

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

**SECTION I****SUBJECT AREA AND COURSE NUMBER:** Accounting 135**COURSE TITLE:**

Principles of Auditing

**Units:**

3

Grade Only

**CATALOG COURSE DESCRIPTION:**

This is a basic course concerned with financial statement auditing as well as other assurance services provided by professional auditors. All phases of auditing including ethics, standards, planning, fieldwork and reporting are covered. This course is intended for students majoring in Accounting.

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

ACCT 116A with a grade of "C" or better, or equivalent

**FIELD TRIP REQUIREMENTS:**

May be required

**TRANSFER APPLICABILITY:**

Associate Degree Credit &amp; 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. Understand the purpose of financial auditing.
2. Possess a working knowledge of the factors that influence financial auditing such as professional ethics, standards and legal liability.

3. Demonstrate the basics of planning, fieldwork and reporting.
4. Determine appropriate auditing procedures used to gather and analyze data during the performance of financial statement audits.

## **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. Professional auditor responsibilities, professional ethics, professional judgement and legal liability
  - A. Assurance services
  - B. Assurance services and responsibilities that involve attestation
  - C. Nature of ethics and rules in the American Institute of Certified Public Accountants (AICPA) Code of Professional Conduct
  - D. Nature of judgement in rendering assurance services
  - E. Types of Certified Public Accountant (CPA) liability
- II. Planning the audit with inclusion of audit risk measurement
  - A. Auditor's evaluation of the sufficiency and competence of evidence
  - B. Auditor's assessment of a client's business risk and use of those risks to determine inherent risks
  - C. Auditor's consideration of internal control
  - D. Auditor's consideration of detection risk
- III. Auditor's evaluation of internal controls
  - A. Major components of internal control
    1. Control environment
    2. Risk assessment
    3. Control activities
    4. Accounting information system
    5. Monitoring controls
  - B. Types of tests of controls
  - C. Consideration of controls and techniques used by auditors to obtain an understanding of internal control
  - D. Nature of generalized audit software and how they are used by auditors
  - E. Auditor's responsibility for communicating control-related matters
- IV. Use of statistical sampling in the audit
  - A. Differences between statistical and non-statistical sampling
  - B. Basic sampling concepts
  - C. Test of controls versus substantive testing
- V. Identification and application of typical audit procedures performed during an audit and substantive testing
  - A. Procedures performed in the process of evaluating internal controls and substantive testing
  - B. Types of procedures that are necessary to complete the audit
- VI. Audit report preparation
  - A. Unmodified audit report
  - B. Identification of circumstances that may result in qualified, adverse and disclaimer opinions
  - C. Explanation of circumstances warranting explanatory language to the standard report
- VII. Accounting and review services and other possible assurance services provided by CPAs
  - A. Differences between assurance services and attestation services
  - B. Assurance services that are covered by attestation standards
  - C. Difference between examination, review and agreed-upon procedures
- VIII. Introduction to internal, operational and compliance auditing
  - A. Distinguish between internal, operational and compliance auditing
  - B. Functions performed by internal auditors
  - C. Standards for the practice of internal auditing
  - D. Nature and purpose of an operational audit

**B. Reading Assignments:**

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

- I. Textbook chapters
- II. Journal articles (including Journal of Accountancy)
- III. Financial Account Standards Board (FASB) Codification

**C. Writing Assignments:**

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

- I. Textbook chapter review questions
- II. Matters for Partner Attention Memo
- III. Journal article review
- IV. Case studies
- V. Problem assignments

**D. Appropriate Outside Assignments:**

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

- I. Textbook and journal readings
- II. Textbook chapter review questions
- III. Matters for Partner Attention Memo

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

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

- I. Applied knowledge/case studies from course text
- II. Analysis of accounting problems using FASB Codification and auditing principles

**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. Homework assignments
- III. Practice sets
- IV. Written case studies
- V. Interactive presentations

**3. METHODS OF INSTRUCTION:**

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

- \* Audio-Visual
- \* Collaborative Learning
- \* Discussion Seminar
- \* Distance Education (Fully online)
- \* Learning Modules
- \* Lecture
- \* Lecture Discussion
- \* Other (Specify)
- \* Small-Group Activities
- \* Case Studies
- \* Practice Sets
- \* Guest Lecturers

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

Textbooks may include, but are not limited to:

##### **TEXTBOOKS:**

1. Arens, Alvin A., et al. Auditing and Assurance Services, 17th ed. Pearson Education, 2020, ISBN: 9780135176146
2. Johnson, Raymond and Laura Wiley. Auditing: A Practical Approach with Data Analytics, 1st ed. Wiley, 2019, ISBN: 9781119496397
3. Wittington, O. Ray. Principles of Auditing and Other Assurance Services with Connect, 22nd ed. McGraw Hill Higher Education, 2022, ISBN: 9781264111770

##### **MANUALS:**

##### **PERIODICALS:**

##### **SOFTWARE:**

##### **SUPPLIES:**

**ORIGINATOR:** Lauren Wade

**ORIGINATION DATE:** 09/14/2019

**PROPOSAL ORIGINATOR:** Lauren Wade

**CO-CONTRIBUTOR(S)**

**PROPOSAL DATE:** 12/06/2022

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

**COURSE TO BE PROPOSED: ACCT 135**  
Principles of Auditing

**ACTIVE/APPROVED COURSES IMPACTED:**

ACCT 135 Principles of Auditing (29440)

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

( City )

Accounting \*Active\*;  
**Associate of Science Degree**

Complete 6 units from:

( City )

Accounting \*Launched\*;  
**Associate of Science Degree**

Complete a minimum of seven (7) units from the following:

( Mesa )

Accounting \*Active\*;  
**Associate of Science Degree**

Select one course from the following:

( Mesa )

Accounting \*Active\*;  
**Certificate of Achievement**

Select One Course From:

( City )

Certified Public Accountant (CPA) Preparatory Program \*Active\*;  
**Certificate of Achievement**

Major Courses

( City )

Certified Public Accountant (CPA) Preparatory Program \*Approved\*;  
**Certificate of Achievement**

Major Courses

( City )

Certified Public Accountant Preparatory Program \*Pending\*;  
**Certificate of Performance**

Complete one course from the following:

( **City** )

Certified Public Accountant Preparatory Program \*Active\*;  
**Certificate of Performance**

Major Courses

( **Miramar** )

Continuing Education for CPA Candidates \*Active\*;  
**Certificate of Performance**

Major Courses

# SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY , MESA AND MIRAMAR COLLEGES

## Course Outline of Record: Curriculum Proposal Report

### SECTION I

- I. **Subject Area:** Accounting
- II. **Course Number:** 135
- III. **Course Title:** Principles of Auditing
- IV. **Disciplines (Instructor Minimum Qualifications):** Accounting
- V.
- VI. **Family:**
- VII. **Current Short Title:** Principles of Auditing
- 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:**
- XII. **Proposal Originating Date:** 12/06/2022
- XIII. **Proposed Start Semester:** Spring 2024
- XIV. **Field Trip:** May be required
- XV. **Grading Option:** Grade Only
- XVI. **Current Short Description:** Focuses on basic auditing.

### SECTION II

#### COURSE ENROLLMENT INFORMATION

- I. **Requisites:**  
Prerequisite: ACCT 116A with a grade of "C" or better, or equivalent. Is a successor course in a discipline or cross-discipline sequence
- II. **Current Degree Applicability:** Associate Degree Credit & transfer to CSU
- III. **Current Basic Skills Designation:** N - Not a Basic Skills Course
- IV. **Repeatability:** Course may be taken 1 time(s)
- V. **Course Equivalency:** No
- VI. **Additional Information:**
- VII. **Additional Textbook Information:** Texts are most current editions - 12-2022.

#### COURSE ANALYSIS DATA

- I. **Reason for Proposed Action:** Two yr review including: 1) text review & update for currency, 2) update to DE verbiage & contacts, and 3) minor edits. (Course revision is for six year review.)
- II. **How Does The Course Fit The College Mission?** 1. 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 needed.

#### GENERAL EDUCATION ANALYSIS

##### REQUISITES ANALYSIS

Knowledge of generally accepted accounting principles.

- I. **Course: ACCT 116A** Explain the nature and purpose of GAAP and International Financial Reporting Standards (IFRS).
- II. **Course: ACCT 116A** Explain and apply the components of the conceptual framework for financial accounting and reporting, including the qualitative characteristics of accounting information, the assumptions underlying accounting, the basic principles of financial accounting, and the constraints and limitations on accounting information.

- III. Course: ACCT 116A Define and use accounting and business terminology.
- IV. Course: ACCT 116A Explain what a system is and how accounting systems, including journals and ledgers, are designed to satisfy the needs of specific businesses.
- V. Course: ACCT 116A Apply transaction analysis, input transactions into the accounting system, process transaction data, and prepare and interpret the four basic financial statements.
- VI. Course: ACCT 116A Using the revenue recognition and matching principles, distinguish between cash basis and accrual basis accounting and their impact on financial statements.
- VII. Course: ACCT 116A Identify and illustrate how the principles of internal control are used to manage and control a firm's resources and minimize risk.
- VIII. Course: ACCT 116A Explain the content, form, and purposes of the basic financial statements, footnotes, and annual reports; explain how they satisfy the information needs of investors, creditors, and other users.
- IX. Course: ACCT 116A Explain the nature of current asset issues including measuring and reporting receivables and bad debts, as well as inventory and cost of goods sold.
- X. Course: ACCT 116A Identify and illustrate issues that are related to long-term asset acquisition, use, depreciation, and disposal.
- XI. Course: ACCT 116A Distinguish between capital and revenue expenditures.
- XII. Course: ACCT 116A Explain the valuation and reporting of current liabilities, estimated liabilities, and contingencies.
- XIII. Course: ACCT 116A Identify and illustrate issues that are related to long-term liabilities including valuation, issuance, and retirement of debt.
- XIV. Course: ACCT 116A Explain the time value of money and calculate present and future values.
- XV. Course: ACCT 116A Identify and illustrate issues relating to stockholders' equity including the issuance and repurchase of capital stock and the distributions to stockholders (dividends).
- XVI. Course: ACCT 116A Explain the importance of operating, investing, and financing activities reported in the statement of cash flows.
- XVII. Course: ACCT 116A Evaluate solvency and liquidity, as well as profitability and return on equity through the selection and application of appropriate analysis tools.
- XVIII. Course: ACCT 116A Identify the ethical implications inherent in financial reporting and discuss strategies for addressing them.

### SECTION III

#### COURSE DISTANCE EDUCATION INFORMATION

- I. CITY
- II. **Distance Education Methods of Instruction:** 1. On-line course
- III. **Other Distance Education Methods:** None.
- IV. **Type and frequency of contact may include, but is not limited to:**
  - 1. Chat Rooms  
As needed
  - 2. E-mail  
As needed
  - 3. Threaded Conferencing  
As needed
  - 4. Voice Mail  
As needed
- V. **List of Techniques:** Students will interact with each other and the instructor in ways that mirror the traditional classroom, only the delivery system will be altered. These methods include one-on-one communication with the instructor and other students via e-mail, the discussion board, and the chat room. In addition, students will participate in individual and group projects and discussion via the discussion board and chat rooms. Research will be conducted via the web and/or local libraries, and students will be required to assess and evaluate the information they obtain. Students will also demonstrate an understanding and integration of course concepts via research assignments, group projects, asynchronous class discussion, and/or other assignments.
- VI. **How to Evaluate Students for Achieved Outcomes:** Timed online objective examinations that test for definitions and basic accounting concepts. Writing assignments that test for the application of auditing concepts. Reviews of case studies that explain the significance of professional judgment and ethical conduct. Problem solving that utilizes all of the steps in the auditing cycle.
- VII. **Additional Resources/Materials/Information:** Solutions to problems, templates of auditing documents, and handouts that further explain a variety of auditing procedures. Distance education techniques used in this course will

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

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

IX. **MIRAMAR**

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

XI. **Other Distance Education Methods:**

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

1. 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.

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

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

XV. **Additional Resources/Materials/Information:** Additional materials and information, such as handouts, web links, and newspaper articles, 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).

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

XVII. **MESA**

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

XIX. **Other Distance Education Methods:**

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

1. Announcements  
as needed  
**Participant/s:** Faculty to Student/s
2. Collaborative Web Documents  
frequent  
**Participant/s:** Faculty to Student/s , Among Students
3. Conferencing  
as needed  
**Participant/s:** Faculty to Student/s , Among Students
4. Email/Message System  
as needed  
**Participant/s:** Faculty to Student/s , Among Students
5. Synchronous or Asynchronous Video  
and/or Discussion Board - weekly  
**Participant/s:** Faculty to Student/s , Among Students
6. Telephone Contact  
as needed  
**Participant/s:** Faculty to Student/s , Among Students

- XXI. **List of Techniques:** 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.
- XXII. **How to Evaluate Students for Achieved Outcomes:** Online instruction includes regular student-to-student and instructor-to-student communication. The evaluation methods will mirror the on-campus course as specified in the course outline. The feedback on assignments and tests will be submitted electronically to the student.
- XXIII. **Additional Resources/Materials/Information:** SDCCD and DSPS personnel will provide all needed accommodations. DSPS will provide a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).
- XXIV. **Audio Visual Library Materials:** NO

## SECTION IV

### COURSE STUDENT LEARNING OUTCOME(S)

#### CITY

#### MESA

- Understand the purpose of financial auditing.
- Posses a working knowledge of the factors that influence financial auditing such as professional ethics, standards, and legal liability.
- Demonstrate the basics of planning, fieldwork, and reporting.
- Determine appropriate auditing procedures used to gather and analyze data during the performance of financial statement audits.

#### MIRAMAR

- Understand the various types of audit reports and auditors
- Possess a working knowledge of the various professional standards and professional ethics
- Demonstrate the manner in which auditors plan an audit and assess risks

## SECTION V

### COURSE DATA ADMINISTRATION ELEMENTS

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

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

**TOP Code:** 0502.00 Accounting

**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, Mesa)

**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: 12/06/2022**

**IV. Last Outline Revision Date: 08/27/2020**

**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

ACCT 135

CIC Approval: 08/27/2020  
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:** Accounting 135

**COURSE TITLE:**  
Principles of Auditing

**Units:**  
3  
Grade Only

**CATALOG COURSE DESCRIPTION:**

This is a basic course concerned with financial statement auditing as well as other assurance services provided by professional auditors. All phases of auditing including ethics, standards, planning, fieldwork and reporting are covered. This course is intended for students majoring in Accounting.

**REQUISITES:**

**Prerequisite:**  
ACCT 116A with a grade of "C" or better, or equivalent

**FIELD TRIP REQUIREMENTS:**  
May be required

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

**CID:**

**TOTAL LECTURE HOURS:**  
48 - 54

**TOTAL LAB HOURS:**

**TOTAL CONTACT HOURS:**  
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**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. Understand the purpose of financial auditing.
2. Possess a working knowledge of the factors that influence financial auditing such as professional ethics, standards and legal liability.
3. Demonstrate the basics of planning, fieldwork and reporting.
4. Determine appropriate auditing procedures used to gather and analyze data during the performance of financial statement audits.

#### SECTION II

## Current Report

ACCT 135

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

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

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#### SECTION II

##### 1. COURSE OUTLINE AND SCOPE:

## I. COURSE OUTLINE AND SCOPE:

### A. Outline Of Topics:

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

- I. Professional auditor responsibilities professional ethics professional judgement and legal liability
  - A. Assurance services
  - B. Assurance services and responsibilities that involve attestation
  - C. Nature of ethics and rules in the American Institute of Certified Public Accountants (AICPA) Code of Professional Conduct
  - D. Nature of judgement in rendering assurance services
  - E. Types of Certified Public Accountant (CPA) liability
- II. Planning the audit with inclusion of audit risk measurement
  - A. Auditor's evaluation of the sufficiency and competence of evidence
  - B. Auditor's assessment of a client's business risk and use of those risks to determine inherent risks
  - C. Auditor's consideration of internal control
  - D. Auditor's consideration of detection risk
- III. Auditor's evaluation of internal controls
  - A. Major components of internal control
    1. Control environment
    2. Risk assessment
    3. Control activities
    4. Accounting information system
    5. Monitoring controls
  - B. Types of tests of controls
  - C. Consideration of controls and techniques used by auditors to obtain an understanding of internal control
  - D. Nature of generalized audit software and how they are used by auditors
  - E. Auditor's responsibility for communicating control-related matters
- IV. Use of statistical sampling in the audit
  - A. Differences between statistical and non-statistical sampling
  - B. Basic sampling concepts
  - C. Test of controls versus substantive testing
- V. Identification and application of typical audit procedures performed during an audit and substantive testing
  - A. Procedures performed in the process of evaluating internal controls and substantive testing
  - B. Types of procedures that are necessary to complete the audit
- VI. Audit report preparation
  - A. Unmodified audit report
  - B. Identification of circumstances that may result in qualified adverse and disclaimer opinions
  - C. Explanation of circumstances warranting explanatory language to the standard report
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### C. Writing Assignments:

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- I. Textbook chapter review questions.
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- III. Journal article review
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- V. Problem assignments

### D. Appropriate Outside Assignments:

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### B. Reading Assignments:

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

- I. Textbook chapters
- II. Journal articles (including Journal of Accountancy)
- III. Financial Account Standards Board (FASB) Codification

### C. Writing Assignments:

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

- I. Textbook chapter review questions
- II. Matters for Partner Attention Memo
- III. Journal article review
- IV. Case studies
- V. Problem assignments

### D. Appropriate Outside Assignments:

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

- I. Textbook and journal readings
- II. Textbook chapter review questions
- III. Matters for Partner Attention Memo

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

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

- I. Applied knowledge/case studies from course text
- II. Analysis of accounting problems using FASB Codification and auditing principles

**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. Homework assignments
- III. Practice sets
- IV. Written case studies
- V. Interactive presentations

**3. METHODS OF INSTRUCTION:**

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

- \* Audio-Visual
- \* Collaborative Learning
- \* Discussion Seminar
- \* Distance Education (Fully online)
- \* Learning Modules
- \* Lecture
- \* Lecture Discussion
- \* Other (Specify)
- \* Small-group activities
- \* Case studies
- \* Practice sets
- \* Guest lecturers

**4. REQUIRED TEXTS AND SUPPLIES:**

Textbooks may include, but are not limited to:

**TEXTBOOKS:**

1. Arens, Alvin A., et al. Auditing and Assurance Services, 16th ed. Prentice Hall, 2016, ISBN: 9780134065823
2. Johnson, Raymond and Laura Wiley. Auditing: A Practical Approach with Data Analytics, 1st ed. Wiley, 2019, ISBN: 9781119496397
3. Wittington, O. Ray and Kurt Panv. Principles of Auditing and Other Assurance Services with Connect, 21st ed. McGraw Hill Higher Education, 2019, ISBN: 9781260118919

**MANUALS:**

**PERIODICALS:**

**SOFTWARE:**

**SUPPLIES:**

**ORIGINATOR:** Lauren Wade

**CO-CONTRIBUTOR(S)**  
**DATE:** 09/14/2019

Status: Active

Date Printed: 03/9/2023

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

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

- I. Applied knowledge/case studies from course text
- II. Analysis of accounting problems using FASB Codification and auditing principles

**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. Homework assignments
- III. Practice sets
- IV. Written case studies
- V. Interactive presentations

**3. METHODS OF INSTRUCTION:**

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

- \* Audio-Visual
- \* Collaborative Learning
- \* Discussion Seminar
- \* Distance Education (Fully online)
- \* Learning Modules
- \* Lecture
- \* Lecture Discussion
- \* Other (Specify)
- \* Small-Group Activities
- \* Case Studies
- \* Practice Sets
- \* Guest Lecturers

**4. REQUIRED TEXTS AND SUPPLIES:**

Textbooks may include, but are not limited to:

**TEXTBOOKS:**

1. Arens, Alvin A., et al. Auditing and Assurance Services, 17th ed. Pearson Education, 2020, ISBN: 9780135176146
2. Johnson, Raymond and Laura Wiley. Auditing: A Practical Approach with Data Analytics, 1st ed. Wiley, 2019, ISBN: 9781119496397
3. Wittington, O. Ray. Principles of Auditing and Other Assurance Services with Connect, 22nd ed. McGraw Hill Higher Education, 2022, ISBN: 9781264111770

**MANUALS:**

**PERIODICALS:**

**SOFTWARE:**

**SUPPLIES:**

**ORIGINATOR:** Lauren Wade  
**ORIGINATION DATE:** 09/14/2019  
**PROPOSAL ORIGINATOR:** Lauren Wade  
**CO-CONTRIBUTOR(S)**  
**PROPOSAL DATE:** 12/06/2022

Status: Launched

Date Printed: 03/9/2023

# Previous Report

SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY , MESA AND MIRAMAR COLLEGES

Course Outline of Record:  
Curriculum Proposal Report

## SECTION I

- I. **Subject Area:** Accounting
- II. **Course Number:** 135
- III. **Course Title:** Principles of Auditing
- IV. **Disciplines (Instructor Minimum Qualifications):** Accounting
- V.
- VI. **Family:**
- VII. **Current Short Title:** Principles of Auditing
- 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:**
- XII. **Proposal Originating Date:** 09/14/2019
- XIII. **Proposed Start Semester:** Fall 2021
- XIV. **Field Trip:** May be required
- XV. **Grading Option:** Grade Only
- XVI. **Current Short Description:** Focuses on basic auditing.

## SECTION II

### COURSE ENROLLMENT INFORMATION

- I. **Requisites:**  
Prerequisite: ACCT 116A with a grade of "C" or better, or equivalent. Is a successor course in a discipline or cross-discipline sequence
- II. **Current Degree Applicability:** Associate Degree Credit & transfer to CSU
- III. **Current Basic Skills Designation:** N - Not a Basic Skills Course
- IV. **Repeatability:** Course may be taken 1 time(s)
- V. **Course Equivalency:** No
- VI. **Additional Information:**
- VII. **Additional Textbook Information:** Texts are most current editions.

