) and to develop basic skills that relate to careers in the music industry.

Program Emphasis:

Career Options:

COURSES REQUIRED FOR THE MAJOR:

UNITS

MUSI 123A	Recital Hour I *Active*	0.5
MUSI 123B	Recital Hour II *Active*	0.5
MUSI 124A	Piano Class I *Active*	1
MUSI 124B	Piano Class II *Active*	1
MUSI 148A	Music Theory I *Active*	3
MUSI 148B	Music Theory II *Active*	3
MUSI 206A	Projects in Composition I *Active*	3
MUSI 206B	Projects in Composition II *Active*	3
MUSI 206C	Projects in Composition III *Launched*	3
MUSI 206D	Projects in Composition IV *Launched*	3
MUSI 268A	Ear Training I *Active*	1
MUSI 268B	Ear Training II *Active*	1

DATES & CODES

CIC Approval: 11/12/2020

Board Approval: 12/17/2020

State Approval: 02/03/2021

TOP Code: 1004.00

State Approval (Unique) Code: 38960

Subject Area: Music

Program Area: Music

Report Run: 02/13/2023 2:28 PM

Program ID: 4110

DATES & CODES

CIC Approval:

Board Approval:

State Approval:

TOP Code: 1004.00

State Approval (Unique) Code: 38960

Subject Area: Music

Program Area: Music

Report Run: 02/13/2023 2:28 PM

Program ID: 4458

CITY - OFFICE ADMINISTRATIVE ASSISTANT - CERTIFICATE OF ACHIEVEMENT

PROPOSAL INFORMATION

Action Proposed:Program Revision

Proposal Originator:Theresa Savarese

Origination

Date:08/30/2022

Proposed Start:Fall 2024

Need for Proposal:

Revise program title, previously titled Business Information Worker II. Revise program description. Revise program career options. Revise award description. Remove from courses required for the major: CBTE 127, CBTE 152, CBTE 205, CBTE 206. Add to courses required for the major: BUSE 101, BUSE 119, CBTE 140 as an or to CBTE 143, CBTE 164, CBTE 180. Revise total units to 18-19 units from 16 units.

Attached Documents:

[Archive COCI Approval Letter_01-06-2021](#)

[Archive_Regional Consortium_12-2016](#)

[COE LMI 09-19-2022](#)

[COE LMI 03-29-2021](#)

[COE LMI 04-2019](#)

[COE LMI 05-2021](#)

[LMI SOC43-4011](#)

[LMI SOC43-4199](#)

[LMI SOC43-5061](#)

[LMI SOC43-6014](#)

[LMI SOC43-5081](#)

[Narrative_FA2024_2022-12-02](#)

[Regional Consortium Recommendation_11-18-2022](#)

[Regional Consortium Minutes_11-18-2022](#)

PROGRAM & AWARD INFORMATION

Award Description:

The Office Administration Assistant Certificate of Achievement is designed to prepare students for entry-level office and administrative support in a variety of fields or businesses. The goal of the Office Administration Assistant Certificate of Achievement is to prepare students for entry-level office and administrative support in the following areas: Basic oral and written business communications; basic computer application skills, including beginning Excel and Outlook; the fundamentals of computer systems; and critical thinking and problem solving. This certificate allows students desiring office skills to select courses that best serve their particular interests and meet the ever-changing demands and requirements of the job market.

Award Notes:

The Computer Business Technology Department requires students to complete all CBTE requirements for the certificate within five years.

Program Description:

The Computer Business Technology program offers hands-on training in Microsoft Office applications. Skills learned in this program can be applied to any career field. Emphasis is placed on enhancing computer skills for college success and/or employment in entry-level

business office environments.

Program Goals:

This section is no longer updated in CurricUNET.

Program Emphasis:

Career Options:

Examples of careers in computer business technology include: brokerage clerk, information and record clerk, general office clerk, order clerk, receptionist, entry-level administrative assistant, administrative clerk, cashier receptionist, clerical technician, customer service rep, mortgage receptionist, etc.

The Computer Business Technology Department requires students to complete all CBTE requirements for the certificate within five years.

COURSES REQUIRED FOR THE MAJOR:		UNITS
ACCT 150	Computer Accounting Applications *Active*	3
BUSE 101	Business Mathematics *Active*	3
BUSE 102	Introduction to Customer Service *Active*	3
BUSE 119	Business Communications *Active*	3
CBTE 140	Beginning Microsoft Excel *Active*	2
or CBTE 143	Intermediate Microsoft Excel *Active*	3
CBTE 164	Introduction to Microsoft Outlook *Approved*	1
CBTE 180	Microsoft Office *Active*	3

Total Units 18 - 19

DATES & CODES

CIC Approval:

Board Approval:

State Approval:

TOP Code: 0702.10

State Approval (Unique) Code: 36567

Subject Area: Computer Business
Technology

Report Run: 02/13/2023 2:28 PM

Program Area: Computer Business
Technology

Program ID: 4423

Previous Report

CITY - BUSINESS INFORMATION WORKER II - CERTIFICATE OF ACHIEVEMENT

PROPOSAL INFORMATION

Action Proposed:Program Revision

Proposal Originator:Theresa Savarese

Origination

Date:10/18/2019

Proposed Start:Fall 2021

Need for Proposal:

Remove CBTE 155 from courses required for the major. Revise program and award description.

Attached Documents:

[Narrative \(10.21.19\)](#)

PROGRAM & AWARD INFORMATION

Award Description:

The Business Information Worker II Certificate of Achievement is designed to provide students with the intermediate-level office skills that can facilitate advancement from entry-level to higher-level office and administrative support positions. Emphasis is placed on preparing students for advancement in general office environments in a variety of fields.

Award Notes:

Program Description:

The Computer Business Technology program offers certificates and degrees in entry-level positions. Skills learned in this program can be applied to any career field. Business Information Worker programs are offered for both transfer and career-oriented students. Emphasis is placed on upgrading computer skills for college success and/or employment in business office environments.

Program Goals:

This section is no longer updated in CurricUNET.

Program Emphasis:

Career Options:

The Business Information Worker II Certificate of Achievement is designed to provide students with the intermediate-level office skills that can facilitate advancement from entry-level to higher-level office and administrative support positions. Emphasis is placed on preparing students for advancement in general office environments in a variety of fields.

Current Report

CITY - OFFICE ADMINISTRATIVE ASSISTANT - CERTIFICATE OF ACHIEVEMENT

PROPOSAL INFORMATION

Action Proposed:Program Revision

Proposal Originator:Theresa Savarese

Origination

Date:08/30/2022

Proposed Start:Fall 2024

Need for Proposal:

Revise program title, previously titled Business Information Worker II. Revise program description. Revise program career options. Revise award description. Remove from courses required for the major: CBTE 127, CBTE 152, CBTE 205, CBTE 206. Add to courses required for the major: BUSE 101, BUSE 119, CBTE 140 as an or to CBTE 143, CBTE 164, CBTE 180. Revise total units to 18-19 units from 16 units.

Attached Documents:

[Archive COCI Approval Letter_01-06-2021](#)

[Archive_Regional Consortium_12-2016](#)

[COE LMI 09-19-2022](#)

[COE LMI 03-29-2021](#)

[COE LMI 04-2019](#)

[COE LMI 05-2021](#)

[LMI SOC43-4011](#)

[LMI SOC43-4199](#)

[LMI SOC43-5061](#)

[LMI SOC43-6014](#)

[LMI SOC43-5081](#)

[Narrative_FA2024_2022-12-02](#)

[Regional Consortium Recommendation_11-18-2022](#)

[Regional Consortium Minutes_11-18-2022](#)

PROGRAM & AWARD INFORMATION

Award Description:

The Office Administration Assistant Certificate of Achievement is designed to prepare students for entry-level office and administrative support in a variety of fields or businesses. The goal of the Office Administration Assistant Certificate of Achievement is to prepare students for entry-level office and administrative support in the following areas: Basic oral and written business communications; basic computer application skills, including beginning Excel and Outlook; the fundamentals of computer systems; and critical thinking and problem solving. This certificate allows students desiring office skills to select courses that best serve their particular interests and meet the ever-changing demands and requirements of the job market.

Award Notes:

The Computer Business Technology Department requires students to complete all CBTE requirements for the certificate within five years.

Program Description:

The Computer Business Technology program offers hands-on training in Microsoft Office

The Computer Business Technology Department requires students to complete all CBTE requirements for the certificate within five years.

COURSES REQUIRED FOR THE MAJOR:

		UNITS
ACCT 150	Computer Accounting Applications *Active*	3
BUSE 102	Introduction to Customer Service *Active*	3
CBTE 127	Beginning Microsoft PowerPoint *Active*	2
CBTE 143	Intermediate Microsoft Excel *Active*	3
CBTE 152	Beginning Microsoft Access *Active*	2
CBTE 205	Records Management *Active*	3
or CBTE 206	Electronic Records Management *Active*	3

Total Units 16

DATES & CODES

CIC Approval: 03/26/2020

Board Approval: 05/14/2020

State Approval: 01/06/2021

TOP Code: 0702.10

State Approval (Unique) Code: 36567

Subject Area: Computer Business
Technology

Report Run: 02/13/2023 2:28 PM

Program Area: Computer Business
Technology

Program ID: 4037

applications. Skills learned in this program can be applied to any career field. Emphasis is placed on enhancing computer skills for college success and/or employment in entry-level business office environments.

Program Goals:

This section is no longer updated in CurricUNET.

Program Emphasis:

Career Options:

Examples of careers in computer business technology include: brokerage clerk, information and record clerk, general office clerk, order clerk, receptionist, entry-level administrative assistant, administrative clerk, cashier receptionist, clerical technician, customer service rep, mortgage receptionist, etc.

The Computer Business Technology Department requires students to complete all CBTE requirements for the certificate within five years.

COURSES REQUIRED FOR THE MAJOR:

		UNITS
ACCT 150	Computer Accounting Applications *Active*	3
BUSE 101	Business Mathematics *Active*	3
BUSE 102	Introduction to Customer Service *Active*	3
BUSE 119	Business Communications *Active*	3
CBTE 140	Beginning Microsoft Excel *Active*	2
or CBTE 143	Intermediate Microsoft Excel *Active*	3
CBTE 164	Introduction to Microsoft Outlook *Approved*	1
CBTE 180	Microsoft Office *Active*	3

Total Units 18 - 19

DATES & CODES

CIC Approval:

Board Approval:

State Approval:

TOP Code: 0702.10

State Approval (Unique) Code: 36567

Subject Area: Computer Business
Technology

Report Run: 02/13/2023 2:28 PM

Program Area: Computer Business
Technology

Program ID: 4423

MIRAMAR - BIOLOGY STUDIES - ASSOCIATE OF SCIENCE DEGREE

PROPOSAL INFORMATION

Action Proposed:Program Revision

Proposal Originator:Andrew Lowe

Origination Date:01/20/2022

Proposed Start:Fall 2024

Need for Proposal:

Edit restricted elective course list to include 141A and 141B

Attached Documents:

[CCCCO Narrative Biology AS](#)

PROGRAM & AWARD INFORMATION

Award Description:

The Associate of Science degree with an area of emphasis in Biology Studies is intended for students who plan to complete a bachelor's degree at a transfer institution in a biology-related major. Common university majors in this field include: Agricultural Science, Biochemistry, Bioengineering, Bioinformatics, Biological Sciences, Biophysics, Biotechnology, Botany, Cell Biology, Conservation, Developmental Biology, Ecology, Entomology, Life Science, Genetics, Marine Biology, Medical Sciences, Microbiology, Molecular Biology, Natural Sciences, Neuroscience, Psychobiology, Toxicology, and Zoology / Animal Sciences. This degree is designed to accommodate the differing requirements of a wide variety of transfer institutions and major options. Because admission and major preparation requirements vary at each transfer institution, courses used to complete this degree should be selected with the assistance of a Miramar College counselor.

Program Description:

Biology is a natural science that focuses on physical and chemical processes of living organisms. This discipline explores how organisms acquire and use energy to maintain homeostasis, how they reproduce, and how they interact with each other and their environment. Scientific processes are emphasized as a means of answering these biological questions. Biologists rely heavily on a chemistry foundation since living organisms are chemical systems.

Program Goals:

The biology program serves four areas of study. First, it provides a broad background of studies for the biology major preparing for transfer to a four-year institution. Second, the Applied Biology Associate Degree curriculum provides preparation for entry level employment as a technician in the life sciences industry. In addition to the associate degree programs, certificates in Applied Biotechnology with emphasis in either Molecular Biology or Analytical Chemistry are offered. The biology program also offers support courses in human anatomy, human physiology and general microbiology which may be used to satisfy prerequisites for nursing programs and other allied health fields. Fourth, the biology program provides courses in natural science to fulfill general education requirements.

Program Emphasis:

The associate degrees and the certificates in Biology offered at Miramar College require completion of the courses listed below. Additional general education and graduation requirements for the associate degree are listed in the catalog. The associate degree requires a minimum of 60 units.

Career Options:

The following list is a sample of the many career options available for the biology major. A few of these require a certificate, some an associate degree, some a baccalaureate degree and some require a graduate level degree: agricultural consultant, animal health technician, biotechnology technician, dentist, environmental consultant, field biologist, forester, horticulturist, high school or college teacher, marine biologist, microbiologist, public health technician, physician, pharmaceutical researcher, research biologist, lab assistant, and veterinarian. In addition, a background in biology may be required for the following: registered nurse, physical therapist, respiratory therapist, dental hygienist, medical technician, physician's assistant, and optometrist.

Course Required for the Major:

COURSES REQUIRED FOR THE MAJOR: **UNITS**

BIOL 210A	Introduction to the Biological Sciences I *Active*	4
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SELECT 4 TO 9 UNITS FROM THE FOLLOWING: **UNITS**

BIOL 210B	Introduction to the Biological Sciences II *Active*	4
CHEM 200	General Chemistry I - Lecture *Active*	3
CHEM 200L	General Chemistry I - Laboratory *Active*	2

SELECT 5 TO 10 OR MORE UNITS FROM THE FOLLOWING: **UNITS**

ACCT 116A	Financial Accounting *Active*	4
ACCT 116B	Managerial Accounting *Active*	4
BIOL 115	Marine Biology *Active*	4
BIOL 205	General Microbiology *Active*	5
BIOL 215	Introduction to Zoology *Active* ~Only available at: Mesa~	4
BIOL 230	Human Anatomy *Active*	4
BIOL 235	Human Physiology *Active*	4
BIOL 250	Introduction to Botany *Active* ~Only available at: Mesa~	4
CHEM 201	General Chemistry II - Lecture *Active*	3
CHEM 201L	General Chemistry II - Laboratory *Active*	2
CISC 190	Java Programming *Active*	4
CISC 192	C/C++ Programming *Active*	4
MATH 116	College and Matrix Algebra *Active*	3
MATH 119	Elementary Statistics *Active*	3
MATH 121	Basic Techniques of Applied Calculus I *Active*	3
MATH 122	Basic Techniques of Calculus II *Active*	3
MATH 141A	Precalculus I *Launched*	4
MATH 141B	Precalculus II *Launched*	4
MATH 150	Calculus with Analytic Geometry I *Active*	5
MATH 151	Calculus with Analytic Geometry II *Active*	4
PHYS 125	General Physics *Active*	5
PHYS 126	General Physics II *Active*	5
PHYS 195	Mechanics *Active*	5
PHYS 196	Electricity and Magnetism *Active*	5
PHYS 197	Waves, Optics and Modern Physics *Active*	5
PSYC 101	General Psychology *Active*	3
PSYC 258	Behavioral Science Statistics *Active*	3
SOCO 101	Principles of Sociology *Active*	3

Total Units 18

DATES & CODES

CIC Approval:

Board Approval:

TOP Code: 0401.00

State Approval:

State Approval (Unique) Code: 18173

Subject Area: Biology
Program Area: Biology

Report Run: 02/13/2023 2:30 PM
Program ID: 4342

Previous Report

MIRAMAR - BIOLOGY STUDIES - ASSOCIATE OF SCIENCE DEGREE

PROPOSAL INFORMATION

Action Proposed:New Program

Proposal Originator:Duane Short

Origination Date:04/17/2008

Proposed Start:Fall 2008

Need for Proposal:

To replace noncompliant Transfer Studies degree.

PROGRAM & AWARD INFORMATION

Award Description:

The Associate of Science degree with an area of emphasis in Biology Studies is intended for students who plan to complete a bachelor's degree at a transfer institution in a biology-related major. Common university majors in this field include: Agricultural Science, Biochemistry, Bioengineering, Bioinformatics, Biological Sciences, Biophysics, Biotechnology, Botany, Cell Biology, Conservation, Developmental Biology, Ecology, Entomology, Life Science, Genetics, Marine Biology, Medical Sciences, Microbiology, Molecular Biology, Natural Sciences, Neuroscience, Psychobiology, Toxicology, and Zoology / Animal Sciences. This degree is designed to accommodate the differing requirements of a wide variety of transfer institutions and major options. Because admission and major preparation requirements vary at each transfer institution, courses used to complete this degree should be selected with the assistance of a Miramar College counselor.

Award Notes:

Program Description:

Biology is a natural science that focuses on physical and chemical processes of living organisms. This discipline explores how organisms acquire and use energy to maintain homeostasis, how they reproduce, and how they interact with each other and their environment. Scientific processes are emphasized as a means of answering these biological questions. Biologists rely heavily on a chemistry foundation since living organisms are chemical systems.

Program Goals:

The biology program serves four areas of study. First, it provides a broad background of studies for the biology major preparing for transfer to a four-year institution. Second, the Applied Biology Associate Degree curriculum provides preparation for entry level employment as a technician in the life sciences industry. In addition to the associate degree programs, certificates in Applied Biotechnology with emphasis in either Molecular Biology or Analytical Chemistry are offered. The biology program also offers support courses in human anatomy, human physiology and general microbiology which may be used to satisfy prerequisites for nursing programs and other allied health fields. Fourth, the biology program provides courses in natural science to fulfill general education requirements.

Program Emphasis:

The associate degrees and the certificates in Biology offered at Miramar College require completion of the courses listed below. Additional general education and graduation requirements for the associate degree are listed in the catalog. The associate degree requires a minimum of 60 units.

Career Options:

Current Report

MIRAMAR - BIOLOGY STUDIES - ASSOCIATE OF SCIENCE DEGREE

PROPOSAL INFORMATION

Action Proposed:Program Revision

Proposal Originator:Andrew Lowe

Origination Date:01/20/2022

Proposed Start:Fall 2024

Need for Proposal:

Edit restricted elective course list to include 141A and 141B

Attached Documents:

[CCCCO Narrative Biology AS](#)

PROGRAM & AWARD INFORMATION

Award Description:

The Associate of Science degree with an area of emphasis in Biology Studies is intended for students who plan to complete a bachelor's degree at a transfer institution in a biology-related major. Common university majors in this field include: Agricultural Science, Biochemistry, Bioengineering, Bioinformatics, Biological Sciences, Biophysics, Biotechnology, Botany, Cell Biology, Conservation, Developmental Biology, Ecology, Entomology, Life Science, Genetics, Marine Biology, Medical Sciences, Microbiology, Molecular Biology, Natural Sciences, Neuroscience, Psychobiology, Toxicology, and Zoology / Animal Sciences. This degree is designed to accommodate the differing requirements of a wide variety of transfer institutions and major options. Because admission and major preparation requirements vary at each transfer institution, courses used to complete this degree should be selected with the assistance of a Miramar College counselor.