### COURSE ANALYSIS DATA

- I. **Reason for Proposed Action:** Two year review including text review/update. (NOTE: Mesa DE verbiage disappeared when revision proposal created - added back in per District.) (Course revision is for six year review.)
- II. **How Does The Course Fit The College Mission?** 1. Vocational/Occupational
- III. **Current Transfer Options:**
- IV. **Proposed College/District Purpose:** 1. Major Requirement - Associate Degree
- V. **Extraordinary Cost to the College:** Not applicable.
- VI. **Library Resource Materials:** No new resources needed.

### GENERAL EDUCATION ANALYSIS

#### REQUISITES ANALYSIS

Knowledge of generally accepted accounting principles.

- I. Course: ACCT 116A Explain the nature and purpose of GAAP and International Financial Reporting Standards (IFRS).

# Current Report

SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY , MESA AND MIRAMAR COLLEGES

Course Outline of Record:  
Curriculum Proposal Report

## SECTION I

- I. **Subject Area:** Accounting
- II. **Course Number:** 135
- III. **Course Title:** Principles of Auditing
- IV. **Disciplines (Instructor Minimum Qualifications):** Accounting
- V.
- VI. **Family:**
- VII. **Current Short Title:** Principles of Auditing
- 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:**
- XII. **Proposal Originating Date:** 12/06/2022
- XIII. **Proposed Start Semester:** Spring 2024
- XIV. **Field Trip:** May be required
- XV. **Grading Option:** Grade Only
- XVI. **Current Short Description:** Focuses on basic auditing.

## SECTION II

### COURSE ENROLLMENT INFORMATION

- I. **Requisites:**  
Prerequisite: ACCT 116A with a grade of "C" or better, or equivalent. Is a successor course in a discipline or cross-discipline sequence
- II. **Current Degree Applicability:** Associate Degree Credit & transfer to CSU
- III. **Current Basic Skills Designation:** N - Not a Basic Skills Course
- IV. **Repeatability:** Course may be taken 1 time(s)
- V. **Course Equivalency:** No
- VI. **Additional Information:**
- VII. **Additional Textbook Information:** Texts are most current editions - 12-2022.

### COURSE ANALYSIS DATA

- I. **Reason for Proposed Action:** Two yr review including: 1) text review & update for currency, 2) update to DE verbiage & contacts, and 3) minor edits. (Course revision is for six year review.)
- II. **How Does The Course Fit The College Mission?** 1. 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 needed.

### GENERAL EDUCATION ANALYSIS

#### REQUISITES ANALYSIS

Knowledge of generally accepted accounting principles.

- I. Course: ACCT 116A Explain the nature and purpose of GAAP and International Financial Reporting Standards (IFRS).

- II. Course: ACCT 116A Explain and apply the components of the conceptual framework for financial accounting and reporting, including the qualitative characteristics of accounting information, the assumptions underlying accounting, the basic principles of financial accounting, and the constraints and limitations on accounting information.
- III. Course: ACCT 116A Define and use accounting and business terminology.
- IV. Course: ACCT 116A Explain what a system is and how accounting systems, including journals and ledgers, are designed to satisfy the needs of specific businesses.
- V. Course: ACCT 116A Apply transaction analysis, input transactions into the accounting system, process transaction data, and prepare and interpret the four basic financial statements.
- VI. Course: ACCT 116A Using the revenue recognition and matching principles, distinguish between cash basis and accrual basis accounting and their impact on financial statements.
- VII. Course: ACCT 116A Identify and illustrate how the principles of internal control are used to manage and control a firm's resources and minimize risk.
- VIII. Course: ACCT 116A Explain the content, form, and purposes of the basic financial statements, footnotes, and annual reports; explain how they satisfy the information needs of investors, creditors, and other users.
- IX. Course: ACCT 116A Explain the nature of current asset issues including measuring and reporting receivables and bad debts, as well as inventory and cost of goods sold.
- X. Course: ACCT 116A Identify and illustrate issues that are related to long-term asset acquisition, use, depreciation, and disposal.
- XI. Course: ACCT 116A Distinguish between capital and revenue expenditures.

### SECTION III

#### COURSE DISTANCE EDUCATION INFORMATION

- I. **CITY**
- II. **Distance Education Methods of Instruction:** 1. On-line course
- III. **Other Distance Education Methods:** None.
- IV. **Type and frequency of contact may include, but is not limited to:**
  - 1. Chat Rooms  
As needed
  - 2. E-mail  
As needed
  - 3. Threaded Conferencing  
As needed
  - 4. Voice Mail  
As needed
- V. **List of Techniques:** Students will interact with each other and the instructor in ways that mirror the traditional classroom, only the delivery system will be altered. These methods include one-on-one communication with the instructor and other students via e-mail, the discussion board, and the chat room. In addition, students will participate in individual and group projects and discussion via the discussion board and chat rooms. Research will be conducted via the web and/or local libraries, and students will be required to assess and evaluate the information they obtain. Students will also demonstrate an understanding and integration of course concepts via research assignments, group projects, asynchronous class discussion, and/or other assignments.
- VI. **How to Evaluate Students for Achieved Outcomes:** Timed online objective examinations that test for definitions and basic accounting concepts. Writing assignments that test for the application of auditing concepts. Reviews of case studies that explain the significance of professional judgment and ethical conduct. Problem solving that utilizes all of the steps in the auditing cycle.
- VII. **Additional Resources/Materials/Information:** Solutions to problems, templates of auditing documents, and handouts that further explain a variety of auditing procedures. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).
- VIII. **Audio Visual Library Materials:** NO
- IX. **MIRAMAR**
- X. **Distance Education Methods of Instruction:** 1. Fully Online
- XI. **Other Distance Education Methods:**
- XII. **Type and frequency of contact may include, but is not limited to:**
  - 1. Chat Rooms  
as assigned
  - 2. E-mail  
weekly
  - 3. Field Trips  
as assigned
  - 4. Group Meetings

- II. Course: ACCT 116A Explain and apply the components of the conceptual framework for financial accounting and reporting, including the qualitative characteristics of accounting information, the assumptions underlying accounting, the basic principles of financial accounting, and the constraints and limitations on accounting information.
- III. Course: ACCT 116A Define and use accounting and business terminology.
- IV. Course: ACCT 116A Explain what a system is and how accounting systems, including journals and ledgers, are designed to satisfy the needs of specific businesses.
- V. Course: ACCT 116A Apply transaction analysis, input transactions into the accounting system, process transaction data, and prepare and interpret the four basic financial statements.
- VI. Course: ACCT 116A Using the revenue recognition and matching principles, distinguish between cash basis and accrual basis accounting and their impact on financial statements.
- VII. Course: ACCT 116A Identify and illustrate how the principles of internal control are used to manage and control a firm's resources and minimize risk.
- VIII. Course: ACCT 116A Explain the content, form, and purposes of the basic financial statements, footnotes, and annual reports; explain how they satisfy the information needs of investors, creditors, and other users.
- IX. Course: ACCT 116A Explain the nature of current asset issues including measuring and reporting receivables and bad debts, as well as inventory and cost of goods sold.
- X. Course: ACCT 116A Identify and illustrate issues that are related to long-term asset acquisition, use, depreciation, and disposal.
- XI. Course: ACCT 116A Distinguish between capital and revenue expenditures.
- XII. Course: ACCT 116A Explain the valuation and reporting of current liabilities, estimated liabilities, and contingencies.
- XIII. Course: ACCT 116A Identify and illustrate issues that are related to long-term liabilities including valuation, issuance, and retirement of debt.
- XIV. Course: ACCT 116A Explain the time value of money and calculate present and future values.
- XV. Course: ACCT 116A Identify and illustrate issues relating to stockholders' equity including the issuance and repurchase of capital stock and the distributions to stockholders (dividends).
- XVI. Course: ACCT 116A Explain the importance of operating, investing, and financing activities reported in the statement of cash flows.
- XVII. Course: ACCT 116A Evaluate solvency and liquidity, as well as profitability and return on equity through the selection and application of appropriate analysis tools.
- XVIII. Course: ACCT 116A Identify the ethical implications inherent in financial reporting and discuss strategies for addressing them.

### SECTION III

#### COURSE DISTANCE EDUCATION INFORMATION

- I. **CITY**
- II. **Distance Education Methods of Instruction:** 1. On-line course
- III. **Other Distance Education Methods:** None.
- IV. **Type and frequency of contact may include, but is not limited to:**
  - 1. Chat Rooms  
As needed
  - 2. E-mail  
As needed
  - 3. Threaded Conferencing  
As needed
  - 4. Voice Mail  
As needed
- V. **List of Techniques:** Students will interact with each other and the instructor in ways that mirror the traditional classroom, only the delivery system will be altered. These methods include one-on-one communication with the instructor and other students via e-mail, the discussion board, and the chat room. In addition, students will participate in individual and group projects and discussion via the discussion board and chat rooms. Research will be conducted via the web and/or local libraries, and students will be required to assess and evaluate the information they obtain. Students will also demonstrate an understanding and integration of course concepts via research assignments, group projects, asynchronous class discussion, and/or other assignments.
- VI. **How to Evaluate Students for Achieved Outcomes:** Timed online objective examinations that test for definitions and basic accounting concepts. Writing assignments that test for the application of auditing concepts. Reviews of case studies that explain the significance of professional judgment and ethical conduct. Problem solving that utilizes all of the steps in the auditing cycle.
- VII. **Additional Resources/Materials/Information:** Solutions to problems, templates of auditing documents, and handouts that further explain a variety of auditing procedures. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance

- as assigned
- 5. Individual Meetings  
as needed
- 6. Telephone Contact  
as needed
- 7. Threaded Conferencing  
at least three times during the term.

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

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

**XV. Additional Resources/Materials/Information:** Additional materials and information, such as handouts, web links, and newspaper articles, 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).

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

**XVII. MESA**

**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. Chat Rooms  
frequent
2. Collaborative Web Documents  
frequent
3. Conferencing  
as needed
4. Email/Message System  
frequent
5. Telephone Contact  
as needed

**XXI. List of Techniques:** 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.

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

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

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

## SECTION IV

with the Americans with Disabilities Act (ADA).

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

**IX. MIRAMAR**

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

**XI. Other Distance Education Methods:**

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

1. 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.

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

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

**XV. Additional Resources/Materials/Information:** Additional materials and information, such as handouts, web links, and newspaper articles, 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).

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

**XVII. MESA**

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

**XIX. Other Distance Education Methods:**

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

1. Announcements  
as needed  
**Participant/s:** Faculty to Student/s
2. Collaborative Web Documents  
frequent  
**Participant/s:** Faculty to Student/s , Among Students
3. Conferencing  
as needed  
**Participant/s:** Faculty to Student/s , Among Students
4. Email/Message System  
as needed  
**Participant/s:** Faculty to Student/s , Among Students
5. Synchronous or Asynchronous Video  
and/or Discussion Board - weekly  
**Participant/s:** Faculty to Student/s , Among Students
6. Telephone Contact  
as needed  
**Participant/s:** Faculty to Student/s , Among Students

**XXI. List of Techniques:** 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.

## COURSE STUDENT LEARNING OUTCOME(S)

### CITY

### MESA

- Understand the purpose of financial auditing.
- Posses a working knowledge of the factors that influence financial auditing such as professional ethics, standards, and legal liability.
- Demonstrate the basics of planning, fieldwork, and reporting.
- Determine appropriate auditing procedures used to gather and analyze data during the performance of financial statement audits.

### MIRAMAR

- Understand the various types of audit reports and auditors
- Possess a working knowledge of the various professional standards and professional ethics
- Demonstrate the manner in which auditors plan an audit and assess risks

## SECTION V

### COURSE DATA ADMINISTRATION ELEMENTS

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

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

**TOP Code:** 0502.00 Accounting

**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, Mesa)

**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:** 09/14/2019

#### **IV. Last Outline Revision Date:** 08/27/2020

#### **V. CIC Approval:** 08/27/2020

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

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

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

#### **IX. Course Approval Effective Date:** Fall 2021

## SECTION VI

### CREDIT FOR PRIOR LEARNING

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

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

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

## SECTION IV

### COURSE STUDENT LEARNING OUTCOME(S)

### CITY

### MESA

- Understand the purpose of financial auditing.
- Posses a working knowledge of the factors that influence financial auditing such as professional ethics, standards, and legal liability.
- Demonstrate the basics of planning, fieldwork, and reporting.
- Determine appropriate auditing procedures used to gather and analyze data during the performance of financial statement audits.

### MIRAMAR

- Understand the various types of audit reports and auditors
- Possess a working knowledge of the various professional standards and professional ethics
- Demonstrate the manner in which auditors plan an audit and assess risks

## SECTION V

### COURSE DATA ADMINISTRATION ELEMENTS

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

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

**TOP Code:** 0502.00 Accounting

**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, Mesa)

**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:** 12/06/2022

#### **IV. Last Outline Revision Date:** 08/27/2020

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

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

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

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

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

## SECTION VI



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

**SECTION I**

**SUBJECT AREA AND COURSE NUMBER:** Anthropology 103

**COURSE TITLE:**

Introduction to Cultural Anthropology

**Units:**

3

Letter Grade or Pass/No Pass Option

**CATALOG COURSE DESCRIPTION:**

This course is a survey of cultural anthropology using a comparative, cross-cultural approach. Emphasis is placed on the study of how various peoples around the world have adapted to their environments and developed behaviors to meet their biological, economic, psychological, social and political needs. This course is intended for anthropology majors and all students interested in life and/or behavioral sciences.

**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 CSU General Education IGETC UC Transfer Course List

**CID:**

ANTH 120

**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. Identify the components of cultural anthropology and explain the importance of cultural relativism to

the field

2. Define culture and distinguish between the emic and etic perspectives of cultural phenomena
3. Describe the ways that cultural anthropologists conduct ethnographic research with a focus on ethics
4. Consider the diversity in language systems found around the world and identify other forms of communication found cross-culturally
5. Describe the various theoretical orientations used in cultural anthropology to explain the processes of production and reproduction in various types of cultures
6. Distinguish between sex and gender in different cultures
7. Describe the different types of social organization and subsistence patterns beginning with those associated with foraging
8. Compare and contrast the modes of production and reproduction in different types of family arrangements
9. Discuss the types of kinship and descent, and analyze a variety of given postmarital locality patterns and kinship terminologies
10. Discuss the various types of conflict resolution that occur in different types of societies
11. Describe the development of different kinds of political systems beginning with those associated with band societies and the origin of the state
12. Analyze the relationship between class and power in stratified societies and the effects of colonialism
13. Distinguish between the concepts of biological race and social race
14. Discuss the function and expression of religious belief systems in different kinds of societies
15. Discuss applied anthropology in the modern world and explain why applied anthropology must assume a holistic view
16. Discuss the various ways in which art in its various forms is defined and presented in different types of cultural systems
17. Explain the systems and effects of globalization as they apply to culture.

## **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. Introduction to cultural anthropology
  - A. The five fields of general anthropology
    1. Cultural anthropology
    2. Archaeology
    3. Physical anthropology
    4. Linguistic anthropology
    5. Applied anthropology.
  - B. The components of cultural anthropology
    1. Holism
    2. Fieldwork and participant observation
    3. Ethnography
    4. Ethnology
    5. Cross-cultural approach
    6. Anthropology and science
    7. Professional ethics.
- II. The concept of culture
  - A. Definitions
  - B. Society, subculture, and sociocultural system
    1. Enculturation
    2. Ethnocentrism
    3. Cultural relativism.
  - C. Science, humanism, and the relativity of truth
  - D. Methods in cultural anthropology, including emic and etic aspects of culture
  - E. The diversity of anthropological theories

- F. Theoretical orientations in anthropology
- G. Importance of the anthropological perspective
- H. Globalization and culture.
- III. Language and communication
  - A. Linguistic anthropology
  - B. Origins of language
  - C. Human vs. non-human communication
  - D. Nonverbal communication
  - E. Language acquisition
  - F. Structure of language
  - G. Ethnolinguistics/sociolinguistics
  - H. Language change and loss.
- IV. Energy production
  - A. The influence of the environment and ecology
  - B. Carrying capacity
  - C. Hunting and gathering
  - D. Cultivation
    - 1. Horticulture/shifting cultivation
    - 2. Intensive agriculture.
  - E. Pastoralism
  - F. Irrigation and farming
  - G. Industrial food production.
- V. Economic organization
  - A. Definition of economy
  - B. Exchange
    - 1. Reciprocal exchange; the Kula Ring
    - 2. Redistributive exchange; Potlatch
    - 3. Market exchange/buying and selling
      - a. Money
      - b. Property ownership
      - c. Capitalism.
  - C. The infrastructural basis of different forms of production
  - D. Leveling mechanisms.
- VI. Domestic life
  - A. Cross-cultural expressions of the household
  - B. Types of family organization
    - 1. The nuclear family
    - 2. Polygamous families
    - 3. Extended families
    - 4. One-parent domestic group.
  - C. Marriage
  - D. Economic aspects of marriage
    - 1. Bridewealth
    - 2. Bride service
    - 3. Dowry.
  - E. Incest avoidance.
- VII. Sex and gender
  - A. Biological sex vs. gender identity and expression
  - B. Binary and non-binary gender across cultures
  - C. Gender stratification
  - D. Human sexuality
    - 1. Heterosexuality
    - 2. Homosexuality
    - 3. Variants along the sexuality spectrum across cultures
    - 4. Restrictive vs. permissive cultures.
- VIII. Kinship, descent, and locality
  - A. Kinship
  - B. Descent and descent rules
    - 1. Cognatic descent
    - 2. Linear descent.

- C. Postmarital residence patterns
  - 1. Patrilocality
  - 2. Matrilocality
  - 3. Avunculocality
  - 4. Neolocality
  - 5. Bilocality
  - 6. Ambilocality.
- D. Examples of kinship terminologies
  - 1. Eskimo terminology
  - 2. Hawaiian terminology
  - 3. Iroquois terminology.
- E. Kin terms as negotiated rather than fixed
- F. Contemporary changes in the family structure.
- IX. Political anthropology/conflict resolution
  - A. Political organization and social control
  - B. Power, prestige, and wealth
  - C. Law and order in band and village societies
  - D. Nonkin associations: sodalities
  - E. Warfare and raiding
  - F. Theories of war
  - G. Origins and anatomy of the state
    - 1. Structural and infrastructural aspects of political control
    - 2. Ideology as a source of power
    - 3. The state and physical coercion.
- X. Social stratification
  - A. Class vs. caste: ascribed vs. achieved status
  - B. Peasant classes
  - C. The image of limited good and the culture of poverty.
- XI. Ethnicity, race, and racism
  - A. Ethnicity
  - B. The fallacy of biological race
  - C. Assimilation vs. pluralism
  - D. Defining social racism: racism across cultures.
- XII. Religion/supernatural belief systems
  - A. Spirits in nature
    - 1. Animism
    - 2. Animatism and mana.
  - B. Ancestor spirits
  - C. Gods and goddesses
  - D. Natural and supernatural
  - E. Magic
  - F. The function and organization of religious beliefs and practices
    - 1. Individualistic beliefs and ritual
    - 2. Social beliefs and ritual.
  - G. Cults
  - H. Religion and political economy
    - I. Revitalization movements
      - 1. Native American revitalizations
      - 2. Cargo cults.
    - J. Taboo, religion, and ecology
      - 1. Food taboos
      - 2. Animal taboos.
- XIII. Art
  - A. Defining art
  - B. Differences in art forms
  - C. Functions of art in different forms
  - D. Cross-cultural expressions of art
  - E. Ethnomusicology
  - F. Verbal arts.
- XIV. Applied anthropology

- A. Research, theory and action: the importance of a holistic perspective
- B. The field of applied anthropology
  - 1. Emic views of organization
  - 2. Etic views of organizations.
- C. Applied anthropology and development
- D. Medical anthropology
- E. Forensics applications
- F. Business anthropology
- G. Anthropological advocacy.

**B. Reading Assignments:**

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

- I. Assigned text book(s) and/or reader(s) related to cultural anthropology
- II. Ethnographies
- III. Selections from the Science section of newspapers, such as The San Diego Union Tribune or The Los Angeles Times
- IV. Selections from Internet sites related to culture and cultural anthropology.

**C. Writing Assignments:**

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

- I. Short essays that both summarize and critique a given written work by a professional cultural anthropologist dealing with the theoretical aspects of the field and/or specific case studies
- II. Short essays dealing with issues related to the theoretical principles of the comparative, cross-cultural approach to anthropology and/or specific case studies in human social organization and interaction past and present
- III. Research papers and/or book reports that illustrate the student's understanding of and ability to analyze data and concepts related to the cross-cultural approach of cultural anthropology
- IV. Reports on field assignments incorporating research procedures used by cultural anthropologists to study a particular group of people and/or to a given institution of applied anthropology.

**D. Appropriate Outside Assignments:**

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

- I. Reading and writing assignments
- II. Preparation for in-class presentations of research papers and/or book reports that illustrate the student's ability to use proper terminology and evidence to make a point related to topics such as the nature of culture, human sexuality, race and racism, and/or a given profession within the field of applied anthropology
- III. Field assignments involving interviews with a variety of persons from non-English speaking countries
- IV. Investigation into a study abroad experience to a non-English speaking country
- V. Visit to the Center for Higher and Technical Education (CETYS) international campus in Tijuana, Mexico.

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

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

- I. Interpreting, analyzing and evaluating assigned readings from the text(s), handout(s), and other reading materials
- II. Applying the principles of various theoretical orientations in anthropology to formulate an argument regarding the production and reproduction of a given family, community, and/or social structure
- III. Evaluating, comparing, and contrasting a variety of social groups in terms of gender roles, kinship, reproductive practices, and warfare.

**2. METHODS OF EVALUATION:**

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

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

- I. Written and oral quizzes and examinations
- II. Research paper and presentation
- III. Writing assignments
- IV. Field assignments
- 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
- \* Other (Specify)
- \* Field Trips or Field Assignments.