Award Notes:

Program Description:

Biology is a natural science that focuses on physical and chemical processes of living organisms. This discipline explores how organisms acquire and use energy to maintain homeostasis, how they reproduce, and how they interact with each other and their environment. Scientific processes are emphasized as a means of answering these biological questions. Biologists rely heavily on a chemistry foundation since living organisms are chemical systems.

Program Goals:

The biology program serves four areas of study. First, it provides a broad background of studies for the biology major preparing for transfer to a four-year institution. Second, the Applied Biology Associate Degree curriculum provides preparation for entry level employment as a technician in the life sciences industry. In addition to the associate degree programs, certificates in Applied Biotechnology with emphasis in either Molecular Biology or Analytical Chemistry are offered. The biology program also offers support courses in human anatomy, human physiology and general microbiology which may be used to satisfy prerequisites for nursing programs and other allied health fields. Fourth, the biology program provides courses in natural science to fulfill general education requirements.

Program Emphasis:

The associate degrees and the certificates in Biology offered at Miramar College require completion of the courses listed below. Additional general education and graduation requirements for the associate degree are listed in the catalog. The associate degree

The following list is a sample of the many career options available for the biology major. A few of these require a certificate, some an associate degree, some a baccalaureate degree and some require a graduate level degree: agricultural consultant, animal health technician, biotechnology technician, dentist, environmental consultant, field biologist, forester, horticulturist, high school or college teacher, marine biologist, microbiologist, public health technician, physician, pharmaceutical researcher, research biologist, lab assistant, and veterinarian. In addition, a background in biology may be required for the following: registered nurse, physical therapist, respiratory therapist, dental hygienist, medical technician, physician's assistant, and optometrist.

Course Required for the Major:

COURSES REQUIRED FOR THE MAJOR:		UNITS
BIOL 210A	Introduction to the Biological Sciences I *Active*	4

SELECT 4 TO 9 UNITS FROM THE FOLLOWING:

		UNITS
BIOL 210B	Introduction to the Biological Sciences II *Active*	4
CHEM 200	General Chemistry I - Lecture *Active*	3
CHEM 200L	General Chemistry I - Laboratory *Active*	2

SELECT 5 TO 10 OR MORE UNITS FROM THE FOLLOWING:

		UNITS
ACCT 116A	Financial Accounting *Active*	4
ACCT 116B	Managerial Accounting *Active*	4
BIOL 115	Marine Biology *Active*	4
BIOL 205	General Microbiology *Active*	5
BIOL 215	Introduction to Zoology *Active* ~Only available at: Mesa~	4
BIOL 230	Human Anatomy *Active*	4
BIOL 235	Human Physiology *Active*	4
BIOL 250	Introduction to Botany *Active* ~Only available at: Mesa~	4
CHEM 201	General Chemistry II - Lecture *Active*	3
CHEM 201L	General Chemistry II - Laboratory *Active*	2
CISC 190	Java Programming *Active*	4
CISC 192	C/C++ Programming *Active*	4
MATH 104	Trigonometry *Active*	3
MATH 116	College and Matrix Algebra *Active*	3
MATH 119	Elementary Statistics *Active*	3
MATH 121	Basic Techniques of Applied Calculus I *Active*	3
MATH 122	Basic Techniques of Calculus II *Active*	3
MATH 141	Precalculus *Active*	5
MATH 150	Calculus with Analytic Geometry I *Active*	5
MATH 151	Calculus with Analytic Geometry II *Active*	4
PHYS 125	General Physics *Active*	5
PHYS 126	General Physics II *Active*	5
PHYS 195	Mechanics *Active*	5
PHYS 196	Electricity and Magnetism *Active*	5
PHYS 197	Waves, Optics and Modern Physics *Active*	5
PSYC 101	General Psychology *Active*	3
PSYC 258	Behavioral Science Statistics *Active*	3
SOCO 101	Principles of Sociology *Active*	3

Total Units 18

DATES & CODES

CIC Approval: 03/13/2008

Board Approval: 04/17/2008

State Approval: 06/06/2008

TOP Code: 0401.00

State Approval (Unique) Code: 18173

Subject Area: Biology

Program Area: Biology

Report Run: 02/13/2023 2:30 PM

Program ID: 1886

requires a minimum of 60 units.

Career Options:

The following list is a sample of the many career options available for the biology major. A few of these require a certificate, some an associate degree, some a baccalaureate degree and some require a graduate level degree: agricultural consultant, animal health technician, biotechnology technician, dentist, environmental consultant, field biologist, forester, horticulturist, high school or college teacher, marine biologist, microbiologist, public health technician, physician, pharmaceutical researcher, research biologist, lab assistant, and veterinarian. In addition, a background in biology may be required for the following: registered nurse, physical therapist, respiratory therapist, dental hygienist, medical technician, physician's assistant, and optometrist.

Course Required for the Major:

COURSES REQUIRED FOR THE MAJOR:		UNITS
BIOL 210A	Introduction to the Biological Sciences I *Active*	4

SELECT 4 TO 9 UNITS FROM THE FOLLOWING:

		UNITS
BIOL 210B	Introduction to the Biological Sciences II *Active*	4
CHEM 200	General Chemistry I - Lecture *Active*	3
CHEM 200L	General Chemistry I - Laboratory *Active*	2

SELECT 5 TO 10 OR MORE UNITS FROM THE FOLLOWING:

		UNITS
ACCT 116A	Financial Accounting *Active*	4
ACCT 116B	Managerial Accounting *Active*	4
BIOL 115	Marine Biology *Active*	4
BIOL 205	General Microbiology *Active*	5
BIOL 215	Introduction to Zoology *Active* ~Only available at: Mesa~	4
BIOL 230	Human Anatomy *Active*	4
BIOL 235	Human Physiology *Active*	4
BIOL 250	Introduction to Botany *Active* ~Only available at: Mesa~	4
CHEM 201	General Chemistry II - Lecture *Active*	3
CHEM 201L	General Chemistry II - Laboratory *Active*	2
CISC 190	Java Programming *Active*	4
CISC 192	C/C++ Programming *Active*	4
MATH 116	College and Matrix Algebra *Active*	3
MATH 119	Elementary Statistics *Active*	3
MATH 121	Basic Techniques of Applied Calculus I *Active*	3
MATH 122	Basic Techniques of Calculus II *Active*	3
MATH 141A	Precalculus I *Launched*	4
MATH 141B	Precalculus II *Launched*	4
MATH 150	Calculus with Analytic Geometry I *Active*	5
MATH 151	Calculus with Analytic Geometry II *Active*	4
PHYS 125	General Physics *Active*	5
PHYS 126	General Physics II *Active*	5
PHYS 195	Mechanics *Active*	5
PHYS 196	Electricity and Magnetism *Active*	5
PHYS 197	Waves, Optics and Modern Physics *Active*	5
PSYC 101	General Psychology *Active*	3
PSYC 258	Behavioral Science Statistics *Active*	3
SOCO 101	Principles of Sociology *Active*	3

Total Units 18

DATES & CODES

CIC Approval:

Board Approval:

State Approval:

TOP Code: 0401.00

State Approval (Unique) Code: 18173

Subject Area: Biology

Report Run: 02/13/2023 2:30 PM

Previous Report

MIRAMAR - BIOLOGY STUDIES - ASSOCIATE OF SCIENCE DEGREE

PROPOSAL INFORMATION

Action Proposed:New Program

Proposal Originator:Duane Short

Origination Date:04/17/2008

Proposed Start:Fall 2008

Need for Proposal:

To replace noncompliant Transfer Studies degree.

PROGRAM & AWARD INFORMATION

Award Description:

The Associate of Science degree with an area of emphasis in Biology Studies is intended for students who plan to complete a bachelor's degree at a transfer institution in a biology-related major. Common university majors in this field include: Agricultural Science, Biochemistry, Bioengineering, Bioinformatics, Biological Sciences, Biophysics, Biotechnology, Botany, Cell Biology, Conservation, Developmental Biology, Ecology, Entomology, Life Science, Genetics, Marine Biology, Medical Sciences, Microbiology, Molecular Biology, Natural Sciences, Neuroscience, Psychobiology, Toxicology, and Zoology / Animal Sciences. This degree is designed to accommodate the differing requirements of a wide variety of transfer institutions and major options. Because admission and major preparation requirements vary at each transfer institution, courses used to complete this degree should be selected with the assistance of a Miramar College counselor.

Award Notes:

Program Description:

Biology is a natural science that focuses on physical and chemical processes of living organisms. This discipline explores how organisms acquire and use energy to maintain homeostasis, how they reproduce, and how they interact with each other and their environment. Scientific processes are emphasized as a means of answering these biological questions. Biologists rely heavily on a chemistry foundation since living organisms are chemical systems.

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Program Emphasis:

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Career Options:

Current Report

MIRAMAR - BIOLOGY STUDIES - ASSOCIATE OF SCIENCE DEGREE

PROPOSAL INFORMATION

Action Proposed:Program Revision

Proposal Originator:Andrew Lowe

Origination Date:01/20/2022

Proposed Start:Fall 2024

Need for Proposal:

Edit restricted elective course list to include 141A and 141B

Attached Documents:

[CCCCO Narrative Biology AS](#)

PROGRAM & AWARD INFORMATION

Award Description:

The Associate of Science degree with an area of emphasis in Biology Studies is intended for students who plan to complete a bachelor's degree at a transfer institution in a biology-related major. Common university majors in this field include: Agricultural Science, Biochemistry, Bioengineering, Bioinformatics, Biological Sciences, Biophysics, Biotechnology, Botany, Cell Biology, Conservation, Developmental Biology, Ecology, Entomology, Life Science, Genetics, Marine Biology, Medical Sciences, Microbiology, Molecular Biology, Natural Sciences, Neuroscience, Psychobiology, Toxicology, and Zoology / Animal Sciences. This degree is designed to accommodate the differing requirements of a wide variety of transfer institutions and major options. Because admission and major preparation requirements vary at each transfer institution, courses used to complete this degree should be selected with the assistance of a Miramar College counselor.