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

Textbooks may include, but are not limited to:

#### **TEXTBOOKS:**

1. Angeloni, Elvio. Annual Editions in Anthropology, 41st ed. McGraw-Hill, 2017, ISBN: 9781259393816
2. Ferraro, Gary. Classic Readings in Cultural Anthropology, 4th ed. Cengage Learning, 2015, ISBN: 9781285738505
3. Ferraro, Gary and Susan Andreatta. Cultural Anthropology: An Applied Perspective, 11th ed. Cengage Learning, 2017, ISBN: 9781337109642
4. Guest, Kenneth J. Essentials of Cultural Anthropology, 3rd ed. W.W. Norton & Company, 2020, ISBN: 978-039342014
5. Harris, Marvin. Cultural Anthropology, 7th ed. Pearson, 2006, ISBN: 9780205454433
6. Kottak, Conrad P. Mirror for Humanity: A Concise Introduction to Cultural Anthropology, 12th ed. McGraw-Hill, 2019, ISBN: 9781260071429
7. Schultz, Emily A. and Robert H. Lavenda. Cultural Anthropology: A Perspective on the Human Condition, 10th ed. Oxford University Press, 2017, ISBN: 9780190620684

#### **MANUALS:**

#### **PERIODICALS:**

#### **SOFTWARE:**

#### **SUPPLIES:**

**ORIGINATOR:** Laura T. Gonzalez  
**ORIGINATION DATE:** 06/16/2015  
**PROPOSAL ORIGINATOR:** Jennifer Sime  
**CO-CONTRIBUTOR(S)**  
**PROPOSAL DATE:** 12/06/2022

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

**COURSE TO BE PROPOSED: ANTH 103**  
Introduction to Cultural Anthropology

**ACTIVE/APPROVED COURSES IMPACTED:**

ANTH 103 Introduction to Cultural Anthropology (29441)

**DISTRICT GENERAL EDUCATION:**

D Social and Behavioral Sciences

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

( Mesa )

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

Major Courses

( Miramar )

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

Major Courses

( City )

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

Major Courses

( Mesa )

Anthropology \*Pending\*;  
**Associate in Arts for Transfer Degree**

Major Courses

( City )

Anthropology \*Active\*;  
**Associate of Arts Degree**

Courses Required for the Major:

( Mesa )

Anthropology \*Active\*;  
**Associate of Arts Degree**

Courses Required for the Major:

( Mesa )

Anthropology \*Launched\*;

## **Associate of Arts Degree**

Courses Required for the Major:

( City )

Archaeology \*Active\*;

**Certificate of Achievement**

Major Courses

( City )

Associate of Science Degree in Nursing (Generic RN) \*Active\*;

**Associate of Science Degree**

Courses Required for the Major

( Mesa )

Athletics \*Pending\*;

**Certificate of Achievement**

Select 15 units from General Education courses.

( Mesa )

Chinese \*Pending\*;

**Associate of Arts Degree**

Recommended Electives

( 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 )

Communication Studies \*Active\*;

**Associate in Arts for Transfer Degree**

Select one of the following courses (not selected above)

( City )

Communication Studies \*Active\*;

**Associate of Arts Degree**

Recommended Electives:

( City )

Conflict Resolution and Mediation \*Active\*;

## **Certificate of Achievement**

### Major Courses

( City )

Conflict Resolution and Mediation \*Active\*;  
**Certificate of Performance**

### Major Courses

( Mesa )

French \*Active\*;  
**Associate of Arts Degree**

### Recommended Electives:

( Mesa )

Geographic Information Systems \*Active\*;  
**Associate of Science Degree**

### Select five units from:

( Mesa )

Geographic Information Systems \*Pending\*;  
**Associate of Science Degree**

### Select five units from:

( Mesa )

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

Category B: Select 2 or more courses from the following, not selected in Category A (6 units minimum):

( City )

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

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

( Mesa )

Geography \*Active\*;  
**Associate of Arts Degree**

Select one course from the following:

( Mesa )

Global Culture Studies\* \*Active\*;  
**Certificate of Performance**

### Courses:

( Miramar )

Global Studies \*Pending\*;  
**Certificate of Performance**

Select two courses from the following:

( Mesa )

History \*Approved\*;

**Associate in Arts for Transfer Degree**

CATEGORY B2: SELECT ONE OF THE FOLLOWING COURSES OR ANY COURSE NOT SELECTED IN CATEGORY A. RECOMMEND SELECTING A COURSE WHICH FULFILLS THE LOWER DIVISION MAJOR PREPARATION REQUIREMENTS OF YOUR PROSPECTIVE TRANSFER UNIVERSITY. (3 UNITS):

( Mesa )

History \*Active\*;

**Associate in Arts for Transfer Degree**

Category B2: Select one of the following courses or any course not selected in Category A (3 units):

( Miramar )

History \*Active\*;

**Associate in Arts for Transfer Degree**

Select one of the following courses if not selected above:(It is recommended that students select courses that meet lower division major preparation requirements for their transfer university)

( 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

( Miramar )

Honors Global Competencies Certificate\* \*Active\*;

**Certificate of Performance**

Select 6 units from the following:

( Miramar )

Human Development Studies \*Active\*;

**Associate of Arts Degree**

Select at least 12 units from the following:

( **Miramar** )

Humanities Studies \*Active\*;  
**Associate of Arts Degree**

Select at least 15 units from the following:

( **Mesa** )

Japanese \*Active\*;  
**Associate of Arts Degree**

Recommended Electives:

( **City** )

Liberal Arts and Sciences: Language Arts and Humanities \*Active\*;  
**Associate of Arts Degree**

Major Courses

( **City** )

Liberal Arts and Sciences: Language Arts and Humanities \*Approved\*;  
**Associate of Arts Degree**

Major Courses

( **City** )

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

Major Courses

( **Mesa** )

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

Major Courses

( **Mesa** )

Liberal Arts and Sciences: Social and Behavioral Sciences-Human Development \*Active\*;  
**Associate of Arts Degree**

Select a minimum of 3-4 units to complete 18 units from:

( **Mesa** )

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

Select a minimum of 15 units:

( **City** )

Licensed Vocational Nurse to Registered Nurse (Advanced Placement) \*Active\*;  
**Associate of Science Degree**

Courses Required for the Major

( **Miramar** )

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

Select 4 units from following courses (not already selected above):

( **Miramar** )

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

Select one course from the following:

( **Mesa** )

Nutrition and Dietetics \*Active\*;  
**Associate in Science for Transfer Degree**

CATEGORY B: SELECT A MINIMUM OF ONE COURSE FROM THE FOLLOWING OR ANY COURSE NOT SELECTED IN CATEGORY A (3-5 units)

( **Mesa** )

Nutrition and Dietetics \*Pending\*;  
**Associate in Science for Transfer Degree**

CATEGORY B: SELECT A MINIMUM OF ONE COURSE FROM THE FOLLOWING OR ANY COURSE NOT SELECTED IN CATEGORY A (3-5 units)

( **City** )

Peace Processes \*Pending\*;  
**Certificate of Performance**

Courses Required for the Major:

( **Miramar** )

Political Science \*Active\*;  
**Associate in Arts for Transfer Degree**

Select two courses (six units) from the following

( **Mesa** )

Psychology \*Launched\*;  
**Associate in Arts for Transfer Degree**

Select at least 2 units from the following (not selected above):

( **Mesa** )

Psychology \*Launched\*;  
**Associate in Arts for Transfer Degree**

Select one of the following courses:

( **Mesa** )

Social Sciences-General \*Active\*;  
**Associate of Arts Degree**

Recommended Electives:

( **Miramar** )

Social and Behavioral Sciences \*Active\*;

**Associate of Arts Degree**

Select at least 12 units from the following Social and Behavioral Sciences core courses:

( **Miramar** )

Social and Cultural Competence in the Workplace \*Pending\*;

**Certificate of Performance**

Major Courses

( **Mesa** )

Sociology \*Active\*;

**Associate in Arts for Transfer Degree**

Select one course from the following (not selected above):

( **Mesa** )

Sociology \*Pending\*;

**Associate in Arts for Transfer Degree**

Select one course from the following (not selected above):

( **Miramar** )

Sociology \*Active\*;

**Associate in Arts for Transfer Degree**

Select one of the following courses:

( **Mesa** )

Sociology \*Active\*;

**Associate of Arts Degree**

Select twelve units from the following:

( **Miramar** )

Sustainability \*Approved\*;

**Associate of Arts Degree**

Select at least six units from the following:

( **Miramar** )

World Language Studies \*Active\*;

**Associate of Arts Degree**

Select the remainder of units needed to meet the minimum of 18 from the following:

# SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY , MESA AND MIRAMAR COLLEGES

## Course Outline of Record: Curriculum Proposal Report

### SECTION I

- I. **Subject Area:** Anthropology
- II. **Course Number:** 103
- III. **Course Title:** Introduction to Cultural Anthropology
- IV. **Disciplines (Instructor Minimum Qualifications):** Anthropology
- V.
- VI. **Family:**
- VII. **Current Short Title:** Intro To Cultural Anthropology
- VIII. **Course Is Active/Where?** MESA , CITY AND MIRAMAR
- IX. **Originating Campus:** MESA
- X. **Action Proposed:** Course Revision (May Include Activation)
- XI. **Distance Education Proposed At:**
- XII. **Proposal Originating Date:** 12/06/2022
- XIII. **Proposed Start Semester:** Spring 2024
- XIV. **Field Trip:** May be required
- XV. **Grading Option:** Letter Grade or Pass/No Pass Option
- XVI. **Current Short Description:** Cultural anthropology w/ a comparative, cross-cultural approach.

### 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 most current editions - 12-2022.

#### COURSE ANALYSIS DATA

- I. **Reason for Proposed Action:** Six yr review including review & update of texts for currency. (Course revision is for six year review.)
- II. **How Does The Course Fit The College Mission?** 1. 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 4. Major Requirement - Certificate of Performance
- V. **Extraordinary Cost to the College:** N/A.
- VI. **Library Resource Materials:** No new resources required.

#### GENERAL EDUCATION ANALYSIS

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

D Area D. Social Sciences

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

D Social and Behavioral Sciences

##### **District Multicultural Requirement:**

Yes

**IGETC:**

Area 4 - Social and Behavioral Sciences

**UC Transfer Course:**

Yes

**REQUISITES ANALYSIS**

**Ability to read and write at the 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. CITY**
- II. Distance Education Methods of Instruction:** 1. On-line course
- III. Other Distance Education Methods:**
- IV. Type and frequency of contact may include, but is not limited to:**
  1. Chat Rooms  
Once or twice a week
  2. E-mail  
As needed
  3. Field Trips  
May be required
  4. Group Meetings  
Students may be required to meet on campus once or twice a semester
  5. Threaded Conferencing  
Once or twice a week
- V. List of Techniques:** Timed On-line quizzes and tests. Class participation through chats and threaded discussions. Written assignments analyzing issues in cultural anthropology.
- VI. How to Evaluate Students for Achieved Outcomes:** Performance on timed-online quizzes and tests. Performance on class participation through threaded discussions. Performance on written assignments.
- VII. Additional Resources/Materials/Information:** Provide text alternatives for any non-text content; Make it easier for users to see and hear content including separating foreground from background; Make text content readable and understandable. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).
- VIII. Audio Visual Library Materials:** NO
- IX. MESA**
- X. Distance Education Methods of Instruction:** 1. On-line course
- XI. Other Distance Education Methods:**
- XII. Type and frequency of contact may include, but is not limited to:**
  1. Chat Rooms  
Once or twice a week  
**Participant/s:** Faculty to Student/s , Among Students
  2. Email/Message System  
As needed  
**Participant/s:** Faculty to Student/s , Among Students
  3. Field Trips  
May be required  
**Participant/s:** Faculty to Student/s , Among Students

4. Group Meetings  
Students may be required to meet on campus once or twice a semester  
**Participant/s:** Faculty to Student/s , Among Students
5. Threaded Conferencing  
Once or twice a week
- XIII. **List of Techniques:** Online instruction includes regular student-to-student and instructor-to-student communication. Timed On-line quizzes and tests. Class participation through chats and threaded discussions. Written assignments analyzing issues in cultural anthropology.
- XIV. **How to Evaluate Students for Achieved Outcomes:** Performance on timed-online quizzes and tests. Performance on class participation through threaded discussions. Performance on written assignments.
- 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. Provide text alternatives for any non-text content; Make it easier for users to see and hear content including separating foreground from background; Make text content readable and understandable. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). 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. On-line course
- 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. Review Sessions  
as assigned
  7. Telephone Contact  
as needed
  8. Threaded Conferencing  
as assigned
- 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 and other students via e-mail, the discussion board, and the chat room. In addition, students will participate in individual and group projects and discussion via the discussion board and chat rooms. Research will be conducted via the web and/or local libraries, and students will be required to assess and evaluate the information they obtain. Students will also demonstrate an understanding and integration of course concepts via research assignments, group projects, asynchronous class discussion, and/or other assignments.
- 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).
- XXIV. **Audio Visual Library Materials:** NO

#### **SECTION IV**

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

#### **CITY**

- Student will be able to appreciate the diversity in human lifeways.
- Student will be able to define and distinguish between cultural anthropology, archaeology, linguistic anthropology, physical (biological) anthropology, and explain the applied aspects of each.
- Student will be able to think critically through data analysis, written reports, and classroom discussion.
- Students will be able to develop the ability to recognize broad based themes of behavior through comparative studies of culture.

### MESA

- Think critically in reading, writing, and/or speaking about topics in Cultural Anthropology using a comparative, cross-cultural approach, with emphasis on the study of how various peoples around the world have adapted to their environments and developed behaviors to meet their biological, economic, psychological, social and political needs, thereby identifying problems, theses, arguments, evidence and conclusions.
- Write or speak about topics in Cultural Anthropology using a comparative, cross-cultural approach, with emphasis on the study of how various peoples around the world have adapted to their environments and developed behaviors to meet their biological, economic, psychological, social and political needs, thereby addressing problems, formulating theses, making arguments, analyzing and weighing evidence, and deriving conclusions.
- Demonstrate an ability to understand one's role in society, take responsibility for one's own actions, and make ethical decisions in complex situations.
- Articulate the varieties of biological and cultural adaptations, and demonstrate an understanding of cultural pluralism.

### MIRAMAR

- Students are able to communicate the global perspective of cultural anthropology through issues of ethnocentrism and race, as well as the methods used to gain anthropological knowledge.
- Students understand the range of applications of cultural anthropology in a global context.
- Students understand and think critically about human cultural adaptations such as social structure, economics, maintaining order, belief systems and family patterns.

### SECTION V

#### COURSE DATA ADMINISTRATION ELEMENTS

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

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

**TOP Code:** 2202.00 Anthropology

**SAM Code:** E - Non Occupational

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

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

**Course Program Status (CB24):** Program-applicable

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

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

**Major Restriction Code:** NONE

##### **II. Lect Units: 3.00**

**Total Units:** 3

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

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

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

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

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

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

**FTEF Lecture Min:** 0.2000 **Max:**

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

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

##### **III. Last Time Pre/Co Requisite Update:** 12/06/2022

##### **IV. Last Outline Revision Date:** 12/10/2015

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

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

**VII. State Approval:**

**VIII. Revised State Approval:**

**IX. Course Approval Effective Date:**

**SECTION VI**

**CREDIT FOR PRIOR LEARNING**

ANTH 103

**Previous Report**

CIC Approval: 12/10/2015  
BOT APPROVAL:  
STATE APPROVAL:  
EFFECTIVE TERM: Fall 2016

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

**SECTION I**

**SUBJECT AREA AND COURSE NUMBER:** Anthropology 103

**COURSE TITLE:**

Introduction to Cultural Anthropology

**Units:**

3

Letter Grade or Pass/No Pass Option

**CATALOG COURSE DESCRIPTION:**

This course is a survey of cultural anthropology using a comparative, cross-cultural approach. Emphasis is placed on the study of how various peoples around the world have adapted to their environments and developed behaviors to meet their biological, economic, psychological, social and political needs. This course is intended for anthropology majors and all students interested in life and/or behavioral sciences.

**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:**

ANTH 120

**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. Identify the components of cultural anthropology and explain the importance of cultural relativism to the field
2. Define culture and distinguish between the emic and etic perspectives of cultural phenomena
3. Describe the ways that cultural anthropologists conduct ethnographic research with a focus on ethics
4. Consider the diversity in language systems found around the world and identify other forms of communication found cross-culturally
5. Describe the various theoretical orientations used in cultural anthropology to explain the processes of production and reproduction in various types of cultures
6. Distinguish between sex and gender in different cultures

**Current Report**

ANTH 103

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:** Anthropology 103

**COURSE TITLE:**

Introduction to Cultural Anthropology

**Units:**

3

Letter Grade or Pass/No Pass Option

**CATALOG COURSE DESCRIPTION:**

This course is a survey of cultural anthropology using a comparative, cross-cultural approach. Emphasis is placed on the study of how various peoples around the world have adapted to their environments and developed behaviors to meet their biological, economic, psychological, social and political needs. This course is intended for anthropology majors and all students interested in life and/or behavioral sciences.

**REQUISITES:**

**Advisory:**

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

**FIELD TRIP REQUIREMENTS:**

May be required

**TRANSFER APPLICABILITY:**

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4. Consider the diversity in language systems found around the world and identify other forms of communication found cross-culturally
5. Describe the various theoretical orientations used in cultural anthropology to explain the processes of production and reproduction in various types of cultures
6. Distinguish between sex and gender in different cultures
7. Describe the different types of social organization and subsistence patterns beginning with those associated with foraging

7. Describe the different types of social organization and subsistence patterns beginning with those associated with foraging
8. Compare and contrast the modes of production and reproduction in different types of family arrangements
9. Discuss the types of kinship and descent, and analyze a variety of given postmarital locality patterns and kinship terminologies
10. Discuss the various types of conflict resolution that occur in different types of societies
11. Describe the development of different kinds of political systems beginning with those associated with band societies and the origin of the state
12. Analyze the relationship between class and power in stratified societies and the effects of colonialism
13. Distinguish between the concepts of biological race and social race
14. Discuss the function and expression of religious belief systems in different kinds of societies
15. Discuss applied anthropology in the modern world and explain why applied anthropology must assume a holistic view
16. Discuss the various ways in which art in its various forms is defined and presented in different types of cultural systems
17. Explain the systems and effects of globalization as they apply to culture.

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16. Discuss the various ways in which art in its various forms is defined and presented in different types of cultural systems
17. Explain the systems and effects of globalization as they apply to culture.

## 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. Introduction to cultural anthropology
  - A. The five fields of general anthropology
    1. Cultural anthropology
    2. Archaeology
    3. Physical anthropology
    4. Linguistic anthropology
    5. Applied anthropology.
  - B. The components of cultural anthropology
    1. Holism
    2. Fieldwork and participant observation
    3. Ethnography
    4. Ethnology
    5. Cross-cultural approach
    6. Anthropology and science
    7. Professional ethics.
- II. The concept of culture
  - A. Definitions
  - B. Society subculture and sociocultural system
    1. Enculturation
    2. Ethnocentrism
    3. Cultural relativism.
  - C. Science humanism and the relativity of truth
  - D. Methods in cultural anthropology including emic and etic aspects of culture
  - E. The diversity of anthropological theories
  - F. Theoretical orientations in anthropology
  - G. Importance of the anthropological perspective
  - H. Globalization and culture.
- III. Language and communication
  - A. Linguistic anthropology
  - B. Origins of language
  - C. Human vs. non-human communication
  - D. Nonverbal communication
  - E. Language acquisition
  - F. Structure of language
  - G. Ethnolinguistics/sociolinguistics
  - H. Language change and loss.
- IV. Energy production
  - A. The influence of the environment and ecology
  - B. Carrying capacity
  - C. Hunting and gathering
  - D. Cultivation
    1. Horticulture/shifting cultivation
    2. Intensive agriculture.
  - E. Pastoralism
  - F. Irrigation and farming
  - G. Industrial food production.
- V. Economic organization

## SECTION II

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    1. Horticulture/shifting cultivation
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  - E. Pastoralism
  - F. Irrigation and farming
  - G. Industrial food production.
- V. Economic organization
  - A. Definition of economy

- A. Definition of economy
- B. Exchange
  1. Reciprocal exchange; the Kula Ring
  2. Redistributive exchange; Potlatch
  3. Market exchange/buying and selling
    - a. Money
    - b. Property ownership
    - c. Capitalism.
- C. The infrastructural basis of different forms of production
- D. Leveling mechanisms.
- VI. Domestic life
  - A. Cross-cultural expressions of the household
  - B. Types of family organization
    1. The nuclear family
    2. Polygamous families
    3. Extended families
    4. One-parent domestic group.
  - C. Marriage
  - D. Economic aspects of marriage
    1. Bridewealth
    2. Bride service
    3. Dowry.
  - E. Incest avoidance.
- VII. Sex and gender
  - A. Biological sex vs. gender identity and expression
  - B. Binary and non-binary gender across cultures
  - C. Gender stratification
  - D. Human sexuality
    1. Heterosexuality
    2. Homosexuality
    3. Variants along the sexuality spectrum across cultures
    4. Restrictive vs. permissive cultures.
- VIII. Kinship descent and locality
  - A. Kinship
  - B. Descent and descent rules
    1. Cognatic descent
    2. Linear descent.
  - C. Postmarital residence patterns
    1. Patrilocality
    2. Matrilocality
    3. Avunculocality
    4. Neolocality
    5. Bilocality
    6. Ambilocality.
  - D. Examples of kinship terminologies
    1. Eskimo terminology
    2. Hawaiian terminology
    3. Iroquois terminology.
  - E. Kin terms as negotiated rather than fixed
  - F. Contemporary changes in the family structure.
- IX. Political anthropology/conflict resolution
  - A. Political organization and social control
  - B. Power prestige and wealth
  - C. Law and order in band and village societies
  - D. Nonkin associations: sodalities
  - E. Warfare and raiding
  - F. Theories of war
  - G. Origins and anatomy of the state
    1. Structural and infrastructural aspects of political control
    2. Ideology as a source of power
    3. The state and physical coercion.
- X. Social stratification
  - A. Class vs. caste: ascribed vs. achieved status
  - B. Peasant classes
  - C. The image of limited good and the culture of poverty.
- XI. Ethnicity race and racism
  - A. Ethnicity
  - B. The fallacy of biological race
  - C. Assimilation vs. pluralism
  - D. Defining social racism: racism across cultures.
- XII. Religion/supernatural belief systems
  - A. Spirits in nature

- B. Exchange
  1. Reciprocal exchange; the Kula Ring
  2. Redistributive exchange; Potlatch
  3. Market exchange/buying and selling
    - a. Money
    - b. Property ownership
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- XII. Religion/supernatural belief systems
  - A. Spirits in nature
    1. Animism

1. Animism
  2. Animatism and mana.
- B. Ancestor spirits
  - C. Gods and goddesses
  - D. Natural and supernatural
  - E. Magic
  - F. The function and organization of religious beliefs and practices
    1. Individualistic beliefs and ritual
    2. Social beliefs and ritual.
  - G. Cults
  - H. Religion and political economy
  - I. Revitalization movements
    1. Native American revitalizations
    2. Cargo cults.
  - J. Taboo religion and ecology
    1. Food taboos
    2. Animal taboos.