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Program Description:

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Course Required for the Major:

COURSES REQUIRED FOR THE MAJOR:		UNITS
BIOL 210A	Introduction to the Biological Sciences I *Active*	4

SELECT 4 TO 9 UNITS FROM THE FOLLOWING:

		UNITS
BIOL 210B	Introduction to the Biological Sciences II *Active*	4
CHEM 200	General Chemistry I - Lecture *Active*	3
CHEM 200L	General Chemistry I - Laboratory *Active*	2

SELECT 5 TO 10 OR MORE UNITS FROM THE FOLLOWING:

		UNITS
ACCT 116A	Financial Accounting *Active*	4
ACCT 116B	Managerial Accounting *Active*	4
BIOL 115	Marine Biology *Active*	4
BIOL 205	General Microbiology *Active*	5
BIOL 215	Introduction to Zoology *Active* ~Only available at: Mesa~	4
BIOL 230	Human Anatomy *Active*	4
BIOL 235	Human Physiology *Active*	4
BIOL 250	Introduction to Botany *Active* ~Only available at: Mesa~	4
CHEM 201	General Chemistry II - Lecture *Active*	3
CHEM 201L	General Chemistry II - Laboratory *Active*	2
CISC 190	Java Programming *Active*	4
CISC 192	C/C++ Programming *Active*	4
MATH 104	Trigonometry *Active*	3
MATH 116	College and Matrix Algebra *Active*	3
MATH 119	Elementary Statistics *Active*	3
MATH 121	Basic Techniques of Applied Calculus I *Active*	3
MATH 122	Basic Techniques of Calculus II *Active*	3
MATH 141	Precalculus *Active*	5
MATH 150	Calculus with Analytic Geometry I *Active*	5
MATH 151	Calculus with Analytic Geometry II *Active*	4
PHYS 125	General Physics *Active*	5
PHYS 126	General Physics II *Active*	5
PHYS 195	Mechanics *Active*	5
PHYS 196	Electricity and Magnetism *Active*	5
PHYS 197	Waves, Optics and Modern Physics *Active*	5
PSYC 101	General Psychology *Active*	3
PSYC 258	Behavioral Science Statistics *Active*	3
SOCO 101	Principles of Sociology *Active*	3

Total Units 18

DATES & CODES

CIC Approval: 03/13/2008

Board Approval: 04/17/2008

State Approval: 06/06/2008

TOP Code: 0401.00

State Approval (Unique) Code: 18173

Subject Area: Biology

Program Area: Biology

Report Run: 02/13/2023 2:30 PM

Program ID: 1886

requires a minimum of 60 units.

Career Options:

The following list is a sample of the many career options available for the biology major. A few of these require a certificate, some an associate degree, some a baccalaureate degree and some require a graduate level degree: agricultural consultant, animal health technician, biotechnology technician, dentist, environmental consultant, field biologist, forester, horticulturist, high school or college teacher, marine biologist, microbiologist, public health technician, physician, pharmaceutical researcher, research biologist, lab assistant, and veterinarian. In addition, a background in biology may be required for the following: registered nurse, physical therapist, respiratory therapist, dental hygienist, medical technician, physician's assistant, and optometrist.

Course Required for the Major:

COURSES REQUIRED FOR THE MAJOR:		UNITS
BIOL 210A	Introduction to the Biological Sciences I *Active*	4

SELECT 4 TO 9 UNITS FROM THE FOLLOWING:

		UNITS
BIOL 210B	Introduction to the Biological Sciences II *Active*	4
CHEM 200	General Chemistry I - Lecture *Active*	3
CHEM 200L	General Chemistry I - Laboratory *Active*	2

SELECT 5 TO 10 OR MORE UNITS FROM THE FOLLOWING:

		UNITS
ACCT 116A	Financial Accounting *Active*	4
ACCT 116B	Managerial Accounting *Active*	4
BIOL 115	Marine Biology *Active*	4
BIOL 205	General Microbiology *Active*	5
BIOL 215	Introduction to Zoology *Active* ~Only available at: Mesa~	4
BIOL 230	Human Anatomy *Active*	4
BIOL 235	Human Physiology *Active*	4
BIOL 250	Introduction to Botany *Active* ~Only available at: Mesa~	4
CHEM 201	General Chemistry II - Lecture *Active*	3
CHEM 201L	General Chemistry II - Laboratory *Active*	2
CISC 190	Java Programming *Active*	4
CISC 192	C/C++ Programming *Active*	4
MATH 116	College and Matrix Algebra *Active*	3
MATH 119	Elementary Statistics *Active*	3
MATH 121	Basic Techniques of Applied Calculus I *Active*	3
MATH 122	Basic Techniques of Calculus II *Active*	3
MATH 141A	Precalculus I *Launched*	4
MATH 141B	Precalculus II *Launched*	4
MATH 150	Calculus with Analytic Geometry I *Active*	5
MATH 151	Calculus with Analytic Geometry II *Active*	4
PHYS 125	General Physics *Active*	5
PHYS 126	General Physics II *Active*	5
PHYS 195	Mechanics *Active*	5
PHYS 196	Electricity and Magnetism *Active*	5
PHYS 197	Waves, Optics and Modern Physics *Active*	5
PSYC 101	General Psychology *Active*	3
PSYC 258	Behavioral Science Statistics *Active*	3
SOCO 101	Principles of Sociology *Active*	3

Total Units 18

DATES & CODES

CIC Approval:

Board Approval:

State Approval:

TOP Code: 0401.00

State Approval (Unique) Code: 18173

Subject Area: Biology

Report Run: 02/13/2023 2:30 PM

MIRAMAR - EARTH SCIENCE STUDIES - ASSOCIATE OF SCIENCE DEGREE

PROPOSAL INFORMATION

Action Proposed:Program Revision

Proposal Originator:Jae Calanog

Origination Date:05/17/2022

Proposed Start:Fall 2024

Need for Proposal:

Replace MATH 104 / 141 with MATH 141A/B

Attached Documents:

[Articulation documentation](#)

[CCCCO proposal narrative-d3](#)

[LMI Analysis_COE](#)

PROGRAM & AWARD INFORMATION

Award Description:

The Associate of Science degree with an area of emphasis in Earth Science Studies is intended for students who plan to complete a bachelor's degree at a transfer institution in a physical or earth science-related major. Common university majors in this field include: Earth Sciences, Environmental Sciences, Geographic Information Science, Geology, Hydrologic Sciences, Meteorology, Natural Sciences, Oceanography, Physical Geography, and Physical Sciences.

This degree is designed to accommodate the differing requirements of a wide variety of transfer institutions and major options. Because admission and major preparation requirements vary at each transfer institution, courses used to complete this degree should be selected with the assistance of a Miramar College counselor.

Program Description:

N/A - this section is no longer updated via CurricUNET.

Program Goals:

N/A - this section is no longer updated via CurricUNET.

Program Emphasis:

N/A - this section is no longer updated via CurricUNET.

Career Options:

N/A - this section is no longer updated via CurricUNET.

Courses Required for the Major:

COURSES REQUIRED FOR THE MAJOR:		UNITS
GEOL 100	Physical Geology *Active*	3
GEOL 101	Physical Geology Laboratory *Active*	1

SELECT AT LEAST EIGHT (8) UNITS FROM THE FOLLOWING PHYSICAL SCIENCE COURSES:		UNITS
ASTR 101	Descriptive Astronomy *Active*	3
ASTR 111	Astronomy Laboratory *Active*	1
AVIA 115	Aviation Weather *Active*	3
CHEM 111	Chemistry in Society *Active*	3
CHEM 152	Introduction to General Chemistry *Active*	3
CHEM 152L	Introduction to General Chemistry Laboratory *Active*	1
CHEM 200	General Chemistry I - Lecture *Active*	3
CHEM 200L	General Chemistry I - Laboratory *Active*	2

CHEM 201	General Chemistry II - Lecture *Active*	3
CHEM 201L	General Chemistry II - Laboratory *Active*	2
GEOG 101	Physical Geography *Active*	3
GEOG 101L	Physical Geography Laboratory *Active*	1
GEOL 104	Earth Science *Active*	3
GEOL 111	The Earth Through Time *Active*	4
OCEA 101	The Oceans *Active*	3
PHYN 100	Survey of Physical Science *Active*	3
PHYN 114	Weather and Climate *Active*	3
PHYS 125	General Physics *Active*	5
PHYS 180A	General Physics I *Active*	4
PHYS 195	Mechanics *Active*	5

SELECT AT LEAST THREE (3) UNITS FROM THE FOLLOWING BIOLOGICAL SCIENCE COURSES: **UNITS**

ANTH 102	Introduction to Biological Anthropology *Active*	3
ANTH 104	Laboratory in Biological Anthropology *Active*	1
BIOL 100	Natural History - Environmental Biology *Active*	4
BIOL 107	General Biology-Lecture and Laboratory *Active*	4
BIOL 115	Marine Biology *Active*	4
BIOL 130	Human Heredity *Active*	3
BIOL 180	Plants and People *Active*	3
PSYC 260	Introduction to Physiological Psychology *Active*	3

SELECT AT LEAST THREE (3) UNITS FROM THE FOLLOWING MATHEMATICS COURSES: **UNITS**

BUSE 115	Statistics for Business *Active*	3
or MATH 119	Elementary Statistics *Active*	3
or PSYC 258	Behavioral Science Statistics *Active*	3
MATH 116	College and Matrix Algebra *Active*	3
MATH 121	Basic Techniques of Applied Calculus I *Active*	3
MATH 122	Basic Techniques of Calculus II *Active*	3
MATH 141A	Precalculus I *Launched*	4
MATH 141B	Precalculus II *Launched*	4
MATH 150	Calculus with Analytic Geometry I *Active*	5
MATH 151	Calculus with Analytic Geometry II *Active*	4
MATH 252	Calculus with Analytic Geometry III *Active*	4

Total Units 18 - 21

DATES & CODES

CIC Approval:

Board Approval:

State Approval:

TOP Code: 1930.00

State Approval (Unique) Code: 18176

Subject Area: Physical Science
Program Area: Physical Sciences

Report Run: 02/13/2023 2:30 PM
Program ID: 4390

Previous Report

MIRAMAR - EARTH SCIENCE STUDIES - ASSOCIATE OF SCIENCE DEGREE

PROPOSAL INFORMATION

Action Proposed:Program Revision

Proposal Originator:Gina Bochicchio

Proposed Start:Fall 2021

Need for Proposal:

Remove MATH 115 and PHYN 101 which are being deactivated at Miramar; add PHYN 114 to restricted electives.