### XIII. Art

- A. Defining art
- B. Differences in art forms
- C. Functions of art in different forms
- D. Cross-cultural expressions of art
- E. Ethnomusicology
- F. Verbal arts.

### XIV. Applied anthropology

- A. Research theory and action: the importance of a holistic perspective
- B. The field of applied anthropology
  1. Emic views of organization
  2. Etic views of organizations.
- C. Applied anthropology and development
- D. Medical anthropology
- E. Forensics applications
- F. Business anthropology
- G. Anthropological advocacy.

### B. Reading Assignments:

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

- I. Assigned text book(s) and/or reader(s) related to cultural anthropology
- II. Ethnographies
- III. Selections from the Science section of newspapers, such as The San Diego Union Tribune or The Los Angeles Times
- IV. Selections from Internet sites related to culture and cultural anthropology.

### C. Writing Assignments:

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

- I. Short essays that both summarize and critique a given written work by a professional cultural anthropologist dealing with the theoretical aspects of the field and/or specific case studies
- II. Short essays dealing with issues related to the theoretical principles of the comparative, cross-cultural approach to anthropology and/or specific case studies in human social organization and interaction past and present
- III. Research papers and/or book reports that illustrate the student's understanding of and ability to analyze data and concepts related to the cross-cultural approach of cultural anthropology
- IV. Reports on field assignments incorporating research procedures used by cultural anthropologists to study a particular group of people and/or to a given institution of applied anthropology.

### D. Appropriate Outside Assignments:

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

- I. Reading and writing assignments
- II. Preparation for in-class presentations of research papers and/or book reports that illustrate the student's ability to use proper terminology and evidence to make a point related to topics such as the nature of culture, human sexuality, race and racism, and/or a given profession within the field of applied anthropology
- III. Field assignments involving interviews with a variety of persons from non-English speaking countries
- IV. Investigation into a study abroad experience to a non-English speaking country
- V. Visit to the Center for Higher and Technical Education (CETYS) international campus in Tijuana, Mexico.

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

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

- I. Interpreting, analyzing and evaluating assigned readings from the text(s), handout(s), and other reading materials
- II. Applying the principles of various theoretical orientations in anthropology to formulate an argument regarding

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  - F. The function and organization of religious beliefs and practices
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- V. Visit to the Center for Higher and Technical Education (CETYS) international campus in Tijuana, Mexico.

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

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

- I. Interpreting, analyzing and evaluating assigned readings from the text(s), handout(s), and other reading materials
- II. Applying the principles of various theoretical orientations in anthropology to formulate an argument regarding the production and reproduction of a given family, community, and/or social structure

the production and reproduction of a given family, community, and/or social structure  
III. Evaluating, comparing, and contrasting a variety of social groups in terms of gender roles, kinship, reproductive practices, and warfare.

## 2. METHODS OF EVALUATION:

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

- I. Written and oral quizzes and examinations
- II. Research paper and presentation
- III. Writing assignments
- IV. Field assignments
- 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
- \* Other (Specify)
- \* Field trips or field assignments.

## 4. REQUIRED TEXTS AND SUPPLIES:

Textbooks may include, but are not limited to:

### TEXTBOOKS:

1. Angeloni, Elvio. Annual Editions in Anthropology, 39th ed. McGraw-Hill, 2015, ISBN: 9781259393815
2. Ferraro, Gary. Classic Readings in Cultural Anthropology, 4th ed. Cengage Learning, 2015, ISBN: 9781285738505
3. Ferraro, Gary and Susan Andreatta. Cultural Anthropology: An Applied Perspective, 10th ed. Cengage Learning, 2014, ISBN: 9781285738499
4. Harris, Marvin. Cultural Anthropology, 7th ed. Pearson, 2006, ISBN: 9780205454433
5. Kottak, Conrad P. Mirror for Humanity: A Concise Introduction to Cultural Anthropology, 9th ed. McGraw-Hill, 2013, ISBN: 9780078035050
6. Schultz, Emily A. and Robert H. Lavenda. Cultural Anthropology: A Perspective on the Human Condition, 9th ed. Oxford University Press, 2013, ISBN: 9780199350841

### MANUALS:

### PERIODICALS:

### SOFTWARE:

### SUPPLIES:

**ORIGINATOR:** Laura T. Gonzalez

**CO-CONTRIBUTOR(S)** Duane Short, Mara Palma-Sanft  
**DATE:** 06/16/2015

Status: Active

Date Printed: 03/9/2023

III. Evaluating, comparing, and contrasting a variety of social groups in terms of gender roles, kinship, reproductive practices, and warfare.

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2. Ferraro, Gary. Classic Readings in Cultural Anthropology, 4th ed. Cengage Learning, 2015, ISBN: 9781285738505
3. Ferraro, Gary and Susan Andreatta. Cultural Anthropology: An Applied Perspective, 11th ed. Cengage Learning, 2017, ISBN: 9781337109642
4. Guest, Kenneth J. Essentials of Cultural Anthropology, 3rd ed. W.W. Norton & Company, 2020, ISBN: 978-039342014
5. Harris, Marvin. Cultural Anthropology, 7th ed. Pearson, 2006, ISBN: 9780205454433
6. Kottak, Conrad P. Mirror for Humanity: A Concise Introduction to Cultural Anthropology, 12th ed. McGraw-Hill, 2019, ISBN: 9781260071429
7. Schultz, Emily A. and Robert H. Lavenda. Cultural Anthropology: A Perspective on the Human Condition, 10th ed. Oxford University Press, 2017, ISBN: 9780190620684

### MANUALS:

### PERIODICALS:

### SOFTWARE:

### SUPPLIES:

**ORIGINATOR:** Laura T. Gonzalez  
**ORIGINATION DATE:** 06/16/2015  
**PROPOSAL ORIGINATOR:** Jennifer Sime  
**CO-CONTRIBUTOR(S)**  
**PROPOSAL DATE:** 12/06/2022

Status: Launched

Date Printed: 03/9/2023

# Previous Report

SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY , MESA AND MIRAMAR COLLEGES

Course Outline of Record:  
Curriculum Proposal Report

## SECTION I

- I. **Subject Area:** Anthropology
- II. **Course Number:** 103
- III. **Course Title:** Introduction to Cultural Anthropology
- IV. **Disciplines (Instructor Minimum Qualifications):** Anthropology
- V.
- VI. **Family:**
- VII. **Current Short Title:** Intro To Cultural Anthropology
- 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:** 06/16/2015
- XIII. **Proposed Start Semester:** Fall 2016
- XIV. **Field Trip:** May be required
- XV. **Grading Option:** Letter Grade or Pass/No Pass Option
- XVI. **Current Short Description:** Cultural anthropology w/ a comparative, cross-cultural approach.

## 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:**

### COURSE ANALYSIS DATA

- I. **Reason for Proposed Action:** Minor modifications to content in order to align with C-ID descriptor; six-year review. (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. Major Requirement - Associate Degree 2. Major Requirement - Certificate of Achievement 3. District general education 4. Major Requirement - Certificate of Performance
- V. **Extraordinary Cost to the College:** N/A.
- VI. **Library Resource Materials:** No new resources required..

### GENERAL EDUCATION ANALYSIS

CSU General Education:  
D Area D. Social Sciences

District General Education:

# Current Report

SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY , MESA AND MIRAMAR COLLEGES

Course Outline of Record:  
Curriculum Proposal Report

## SECTION I

- I. **Subject Area:** Anthropology
- II. **Course Number:** 103
- III. **Course Title:** Introduction to Cultural Anthropology
- IV. **Disciplines (Instructor Minimum Qualifications):** Anthropology
- V.
- VI. **Family:**
- VII. **Current Short Title:** Intro To Cultural Anthropology
- VIII. **Course Is Active/Where?** MESA , CITY AND MIRAMAR
- IX. **Originating Campus:** MESA
- X. **Action Proposed:** Course Revision (May Include Activation)
- XI. **Distance Education Proposed At:**
- XII. **Proposal Originating Date:** 12/06/2022
- XIII. **Proposed Start Semester:** Spring 2024
- XIV. **Field Trip:** May be required
- XV. **Grading Option:** Letter Grade or Pass/No Pass Option
- XVI. **Current Short Description:** Cultural anthropology w/ a comparative, cross-cultural approach.

## 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 most current editions - 12-2022.

### COURSE ANALYSIS DATA

- I. **Reason for Proposed Action:** Six yr review including review & update of texts for currency. (Course revision is for six year review.)
- II. **How Does The Course Fit The College Mission?** 1. 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 4. Major Requirement - Certificate of Performance
- V. **Extraordinary Cost to the College:** N/A.
- VI. **Library Resource Materials:** No new resources required.

### GENERAL EDUCATION ANALYSIS

CSU General Education:  
D Area D. Social Sciences

District General Education:

**District Multicultural Requirement:**

Yes

**IGETC:**

Area 4 - Social and Behavioral Sciences

**UC Transfer Course:**

Yes

**REQUISITES ANALYSIS**

Ability to read and write at the college transfer level.

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

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

1. Chat Rooms  
Once or twice a week
2. E-mail  
As needed
3. Field Trips  
May be required
4. Group Meetings  
Students may be required to meet on campus once or twice a semester
5. Threaded Conferencing  
Once or twice a week

**V. List of Techniques:** Timed On-line quizzes and tests. Class participation through chats and threaded discussions.

Written assignments analyzing issues in cultural anthropology.

**VI. How to Evaluate Students for Achieved Outcomes:** Performance on timed-online quizzes and tests. Performance on class participation through threaded discussions. Performance on written assignments.**VII. Additional Resources/Materials/Information:** Provide text alternatives for any non-text content; Make it easier for users to see and hear content including separating foreground from background; Make text content readable and understandable. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).**VIII. Audio Visual Library Materials:** NO**IX. MESA****X. Distance Education Methods of Instruction:** 1. On-line course**XI. Other Distance Education Methods:****XII. Type and frequency of contact may include, but is not limited to:**

1. Chat Rooms  
Once or twice a week
2. E-mail  
As needed
3. Field Trips  
May be required
4. Group Meetings  
Students may be required to meet on campus once or twice a semester
5. Threaded Conferencing  
Once or twice a week

**District Multicultural Requirement:**

Yes

**IGETC:**

Area 4 - Social and Behavioral Sciences

**UC Transfer Course:**

Yes

**REQUISITES ANALYSIS**

Ability to read and write at the 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. CITY****II. Distance Education Methods of Instruction:** 1. On-line course**III. Other Distance Education Methods:****IV. Type and frequency of contact may include, but is not limited to:**

1. Chat Rooms  
Once or twice a week
2. E-mail  
As needed
3. Field Trips  
May be required
4. Group Meetings  
Students may be required to meet on campus once or twice a semester
5. Threaded Conferencing  
Once or twice a week

**V. List of Techniques:** Timed On-line quizzes and tests. Class participation through chats and threaded discussions.

Written assignments analyzing issues in cultural anthropology.

**VI. How to Evaluate Students for Achieved Outcomes:** Performance on timed-online quizzes and tests. Performance on class participation through threaded discussions. Performance on written assignments.**VII. Additional Resources/Materials/Information:** Provide text alternatives for any non-text content; Make it easier for users to see and hear content including separating foreground from background; Make text content readable and understandable. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).**VIII. Audio Visual Library Materials:** NO**IX. MESA****X. Distance Education Methods of Instruction:** 1. On-line course**XI. Other Distance Education Methods:****XII. Type and frequency of contact may include, but is not limited to:**

1. Chat Rooms  
Once or twice a week  
**Participant/s:** Faculty to Student/s , Among Students
2. Email/Message System  
As needed  
**Participant/s:** Faculty to Student/s , Among Students
3. Field Trips  
May be required  
**Participant/s:** Faculty to Student/s , Among Students

**XIII. List of Techniques:** Timed On-line quizzes and tests. Class participation through chats and threaded discussions. Written assignments analyzing issues in cultural anthropology.

**XIV. How to Evaluate Students for Achieved Outcomes:** Performance on timed-online quizzes and tests. Performance on class participation through threaded discussions. Performance on written assignments.

**XV. Additional Resources/Materials/Information:** Provide text alternatives for any non-text content; Make it easier for users to see and hear content including separating foreground from background; Make text content readable and understandable. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). 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. On-line course

**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. Review Sessions  
as assigned
7. Telephone Contact  
as needed
8. Threaded Conferencing  
as assigned

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

**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).

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

#### **SECTION IV**

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

#### **CITY**

- Student will be able to appreciate the diversity in human lifeways.
- Student will be able to define and distinguish between cultural anthropology, archaeology, linguistic anthropology, physical (biological) anthropology, and explain the applied aspects of each.
- Student will be able to think critically through data analysis, written reports, and classroom discussion.
- Students will be able to develop the ability to recognize broad based themes of behavior through comparative studies of culture.

4. Group Meetings

Students may be required to meet on campus once or twice a semester

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

5. Threaded Conferencing

Once or twice a week

**XIII. List of Techniques:** Online instruction includes regular student-to-student and instructor-to-student communication. Timed On-line quizzes and tests. Class participation through chats and threaded discussions. Written assignments analyzing issues in cultural anthropology.

**XIV. How to Evaluate Students for Achieved Outcomes:** Performance on timed-online quizzes and tests. Performance on class participation through threaded discussions. Performance on written assignments.

**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. Provide text alternatives for any non-text content; Make it easier for users to see and hear content including separating foreground from background; Make text content readable and understandable. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). 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. On-line course

**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. Review Sessions  
as assigned
7. Telephone Contact  
as needed
8. Threaded Conferencing  
as assigned

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

**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).

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

#### **SECTION IV**

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

#### **CITY**

- Student will be able to appreciate the diversity in human lifeways.
- Student will be able to define and distinguish between cultural anthropology, archaeology, linguistic anthropology, physical (biological) anthropology, and explain the applied aspects of each.
- Student will be able to think critically through data analysis, written reports, and classroom discussion.
- Students will be able to develop the ability to recognize broad based themes of behavior through comparative studies

## MESA

- Think critically in reading, writing, and/or speaking about topics in Cultural Anthropology using a comparative, cross-cultural approach, with emphasis on the study of how various peoples around the world have adapted to their environments and developed behaviors to meet their biological, economic, psychological, social and political needs, thereby identifying problems, theses, arguments, evidence and conclusions.
- Write or speak about topics in Cultural Anthropology using a comparative, cross-cultural approach, with emphasis on the study of how various peoples around the world have adapted to their environments and developed behaviors to meet their biological, economic, psychological, social and political needs, thereby addressing problems, formulating theses, making arguments, analyzing and weighing evidence, and deriving conclusions.
- Demonstrate an ability to understand one's role in society, take responsibility for one's own actions, and make ethical decisions in complex situations.
- Articulate the varieties of biological and cultural adaptations, and demonstrate an understanding of cultural pluralism.

## MIRAMAR

- Students are able to communicate the global perspective of cultural anthropology through issues of ethnocentrism and race, as well as the methods used to gain anthropological knowledge.
- Students understand the range of applications of cultural anthropology in a global context.
- Students understand and think critically about human cultural adaptations such as social structure, economics, maintaining order, belief systems and family patterns.

## SECTION V

### COURSE DATA ADMINISTRATION ELEMENTS

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

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

**TOP Code:** 2202.00 Anthropology

**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

**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:** 06/16/2015

**IV. Last Outline Revision Date:** 12/10/2015

**V. CIC Approval:** 12/10/2015

**VI. BOT Approval:**

**VII. State Approval:**

**VIII. Revised State Approval:**

**IX. Course Approval Effective Date:** Fall 2016

## SECTION VI

### CREDIT FOR PRIOR LEARNING

of culture.

## MESA

- Think critically in reading, writing, and/or speaking about topics in Cultural Anthropology using a comparative, cross-cultural approach, with emphasis on the study of how various peoples around the world have adapted to their environments and developed behaviors to meet their biological, economic, psychological, social and political needs, thereby identifying problems, theses, arguments, evidence and conclusions.
- Write or speak about topics in Cultural Anthropology using a comparative, cross-cultural approach, with emphasis on the study of how various peoples around the world have adapted to their environments and developed behaviors to meet their biological, economic, psychological, social and political needs, thereby addressing problems, formulating theses, making arguments, analyzing and weighing evidence, and deriving conclusions.
- Demonstrate an ability to understand one's role in society, take responsibility for one's own actions, and make ethical decisions in complex situations.
- Articulate the varieties of biological and cultural adaptations, and demonstrate an understanding of cultural pluralism.

## MIRAMAR

- Students are able to communicate the global perspective of cultural anthropology through issues of ethnocentrism and race, as well as the methods used to gain anthropological knowledge.
- Students understand the range of applications of cultural anthropology in a global context.
- Students understand and think critically about human cultural adaptations such as social structure, economics, maintaining order, belief systems and family patterns.

## SECTION V

### COURSE DATA ADMINISTRATION ELEMENTS

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

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

**TOP Code:** 2202.00 Anthropology

**SAM Code:** E - Non Occupational

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

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

**Course Program Status (CB24):** Program-applicable

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

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

**Major Restriction Code:** NONE

#### **II. Lect Units:** 3.00

**Total Units:** 3

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

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

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

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

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

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

**FTEF Lecture Min:** 0.2000 **Max:**

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

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

**III. Last Time Pre/Co Requisite Update:** 12/06/2022

**IV. Last Outline Revision Date:** 12/10/2015

**V. CIC Approval:**

**VI. BOT Approval:**

**VII. State Approval:**

**VIII. Revised State Approval:**

**IX. Course Approval Effective Date:**

## SECTION VI

### CREDIT FOR PRIOR LEARNING

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

**SECTION I**

**SUBJECT AREA AND COURSE NUMBER:** Child Development 160

**COURSE TITLE:**

Observation and Assessment of Children

**Units:**

2

Grade Only

**CATALOG COURSE DESCRIPTION:**

This course focuses on behavioral patterns and growth processes of young children through the use of a variety of assessment and observation strategies to document child development and behavior. Child observations are conducted and analyzed through supervised participation in the campus early education center. Topics include the use of observation and assessment of children in planning, implementing, and evaluating early childhood curriculum and environments. This course partially fulfills the specialization requirements for the State of California Master Teacher Permit.

**REQUISITES:**

**Limitation on Enrollment:**

Health and Safety. TB clearance within the last year is required.

**FIELD TRIP REQUIREMENTS:**

May be required

**TRANSFER APPLICABILITY:**

Associate Degree Credit & transfer to CSU

**CID:**

**TOTAL LECTURE HOURS:**

16 - 18

**TOTAL LAB HOURS:**

48 - 54

**TOTAL CONTACT HOURS:**

64 - 72

**OUTSIDE-OF-CLASS HOURS:**

32 - 36

**TOTAL STUDENT LEARNING HOURS:**

96 - 108

**STUDENT LEARNING OBJECTIVES:**

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

1. Describe and interpret the operating policies and procedures of the campus lab.
2. Apply the philosophy of the campus lab when carrying assigned tasks.
3. Identify the purpose, value, and use of formal and informal observation and assessment strategies.
4. Display appropriate guidance techniques and practices in working with young children.
5. Examine the role of observation in interpreting children's behavior.
6. Complete systemic observations using a variety of methods of data collection to assess the impact of the environment, interactions, and curriculum on children's development and behavior.

## **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. Organization and procedures of the campus lab
  - A. Goals and philosophy
  - B. Operating policies and procedures
  - C. Classroom organization, daily routines, and developmental program
  - D. Role of the student aide
  - E. Effective ways to work with young children
- II. Growth and development patterns of young children
  - A. Physical
  - B. Cognitive
  - C. Language
  - D. Social
  - E. Emotional
- III. Guidance techniques and procedures in working with young children
  - A. Guidance principles, values, and positive behavior
  - B. All behavior has meaning
  - C. Parental/teacher expectations
  - D. Cultural differences in child rearing
  - E. Age-appropriate guidance
  - F. Effective questioning strategies
- IV. Observation and assessment of young children's behavior
  - A. Purpose and objective of child observations
  - B. Observer's role
  - C. Child observation techniques and tools
  - D. Using Desired Results Developmental Profiles

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

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

- I. Assigned text related to child development and/or observation.
- II. Child development journals, such as Young Children.
- III. Collections of articles, such as Annual Editions of Early Childhood Education
- IV. San Diego Community College Participant's Handbook.
- V. Instructor handouts.

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

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

- I. Reflections on observations and implementation of child guidance techniques during lab time.
- II. Use observation information tied to Desired Results Developmental Profiles (DRDP) to explore possibilities for curriculum planning.

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

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

- I. Completing reading and writing assignments.
- II. Observing children.

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

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

- I. Interpreting and applying lab student policies and procedures.
- II. Observing behavior and applying appropriate guidance techniques with young children.
- III. Use observation information tied to Desired Results Developmental Profiles (DRDP) to explore possibilities for curriculum planning.

**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. Writing assignments
- III. Child observations
- IV. Evaluation of participation in the campus child development lab and application of the policies and procedures of the lab
- 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)
- \* Distance Education (Fully online)
- \* Lecture-Lab Combination
- \* Shadowing
- \* Other (Specify)
- \* Class participation
- \* Coaching for active participation with children in lab setting

**4. REQUIRED TEXTS AND SUPPLIES:**

Textbooks may include, but are not limited to:

**TEXTBOOKS:**

1. Deb Curtis & Margie Carter. Art of Awareness: How Observation Can Transform Your Teaching, 2nd ed. Redleaf Press, 2013, ISBN: 9781605540863

**MANUALS:**

1. California Department of Education. Desired Results Developmental Profile, California Department of Education, 06-01-2015
2. San Diego Community College District. The San Diego Community College District Child Development Center Family Handbook, San Diego Community College District, 04-01-2020

**PERIODICALS:**

**SOFTWARE:**

**SUPPLIES:**

**ORIGINATOR:** Berta Harris  
**ORIGINATION DATE:** 07/10/2017  
**PROPOSAL ORIGINATOR:** Rebecca Collins  
**CO-CONTRIBUTOR(S)**  
**PROPOSAL DATE:** 02/15/2023

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

**COURSE TO BE PROPOSED: CHIL 160**  
Observation and Assessment of Children

**ACTIVE/APPROVED COURSES IMPACTED:**

CHIL 160 Observation and Assessment of Children (29538)

Prerequisite

CHIL 151 (Active)  
LCOM 275E (Active)

Advisory

CHIL 275 (Active)  
CHIL 291 (Active)

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

( Mesa )

Assistant Teacher\* \*Active\*;  
**Certificate of Performance**

One or more of the following courses is recommended to gain experience and credits required for higher level permits:

( Mesa )

Assistant Teacher\* \*Active\*;  
**Certificate of Performance**

Select one course from:

( Mesa )

Associate Teacher \*Active\*;  
**Certificate of Achievement**

Select three or more units from:

( Mesa )

Child Development \*Active\*;  
**Associate of Science Degree**

Courses Required for the Major:

( 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 \*Active\*;  
**Associate of Science Degree**

Select one of the following three options:

( **Miramar** )

Child Development Associate Teacher \*Active\*;  
**Certificate of Achievement**

Select three or more units from:

( **Miramar** )

Child Development Master Teacher \*Approved\*;  
**Certificate of Achievement**

Guiding Young Children

( **Miramar** )

Child Development Master Teacher \*Approved\*;  
**Certificate of Achievement**

OR - Family Life

( **Miramar** )

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

Recommended Electives (select from courses not already taken):

( **Miramar** )

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

Select one of the following three options:

( **Miramar** )

Child Development Teacher \*Active\*;  
**Certificate of Achievement**

Select one of the following three options:

( **City** )

Child Development: Associate Teacher \*Active\*;  
**Certificate of Achievement**

Complete a minimum of two (2) units from the following:

( **City** )

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

Family Life

( **City** )

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

Universal Design for Education

( City )

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

Select one (1) course from the following:

( City )

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

Courses Required for the Major

( Miramar )

Family and Child Relations\* \*Active\*;  
**Certificate of Performance**

Courses Required for the Major:

( Miramar )

Family and Child Relations\* \*Pending\*;  
**Certificate of Performance**

Courses Required for the Major:

( Mesa )

Home Day Care\* \*Active\*;  
**Certificate of Performance**

Recommended Electives:

( Miramar )

Human Development Studies \*Active\*;  
**Associate of Arts Degree**

Select at least 12 units from the following:

( City )

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

Major Courses

( Mesa )

Liberal Arts and Sciences: Social and Behavioral Sciences-Child Development \*Active\*;  
**Associate of Arts Degree**

Select a minimum of 6 units:

( Miramar )

Master Teacher \*Active\*;  
**Certificate of Achievement**

Guiding Young Children

( Mesa )

Master Teacher \*Active\*;  
**Certificate of Achievement**

Guiding Young Children/Family Life

( Miramar )

Master Teacher \*Active\*;  
**Certificate of Achievement**

OR - Family Life

( Miramar )

Site Supervisor \*Active\*;  
**Associate of Science Degree**

Recommended Electives (select from courses not already taken):

( Miramar )

Site Supervisor \*Active\*;  
**Associate of Science Degree**

Select one of the following three options:

( Mesa )

Teacher \*Active\*;  
**Certificate of Achievement**

Select one of the following three options:

# 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:** 160
- III. **Course Title:** Observation and Assessment of Children
- IV. **Disciplines (Instructor Minimum Qualifications):** Child Development/Early Childhood Education
- V.
- VI. **Family:**
- VII. **Current Short Title:** Observation and Assessment
- VIII. **Course Is Active/Where?** CITY , MESA AND MIRAMAR
- IX. **Originating Campus:** CITY
- X. **Action Proposed:** Course Deactivation (Not at any College)
- XI. **Distance Education Proposed At:** Miramar and City
- XII. **Proposal Originating Date:** 02/15/2023
- XIII. **Proposed Start Semester:** Fall 2024
- XIV. **Field Trip:** May be required
- XV. **Grading Option:** Grade Only
- XVI. **Current Short Description:** Observing and understanding young children's behavioral and growth processes.

### SECTION II

#### COURSE ENROLLMENT INFORMATION

- I. **Requisites:**  
Limitation on Enrollment:: Health and Safety. TB clearance within the last year is required.
- 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

#### COURSE ANALYSIS DATA

- I. **Reason for Proposed Action:** CHIL 160 content overlaps with the proposed CHIL 120 and needs to be deactivated in order for 120 to move forward.
- II. **How Does The Course Fit The College Mission?** 1. Transfer 2. Vocational/Occupational
- III. **Current Transfer Options:**
- IV. **Proposed College/District Purpose:** 1. Major Requirement - Certificate of Achievement 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. **MESA**
- II. **Distance Education Methods of Instruction:** 1. Hybrid only
- III. **Other Distance Education Methods:**

- IV. **Type and frequency of contact may include, but is not limited to:**
1. Chat Rooms  
Frequently
  2. E-mail  
Frequently
  3. Telephone Contact  
As needed
  4. Threaded Conferencing  
As needed
- V. **List of Techniques:** Assignments and tests that will be used in the Distance Education course will be exactly the same as those in the traditional course. Students will submit all course work (tests and assignments) electronically to the instructor for grading.
- VI. **How to Evaluate Students for Achieved Outcomes:** The evaluation methods will mirror the on-campus course as specified in the course outline. The feedback on assignments and tests will be submitted electronically to the student.
- VII. **Additional Resources/Materials/Information:** SDCCD and DSPS personnel will provide all needed accommodations. DSPS will provide a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).
- VIII. **Audio Visual Library Materials:** NO
- IX. **MIRAMAR**
- X. **Distance Education Methods of Instruction:** 1. Online-Emergency Only
- XI. **Other Distance Education Methods:** Video observations of children aged two to five in a child care center setting are required for the laboratory portion of the course in accordance with guidance from the California Commission on Teacher Credentialing.
- 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. Group Meetings  
as assigned
  7. Individual Meetings  
as needed
  8. Individualized Assignment Feedback  
as assigned
  9. Synchronous or Asynchronous Video  
video observations of children aged two to five in a child care center setting are required for the laboratory portion of the course
  10. 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, and synchronous video or in-person conferencing for mentoring purposes. For the laboratory portion of the course, students view videos of children aged two to five in a child care center setting and compose reflections, journal entries, or other writing assignments based on their observations.
- XIV. **How to Evaluate Students for Achieved Outcomes:** Multiple measures are used to assess student learning objectives. These include performance on objective examinations administered via the assessment tool, writing assignments, and/or group or individual projects posted to the discussion board, including objective observations of children, analyses of children's behavior and interactions, and proposed interactions to promote optimal development for individual children.
- 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. **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
2. Collaborative Web Documents  
as assigned
3. Conferencing  
as assigned
4. Discussion Board  
at least three times per term
5. Email/Message System  
as needed
6. Field Trips  
as assigned
7. Group Meetings  
as assigned
8. Individualized Assignment Feedback  
as assigned
9. Synchronous or Asynchronous Video  
as assigned
10. Telephone Contact  
as needed

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, and synchronous video or in-person conferencing for mentoring purposes. Students are required to complete observations of children's behavior and interactions in approved settings, whether online or in-person.

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, including objective observations of children, analyses of children's behavior and interactions, and proposed interactions to promote optimal development for individual children.

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 identify appropriate teacher responses for facilitating conflict resolution with children in a typical scenario.
- The student will identify objective and subjective observation statements.

#### **MESA**

- Describe and interpret the operating policies and procedures of the campus lab.
- Implement appropriate guidance techniques and practices with young children.

## MIRAMAR

- SLO Recognize the role of observation in interpreting children's behavior. Measurement Method Be able to identify four reasons why it is important to observe children.

## 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):**

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

**Major Restriction Code:** NONE

#### **II. Lect Units:** 1.00

**Lab Units:** 1.00

**Total Units:** 2

**Lecture Hours Min:** 16.00 **Max:** 18.00

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

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

**Total Contact Hours Min:** 64.00 **Max:**72.00

**Outside-of-Class Hours Min:** 32.00 **Max:**36.00

**Total Student Learning Hours Min:** 96.00 **Max:** 108.00

**FTEF Lecture Min:** 0.0667 **Max:**

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

**FTEF Total Min:** 0.2667 **Max:**

#### **III. Last Time Pre/Co Requisite Update:** 02/15/2023

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

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

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

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

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

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

## SECTION VI

### CREDIT FOR PRIOR LEARNING

## Previous Report

CHIL 160

CIC Approval: 05/14/2020  
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 160

**COURSE TITLE:**

Observation and Assessment of Children

**Units:**  
2  
Grade Only

**CATALOG COURSE DESCRIPTION:**

This course focuses on behavioral patterns and growth processes of young children through the use of a variety of assessment and observation strategies to document child development and behavior. Child observations are conducted and analyzed through supervised participation in the campus early education center. Topics include the use of observation and assessment of children in planning, implementing, and evaluating early childhood curriculum and environments. This course partially fulfills the specialization requirements for the State of California Master Teacher Permit.

**REQUISITES:**

**Limitation on Enrollment:**

Health and Safety. TB clearance within the last year is required.

**FIELD TRIP REQUIREMENTS:**

May be required

**TRANSFER APPLICABILITY:**

Associate Degree Credit & transfer to CSU

**CID:**

**TOTAL LECTURE HOURS:**

16 - 18

**TOTAL LAB HOURS:**

48 - 54

**TOTAL CONTACT HOURS:**

64 - 72

**OUTSIDE-OF-CLASS HOURS:**

32 - 36

**TOTAL STUDENT LEARNING HOURS:**

96 - 108

**STUDENT LEARNING OBJECTIVES:**

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

1. Describe and interpret the operating policies and procedures of the campus lab.
2. Apply the philosophy of the campus lab when carrying assigned tasks.
3. Identify the purpose, value, and use of formal and informal observation and assessment strategies.
4. Display appropriate guidance techniques and practices in working with young children.
5. Examine the role of observation in interpreting children's behavior.
6. Complete systemic observations using a variety of methods of data collection to assess the impact of the

## Current Report

CHIL 160

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 160

**COURSE TITLE:**

Observation and Assessment of Children

**Units:**  
2  
Grade Only

**CATALOG COURSE DESCRIPTION:**

This course focuses on behavioral patterns and growth processes of young children through the use of a variety of assessment and observation strategies to document child development and behavior. Child observations are conducted and analyzed through supervised participation in the campus early education center. Topics include the use of observation and assessment of children in planning, implementing, and evaluating early childhood curriculum and environments. This course partially fulfills the specialization requirements for the State of California Master Teacher Permit.

**REQUISITES:**

**Limitation on Enrollment:**

Health and Safety. TB clearance within the last year is required.

**FIELD TRIP REQUIREMENTS:**

May be required

**TRANSFER APPLICABILITY:**

Associate Degree Credit & transfer to CSU

**CID:**

**TOTAL LECTURE HOURS:**

16 - 18

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1. Describe and interpret the operating policies and procedures of the campus lab.
2. Apply the philosophy of the campus lab when carrying assigned tasks.
3. Identify the purpose, value, and use of formal and informal observation and assessment strategies.
4. Display appropriate guidance techniques and practices in working with young children.
5. Examine the role of observation in interpreting children's behavior.
6. Complete systemic observations using a variety of methods of data collection to assess the impact of the environment, interactions, and curriculum on children's development and behavior.

## SECTION II

### SECTION II

#### I. COURSE OUTLINE AND SCOPE:

##### A. Outline Of Topics:

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

- I. Organization and procedures of the campus lab
  - A. Goals and philosophy
  - B. Operating policies and procedures
  - C. Classroom organization daily routines and developmental program
  - D. Role of the student aide
  - E. Effective ways to work with young children
- II. Growth and development patterns of young children
  - A. Physical
  - B. Cognitive
  - C. Language
  - D. Social
  - E. Emotional
- III. Guidance techniques and procedures in working with young children
  - A. Guidance principles values and positive behavior
  - B. All behavior has meaning
  - C. Parental/teacher expectations
  - D. Cultural differences in child rearing
  - E. Age-appropriate guidance
  - F. Effective questioning strategies
- IV. Observation and assessment of young children's behavior
  - A. Purpose and objective of child observations
  - B. Observer's role
  - C. Child observation techniques and tools
  - D. Using Desired Results Developmental Profiles

##### B. Reading Assignments:

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

- I. Assigned text related to child development and/or observation.
- II. Child development journals, such as Young Children.
- III. Collections of articles, such as Annual Editions of Early Childhood Education
- IV. San Diego Community College Participant's Handbook.
- V. Instructor handouts.

##### C. Writing Assignments:

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

- I. Reflections on observations and implementation of child guidance techniques during lab time.
- II. Use observation information tied to Desired Results Developmental Profiles (DRDP) to explore possibilities for curriculum planning.

##### D. Appropriate Outside Assignments:

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

- I. Completing reading and writing assignments.
- II. Observing children.

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

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

- I. Interpreting and applying lab student policies and procedures.
- II. Observing behavior and applying appropriate guidance techniques with young children.
- III. Use observation information tied to Desired Results Developmental Profiles (DRDP) to explore possibilities for curriculum planning.

#### 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. 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. Organization and procedures of the campus lab
  - A. Goals and philosophy
  - B. Operating policies and procedures
  - C. Classroom organization daily routines and developmental program
  - D. Role of the student aide
  - E. Effective ways to work with young children
- II. Growth and development patterns of young children
  - A. Physical
  - B. Cognitive
  - C. Language
  - D. Social
  - E. Emotional
- III. Guidance techniques and procedures in working with young children
  - A. Guidance principles values and positive behavior
  - B. All behavior has meaning
  - C. Parental/teacher expectations
  - D. Cultural differences in child rearing
  - E. Age-appropriate guidance
  - F. Effective questioning strategies
- IV. Observation and assessment of young children's behavior
  - A. Purpose and objective of child observations
  - B. Observer's role
  - C. Child observation techniques and tools
  - D. Using Desired Results Developmental Profiles

##### B. Reading Assignments:

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

- I. Assigned text related to child development and/or observation.
- II. Child development journals, such as Young Children.
- III. Collections of articles, such as Annual Editions of Early Childhood Education
- IV. San Diego Community College Participant's Handbook.
- V. Instructor handouts.

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

- I. Reflections on observations and implementation of child guidance techniques during lab time.
- II. Use observation information tied to Desired Results Developmental Profiles (DRDP) to explore possibilities for curriculum planning.

##### D. Appropriate Outside Assignments:

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

- I. Completing reading and writing assignments.
- II. Observing children.

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

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

- I. Interpreting and applying lab student policies and procedures.
- II. Observing behavior and applying appropriate guidance techniques with young children.
- III. Use observation information tied to Desired Results Developmental Profiles (DRDP) to explore possibilities for curriculum planning.

#### 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

- I. Quizzes and exams
- II. Writing assignments
- III. Child observations
- IV. Evaluation of participation in the campus child development lab and application of the policies and procedures of the lab
- 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)
- \* Distance Education (Fully online)
- \* Lecture-Lab Combination
- \* Shadowing
- \* Other (Specify)
- \* Class participation
- \* Coaching for active participation with children in lab setting

**4. REQUIRED TEXTS AND SUPPLIES:**

Textbooks may include, but are not limited to:

**TEXTBOOKS:**

1. Deb Curtis & Margie Carter. Art of Awareness: How Observation Can Transform Your Teaching, 2nd ed. Redleaf Press, 2013, ISBN: 9781605540863

**MANUALS:**

1. California Department of Education. Desired Results Developmental Profile, California Department of Education, 06-01-2015
2. San Diego Community College District. The San Diego Community College District Child Development Center Family Handbook, San Diego Community College District, 04-01-2020

**PERIODICALS:**

**SOFTWARE:**

**SUPPLIES:**

**ORIGINATOR:** Berta Harris

**CO-CONTRIBUTOR(S)** Denise Blaha, Rebecca Collins  
**DATE:** 07/10/2017

Status: Active

Date Printed: 03/9/2023

- II. Writing assignments
- III. Child observations
- IV. Evaluation of participation in the campus child development lab and application of the policies and procedures of the lab
- 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)
- \* Distance Education (Fully online)
- \* Lecture-Lab Combination
- \* Shadowing
- \* Other (Specify)
- \* Class participation
- \* Coaching for active participation with children in lab setting

**4. REQUIRED TEXTS AND SUPPLIES:**

Textbooks may include, but are not limited to:

**TEXTBOOKS:**

1. Deb Curtis & Margie Carter. Art of Awareness: How Observation Can Transform Your Teaching, 2nd ed. Redleaf Press, 2013, ISBN: 9781605540863

**MANUALS:**

1. California Department of Education. Desired Results Developmental Profile, California Department of Education, 06-01-2015
2. San Diego Community College District. The San Diego Community College District Child Development Center Family Handbook, San Diego Community College District, 04-01-2020

**PERIODICALS:**

**SOFTWARE:**

**SUPPLIES:**

**ORIGINATOR:** Berta Harris

**ORIGINATION DATE:** 07/10/2017

**PROPOSAL ORIGINATOR:** Rebecca Collins

**CO-CONTRIBUTOR(S)**

**PROPOSAL DATE:** 02/15/2023

Status: Launched

Date Printed: 03/9/2023

# 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:** 160
- III. **Course Title:** Observation and Assessment of Children
- IV. **Disciplines (Instructor Minimum Qualifications):** Child Development/Early Childhood Education
- V.
- VI. **Family:**
- VII. **Current Short Title:** Obser & Understanding Children **Proposed Short Title:** Observation and Assessment
- VIII. **Course Is Active/Where?** CITY , MESA AND MIRAMAR
- IX. **Originating Campus:** CITY
- X. **Action Proposed:** Course Revision (May Include Activation)
- XI. **Distance Education Proposed At:** Miramar and City
- XII. **Proposal Originating Date:** 07/10/2017
- XIII. **Proposed Start Semester:** Fall 2021
- XIV. **Field Trip:** May be required
- XV. **Grading Option:** Grade Only
- XVI. **Current Short Description:** Observing and understanding young children's behavioral and growth processes.

## SECTION II

### COURSE ENROLLMENT INFORMATION

- I. **Requisites:**  
Limitation on Enrollment:: Health and Safety. TB clearance within the last year is required.
- 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

### COURSE ANALYSIS DATA

- I. **Reason for Proposed Action:** Parent participation requirement no longer in place. Revising course title, description, and content to reflect the focus of the course. Proposing for distance education City and Mesa colleges. (Course revision is for six year review.)
- II. **How Does The Course Fit The College Mission?** 1. Transfer 2. Vocational/Occupational
- III. **Current Transfer Options:**
- IV. **Proposed College/District Purpose:** 1. Major Requirement - Certificate of Achievement 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

# 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:** 160
- III. **Course Title:** Observation and Assessment of Children
- IV. **Disciplines (Instructor Minimum Qualifications):** Child Development/Early Childhood Education
- V.
- VI. **Family:**
- VII. **Current Short Title:** Observation and Assessment
- VIII. **Course Is Active/Where?** CITY , MESA AND MIRAMAR
- IX. **Originating Campus:** CITY
- X. **Action Proposed:** Course Deactivation (Not at any College)
- XI. **Distance Education Proposed At:** Miramar and City
- XII. **Proposal Originating Date:** 02/15/2023
- XIII. **Proposed Start Semester:** Fall 2024
- XIV. **Field Trip:** May be required
- XV. **Grading Option:** Grade Only
- XVI. **Current Short Description:** Observing and understanding young children's behavioral and growth processes.

## SECTION II

### COURSE ENROLLMENT INFORMATION

- I. **Requisites:**  
Limitation on Enrollment:: Health and Safety. TB clearance within the last year is required.
- 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

### COURSE ANALYSIS DATA

- I. **Reason for Proposed Action:** CHIL 160 content overlaps with the proposed CHIL 120 and needs to be deactivated in order for 120 to move forward.
- II. **How Does The Course Fit The College Mission?** 1. Transfer 2. Vocational/Occupational
- III. **Current Transfer Options:**
- IV. **Proposed College/District Purpose:** 1. Major Requirement - Certificate of Achievement 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. MESA**

### **II. Distance Education Methods of Instruction:** 1. Hybrid only

### **III. Other Distance Education Methods:**

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

1. Chat Rooms  
Frequently
2. E-mail  
Frequently
3. Telephone Contact  
As needed
4. Threaded Conferencing  
As needed

**V. List of Techniques:** Assignments and tests that will be used in the Distance Education course will be exactly the same as those in the traditional course. Students will submit all course work (tests and assignments) electronically to the instructor for grading.

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

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

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

## **IX. MIRAMAR**

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

**XI. Other Distance Education Methods:** Video observations of children aged two to five in a child care center setting are required for the laboratory portion of the course in accordance with guidance from the California Commission on Teacher Credentialing.

#### **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. Group Meetings  
as assigned
7. Individual Meetings  
as needed
8. Individualized Assignment Feedback  
as assigned
9. Synchronous or Asynchronous Video  
video observations of children aged two to five in a child care center setting are required for the laboratory portion of the course
10. 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, and synchronous video or in-person conferencing for mentoring purposes. For the laboratory portion of the course, students view videos of children aged two to five in a child care center setting and compose reflections, journal entries, or other writing assignments based on their observations.