Attached Documents:

[CCCCO proposal narrative](#)
[Articulation documentation](#)

Origination Date:12/15/2019

PROGRAM & AWARD INFORMATION

Award Description:

The Associate of Science degree with an area of emphasis in Earth Science Studies is intended for students who plan to complete a bachelor's degree at a transfer institution in a physical or earth science-related major. Common university majors in this field include: Earth Sciences, Environmental Sciences, Geographic Information Science, Geology, Hydrologic Sciences, Meteorology, Natural Sciences, Oceanography, Physical Geography, and Physical Sciences.

This degree is designed to accommodate the differing requirements of a wide variety of transfer institutions and major options. Because admission and major preparation requirements vary at each transfer institution, courses used to complete this degree should be selected with the assistance of a Miramar College counselor.

Award Notes:

Program Description:

N/A - this section is no longer updated via Curricunet.

Program Goals:

N/A - this section is no longer updated via Curricunet.

Program Emphasis:

N/A - this section is no longer updated via Curricunet.

Career Options:

N/A - this section is no longer updated via Curricunet.

Courses Required for the Major:

COURSES REQUIRED FOR THE MAJOR:		UNITS
GEOL 100	Physical Geology *Active*	3
GEOL 101	Physical Geology Laboratory *Active*	1

SELECT AT LEAST EIGHT (8) UNITS FROM THE FOLLOWING PHYSICAL SCIENCE COURSES:	UNITS
------------------------------------------------------------------------------	-------

ASTR 101	Descriptive Astronomy *Active*	3
ASTR 111	Astronomy Laboratory *Active*	1
AVIA 115	Aviation Weather *Active*	3
CHEM 111	Chemistry in Society *Active*	3
CHEM 152	Introduction to General Chemistry *Active*	3

Current Report

MIRAMAR - EARTH SCIENCE STUDIES - ASSOCIATE OF SCIENCE DEGREE

PROPOSAL INFORMATION

Action Proposed:Program Revision

Proposal Originator:Jae Calanog

Proposed Start:Fall 2024

Need for Proposal:

Replace MATH 104 / 141 with MATH 141A/B

Attached Documents:

[Articulation documentation](#)
[CCCCO proposal narrative-d3](#)
[LMI Analysis_COE](#)

Origination Date:05/17/2022

PROGRAM & AWARD INFORMATION

Award Description:

The Associate of Science degree with an area of emphasis in Earth Science Studies is intended for students who plan to complete a bachelor's degree at a transfer institution in a physical or earth science-related major. Common university majors in this field include: Earth Sciences, Environmental Sciences, Geographic Information Science, Geology, Hydrologic Sciences, Meteorology, Natural Sciences, Oceanography, Physical Geography, and Physical Sciences.

This degree is designed to accommodate the differing requirements of a wide variety of transfer institutions and major options. Because admission and major preparation requirements vary at each transfer institution, courses used to complete this degree should be selected with the assistance of a Miramar College counselor.

Award Notes:

Program Description:

N/A - this section is no longer updated via Curricunet.

Program Goals:

N/A - this section is no longer updated via Curricunet.

Program Emphasis:

N/A - this section is no longer updated via Curricunet.

Career Options:

N/A - this section is no longer updated via Curricunet.

Courses Required for the Major:

COURSES REQUIRED FOR THE MAJOR:		UNITS
GEOL 100	Physical Geology *Active*	3
GEOL 101	Physical Geology Laboratory *Active*	1

SELECT AT LEAST EIGHT (8) UNITS FROM THE FOLLOWING PHYSICAL SCIENCE COURSES:	UNITS
------------------------------------------------------------------------------	-------

ASTR 101	Descriptive Astronomy *Active*	3
ASTR 111	Astronomy Laboratory *Active*	1
AVIA 115	Aviation Weather *Active*	3
CHEM 111	Chemistry in Society *Active*	3
CHEM 152	Introduction to General Chemistry *Active*	3
CHEM 152L	Introduction to General Chemistry Laboratory *Active*	1
CHEM 200	General Chemistry I - Lecture *Active*	3

CHEM 152L	Introduction to General Chemistry Laboratory *Active*	1
CHEM 200	General Chemistry I - Lecture *Active*	3
CHEM 200L	General Chemistry I - Laboratory *Active*	2
CHEM 201	General Chemistry II - Lecture *Active*	3
CHEM 201L	General Chemistry II - Laboratory *Active*	2
GEOG 101	Physical Geography *Active*	3
GEOG 101L	Physical Geography Laboratory *Active*	1
GEOL 104	Earth Science *Active*	3
GEOL 111	The Earth Through Time *Active*	4
OCEA 101	The Oceans *Active*	3
PHYN 100	Survey of Physical Science *Active*	3
PHYN 114	Weather and Climate *Active*	3
PHYS 125	General Physics *Active*	5
PHYS 180A	General Physics I *Active*	4
PHYS 195	Mechanics *Active*	5

SELECT AT LEAST THREE (3) UNITS FROM THE FOLLOWING BIOLOGICAL SCIENCE COURSES:

		UNITS
ANTH 102	Introduction to Biological Anthropology *Active*	3
ANTH 104	Laboratory in Biological Anthropology *Active*	1
BIOL 100	Natural History - Environmental Biology *Active*	4
BIOL 107	General Biology-Lecture and Laboratory *Active*	4
BIOL 115	Marine Biology *Active*	4
BIOL 130	Human Heredity *Active*	3
BIOL 180	Plants and People *Active*	3
PSYC 260	Introduction to Physiological Psychology *Active*	3

SELECT AT LEAST THREE (3) UNITS FROM THE FOLLOWING MATHEMATICS COURSES:

		UNITS
BUSE 115	Statistics for Business *Active*	3
or MATH 119	Elementary Statistics *Active*	3
or PSYC 258	Behavioral Science Statistics *Active*	3
MATH 104	Trigonometry *Active*	3
MATH 116	College and Matrix Algebra *Active*	3
MATH 121	Basic Techniques of Applied Calculus I *Active*	3
MATH 122	Basic Techniques of Calculus II *Active*	3
MATH 141	Precalculus *Active*	5
MATH 150	Calculus with Analytic Geometry I *Active*	5
MATH 151	Calculus with Analytic Geometry II *Active*	4
MATH 252	Calculus with Analytic Geometry III *Active*	4

Total Units 18 - 21

DATES & CODES

CIC Approval: 12/10/2020
Board Approval: 01/28/2021
State Approval: 03/29/2021
TOP Code: 1930.00
State Approval (Unique) Code: 18176

Subject Area: Physical Science
Program Area: Physical Sciences

Report Run: 02/13/2023 2:30 PM
Program ID: 4096

CHEM 200L	General Chemistry I - Laboratory *Active*	2
CHEM 201	General Chemistry II - Lecture *Active*	3
CHEM 201L	General Chemistry II - Laboratory *Active*	2
GEOG 101	Physical Geography *Active*	3
GEOG 101L	Physical Geography Laboratory *Active*	1
GEOL 104	Earth Science *Active*	3
GEOL 111	The Earth Through Time *Active*	4
OCEA 101	The Oceans *Active*	3
PHYN 100	Survey of Physical Science *Active*	3
PHYN 114	Weather and Climate *Active*	3
PHYS 125	General Physics *Active*	5
PHYS 180A	General Physics I *Active*	4
PHYS 195	Mechanics *Active*	5

SELECT AT LEAST THREE (3) UNITS FROM THE FOLLOWING BIOLOGICAL SCIENCE COURSES:

		UNITS
ANTH 102	Introduction to Biological Anthropology *Active*	3
ANTH 104	Laboratory in Biological Anthropology *Active*	1
BIOL 100	Natural History - Environmental Biology *Active*	4
BIOL 107	General Biology-Lecture and Laboratory *Active*	4
BIOL 115	Marine Biology *Active*	4
BIOL 130	Human Heredity *Active*	3
BIOL 180	Plants and People *Active*	3
PSYC 260	Introduction to Physiological Psychology *Active*	3

SELECT AT LEAST THREE (3) UNITS FROM THE FOLLOWING MATHEMATICS COURSES:

		UNITS
BUSE 115	Statistics for Business *Active*	3
or MATH 119	Elementary Statistics *Active*	3
or PSYC 258	Behavioral Science Statistics *Active*	3
MATH 116	College and Matrix Algebra *Active*	3
MATH 121	Basic Techniques of Applied Calculus I *Active*	3
MATH 122	Basic Techniques of Calculus II *Active*	3
MATH 141A	Precalculus I *Launched*	4
MATH 141B	Precalculus II *Launched*	4
MATH 150	Calculus with Analytic Geometry I *Active*	5
MATH 151	Calculus with Analytic Geometry II *Active*	4
MATH 252	Calculus with Analytic Geometry III *Active*	4

Total Units 18 - 21

DATES & CODES

CIC Approval:
Board Approval:
State Approval:
TOP Code: 1930.00
State Approval (Unique) Code: 18176

Subject Area: Physical Science
Program Area: Physical Sciences

Report Run: 02/13/2023 2:30 PM
Program ID: 4390

Previous Report

MIRAMAR - EARTH SCIENCE STUDIES - ASSOCIATE OF SCIENCE DEGREE

PROPOSAL INFORMATION

Action Proposed:Program Revision

Proposal Originator:Gina Bochicchio

Proposed Start:Fall 2021

Need for Proposal:

Remove MATH 115 and PHYN 101 which are being deactivated at Miramar; add PHYN 114 to restricted electives.

Attached Documents:

[CCCCO proposal narrative](#)
[Articulation documentation](#)

Origination Date:12/15/2019

PROGRAM & AWARD INFORMATION

Award Description:

The Associate of Science degree with an area of emphasis in Earth Science Studies is intended for students who plan to complete a bachelor's degree at a transfer institution in a physical or earth science-related major. Common university majors in this field include: Earth Sciences, Environmental Sciences, Geographic Information Science, Geology, Hydrologic Sciences, Meteorology, Natural Sciences, Oceanography, Physical Geography, and Physical Sciences.

This degree is designed to accommodate the differing requirements of a wide variety of transfer institutions and major options. Because admission and major preparation requirements vary at each transfer institution, courses used to complete this degree should be selected with the assistance of a Miramar College counselor.

Award Notes:

Program Description:

N/A - this section is no longer updated via Curricunet.

Program Goals:

N/A - this section is no longer updated via Curricunet.

Program Emphasis:

N/A - this section is no longer updated via Curricunet.

Career Options:

N/A - this section is no longer updated via Curricunet.

Courses Required for the Major:

COURSES REQUIRED FOR THE MAJOR:		UNITS
GEOL 100	Physical Geology *Active*	3
GEOL 101	Physical Geology Laboratory *Active*	1

SELECT AT LEAST EIGHT (8) UNITS FROM THE FOLLOWING PHYSICAL SCIENCE COURSES:	UNITS
------------------------------------------------------------------------------	-------

ASTR 101	Descriptive Astronomy *Active*	3
ASTR 111	Astronomy Laboratory *Active*	1
AVIA 115	Aviation Weather *Active*	3
CHEM 111	Chemistry in Society *Active*	3
CHEM 152	Introduction to General Chemistry *Active*	3

Current Report

MIRAMAR - EARTH SCIENCE STUDIES - ASSOCIATE OF SCIENCE DEGREE

PROPOSAL INFORMATION

Action Proposed:Program Revision

Proposal Originator:Jae Calanog

Proposed Start:Fall 2024

Need for Proposal:

Replace MATH 104 / 141 with MATH 141A/B

Attached Documents:

[Articulation documentation](#)
[CCCCO proposal narrative-d3](#)
[LMI Analysis_COE](#)

Origination Date:05/17/2022

PROGRAM & AWARD INFORMATION

Award Description:

The Associate of Science degree with an area of emphasis in Earth Science Studies is intended for students who plan to complete a bachelor's degree at a transfer institution in a physical or earth science-related major. Common university majors in this field include: Earth Sciences, Environmental Sciences, Geographic Information Science, Geology, Hydrologic Sciences, Meteorology, Natural Sciences, Oceanography, Physical Geography, and Physical Sciences.

This degree is designed to accommodate the differing requirements of a wide variety of transfer institutions and major options. Because admission and major preparation requirements vary at each transfer institution, courses used to complete this degree should be selected with the assistance of a Miramar College counselor.

Award Notes:

Program Description:

N/A - this section is no longer updated via Curricunet.

Program Goals:

N/A - this section is no longer updated via Curricunet.

Program Emphasis:

N/A - this section is no longer updated via Curricunet.

Career Options:

N/A - this section is no longer updated via Curricunet.

Courses Required for the Major:

COURSES REQUIRED FOR THE MAJOR:		UNITS
GEOL 100	Physical Geology *Active*	3
GEOL 101	Physical Geology Laboratory *Active*	1

SELECT AT LEAST EIGHT (8) UNITS FROM THE FOLLOWING PHYSICAL SCIENCE COURSES:	UNITS
------------------------------------------------------------------------------	-------

ASTR 101	Descriptive Astronomy *Active*	3
ASTR 111	Astronomy Laboratory *Active*	1
AVIA 115	Aviation Weather *Active*	3
CHEM 111	Chemistry in Society *Active*	3
CHEM 152	Introduction to General Chemistry *Active*	3
CHEM 152L	Introduction to General Chemistry Laboratory *Active*	1
CHEM 200	General Chemistry I - Lecture *Active*	3

CHEM 152L	Introduction to General Chemistry Laboratory *Active*	1
CHEM 200	General Chemistry I - Lecture *Active*	3
CHEM 200L	General Chemistry I - Laboratory *Active*	2
CHEM 201	General Chemistry II - Lecture *Active*	3
CHEM 201L	General Chemistry II - Laboratory *Active*	2
GEOG 101	Physical Geography *Active*	3
GEOG 101L	Physical Geography Laboratory *Active*	1
GEOL 104	Earth Science *Active*	3
GEOL 111	The Earth Through Time *Active*	4
OCEA 101	The Oceans *Active*	3
PHYN 100	Survey of Physical Science *Active*	3
PHYN 114	Weather and Climate *Active*	3
PHYS 125	General Physics *Active*	5
PHYS 180A	General Physics I *Active*	4
PHYS 195	Mechanics *Active*	5

SELECT AT LEAST THREE (3) UNITS FROM THE FOLLOWING BIOLOGICAL SCIENCE COURSES:

		UNITS
ANTH 102	Introduction to Biological Anthropology *Active*	3
ANTH 104	Laboratory in Biological Anthropology *Active*	1
BIOL 100	Natural History - Environmental Biology *Active*	4
BIOL 107	General Biology-Lecture and Laboratory *Active*	4
BIOL 115	Marine Biology *Active*	4
BIOL 130	Human Heredity *Active*	3
BIOL 180	Plants and People *Active*	3
PSYC 260	Introduction to Physiological Psychology *Active*	3

SELECT AT LEAST THREE (3) UNITS FROM THE FOLLOWING MATHEMATICS COURSES:

		UNITS
BUSE 115	Statistics for Business *Active*	3
or MATH 119	Elementary Statistics *Active*	3
or PSYC 258	Behavioral Science Statistics *Active*	3
MATH 104	Trigonometry *Active*	3
MATH 116	College and Matrix Algebra *Active*	3
MATH 121	Basic Techniques of Applied Calculus I *Active*	3
MATH 122	Basic Techniques of Calculus II *Active*	3
MATH 141	Precalculus *Active*	5
MATH 150	Calculus with Analytic Geometry I *Active*	5
MATH 151	Calculus with Analytic Geometry II *Active*	4
MATH 252	Calculus with Analytic Geometry III *Active*	4

Total Units 18 - 21

DATES & CODES

CIC Approval: 12/10/2020
Board Approval: 01/28/2021
State Approval: 03/29/2021
TOP Code: 1930.00
State Approval (Unique) Code: 18176

Subject Area: Physical Science
Program Area: Physical Sciences

Report Run: 02/13/2023 2:30 PM
Program ID: 4096

CHEM 200L	General Chemistry I - Laboratory *Active*	2
CHEM 201	General Chemistry II - Lecture *Active*	3
CHEM 201L	General Chemistry II - Laboratory *Active*	2
GEOG 101	Physical Geography *Active*	3
GEOG 101L	Physical Geography Laboratory *Active*	1
GEOL 104	Earth Science *Active*	3
GEOL 111	The Earth Through Time *Active*	4
OCEA 101	The Oceans *Active*	3
PHYN 100	Survey of Physical Science *Active*	3
PHYN 114	Weather and Climate *Active*	3
PHYS 125	General Physics *Active*	5
PHYS 180A	General Physics I *Active*	4
PHYS 195	Mechanics *Active*	5

SELECT AT LEAST THREE (3) UNITS FROM THE FOLLOWING BIOLOGICAL SCIENCE COURSES:

		UNITS
ANTH 102	Introduction to Biological Anthropology *Active*	3
ANTH 104	Laboratory in Biological Anthropology *Active*	1
BIOL 100	Natural History - Environmental Biology *Active*	4
BIOL 107	General Biology-Lecture and Laboratory *Active*	4
BIOL 115	Marine Biology *Active*	4
BIOL 130	Human Heredity *Active*	3
BIOL 180	Plants and People *Active*	3
PSYC 260	Introduction to Physiological Psychology *Active*	3

SELECT AT LEAST THREE (3) UNITS FROM THE FOLLOWING MATHEMATICS COURSES:

		UNITS
BUSE 115	Statistics for Business *Active*	3
or MATH 119	Elementary Statistics *Active*	3
or PSYC 258	Behavioral Science Statistics *Active*	3
MATH 116	College and Matrix Algebra *Active*	3
MATH 121	Basic Techniques of Applied Calculus I *Active*	3
MATH 122	Basic Techniques of Calculus II *Active*	3
MATH 141A	Precalculus I *Launched*	4
MATH 141B	Precalculus II *Launched*	4
MATH 150	Calculus with Analytic Geometry I *Active*	5
MATH 151	Calculus with Analytic Geometry II *Active*	4
MATH 252	Calculus with Analytic Geometry III *Active*	4

Total Units 18 - 21

DATES & CODES

CIC Approval:
Board Approval:
State Approval:
TOP Code: 1930.00
State Approval (Unique) Code: 18176

Subject Area: Physical Science
Program Area: Physical Sciences

Report Run: 02/13/2023 2:30 PM
Program ID: 4390

MESA - MUSIC COMPOSITION - CERTIFICATE OF ACHIEVEMENT

PROPOSAL INFORMATION

Action Proposed:Program Revision

Proposal Originator:Dr. N. Scott Robinson

Origination

Date:09/26/2022

Proposed Start:Fall 2024

Need for Proposal:

Program revision to reflect 1) removal of MUSI 205A & MUSI 205B, and 2) addition of MUSI 206C & MUSI 206D.