**XIV. How to Evaluate Students for Achieved Outcomes:** Multiple measures are used to assess student learning objectives. These include performance on objective examinations administered via the assessment tool, writing assignments, and/or group or individual projects posted to the discussion board, including objective observations of children, analyses of children's behavior and interactions, and proposed interactions to promote optimal development for individual children.

**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

## **I. MESA**

### **II. Distance Education Methods of Instruction:** 1. Hybrid only

### **III. Other Distance Education Methods:**

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

1. Chat Rooms  
Frequently
2. E-mail  
Frequently
3. Telephone Contact  
As needed
4. Threaded Conferencing  
As needed

**V. List of Techniques:** Assignments and tests that will be used in the Distance Education course will be exactly the same as those in the traditional course. Students will submit all course work (tests and assignments) electronically to the instructor for grading.

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

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

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

## **IX. MIRAMAR**

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

**XI. Other Distance Education Methods:** Video observations of children aged two to five in a child care center setting are required for the laboratory portion of the course in accordance with guidance from the California Commission on Teacher Credentialing.

#### **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. Group Meetings  
as assigned
7. Individual Meetings  
as needed
8. Individualized Assignment Feedback  
as assigned
9. Synchronous or Asynchronous Video  
video observations of children aged two to five in a child care center setting are required for the laboratory portion of the course
10. 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, and synchronous video or in-person conferencing for mentoring purposes. For the laboratory portion of the course, students view videos of children aged two to five in a child care center setting and compose reflections, journal entries, or other writing assignments based on their observations.

**XIV. How to Evaluate Students for Achieved Outcomes:** Multiple measures are used to assess student learning objectives. These include performance on objective examinations administered via the assessment tool, writing assignments, and/or group or individual projects posted to the discussion board, including objective observations of children, analyses of children's behavior and interactions, and proposed interactions to promote optimal development for individual children.

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

**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, and synchronous video or in-person conferencing for mentoring purposes. Students are required to complete observations of children's behavior and interactions in approved settings, whether online or in-person.

**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, including objective observations of children, analyses of children's behavior and interactions, and proposed interactions to promote optimal development for individual children.

**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 identify appropriate teacher responses for facilitating conflict resolution with children in a typical scenario.
- The student will identify objective and subjective observation statements.

**MESA**

- Describe and interpret the operating policies and procedures of the campus lab.
- Implement appropriate guidance techniques and practices with young children.

**MIRAMAR**

- SLO Recognize the role of observation in interpreting children's behavior. Measurement Method Be able to identify four reasons why it is important to observe children.

**SECTION V**

**COURSE DATA ADMINISTRATION ELEMENTS**

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

**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, and synchronous video or in-person conferencing for mentoring purposes. Students are required to complete observations of children's behavior and interactions in approved settings, whether online or in-person.

**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, including objective observations of children, analyses of children's behavior and interactions, and proposed interactions to promote optimal development for individual children.

**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 identify appropriate teacher responses for facilitating conflict resolution with children in a typical scenario.
- The student will identify objective and subjective observation statements.

**MESA**

- Describe and interpret the operating policies and procedures of the campus lab.
- Implement appropriate guidance techniques and practices with young children.

**MIRAMAR**

- SLO Recognize the role of observation in interpreting children's behavior. Measurement Method Be able to identify four reasons why it is important to observe children.

**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):**

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

**Major Restriction Code:** NONE

**II. Lect Units:** 1.00

**Lab Units:** 1.00

**Total Units:** 2

**Lecture Hours Min:** 16.00 **Max:** 18.00

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

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

**Total Contact Hours Min:** 64.00 **Max:**72.00

**Outside-of-Class Hours Min:** 32.00 **Max:**36.00

**Total Student Learning Hours Min:** 96.00 **Max:** 108.00

**FTEF Lecture Min:** 0.0667 **Max:**

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

**FTEF Total Min:** 0.2667 **Max:**

**III. Last Time Pre/Co Requisite Update:** 07/10/2017

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

**V. CIC Approval:** 05/14/2020

**VI. BOT Approval:**

**VII. State Approval:**

**VIII. Revised State Approval:**

**IX. Course Approval Effective Date:** Fall 2021

**SECTION VI**

**CREDIT FOR PRIOR LEARNING**

**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):**

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

**Major Restriction Code:** NONE

**II. Lect Units:** 1.00

**Lab Units:** 1.00

**Total Units:** 2

**Lecture Hours Min:** 16.00 **Max:** 18.00

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

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

**Total Contact Hours Min:** 64.00 **Max:**72.00

**Outside-of-Class Hours Min:** 32.00 **Max:**36.00

**Total Student Learning Hours Min:** 96.00 **Max:** 108.00

**FTEF Lecture Min:** 0.0667 **Max:**

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

**FTEF Total Min:** 0.2667 **Max:**

**III. Last Time Pre/Co Requisite Update:** 02/15/2023

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

**V. CIC Approval:**

**VI. BOT Approval:**

**VII. State Approval:**

**VIII. Revised State Approval:**

**IX. Course Approval Effective Date:**

**SECTION VI**

**CREDIT FOR PRIOR LEARNING**

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

**SECTION I**

**SUBJECT AREA AND COURSE NUMBER:** Child Development 162

**COURSE TITLE:**

Positive Child Guidance

**Units:**

3

Grade Only

**CATALOG COURSE DESCRIPTION:**

This course explores various behavior management techniques; interpersonal communication; and ideas and suggestions to assist caregivers in guiding a child's behavior. Students apply developmental, cultural, and communicative principles in combination with observations of real situations. The focus is on children from birth through age 10. This course partially fulfills the specialization requirements for the State of California Master Teacher Permit. It is intended for students who plan careers in early childhood and family support programs.

**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, in writing, the philosophy and procedures of various child care centers or settings and the

- program's effect on a child's behavior management.
2. Identify and interpret discipline styles and methods that assist a caregiver in guiding a child's behavior.
  3. Describe and contrast developmental principles significant in behavior management.
  4. Describe and contrast behavior management techniques as applied to various situations and developmental levels of children.
  5. Describe and demonstrate how interpersonal communication tools are used in guiding different child behavior patterns.
  6. Appraise and evaluate developmental, environmental, cultural, and interpersonal communication factors that can affect behavior and effectiveness of guidance techniques.
  7. Develop, in writing, a personal behavior management plan for a child between the ages of 0 and 10.

## **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. Introduction to positive child guidance in various situations
  - A. Significance of child care center or setting philosophy on behavior management
  - B. Program factors of the child care center or setting which affect a child's behavior
  - C. Styles of discipline incorporated by adults guiding children
  - D. Concepts of disciplinary methods
  - E. Guidelines for observation and participation in child care centers or settings
- II. Development principles in behavior management
  - A. Infancy/toddler
    1. Bonding
    2. Attachment
    3. Autonomy
    4. Separation anxiety
  - B. Early childhood
    1. Independence
    2. Negativism
    3. Language
  - C. Middle childhood
    1. School achievement
    2. Skill development
    3. Self-esteem
  - D. Peer and family relationships and cultural implications
  - E. Stress and frustrations
- III. Understanding and managing emotional factors which affect behavior
  - A. Understanding anger in the adult and child
  - B. Expressing feelings
  - C. Preventing tantrums
  - D. Managing of tantrums
  - E. Balancing praise and criticism
  - F. Building positive emotional environments
  - G. Importance of stress management for adults and children
  - H. Importance of maintaining mutual regard and respect for all
- IV. The role of physiology in guiding behavior
  - A. Nutrition
    1. Meal routines
    2. Effect of food on behavior
  - B. Sleep
    1. Sleep time routines
    2. Cultural practices
    3. Developmental sleep needs

- C. Sexuality
  - 1. Developmental issues
  - 2. Gender issues
  - 3. Cultural implications
- V. Environmental and cultural aspects of behavior management
  - A. Impact of environment and culture on behavior
  - B. Daily routines
    - 1. Annoying habits
    - 2. Bothersome behaviors
  - C. Sibling rivalry
  - D. Morals and manners
- VI. Interpersonal communication as a tool in guiding behavior
  - A. Patterns and styles of communication
  - B. Understanding and applying proxemic communication
  - C. Creative ways to build self-esteem and communicate behavior expectations
  - D. Importance of choosing and being consistent in using key words
  - E. Roles and responsibilities of communicators in interpersonal interactions
  - F. Recognizing negative communication patterns
  - G. Recognizing cultural and environmental effects on communication and child guidance
- VII. Discipline for special times and special children
  - A. Family crises
  - B. Family events and holidays
  - C. Children with special needs
- VIII. Creating a behavior management plan
  - A. Environmental, developmental, and cultural factors
  - B. Behaviors to be corrected
  - C. Communication style to be emphasized

**B. Reading Assignments:**

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

- I. Required textbook(s).
- II. Relevant articles in child development journals such as *Young Children*.
- III. Collections of relevant articles such as Annual Editions of *Early Childhood Education*.
- IV. Articles from family magazines such as *Parents Magazine*.

**C. Writing Assignments:**

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

- I. Journals of participation time during observations of child care settings.
- II. Written critiques of child development programs and philosophies.
- III. Written problem-solving exercises pertaining to a variety of behavior management situations for various developmental levels.
- IV. Personal Behavior Management Plan.

**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. Observations involving behavior management in child care settings.

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

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

- I. Describing, analyzing, and comparing various communication and behavior management styles of child care specialists.
- II. Analyzing interactions between children and adults using theories of development and behavior.
- III. Analyzing and comparing environmental and cultural factors which can affect behavior.

## 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 that test for definitions and major course concepts; philosophy and procedures of child care centers and settings; and concepts of communication involved with behavior management.
- II. Writing assignments based on observations and readings related to child development such as a Personal Behavior Management Plan.
- III. Supervised participation in child care settings.
- IV. Class participation.

## 3. METHODS OF INSTRUCTION:

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

- \* Audio-Visual
- \* Distance Education (Fully online)
- \* Lecture
- \* Lecture Discussion
- \* Other (Specify)
  - \* A. In-class problem solving.
  - \* B. Quiz and examination review performed in class.
  - \* C. Demonstration and application of concepts in a child care setting.
  - \* D. Guest speakers.

## 4. REQUIRED TEXTS AND SUPPLIES:

Textbooks may include, but are not limited to:

### TEXTBOOKS:

1. Miller, Darla F. Positive Child Guidance, 8th ed. Cengage, 2016, ISBN: 9781305088993
2. Sears, William, et. al. The Baby Book, Revised Edition: Everything You Need to Know About Your Baby from Birth to Age Two, Revised ed. Little, Brown and Company, 2013, ISBN: 9780316198264

### MANUALS:

### PERIODICALS:

### SOFTWARE:

### SUPPLIES:

**ORIGINATOR:** Dawn DiMarzo

**ORIGINATION DATE:** 03/13/2019

**PROPOSAL ORIGINATOR:** Rebecca Collins

**CO-CONTRIBUTOR(S)**

**PROPOSAL DATE:** 02/17/2023

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

**COURSE TO BE PROPOSED:** CHIL 162  
Positive Child Guidance

**ACTIVE/APPROVED COURSES IMPACTED:**

CHIL 162 Positive Child Guidance (29542)

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

( **Miramar** )

Child Development \*Active\*;  
**Associate of Science Degree**

Recommended Electives (select from courses not already taken):

( **Miramar** )

Child Development Master Teacher \*Approved\*;  
**Certificate of Achievement**

Guiding Young Children

( **Miramar** )

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

Recommended Electives (select from courses not already taken):

( **City** )

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

Select one (1) course from the following:

( **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:

( **Miramar** )

Family and Child Relations\* \*Active\*;  
**Certificate of Performance**

Select one course from:

( **Miramar** )

Family and Child Relations\* \*Pending\*;  
**Certificate of Performance**

Select one course from:

( **Miramar** )

Human Development Studies \*Active\*;  
**Associate of Arts Degree**

Select at least 12 units from the following:

( **City** )

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

Major Courses

( **Miramar** )

Master Teacher \*Active\*;  
**Certificate of Achievement**

Guiding Young Children

( **Miramar** )

Site Supervisor \*Active\*;  
**Associate of Science Degree**

Recommended Electives (select from courses not already taken):

**SAN DIEGO COMMUNITY COLLEGE DISTRICT**

**CITY AND MIRAMAR COLLEGES**

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

**SECTION I**

- I. **Subject Area:** Child Development
- II. **Course Number:** 162
- III. **Course Title:** Positive Child Guidance
- IV. **Disciplines (Instructor Minimum Qualifications):** Child Development/Early Childhood Education
- V.
- VI. **Family:**
- VII. **Current Short Title:** Positive Child Guidance
- VIII. **Course Is Active/Where?** CITY AND MIRAMAR
- IX. **Originating Campus:** CITY
- X. **Action Proposed:** Course Deactivation (Not at any College)
- XI. **Distance Education Proposed At:** Miramar
- XII. **Proposal Originating Date:** 02/17/2023
- XIII. **Proposed Start Semester:** Fall 2024
- XIV. **Field Trip:** May be required
- XV. **Grading Option:** Grade Only
- XVI. **Current Short Description:** Behavior management techniques to guide children's behavior.

**SECTION II**

**COURSE ENROLLMENT INFORMATION**

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

**COURSE ANALYSIS DATA**

- I. **Reason for Proposed Action:** Deactivation necessary to create new CHIL 163 for CAP aligned curriculum
- 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 3. Major Requirement - Certificate of Performance
- V. **Extraordinary Cost to the College:** N/A.
- VI. **Library Resource Materials:** .

**GENERAL EDUCATION ANALYSIS**

**REQUISITES ANALYSIS**

**SECTION III**

**COURSE DISTANCE EDUCATION INFORMATION**

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

- as assigned
- 2. E-mail
  - weekly
- 3. Field Trips
  - as assigned
- 4. Individual Meetings
  - as needed
- 5. Orientation Sessions
  - as assigned
- 6. Telephone Contact
  - as needed
- 7. Threaded Conferencing
  - at least three times during the term with the instructor and with other students
- V. **List of Techniques:** Students will interact with each other and the instructor in ways that mirror the traditional classroom, only the delivery system will be altered. These methods include one-on-one communication with the instructor and other students via e-mail, the discussion board, and the chat room. In addition, students will participate in individual and group projects and discussion via the discussion board and chat rooms. Research will be conducted via the web and/or local libraries, and students will be required to assess and evaluate the information they obtain. Students will also demonstrate an understanding and integration of course concepts via research assignments, group projects, asynchronous class discussion, and/or other assignments.
- VI. **How to Evaluate Students for Achieved Outcomes:** Multiple measures will be used to assess student learning objectives. These include performance on objective examinations administered via the assessment tool, expository essays, research reports, and/or group presentations posted to the discussion board or other online collaboration tool.
- VII. **Additional Resources/Materials/Information:** Additional materials and information, such as handouts, web links, and newspaper articles, 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

#### SECTION IV

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

##### CITY

- The student will identify objective language for observations of children.

##### MIRAMAR

- Write a Behavior Management Plan including Observation, Implement and Evaluate and present orally 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):**

**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:**

**IV. Last Outline Revision Date: 10/24/2019**

**V. CIC Approval:**

**VI. BOT Approval:**

**VII. State Approval:**

**VIII. Revised State Approval:**

**IX. Course Approval Effective Date:**

## **SECTION VI**

### **CREDIT FOR PRIOR LEARNING**

**Previous Report**

CHIL 162

CIC Approval: 10/24/2019  
BOT APPROVAL:  
STATE APPROVAL:  
EFFECTIVE TERM: Fall 2020

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

**SECTION I**

**SUBJECT AREA AND COURSE NUMBER:** Child Development 162

**COURSE TITLE:**

Positive Child Guidance

**Units:**  
3  
Grade Only

**CATALOG COURSE DESCRIPTION:**

This course explores various behavior management techniques; interpersonal communication; and ideas and suggestions to assist caregivers in guiding a child's behavior. Students apply developmental, cultural, and communicative principles in combination with observations of real situations. The focus is on children from birth through age 10. This course partially fulfills the specialization requirements for the State of California Master Teacher Permit. It is intended for students who plan careers in early childhood and family support programs.

**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, in writing, the philosophy and procedures of various child care centers or settings and the program's effect on a child's behavior management.
2. Identify and interpret discipline styles and methods that assist a caregiver in guiding a child's behavior.
3. Describe and contrast developmental principles significant in behavior management.
4. Describe and contrast behavior management techniques as applied to various situations and developmental levels of children.
5. Describe and demonstrate how interpersonal communication tools are used in guiding different child behavior patterns.
6. Appraise and evaluate developmental, environmental, cultural, and interpersonal communication factors that can

**Current Report**

CHIL 162

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

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

**SECTION I**

**SUBJECT AREA AND COURSE NUMBER:** Child Development 162

**COURSE TITLE:**

Positive Child Guidance

**Units:**  
3  
Grade Only

**CATALOG COURSE DESCRIPTION:**

This course explores various behavior management techniques; interpersonal communication; and ideas and suggestions to assist caregivers in guiding a child's behavior. Students apply developmental, cultural, and communicative principles in combination with observations of real situations. The focus is on children from birth through age 10. This course partially fulfills the specialization requirements for the State of California Master Teacher Permit. It is intended for students who plan careers in early childhood and family support programs.

**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

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

1. Describe, in writing, the philosophy and procedures of various child care centers or settings and the program's effect on a child's behavior management.
2. Identify and interpret discipline styles and methods that assist a caregiver in guiding a child's behavior.
3. Describe and contrast developmental principles significant in behavior management.
4. Describe and contrast behavior management techniques as applied to various situations and developmental levels of children.
5. Describe and demonstrate how interpersonal communication tools are used in guiding different child behavior patterns.
6. Appraise and evaluate developmental, environmental, cultural, and interpersonal communication factors that can affect behavior and effectiveness of guidance techniques.
7. Develop, in writing, a personal behavior management plan for a child between the ages of 0 and 10.

affect behavior and effectiveness of guidance techniques.

7. Develop, in writing, a personal behavior management plan for a child between the ages of 0 and 10.

## 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. Introduction to positive child guidance in various situations
  - A. Significance of child care center or setting philosophy on behavior management
  - B. Program factors of the child care center or setting which affect a child's behavior
  - C. Styles of discipline incorporated by adults guiding children
  - D. Concepts of disciplinary methods
  - E. Guidelines for observation and participation in child care centers or settings
- II. Development principles in behavior management
  - A. Infancy/toddler
    1. Bonding
    2. Attachment
    3. Autonomy
    4. Separation anxiety
  - B. Early childhood
    1. Independence
    2. Negativism
    3. Language
  - C. Middle childhood
    1. School achievement
    2. Skill development
    3. Self-esteem
  - D. Peer and family relationships and cultural implications
  - E. Stress and frustrations
- III. Understanding and managing emotional factors which affect behavior
  - A. Understanding anger in the adult and child
  - B. Expressing feelings
  - C. Preventing tantrums
  - D. Managing of tantrums
  - E. Balancing praise and criticism
  - F. Building positive emotional environments
  - G. Importance of stress management for adults and children
  - H. Importance of maintaining mutual regard and respect for all
- IV. The role of physiology in guiding behavior
  - A. Nutrition
    1. Meal routines
    2. Effect of food on behavior
  - B. Sleep
    1. Sleep time routines
    2. Cultural practices
    3. Developmental sleep needs
  - C. Sexuality
    1. Developmental issues
    2. Gender issues
    3. Cultural implications
- V. Environmental and cultural aspects of behavior management
  - A. Impact of environment and culture on behavior
  - B. Daily routines
    1. Annoying habits
    2. Bothersome behaviors
  - C. Sibling rivalry
  - D. Morals and manners
- VI. Interpersonal communication as a tool in guiding behavior
  - A. Patterns and styles of communication
  - B. Understanding and applying proxemic communication
  - C. Creative ways to build self-esteem and communicate behavior expectations
  - D. Importance of choosing and being consistent in using key words
  - E. Roles and responsibilities of communicators in interpersonal interactions
  - F. Recognizing negative communication patterns
  - G. Recognizing cultural and environmental effects on communication and child guidance
- VII. Discipline for special times and special children
  - A. Family crises
  - B. Family events and holidays

## 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. Introduction to positive child guidance in various situations
  - A. Significance of child care center or setting philosophy on behavior management
  - B. Program factors of the child care center or setting which affect a child's behavior
  - C. Styles of discipline incorporated by adults guiding children
  - D. Concepts of disciplinary methods
  - E. Guidelines for observation and participation in child care centers or settings
- II. Development principles in behavior management
  - A. Infancy/toddler
    1. Bonding
    2. Attachment
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    4. Separation anxiety
  - B. Early childhood
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    3. Language
  - C. Middle childhood
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    2. Skill development
    3. Self-esteem
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- III. Understanding and managing emotional factors which affect behavior
  - A. Understanding anger in the adult and child
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  - B. Sleep
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  - D. Importance of choosing and being consistent in using key words
  - E. Roles and responsibilities of communicators in interpersonal interactions
  - F. Recognizing negative communication patterns
  - G. Recognizing cultural and environmental effects on communication and child guidance
- VII. Discipline for special times and special children
  - A. Family crises
  - B. Family events and holidays
  - C. Children with special needs

- C. Children with special needs
- VIII. Creating a behavior management plan
  - A. Environmental developmental and cultural factors
  - B. Behaviors to be corrected
  - C. Communication style to be emphasized

**B. Reading Assignments:**

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

- I. Required textbook(s).
- II. Relevant articles in child development journals such as *Young Children*.
- III. Collections of relevant articles such as *Annual Editions of Early Childhood Education*.
- IV. Articles from family magazines such as *Parents Magazine*.

**C. Writing Assignments:**

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

- I. Journals of participation time during observations of child care settings.
- II. Written critiques of child development programs and philosophies.
- III. Written problem-solving exercises pertaining to a variety of behavior management situations for various developmental levels.
- IV. Personal Behavior Management Plan.

**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. Observations involving behavior management in child care settings.

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

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

- I. Describing, analyzing, and comparing various communication and behavior management styles of child care specialists.
- II. Analyzing interactions between children and adults using theories of development and behavior.
- III. Analyzing and comparing environmental and cultural factors which can affect behavior.