Attached Documents:

[Assist CA Music Composition](#)

[CA Music Composition Narrative](#)

PROGRAM & AWARD INFORMATION

Award Description:

The Certificate of Achievement in Music Composition certifies that the student has completed the core course work in Music Composition and has demonstrated an operational understanding of music composition skills.

Program Description:

The academic program in Music is designed to provide students with the sequenced fundamental skills for most musical pursuits for a transfer to a 4 year degree with a major in Music Performance (Classical or Jazz), non-performing music major or those seeking a career in the music industry.

Program Goals:

The academic program in Music will prepare students to transfer to 4 year universities as a music major (performance or non-performance) and to develop basic skills that relate to careers in the music industry.

Program Emphasis:

Career Options:

COURSES REQUIRED FOR THE MAJOR:		UNITS
MUSI 123A	Recital Hour I *Active*	0.5
MUSI 123B	Recital Hour II *Active*	0.5
MUSI 124A	Piano Class I *Active*	1
MUSI 124B	Piano Class II *Active*	1
MUSI 148A	Music Theory I *Active*	3
MUSI 148B	Music Theory II *Active*	3
MUSI 206A	Projects in Composition I *Active*	3
MUSI 206B	Projects in Composition II *Active*	3
MUSI 206C	Projects in Composition III *Launched*	3
MUSI 206D	Projects in Composition IV *Launched*	3
MUSI 268A	Ear Training I *Active*	1
MUSI 268B	Ear Training II *Active*	1

Total Units

23

DATES & CODES

CIC Approval:
Board Approval:
State Approval:

TOP Code: 1004.00
State Approval (Unique) Code: 38960

Subject Area: Music
Program Area: Music

Report Run: 02/13/2023 2:30 PM
Program ID: 4458

Previous Report

MESA - MUSIC COMPOSITION - CERTIFICATE OF ACHIEVEMENT

PROPOSAL INFORMATION

Action Proposed:Program Revision

Proposal Originator:Dr. N. Scott Robinson

**Origination
Date:**02/03/2020

Proposed Start:Fall 2021

Need for Proposal:

Program revision to reflect course renumbering (MUSI 116A/B to 124A/B; MUSI 158A/B to MUSI 148A/B) with change from 27 to 23 units.

Attached Documents:

[CA Music Composition Assist](#)

[CA Music Composition](#)

PROGRAM & AWARD INFORMATION

Award Description:

The Certificate of Achievement in Music Composition certifies that the student has completed the core course work in Music Composition and has demonstrated an operational understanding of music composition skills.

Award Notes:

Program Description:

The academic program in Music is designed to provide students with the sequenced fundamental skills for most musical pursuits for a transfer to a 4 year degree with a major in Music Performance (Classical or Jazz), non-performing music major or those seeking a career in the music industry.

Program Goals:

The academic program in Music will prepare students to transfer to 4 year universities as a music major (performance or non-performance) and to develop basic skills that relate to careers in the music industry.

Program Emphasis:

Career Options:

COURSES REQUIRED FOR THE MAJOR:			UNITS
MUSI 123A	Recital Hour I *Active*		0.5
MUSI 123B	Recital Hour II *Active*		0.5
MUSI 124A	Piano Class I *Active*		1
MUSI 124B	Piano Class II *Active*		1
MUSI 148A	Music Theory I *Active*		3
MUSI 148B	Music Theory II *Active*		3
MUSI 205A	Audio Production Projects I *Active*		3
MUSI 205B	Audio Production Projects II *Active*		3
MUSI 206A	Projects in Composition I *Active*		3
MUSI 206B	Projects in Composition II *Active*		3
MUSI 268A	Ear Training I *Active*		1
MUSI 268B	Ear Training II *Active*		1

Total Units

23

Current Report

MESA - MUSIC COMPOSITION - CERTIFICATE OF ACHIEVEMENT

PROPOSAL INFORMATION

Action Proposed:Program Revision

Proposal Originator:Dr. N. Scott Robinson

**Origination
Date:**09/26/2022

Proposed Start:Fall 2024

Need for Proposal:

Program revision to reflect 1) removal of MUSI 205A & MUSI 205B, and 2) addition of MUSI 206C & MUSI 206D.

Attached Documents:

[Assist CA Music Composition](#)

[CA Music Composition Narrative](#)

PROGRAM & AWARD INFORMATION

Award Description:

The Certificate of Achievement in Music Composition certifies that the student has completed the core course work in Music Composition and has demonstrated an operational understanding of music composition skills.

Award Notes:

Program Description:

The academic program in Music is designed to provide students with the sequenced fundamental skills for most musical pursuits for a transfer to a 4 year degree with a major in Music Performance (Classical or Jazz), non-performing music major or those seeking a career in the music industry.

Program Goals:

The academic program in Music will prepare students to transfer to 4 year universities as a music major (performance or non-performance) and to develop basic skills that relate to careers in the music industry.

Program Emphasis:

Career Options:

COURSES REQUIRED FOR THE MAJOR:			UNITS
MUSI 123A	Recital Hour I *Active*		0.5
MUSI 123B	Recital Hour II *Active*		0.5
MUSI 124A	Piano Class I *Active*		1
MUSI 124B	Piano Class II *Active*		1
MUSI 148A	Music Theory I *Active*		3
MUSI 148B	Music Theory II *Active*		3
MUSI 206A	Projects in Composition I *Active*		3
MUSI 206B	Projects in Composition II *Active*		3
MUSI 206C	Projects in Composition III *Launched*		3
MUSI 206D	Projects in Composition IV *Launched*		3
MUSI 268A	Ear Training I *Active*		1
MUSI 268B	Ear Training II *Active*		1

Total Units

23

DATES & CODES

CIC Approval: 11/12/2020
Board Approval: 12/17/2020
State Approval: 02/03/2021

TOP Code: 1004.00
State Approval (Unique) Code: 38960

Subject Area: Music
Program Area: Music

Report Run: 02/13/2023 2:30 PM
Program ID: 4110

DATES & CODES

CIC Approval:
Board Approval:
State Approval:

TOP Code: 1004.00
State Approval (Unique) Code: 38960

Subject Area: Music
Program Area: Music

Report Run: 02/13/2023 2:30 PM
Program ID: 4458

Previous Report

MESA - MUSIC COMPOSITION - CERTIFICATE OF ACHIEVEMENT

PROPOSAL INFORMATION

Action Proposed:Program Revision

Proposal Originator:Dr. N. Scott Robinson

**Origination
Date:**02/03/2020

Proposed Start:Fall 2021

Need for Proposal:

Program revision to reflect course renumbering (MUSI 116A/B to 124A/B; MUSI 158A/B to MUSI 148A/B) with change from 27 to 23 units.

Attached Documents:

[CA Music Composition Assist](#)

[CA Music Composition](#)

PROGRAM & AWARD INFORMATION

Award Description:

The Certificate of Achievement in Music Composition certifies that the student has completed the core course work in Music Composition and has demonstrated an operational understanding of music composition skills.

Award Notes:

Program Description:

The academic program in Music is designed to provide students with the sequenced fundamental skills for most musical pursuits for a transfer to a 4 year degree with a major in Music Performance (Classical or Jazz), non-performing music major or those seeking a career in the music industry.

Program Goals:

The academic program in Music will prepare students to transfer to 4 year universities as a music major (performance or non-performance) and to develop basic skills that relate to careers in the music industry.

Program Emphasis:

Career Options:

COURSES REQUIRED FOR THE MAJOR:			UNITS
MUSI 123A	Recital Hour I *Active*		0.5
MUSI 123B	Recital Hour II *Active*		0.5
MUSI 124A	Piano Class I *Active*		1
MUSI 124B	Piano Class II *Active*		1
MUSI 148A	Music Theory I *Active*		3
MUSI 148B	Music Theory II *Active*		3
MUSI 205A	Audio Production Projects I *Active*		3
MUSI 205B	Audio Production Projects II *Active*		3
MUSI 206A	Projects in Composition I *Active*		3
MUSI 206B	Projects in Composition II *Active*		3
MUSI 268A	Ear Training I *Active*		1
MUSI 268B	Ear Training II *Active*		1

Total Units

23

Current Report

MESA - MUSIC COMPOSITION - CERTIFICATE OF ACHIEVEMENT

PROPOSAL INFORMATION

Action Proposed:Program Revision

Proposal Originator:Dr. N. Scott Robinson

**Origination
Date:**09/26/2022

Proposed Start:Fall 2024

Need for Proposal:

Program revision to reflect 1) removal of MUSI 205A & MUSI 205B, and 2) addition of MUSI 206C & MUSI 206D.

Attached Documents:

[Assist CA Music Composition](#)

[CA Music Composition Narrative](#)

PROGRAM & AWARD INFORMATION

Award Description:

The Certificate of Achievement in Music Composition certifies that the student has completed the core course work in Music Composition and has demonstrated an operational understanding of music composition skills.

Award Notes:

Program Description:

The academic program in Music is designed to provide students with the sequenced fundamental skills for most musical pursuits for a transfer to a 4 year degree with a major in Music Performance (Classical or Jazz), non-performing music major or those seeking a career in the music industry.

Program Goals:

The academic program in Music will prepare students to transfer to 4 year universities as a music major (performance or non-performance) and to develop basic skills that relate to careers in the music industry.

Program Emphasis:

Career Options:

COURSES REQUIRED FOR THE MAJOR:			UNITS
MUSI 123A	Recital Hour I *Active*		0.5
MUSI 123B	Recital Hour II *Active*		0.5
MUSI 124A	Piano Class I *Active*		1
MUSI 124B	Piano Class II *Active*		1
MUSI 148A	Music Theory I *Active*		3
MUSI 148B	Music Theory II *Active*		3
MUSI 206A	Projects in Composition I *Active*		3
MUSI 206B	Projects in Composition II *Active*		3
MUSI 206C	Projects in Composition III *Launched*		3
MUSI 206D	Projects in Composition IV *Launched*		3
MUSI 268A	Ear Training I *Active*		1
MUSI 268B	Ear Training II *Active*		1

Total Units

23

DATES & CODES

CIC Approval: 11/12/2020
Board Approval: 12/17/2020
State Approval: 02/03/2021

TOP Code: 1004.00
State Approval (Unique) Code: 38960

Subject Area: Music
Program Area: Music

Report Run: 02/13/2023 2:30 PM
Program ID: 4110

DATES & CODES

CIC Approval:
Board Approval:
State Approval:

TOP Code: 1004.00
State Approval (Unique) Code: 38960

Subject Area: Music
Program Area: Music

Report Run: 02/13/2023 2:30 PM
Program ID: 4458

CITY - OFFICE ADMINISTRATIVE ASSISTANT - CERTIFICATE OF ACHIEVEMENT

PROPOSAL INFORMATION

Action Proposed:Program Revision

Proposal Originator:Theresa Savarese

Origination

Date:08/30/2022

Proposed Start:Fall 2024

Need for Proposal:

Revise program title, previously titled Business Information Worker II. Revise program description. Revise program career options. Revise award description. Remove from courses required for the major: CBTE 127, CBTE 152, CBTE 205, CBTE 206. Add to courses required for the major: BUSE 101, BUSE 119, CBTE 140 as an or to CBTE 143, CBTE 164, CBTE 180. Revise total units to 18-19 units from 16 units.

Attached Documents:

[Archive COCI Approval Letter_01-06-2021](#)

[Archive_Regional Consortium_12-2016](#)

[COE LMI 09-19-2022](#)

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[LMI SOC43-5081](#)

[Narrative_FA2024_2022-12-02](#)

[Regional Consortium Recommendation_11-18-2022](#)

[Regional Consortium Minutes_11-18-2022](#)

PROGRAM & AWARD INFORMATION

Award Description:

The Office Administration Assistant Certificate of Achievement is designed to prepare students for entry-level office and administrative support in a variety of fields or businesses. The goal of the Office Administration Assistant Certificate of Achievement is to prepare students for entry-level office and administrative support in the following areas: Basic oral and written business communications; basic computer application skills, including beginning Excel and Outlook; the fundamentals of computer systems; and critical thinking and problem solving. This certificate allows students desiring office skills to select courses that best serve their particular interests and meet the ever-changing demands and requirements of the job market.

Award Notes:

The Computer Business Technology Department requires students to complete all CBTE requirements for the certificate within five years.

Program Description:

The Computer Business Technology program offers hands-on training in Microsoft Office applications. Skills learned in this program can be applied to any career field. Emphasis is placed on enhancing computer skills for college success and/or employment in entry-level

business office environments.

Program Goals:

This section is no longer updated in CurricUNET.

Program Emphasis:

Career Options:

Examples of careers in computer business technology include: brokerage clerk, information and record clerk, general office clerk, order clerk, receptionist, entry-level administrative assistant, administrative clerk, cashier receptionist, clerical technician, customer service rep, mortgage receptionist, etc.

The Computer Business Technology Department requires students to complete all CBTE requirements for the certificate within five years.

COURSES REQUIRED FOR THE MAJOR:		UNITS
ACCT 150	Computer Accounting Applications *Active*	3
BUSE 101	Business Mathematics *Active*	3
BUSE 102	Introduction to Customer Service *Active*	3
BUSE 119	Business Communications *Active*	3
CBTE 140	Beginning Microsoft Excel *Active*	2
or CBTE 143	Intermediate Microsoft Excel *Active*	3
CBTE 164	Introduction to Microsoft Outlook *Approved*	1
CBTE 180	Microsoft Office *Active*	3

Total Units 18 - 19

DATES & CODES

CIC Approval:

Board Approval:

State Approval:

TOP Code: 0702.10

State Approval (Unique) Code: 36567

Subject Area: Computer Business
Technology

Report Run: 02/13/2023 2:30 PM

Program Area: Computer Business
Technology

Program ID: 4423

Previous Report

CITY - BUSINESS INFORMATION WORKER II - CERTIFICATE OF ACHIEVEMENT

PROPOSAL INFORMATION

Action Proposed:Program Revision

Proposal Originator:Theresa Savarese

Proposed Start:Fall 2021

Need for Proposal:

Remove CBTE 155 from courses required for the major. Revise program and award description.

Attached Documents:

[Narrative \(10.21.19\)](#)

Origination Date:10/18/2019

PROGRAM & AWARD INFORMATION

Award Description:

The Business Information Worker II Certificate of Achievement is designed to provide students with the intermediate-level office skills that can facilitate advancement from entry-level to higher-level office and administrative support positions. Emphasis is placed on preparing students for advancement in general office environments in a variety of fields.

Award Notes:

Program Description:

The Computer Business Technology program offers certificates and degrees in entry-level positions. Skills learned in this program can be applied to any career field. Business Information Worker programs are offered for both transfer and career-oriented students. Emphasis is placed on upgrading computer skills for college success and/or employment in business office environments.

Program Goals:

This section is no longer updated in CurricUNET.

Program Emphasis:

Career Options:

The Business Information Worker II Certificate of Achievement is designed to provide students with the intermediate-level office skills that can facilitate advancement from entry-level to higher-level office and administrative support positions. Emphasis is placed on preparing students for advancement in general office environments in a variety of fields.

The Computer Business Technology Department requires students to complete all CBTE requirements for the certificate within five years.

COURSES REQUIRED FOR THE MAJOR:		UNITS
ACCT 150	Computer Accounting Applications *Active*	3
BUSE 102	Introduction to Customer Service *Active*	3
CBTE 127	Beginning Microsoft PowerPoint *Active*	2
CBTE 143	Intermediate Microsoft Excel *Active*	3
CBTE 152	Beginning Microsoft Access *Active*	2
CBTE 205	Records Management *Active*	3
or CBTE 206	Electronic Records Management *Active*	3

Total Units 16

DATES & CODES

Current Report

CITY - OFFICE ADMINISTRATIVE ASSISTANT - CERTIFICATE OF ACHIEVEMENT

PROPOSAL INFORMATION

Action Proposed:Program Revision

Proposal Originator:Theresa Savarese

Proposed Start:Fall 2024

Need for Proposal:

Revise program title, previously titled Business Information Worker II. Revise program description. Revise program career options. Revise award description. Remove from courses required for the major: CBTE 127, CBTE 152, CBTE 205, CBTE 206. Add to courses required for the major: BUSE 101, BUSE 119, CBTE 140 as an or to CBTE 143, CBTE 164, CBTE 180. Revise total units to 18-19 units from 16 units.

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PROGRAM & AWARD INFORMATION

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The Office Administration Assistant Certificate of Achievement is designed to prepare students for entry-level office and administrative support in a variety of fields or businesses. The goal of the Office Administration Assistant Certificate of Achievement is to prepare students for entry-level office and administrative support in the following areas: Basic oral and written business communications; basic computer application skills, including beginning Excel and Outlook; the fundamentals of computer systems; and critical thinking and problem solving. This certificate allows students desiring office skills to select courses that best serve their particular interests and meet the ever-changing demands and requirements of the job market.

Award Notes:

The Computer Business Technology Department requires students to complete all CBTE requirements for the certificate within five years.

Program Description:

The Computer Business Technology program offers hands-on training in Microsoft Office applications. Skills learned in this program can be applied to any career field. Emphasis is

CIC Approval: 03/26/2020
Board Approval: 05/14/2020
State Approval: 01/06/2021

TOP Code: 0702.10
State Approval (Unique) Code: 36567

Subject Area: Computer Business
Technology
Program Area: Computer Business
Technology

Report Run: 02/13/2023 2:30 PM

Program ID: 4037

placed on enhancing computer skills for college success and/or employment in entry-level business office environments.

Program Goals:

This section is no longer updated in CurricUNET.

Program Emphasis:

Career Options:

Examples of careers in computer business technology include: brokerage clerk, information and record clerk, general office clerk, order clerk, receptionist, entry-level administrative assistant, administrative clerk, cashier receptionist, clerical technician, customer service rep, mortgage receptionist, etc.

The Computer Business Technology Department requires students to complete all CBTE requirements for the certificate within five years.

COURSES REQUIRED FOR THE MAJOR:		UNITS
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CBTE 164	Introduction to Microsoft Outlook *Approved*	1
CBTE 180	Microsoft Office *Active*	3

Total Units 18 - 19

DATES & CODES

CIC Approval:

Board Approval:

State Approval:

TOP Code: 0702.10

State Approval (Unique) Code: 36567

Subject Area: Computer Business
Technology
Program Area: Computer Business
Technology

Report Run: 02/13/2023 2:30 PM

Program ID: 4423

Previous Report

CITY - BUSINESS INFORMATION WORKER II - CERTIFICATE OF ACHIEVEMENT

PROPOSAL INFORMATION

Action Proposed:Program Revision

Proposal Originator:Theresa Savarese

Proposed Start:Fall 2021

Need for Proposal:

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Attached Documents:

[Narrative \(10.21.19\)](#)

Origination Date:10/18/2019

PROGRAM & AWARD INFORMATION

Award Description:

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Award Notes:

Program Description:

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Program Goals:

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Total Units 16

DATES & CODES

Current Report

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PROPOSAL INFORMATION

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Proposal Originator:Theresa Savarese

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Subject Area: Computer Business
Technology
Program Area: Computer Business
Technology

Report Run: 02/13/2023 2:30 PM

Program ID: 4037

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BUSE 102	Introduction to Customer Service *Active*	3
BUSE 119	Business Communications *Active*	3
CBTE 140	Beginning Microsoft Excel *Active*	2
or CBTE 143	Intermediate Microsoft Excel *Active*	3
CBTE 164	Introduction to Microsoft Outlook *Approved*	1
CBTE 180	Microsoft Office *Active*	3

Total Units 18 - 19

DATES & CODES

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Subject Area: Computer Business
Technology
Program Area: Computer Business
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Report Run: 02/13/2023 2:30 PM

Program ID: 4423