**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 that test for definitions and major course concepts; philosophy and procedures of child care centers and settings; and concepts of communication involved with behavior management.
- II. Writing assignments based on observations and readings related to child development such as a Personal Behavior Management Plan.
- III. Supervised participation in child care settings.
- IV. Class participation.

**3. METHODS OF INSTRUCTION:**

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

- \* Audio-Visual
- \* Distance Education (Fully online)
- \* Lecture
- \* Lecture Discussion
- \* Other (Specify)
- \* A. In-class problem solving.
- \* B. Quiz and examination review performed in class.
- \* C. Demonstration and application of concepts in a child care setting.
- \* D. Guest speakers.

**4. REQUIRED TEXTS AND SUPPLIES:**

Textbooks may include, but are not limited to:

**TEXTBOOKS:**

- VIII. Creating a behavior management plan
  - A. Environmental developmental and cultural factors
  - B. Behaviors to be corrected
  - C. Communication style to be emphasized

**B. Reading Assignments:**

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

- I. Required textbook(s).
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- IV. Personal Behavior Management Plan.

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

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- I. Objective examinations that test for definitions and major course concepts; philosophy and procedures of child care centers and settings; and concepts of communication involved with behavior management.
- II. Writing assignments based on observations and readings related to child development such as a Personal Behavior Management Plan.
- III. Supervised participation in child care settings.
- IV. Class participation.

**3. METHODS OF INSTRUCTION:**

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

- \* Audio-Visual
- \* Distance Education (Fully online)
- \* Lecture
- \* Lecture Discussion
- \* Other (Specify)
- \* A. In-class problem solving.
- \* B. Quiz and examination review performed in class.
- \* C. Demonstration and application of concepts in a child care setting.
- \* D. Guest speakers.

**4. REQUIRED TEXTS AND SUPPLIES:**

Textbooks may include, but are not limited to:

**TEXTBOOKS:**

- 1. Miller, Darla F. Positive Child Guidance, 8th ed. Cengage, 2016, ISBN: 9781305088993
- 2. Sears, William, et. al. The Baby Book, Revised Edition: Everything You Need to Know About Your Baby from Birth to Age Two, Revised ed. Little, Brown and Company, 2013, ISBN: 9780316198264

1. Miller, Darla F. Positive Child Guidance, 8th ed. Cengage, 2016, ISBN: 9781305088993
2. Sears, William, et. al. The Baby Book, Revised Edition: Everything You Need to Know About Your Baby from Birth to Age Two, Revised ed. Little, Brown and Company, 2013, ISBN: 9780316198264

**MANUALS:**

**PERIODICALS:**

**SOFTWARE:**

**SUPPLIES:**

**ORIGINATOR:** Dawn DiMarzo

**CO-CONTRIBUTOR(S)** Duane Short  
**DATE:** 03/13/2019

Status: Active

Date Printed: 03/9/2023

**MANUALS:**

**PERIODICALS:**

**SOFTWARE:**

**SUPPLIES:**

**ORIGINATOR:** Dawn DiMarzo

**ORIGINATION DATE:** 03/13/2019

**PROPOSAL ORIGINATOR:** Rebecca Collins

**CO-CONTRIBUTOR(S)**

**PROPOSAL DATE:** 02/17/2023

Status: Launched

Date Printed: 03/9/2023

# Previous Report

SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY AND MIRAMAR COLLEGES

Course Outline of Record:  
Curriculum Proposal Report

## SECTION I

- I. **Subject Area:** Child Development
- II. **Course Number:** 162
- III. **Course Title:** Positive Child Guidance
- IV. **Disciplines (Instructor Minimum Qualifications):** Child Development/Early Childhood Education
- V.
- VI. **Family:**
- VII. **Current Short Title:** Observing/Guiding Child Behav **Proposed Short Title:** Positive Child Guidance
- VIII. **Course Is Active/Where?** CITY AND MIRAMAR
- IX. **Originating Campus:** MIRAMAR
- X. **Action Proposed:** Course Revision (May Include Activation)
- XI. **Distance Education Proposed At:** Miramar
- XII. **Proposal Originating Date:** 03/13/2019
- XIII. **Proposed Start Semester:** Fall 2020
- XIV. **Field Trip:** May be required
- XV. **Grading Option:** Grade Only
- XVI. **Current Short Description:** Behavior management techniques to guide children's behavior.

## SECTION II

### COURSE ENROLLMENT INFORMATION

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

### COURSE ANALYSIS DATA

- I. **Reason for Proposed Action:** Six year review including title change from "Observing and Guiding Child Behavior" to "Positive Child Guidance"; update to distance education contact section; updates to editions of example textbooks; and revalidation of entry skills. (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 3. Major Requirement - Certificate of Performance
- V. **Extraordinary Cost to the College:** N/A.
- VI. **Library Resource Materials:** .

### GENERAL EDUCATION ANALYSIS

### REQUISITES ANALYSIS

## SECTION III

### COURSE DISTANCE EDUCATION INFORMATION

# Current Report

SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY AND MIRAMAR COLLEGES

Course Outline of Record:  
Curriculum Proposal Report

## SECTION I

- I. **Subject Area:** Child Development
- II. **Course Number:** 162
- III. **Course Title:** Positive Child Guidance
- IV. **Disciplines (Instructor Minimum Qualifications):** Child Development/Early Childhood Education
- V.
- VI. **Family:**
- VII. **Current Short Title:** Positive Child Guidance
- VIII. **Course Is Active/Where?** CITY AND MIRAMAR
- IX. **Originating Campus:** CITY
- X. **Action Proposed:** Course Deactivation (Not at any College)
- XI. **Distance Education Proposed At:** Miramar
- XII. **Proposal Originating Date:** 02/17/2023
- XIII. **Proposed Start Semester:** Fall 2024
- XIV. **Field Trip:** May be required
- XV. **Grading Option:** Grade Only
- XVI. **Current Short Description:** Behavior management techniques to guide children's behavior.

## SECTION II

### COURSE ENROLLMENT INFORMATION

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

### COURSE ANALYSIS DATA

- I. **Reason for Proposed Action:** Deactivation necessary to create new CHIL 163 for CAP aligned curriculum
- 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 3. Major Requirement - Certificate of Performance
- V. **Extraordinary Cost to the College:** N/A.
- VI. **Library Resource Materials:** .

### GENERAL EDUCATION ANALYSIS

### REQUISITES ANALYSIS

## SECTION III

### COURSE DISTANCE EDUCATION INFORMATION

**I. MIRAMAR**

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

**III. Other Distance Education Methods:**

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

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

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

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

**VII. Additional Resources/Materials/Information:** Additional materials and information, such as handouts, web links, and newspaper articles, 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

**SECTION IV**

**COURSE STUDENT LEARNING OUTCOME(S)**

**CITY**

- The student will identify objective language for observations of children.

**MIRAMAR**

- Write a Behavior Management Plan including Observation, Implement and Evaluate and present orally 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):**

**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

**I. MIRAMAR**

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

**III. Other Distance Education Methods:**

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

1. Chat Rooms  
as assigned
2. E-mail  
weekly
3. Field Trips  
as assigned
4. Individual Meetings  
as needed
5. Orientation Sessions  
as assigned
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as needed
7. Threaded Conferencing  
at least three times during the term with the instructor and with other students

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

**SECTION IV**

**COURSE STUDENT LEARNING OUTCOME(S)**

**CITY**

- The student will identify objective language for observations of children.

**MIRAMAR**

- Write a Behavior Management Plan including Observation, Implement and Evaluate and present orally 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):**

**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:**
- IV. Last Outline Revision Date: 10/24/2019**
- V. CIC Approval: 10/24/2019**
- VI. BOT Approval:**
- VII. State Approval:**
- VIII. Revised State Approval:**
- IX. Course Approval Effective Date: Fall 2020**

**SECTION VI**

**CREDIT FOR PRIOR LEARNING**

**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: 10/24/2019**
- V. CIC Approval:**
- VI. BOT Approval:**
- VII. State Approval:**
- VIII. Revised State Approval:**
- IX. Course Approval Effective Date:**

**SECTION VI**

**CREDIT FOR PRIOR LEARNING**

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

**SECTION I****SUBJECT AREA AND COURSE NUMBER:** Communication Studies 103**COURSE TITLE:**  
Oral Communication**Units:**  
3  
Grade Only**CATALOG COURSE DESCRIPTION:**

This course is an introduction to speechmaking. Emphasis is placed on the skills required to organize and deliver various types of speeches. Students give several speeches with and without visual aids. This course is designed for Communication Studies majors and for students interested in honing their speech skills.

**REQUISITES:****Limitation on Enrollment:**

This course is not open to students with previous credit for SPEE 103

**FIELD TRIP REQUIREMENTS:**

May be required

**TRANSFER APPLICABILITY:**

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

**CID:**

COMM 110

**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. Apply ethical practices in the composition and delivery of speeches.

2. Apply effective and ethical listening practices to analyze speeches and other communicative interactions.
3. Choose an appropriate topic and formulate an appropriate purpose statement and effective central idea.
4. Explain the role of audience analysis in the speechmaking process.
5. Use the library and Internet to identify research to use in speeches.
6. Create references pages (i.e. bibliographies).
7. Select the appropriate organizational structure for a given speech type.
8. Construct a preparation and speaking outline.
9. Use source citations, evidence and reason in written documentation and oral delivery of speeches.
10. Employ effective vocal and physical behaviors while delivering a speech.
11. Choose appropriate and engaging language for speeches.
12. Compose and deliver an effective informative speech.
13. Compose and deliver an effective persuasive speech.
14. Create and use visual aids for various speeches.

## **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. Ethics in speechmaking
  - A. Ethical responsibility of public speakers
  - B. Guidelines for ethical speechmaking
  - C. Guidelines for ethical listening
- II. Analyzing the audience
  - A. Audience demographics
  - B. Situational variables
- III. Visual aids
  - A. For message clarity
  - B. Effective visual aid design
  - C. Effective handling of visual aids
  - D. For speaker credibility
  - E. For stage fright control
- IV. Selection of a topic and a purpose
  - A. Brainstorming topics
  - B. General purposes
  - C. Specific purposes
  - D. Central idea
- V. Outlining a speech
  - A. Importance of outlining speeches
  - B. Preparation outline
  - C. Speaking outline
  - D. Main points and supporting points
  - E. Connective strategies
    1. Transitions
    2. Internal summarizing
    3. Internal previewing
    4. Signposting
- VI. Listening
  - A. Effective listening strategies
  - B. Critical listening
  - C. Causes of poor listening
- VII. Organizing a speech
  - A. Speech introduction objectives
  - B. Organizational patterns

- C. Speech connectives
- D. Speech conclusion objectives
- VIII. Effective delivery skills
  - A. Vocal behaviors
  - B. Physical behaviors
- IX. Speaker credibility/ethos
  - A. Citing sources
  - B. Use of evidence
  - C. Use of reason
  - D. Speaker's character
- X. Effective use of language
  - A. Using language techniques to enliven speeches
  - B. Using appropriate language
  - C. Avoiding inappropriate language
- XI. Research
  - A. Library
  - B. Internet
  - C. Reference page
- XII. Types of speeches
  - A. Informative
    - 1. Introduction
      - a. Attention-getting devices
      - b. Establishing motive
      - c. Establishing credibility
      - d. Previewing main points
    - 2. Body
      - a. Use of evidence
      - b. Appropriate organizational strategies
      - c. Effective speech connectives
    - 3. Conclusion
      - a. Summary of main points
      - b. Ending techniques
  - B. Persuasive
    - 1. Types
    - 2. Organizational styles
      - a. Problem-solution
      - b. Monroe's motivated sequence
      - c. Comparative advantages
    - 3. Reasoning
    - 4. Evidence
    - 5. Ethos, logos, and pathos
    - 6. Addressing fallacies

**B. Reading Assignments:**

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

- I. Assigned textbook related to speechmaking.
- II. Library and internet research to prepare for speeches.
- III. Speeches.

**C. Writing Assignments:**

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

- I. An informative speech.
- II. A persuasive speech.
- III. Reference pages.
- IV. Journal entries.
- V. Reaction papers.
- VI. Critiques of speeches.

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

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

- I. Researching, writing and preparing for in-class informative speeches.
- II. Researching, writing, and preparing for in-class persuasive speeches.
- III. Composing self-evaluation essays.

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

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

- I. Researching, writing, and preparing for in-class informative and persuasive speeches.
- II. Critiquing speeches.
- III. Conducting self reflection and composing self-evaluation essays.

## **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. Speech outlines.
- III. In-class speech presentations in front of a live audience.
- IV. Speech reference pages.
- V. Reaction papers.
- VI. Journal.
- VII. Class participation.

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

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

- \* Audio-Visual
- \* Collaborative Learning
- \* Computer Assisted Instruction
- \* Distance Education (Fully online)
- \* Lecture
- \* Lecture Discussion

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

Textbooks may include, but are not limited to:

### **TEXTBOOKS:**

1. Fraleigh, Douglas M. and Joseph S. Truman. Speak Up!: An Illustrated Guide to Public Speaking, 4th ed. Bedford/St. Martin's, 2017, ISBN: 9781319030650
2. Lucas, Stephen E. The Art of Public Speaking, 12th ed. McGraw Hill Education, 2015, ISBN: 9780073523910
3. Rothwell, J. Dan. Practically Speaking, 2nd ed. Oxford UP, 2016, ISBN: 9780190457327

### **MANUALS:**

### **PERIODICALS:**

### **SOFTWARE:**

### **SUPPLIES:**

1. Professional/business attire.
2. Flash storage device.

**ORIGINATOR:** Bryan Malinis  
**ORINATION DATE:** 08/11/2021  
**PROPOSAL ORIGINATOR:** Bryan Malinis  
**CO-CONTRIBUTOR(S)**  
**PROPOSAL DATE:** 01/24/2023

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

**COURSE TO BE PROPOSED: COMS 103**  
Oral Communication

**ACTIVE/APPROVED COURSES IMPACTED:**

COMS 103 Oral Communication (29499)

Prerequisite

COMS 104 (Active)

COMS 160 (Active)

COMS 201 (Active)

COMS 201 (Approved)

Advisory

COMS 170 (Active)

**DISTRICT GENERAL EDUCATION:**

A2 Language and Rationality - Communication & Analytical Thinking

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

( City )

Associate of Science Degree in Nursing (Generic RN) \*Active\*;  
**Associate of Science Degree**

Courses Required for the Major

( Mesa )

Athletics \*Pending\*;  
**Certificate of Achievement**

Select 15 units from General Education courses.

( Miramar )

Biotechnology \*Active\*;  
**Associate of Science Degree**

Courses Required for the Major:

( Mesa )

Black Studies \*Active\*;  
**Associate of Arts Degree**

Select six units from the following:

( Mesa )

Black Studies \*Pending\*;  
**Associate of Arts Degree**

Select six units from the following:

( City )

Business Presentations\* \*Active\*;  
**Certificate of Performance**

Courses:

( City )

Business Presentations\* \*Approved\*;  
**Certificate of Performance**

Courses:

( Miramar )

Collaboration in the Workforce \*Pending\*;  
**Certificate of Performance**

Program Prerequisites

( City )

Communication Studies \*Active\*;  
**Associate in Arts for Transfer Degree**

Major Courses

( Mesa )

Communication Studies \*Active\*;  
**Associate in Arts for Transfer Degree**

Major Courses

( Mesa )

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

Major Courses

( Miramar )

Communication Studies \*Active\*;  
**Associate in Arts for Transfer Degree**

Major Courses

( City )

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

Major Courses

( City )

Communication Studies \*Active\*;  
**Associate of Arts Degree**

Courses Required for the Major:

( Mesa )

Communication Studies \*Active\*;  
**Associate of Arts Degree**

Courses Required for the Major:

( City )

Communication Studies \*Active\*;  
**Certificate of Achievement**

Major Courses

( City )

Communication Studies \*Active\*;  
**Certificate of Performance**

Course(s):

( City )

Communication Studies 2.0 \*Approved\*;  
**Associate in Arts for Transfer Degree**

Major Courses

( City )

Communication Studies 2.0 \*Pending\*;  
**Associate in Arts for Transfer Degree**

Major Courses

( City )

Communication Studies: Business \*Active\*;  
**Certificate of Performance**

Select six (6) units from the following:

( City )

Communication Studies: Health Communication \*Active\*;  
**Certificate of Performance**

Select six (6) units from the following:

( City )

Communication Studies: Voice and Performance \*Active\*;  
**Certificate of Performance**

Major Courses

( Mesa )

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

Major Courses

( Miramar )

English/Literature Studies \*Active\*;  
**Associate of Arts Degree**

Select at least 12 units, including at least two ENGL courses, from the following:

( City )  
General Atomics CNC Machine Technician Apprenticeship \*Approved\*;  
**Associate of Science Degree**

Major Courses

( City )  
General Atomics Electrical Specialist Apprenticeship \*Approved\*;  
**Associate of Science Degree**

Major Courses

( City )  
General Atomics HVAC-R Technician Apprenticeship \*Approved\*;  
**Associate of Science Degree**

Major Courses

( City )  
Honeywell Tool and Die Apprenticeship \*Active\*;  
**Associate of Science Degree**

Courses Required for the Major:

( City )  
Honeywell Tool and Die Apprenticeship \*Approved\*;  
**Associate of Science Degree**

Courses Required for the Major:

( City )  
Honeywell Tool and Die Apprenticeship \*Active\*;  
**Certificate of Achievement**

Courses Required for the Major:

( City )  
Honeywell Tool and Die Apprenticeship \*Approved\*;  
**Certificate of Achievement**

Courses Required for the Major:

( Mesa )  
Interior Design \*Active\*;  
**Associate of Science Degree**

Select 15 units from the following list:

( Mesa )  
Interior Design \*Active\*;  
**Certificate of Achievement**

Choose one course (two to four units) from the following:

( City )

Law, Public Policy, and Society \*Active\*;  
**Associate in Arts for Transfer Degree**

Major Courses

( Mesa )

Law, Public Policy, and Society \*Pending\*;  
**Associate in Arts for Transfer Degree**

Major Courses

( Miramar )

Law, Public Policy, and Society \*Active\*;  
**Associate in Arts for Transfer Degree**

Major Courses

( City )

Law, Public Policy, and Society \*Pending\*;  
**Associate in Arts for Transfer Degree**

Major Courses

( City )

Liberal Arts and Sciences: Language Arts and Humanities \*Active\*;  
**Associate of Arts Degree**

Major Courses

( City )

Liberal Arts and Sciences: Language Arts and Humanities \*Approved\*;  
**Associate of Arts Degree**

Major Courses

( City )

Liberal Arts and Sciences: Language Arts and Humanities \*Approved\*;  
**Associate of Arts Degree**

Major Courses

( Mesa )

Liberal Arts and Sciences: Science Studies-Pre-Nursing \*Active\*;  
**Associate of Arts Degree**

Select a minimum of 3 units:

( Mesa )

Liberal Studies: Elementary Education Preparation \*Active\*;  
**Associate of Arts Degree**

Major Courses

( City )

Licensed Vocational Nurse to Registered Nurse (Advanced Placement) \*Active\*;  
**Associate of Science Degree**

Courses Required for the Major

( Mesa )

Pathway to Law School \*Active\*;  
**Certificate of Achievement**

Major Courses

( City )

Pre-Engineering Technology \*Active\*;  
**Certificate of Performance**

Courses required for the major:

( Mesa )

Psychology \*Active\*;  
**Associate of Arts Degree**

Recommended Electives:

( Miramar )

Public Safety Management \*Active\*;  
**Associate of Science Degree**

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

( Miramar )

Public Safety Management \*Active\*;  
**Certificate of Achievement**

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

( City )

Registered Nurse Program (Generic) \*Active\*;  
**Associate of Science Degree**

Courses Required for the Major

( City )

Solar Turbines, Incorporated Apprenticeship \*Active\*;  
**Associate of Science Degree**

Courses Required for the Major:

( City )

Solar Turbines, Incorporated Apprenticeship \*Active\*;  
**Certificate of Achievement**

Courses Required for the Major:

# SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY , MESA AND MIRAMAR COLLEGES

## Course Outline of Record: Curriculum Proposal Report

### SECTION I

- I. **Subject Area:** Communication Studies
- II. **Course Number:** 103
- III. **Course Title:** Oral Communication
- IV. **Disciplines (Instructor Minimum Qualifications):** Communication Studies
- V.
- VI. **Family:**
- VII. **Current Short Title:** Oral Communication
- VIII. **Course Is Active/Where?** CITY , MESA AND MIRAMAR
- IX. **Originating Campus:** MESA
- X. **Action Proposed:** Course Revision (May Include Activation)
- XI. **Distance Education Proposed At:** Mesa , Miramar and City
- XII. **Proposal Originating Date:** 01/24/2023
- XIII. **Proposed Start Semester:** Summer 2023
- XIV. **Field Trip:** May be required
- XV. **Grading Option:** Grade Only
- XVI. **Current Short Description:** Intro to speechmaking.

### SECTION II

#### COURSE ENROLLMENT INFORMATION

- I. **Requisites:**  
Limitation on Enrollment:: This course is not open to students with previous credit for SPEE 103
- 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 SPEE 103
- VI. **Additional Information:**
- VII. **Additional Textbook Information:**

#### COURSE ANALYSIS DATA

- I. **Reason for Proposed Action:** Revise Mesa DE verbiage for currency.
- 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 4. Major Requirement - Certificate of Performance
- V. **Extraordinary Cost to the College:** N/A.
- VI. **Library Resource Materials:** No new library resources required.

#### GENERAL EDUCATION ANALYSIS

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

A1 Area A. English Language Communication and Critical Thinking - Oral Communication

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

A2 Language and Rationality - Communication & Analytical Thinking

##### **IGETC:**

Area 1. English Communication - 1C: Oral Communication(CSU requirement only)

**UC Transfer Course:**

Yes

**REQUISITES ANALYSIS**

**SECTION III**

**COURSE DISTANCE EDUCATION INFORMATION**

**I. MIRAMAR**

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

**III. Other Distance Education Methods:** Students must deliver at least two formal speeches - one informative speech and one persuasive speech - in a video format (synchronously or asynchronously). Students must also review and give feedback to their peers' speech submissions (synchronously or asynchronously).

**IV. 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 with the instructor and with other students

5. Email/Message System

as needed

6. Group Meetings

as assigned

7. Individual Meetings

as needed

8. Synchronous or Asynchronous Video

students deliver at least one informative speech and at least one persuasive speech

9. Telephone Contact

as needed

**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 formal speeches delivered in a video format (synchronously or asynchronously), speech analysis and feedback, 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, formal speeches delivered in a video format, 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 assigned

**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:** 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 formal speeches delivered in a live video format (synchronously or asynchronously), speech analysis and feedback, group projects, asynchronous class discussions, 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, formal speeches delivered in the presence of others in a video format, writing assignments, and/or group or individual projects posted to the discussion board or other online collaboration tool.
- 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 , Among Students
  2. Chat Rooms  
as assigned  
**Participant/s:** Faculty to Student/s , Among Students
  3. Collaborative Web Documents  
as assigned  
**Participant/s:** Faculty to Student/s , Among Students
  4. Conferencing  
weekly and as needed  
**Participant/s:** Faculty to Student/s , Among Students
  5. Discussion Board  
at least three times during the term with the instructor and with other students  
**Participant/s:** Faculty to Student/s , Among Students
  6. Email/Message System  
as needed
  7. Field Trips  
as assigned  
**Participant/s:** Faculty to Student/s , Among Students
  8. Group Meetings  
as assigned  
**Participant/s:** Faculty to Student/s , Among Students
  9. Individual Meetings  
as assigned  
**Participant/s:** Faculty to Student/s , Among Students
  10. Individualized Assignment Feedback  
as assigned
  11. Other (enter details in Frequency field)  
individual or group projects as assigned  
**Participant/s:** Faculty to Student/s , Among Students

12. Synchronous or Asynchronous Video  
as assigned

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

13. Telephone Contact  
as needed

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 including formal speeches delivered in a video format (synchronously or asynchronously), speech analysis, and feedback.

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, formal speeches delivered in a video format, 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. Oral presentations are required and will be presented on campus in front of the instructor and their classmates serving as a live audience. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). 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 develop effective verbal and presentational skills for a variety of communication situations.

##### MESA

- Students will be able to demonstrate ability to report and/or explain oral and written information appropriately.
- Ability to analyze problems, conceptualize theses, develop arguments, weigh evidence, and derive conclusions.
- Ability to analyze one's own actions, to see others' perspectives and to work effectively with others in groups.

##### MIRAMAR

- Students will be able to locate, analyze, and select information to tailor a presentation to a specific audience: assessment will include collection of working and/or formal outlines, in class activities, quizzes and exams and/or assignments.
- Organize thoughts and ideas effectively and express them clearly and correctly in writing and/or presentations.
- Construct a well structured speech by properly identifying an introduction, body and conclusion; assessment will include collection of working and/or formal outlines, in class activities, quizzes and exams and/or assignments.
- Demonstrate improvement in verbal and nonverbal delivery in a prepared presentation; assessment will include evaluation of impromptu and formal speeches.

#### SECTION V

##### COURSE DATA ADMINISTRATION ELEMENTS

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

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

**TOP Code:** 1506.00 Speech Communication

**SAM Code:** E - Non Occupational

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

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

**Course Program Status (CB24):** Program-applicable

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

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

**Major Restriction Code:** NONE

**II. Lect Units:** 3.00

**Total Units:** 3

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

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

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

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

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

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

**FTEF Lecture Min:** 0.2000 **Max:**

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

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

**III. Last Time Pre/Co Requisite Update:** 01/24/2023

**IV. Last Outline Revision Date:** 10/25/2018

**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**

COMS 103

CIC Approval: 12/09/2021  
BOT APPROVAL:  
STATE APPROVAL:  
EFFECTIVE TERM: Spring 2022

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

**SECTION I**

**SUBJECT AREA AND COURSE NUMBER:** Communication Studies 103

**COURSE TITLE:**  
Oral Communication

**Units:**  
3  
Grade Only

**CATALOG COURSE DESCRIPTION:**

This course is an introduction to speechmaking. Emphasis is placed on the skills required to organize and deliver various types of speeches. Students give several speeches with and without visual aids. This course is designed for Communication Studies majors and for students interested in honing their speech skills.

**REQUISITES:**

**Limitation on Enrollment:**

This course is not open to students with previous credit for SPEE 103

**FIELD TRIP REQUIREMENTS:**

May be required

**TRANSFER APPLICABILITY:**

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

**CID:**

COMM 110

**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. Apply ethical practices in the composition and delivery of speeches.
2. Apply effective and ethical listening practices to analyze speeches and other communicative interactions.
3. Choose an appropriate topic and formulate an appropriate purpose statement and effective central idea.
4. Explain the role of audience analysis in the speechmaking process.
5. Use the library and Internet to identify research to use in speeches.
6. Create references pages (i.e. bibliographies).
7. Select the appropriate organizational structure for a given speech type.
8. Construct a preparation and speaking outline.
9. Use source citations, evidence and reason in written documentation and oral delivery of speeches.

**Current Report**

COMS 103

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:** Communication Studies 103

**COURSE TITLE:**  
Oral Communication

**Units:**  
3  
Grade Only

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**REQUISITES:**

**Limitation on Enrollment:**

This course is not open to students with previous credit for SPEE 103

**FIELD TRIP REQUIREMENTS:**

May be required

**TRANSFER APPLICABILITY:**

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

**CID:**

COMM 110

**TOTAL LECTURE HOURS:**

48 - 54

**TOTAL LAB HOURS:**

**TOTAL CONTACT HOURS:**

48 - 54

**OUTSIDE-OF-CLASS HOURS:**

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**TOTAL STUDENT LEARNING HOURS:**

144 - 162

**STUDENT LEARNING OBJECTIVES:**

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1. Apply ethical practices in the composition and delivery of speeches.
2. Apply effective and ethical listening practices to analyze speeches and other communicative interactions.
3. Choose an appropriate topic and formulate an appropriate purpose statement and effective central idea.
4. Explain the role of audience analysis in the speechmaking process.
5. Use the library and Internet to identify research to use in speeches.
6. Create references pages (i.e. bibliographies).
7. Select the appropriate organizational structure for a given speech type.
8. Construct a preparation and speaking outline.
9. Use source citations, evidence and reason in written documentation and oral delivery of speeches.
10. Employ effective vocal and physical behaviors while delivering a speech.
11. Choose appropriate and engaging language for speeches.

10. Employ effective vocal and physical behaviors while delivering a speech.
11. Choose appropriate and engaging language for speeches.
12. Compose and deliver an effective informative speech.
13. Compose and deliver an effective persuasive speech.
14. Create and use visual aids for various speeches.

12. Compose and deliver an effective informative speech.
13. Compose and deliver an effective persuasive speech.
14. Create and use visual aids for various speeches.

## 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. Ethics in speechmaking
  - A. Ethical responsibility of public speakers
  - B. Guidelines for ethical speechmaking
  - C. Guidelines for ethical listening
- II. Analyzing the audience
  - A. Audience demographics
  - B. Situational variables
- III. Visual aids
  - A. For message clarity
  - B. Effective visual aid design
  - C. Effective handling of visual aids
  - D. For speaker credibility
  - E. For stage fright control
- IV. Selection of a topic and a purpose
  - A. Brainstorming topics
  - B. General purposes
  - C. Specific purposes
  - D. Central idea
- V. Outlining a speech
  - A. Importance of outlining speeches
  - B. Preparation outline
  - C. Speaking outline
  - D. Main points and supporting points
  - E. Connective strategies
    1. Transitions
    2. Internal summarizing
    3. Internal previewing
    4. Signposting
- VI. Listening
  - A. Effective listening strategies
  - B. Critical listening
  - C. Causes of poor listening
- VII. Organizing a speech
  - A. Speech introduction objectives
  - B. Organizational patterns
  - C. Speech connectives
  - D. Speech conclusion objectives
- VIII. Effective delivery skills
  - A. Vocal behaviors
  - B. Physical behaviors
- IX. Speaker credibility/ethos
  - A. Citing sources
  - B. Use of evidence
  - C. Use of reason
  - D. Speaker's character
- X. Effective use of language
  - A. Using language techniques to enliven speeches
  - B. Using appropriate language
  - C. Avoiding inappropriate language
- XI. Research
  - A. Library
  - B. Internet
  - C. Reference page
- XII. Types of speeches
  - A. Informative
    1. Introduction
      - a. Attention-getting devices
      - b. Establishing motive

## 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. Ethics in speechmaking
  - A. Ethical responsibility of public speakers
  - B. Guidelines for ethical speechmaking
  - C. Guidelines for ethical listening
- II. Analyzing the audience
  - A. Audience demographics
  - B. Situational variables
- III. Visual aids
  - A. For message clarity
  - B. Effective visual aid design
  - C. Effective handling of visual aids
  - D. For speaker credibility
  - E. For stage fright control
- IV. Selection of a topic and a purpose
  - A. Brainstorming topics
  - B. General purposes
  - C. Specific purposes
  - D. Central idea
- V. Outlining a speech
  - A. Importance of outlining speeches
  - B. Preparation outline
  - C. Speaking outline
  - D. Main points and supporting points
  - E. Connective strategies
    1. Transitions
    2. Internal summarizing
    3. Internal previewing
    4. Signposting
- VI. Listening
  - A. Effective listening strategies
  - B. Critical listening
  - C. Causes of poor listening
- VII. Organizing a speech
  - A. Speech introduction objectives
  - B. Organizational patterns
  - C. Speech connectives
  - D. Speech conclusion objectives
- VIII. Effective delivery skills
  - A. Vocal behaviors
  - B. Physical behaviors
- IX. Speaker credibility/ethos
  - A. Citing sources
  - B. Use of evidence
  - C. Use of reason
  - D. Speaker's character
- X. Effective use of language
  - A. Using language techniques to enliven speeches
  - B. Using appropriate language
  - C. Avoiding inappropriate language
- XI. Research
  - A. Library
  - B. Internet
  - C. Reference page
- XII. Types of speeches
  - A. Informative
    1. Introduction
      - a. Attention-getting devices
      - b. Establishing motive
      - c. Establishing credibility

- c. Establishing credibility
- d. Previewing main points
- 2. Body
  - a. Use of evidence
  - b. Appropriate organizational strategies
  - c. Effective speech connectives
- 3. Conclusion
  - a. Summary of main points
  - b. Ending techniques
- B. Persuasive
  - 1. Types
  - 2. Organizational styles
    - a. Problem-solution
    - b. Monroe's motivated sequence
    - c. Comparative advantages
  - 3. Reasoning
  - 4. Evidence
  - 5. Ethos logos and pathos
  - 6. Addressing fallacies

**B. Reading Assignments:**

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

- I. Assigned textbook related to speechmaking.
- II. Library and internet research to prepare for speeches.
- III. Speeches.

**C. Writing Assignments:**

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

- I. An informative speech.
- II. A persuasive speech.
- III. Reference pages.
- IV. Journal entries.
- V. Reaction papers.
- VI. Critiques of speeches.

**D. Appropriate Outside Assignments:**

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

- I. Researching, writing and preparing for in-class informative speeches.
- II. Researching, writing, and preparing for in-class persuasive speeches.
- III. Composing self-evaluation essays.

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

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

- I. Researching, writing, and preparing for in-class informative and persuasive speeches.
- II. Critiquing speeches.
- III. Conducting self reflection and composing self-evaluation essays.

**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. Speech outlines.
- III. In-class speech presentations in front of a live audience.
- IV. Speech reference pages.
- V. Reaction papers.
- VI. Journal.
- VII. Class participation.

**3. METHODS OF INSTRUCTION:**

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

- \* Audio-Visual

- d. Previewing main points
- 2. Body
  - a. Use of evidence
  - b. Appropriate organizational strategies
  - c. Effective speech connectives
- 3. Conclusion
  - a. Summary of main points
  - b. Ending techniques
- B. Persuasive
  - 1. Types
  - 2. Organizational styles
    - a. Problem-solution
    - b. Monroe's motivated sequence
    - c. Comparative advantages
  - 3. Reasoning
  - 4. Evidence
  - 5. Ethos logos and pathos
  - 6. Addressing fallacies

**B. Reading Assignments:**

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

- I. Assigned textbook related to speechmaking.
- II. Library and internet research to prepare for speeches.
- III. Speeches.

**C. Writing Assignments:**

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

- I. An informative speech.
- II. A persuasive speech.
- III. Reference pages.
- IV. Journal entries.
- V. Reaction papers.
- VI. Critiques of speeches.

**D. Appropriate Outside Assignments:**

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

- I. Researching, writing and preparing for in-class informative speeches.
- II. Researching, writing, and preparing for in-class persuasive speeches.
- III. Composing self-evaluation essays.

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

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

- I. Researching, writing, and preparing for in-class informative and persuasive speeches.
- II. Critiquing speeches.
- III. Conducting self reflection and composing self-evaluation essays.

**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. Speech outlines.
- III. In-class speech presentations in front of a live audience.
- IV. Speech reference pages.
- V. Reaction papers.
- VI. Journal.
- VII. Class participation.

**3. METHODS OF INSTRUCTION:**

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

- \* Audio-Visual
- \* Collaborative Learning
- \* Computer Assisted Instruction
- \* Distance Education (Fully online)

- \* Collaborative Learning
- \* Computer Assisted Instruction
- \* Distance Education (Fully online)
- \* Lecture
- \* Lecture Discussion

**4. REQUIRED TEXTS AND SUPPLIES:**  
Textbooks may include, but are not limited to:

**TEXTBOOKS:**

1. Fraleigh, Douglas M. and Joseph S. Truman. Speak Up!: An Illustrated Guide to Public Speaking, 4th ed. Bedford/St. Martin's, 2017, ISBN: 9781319030650
2. Lucas, Stephen E. The Art of Public Speaking, 12th ed. McGraw Hill Education, 2015, ISBN: 9780073523910
3. Rothwell, J. Dan. Practically Speaking, 2nd ed. Oxford UP, 2016, ISBN: 9780190457327

**MANUALS:**

**PERIODICALS:**

**SOFTWARE:**

**SUPPLIES:**

1. Professional/business attire.
2. Flash storage device.

**ORIGINATOR:** [Bryan Malinis](#)

**CO-CONTRIBUTOR(S)**  
**DATE:** [08/11/2021](#)

Status: Active

Date Printed: 03/9/2023

- \* Lecture
- \* Lecture Discussion

**4. REQUIRED TEXTS AND SUPPLIES:**  
Textbooks may include, but are not limited to:

**TEXTBOOKS:**

1. Fraleigh, Douglas M. and Joseph S. Truman. Speak Up!: An Illustrated Guide to Public Speaking, 4th ed. Bedford/St. Martin's, 2017, ISBN: 9781319030650
2. Lucas, Stephen E. The Art of Public Speaking, 12th ed. McGraw Hill Education, 2015, ISBN: 9780073523910
3. Rothwell, J. Dan. Practically Speaking, 2nd ed. Oxford UP, 2016, ISBN: 9780190457327

**MANUALS:**

**PERIODICALS:**

**SOFTWARE:**

**SUPPLIES:**

1. Professional/business attire.
2. Flash storage device.

**ORIGINATOR:** [Bryan Malinis](#)

**ORIGINATION DATE:** [08/11/2021](#)

**PROPOSAL ORIGINATOR:** [Bryan Malinis](#)

**CO-CONTRIBUTOR(S)**

**PROPOSAL DATE:** [01/24/2023](#)

Status: Launched

Date Printed: 03/9/2023

# Previous Report

SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY , MESA AND MIRAMAR COLLEGES

Course Outline of Record:  
Curriculum Proposal Report

## SECTION I

- I. **Subject Area:** Communication Studies
- II. **Course Number:** 103
- III. **Course Title:** Oral Communication
- IV. **Disciplines (Instructor Minimum Qualifications):** Communication Studies
- V.
- VI. **Family:**
- VII. **Current Short Title:** Oral Communication
- VIII. **Course Is Active/Where?** CITY , MESA AND MIRAMAR
- IX. **Originating Campus:** MESA
- X. **Action Proposed:** Course Revision (May Include Activation)
- XI. **Distance Education Proposed At:** Mesa , Miramar and City
- XII. **Proposal Originating Date:** 08/11/2021
- XIII. **Proposed Start Semester:** Spring 2022
- XIV. **Field Trip:** May be required
- XV. **Grading Option:** Grade Only
- XVI. **Current Short Description:** Intro to speechmaking.

## SECTION II

### COURSE ENROLLMENT INFORMATION

- I. **Requisites:**  
Limitation on Enrollment:: This course is not open to students with previous credit for SPEE 103
- 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 SPEE 103
- VI. **Additional Information:**
- VII. **Additional Textbook Information:**

### COURSE ANALYSIS DATA

- I. **Reason for Proposed Action:** Mesa Distance Ed Only - Emergency Only to Fully Online
- 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 4. Major Requirement - Certificate of Performance
- V. **Extraordinary Cost to the College:** N/A.
- VI. **Library Resource Materials:** No new library resources required.

### GENERAL EDUCATION ANALYSIS

#### CSU General Education:

A1 Area A. English Language Communication and Critical Thinking - Oral Communication

#### District General Education:

A2 Language and Rationality - Communication & Analytical Thinking

IGETC:

# Current Report

SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY , MESA AND MIRAMAR COLLEGES

Course Outline of Record:  
Curriculum Proposal Report

## SECTION I

- I. **Subject Area:** Communication Studies
- II. **Course Number:** 103
- III. **Course Title:** Oral Communication
- IV. **Disciplines (Instructor Minimum Qualifications):** Communication Studies
- V.
- VI. **Family:**
- VII. **Current Short Title:** Oral Communication
- VIII. **Course Is Active/Where?** CITY , MESA AND MIRAMAR
- IX. **Originating Campus:** MESA
- X. **Action Proposed:** Course Revision (May Include Activation)
- XI. **Distance Education Proposed At:** Mesa , Miramar and City
- XII. **Proposal Originating Date:** 01/24/2023
- XIII. **Proposed Start Semester:** Summer 2023
- XIV. **Field Trip:** May be required
- XV. **Grading Option:** Grade Only
- XVI. **Current Short Description:** Intro to speechmaking.

## SECTION II

### COURSE ENROLLMENT INFORMATION

- I. **Requisites:**  
Limitation on Enrollment:: This course is not open to students with previous credit for SPEE 103
- 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 SPEE 103
- VI. **Additional Information:**
- VII. **Additional Textbook Information:**

### COURSE ANALYSIS DATA

- I. **Reason for Proposed Action:** Revise Mesa DE verbiage for currency.
- 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 4. Major Requirement - Certificate of Performance
- V. **Extraordinary Cost to the College:** N/A.
- VI. **Library Resource Materials:** No new library resources required.

### GENERAL EDUCATION ANALYSIS

#### CSU General Education:

A1 Area A. English Language Communication and Critical Thinking - Oral Communication

#### District General Education:

A2 Language and Rationality - Communication & Analytical Thinking

IGETC:

**UC Transfer Course:**

Yes

**REQUISITES ANALYSIS**

**SECTION III**

**COURSE DISTANCE EDUCATION INFORMATION**

**I. MIRAMAR**

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

**III. Other Distance Education Methods:** Students must deliver at least two formal speeches - one informative speech and one persuasive speech - in a video format (synchronously or asynchronously). Students must also review and give feedback to their peers' speech submissions (synchronously or asynchronously).

**IV. 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 with the instructor and with other students
5. Email/Message System  
as needed
6. Group Meetings  
as assigned
7. Individual Meetings  
as needed
8. Synchronous or Asynchronous Video  
students deliver at least one informative speech and at least one persuasive speech
9. Telephone Contact  
as needed

**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 formal speeches delivered in a video format (synchronously or asynchronously), speech analysis and feedback, 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, formal speeches delivered in a video format, 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 assigned  
**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

**UC Transfer Course:**

Yes

**REQUISITES ANALYSIS**

**SECTION III**

**COURSE DISTANCE EDUCATION INFORMATION**

**I. MIRAMAR**

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

**III. Other Distance Education Methods:** Students must deliver at least two formal speeches - one informative speech and one persuasive speech - in a video format (synchronously or asynchronously). Students must also review and give feedback to their peers' speech submissions (synchronously or asynchronously).

**IV. 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 with the instructor and with other students
5. Email/Message System  
as needed
6. Group Meetings  
as assigned
7. Individual Meetings  
as needed
8. Synchronous or Asynchronous Video  
students deliver at least one informative speech and at least one persuasive speech
9. Telephone Contact  
as needed

**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 formal speeches delivered in a video format (synchronously or asynchronously), speech analysis and feedback, 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, formal speeches delivered in a video format, 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 assigned  
**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:** COMS 103: Overall, the primary objectives of this course relate to helping students develop and improve basic public speaking skills. Students will record speeches at home. In the speech recording, they will demonstrate the same public speaking skills that you would expect during an in-class speech (e.g. they will stand, use movement, gestures, simulate eye contact, utilize notecards, etc.). Students will post their speech videos to a discussion thread on their given Learning Management Platform (LMP, e.g. Canvas). Through the use of a Discussion thread, 1) students will have their speeches seen by others, 2) students will view their peerâ€™s speeches 3) students will provide feedback on their peerâ€™s speeches in the form of written comments, 4) instructors will be able to view and grade student speeches, and 5) students will be able to view their own speeches, which will make it easier to apply instructor feedback and correct poor speaking behaviors. This process will emulate the experience of giving a speech to a live audience. 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. 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 , Among Students

2. Chat Rooms  
as assigned

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

3. Collaborative Web Documents  
as assigned

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

4. Conferencing  
weekly and as needed

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

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

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

6. Email/Message System  
as needed

7. Field Trips  
as assigned

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

8. Group Meetings  
as assigned

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

9. Individual Meetings  
as assigned

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

10. Individualized Assignment Feedback

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:** 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 formal speeches delivered in a live video format (synchronously or asynchronously), speech analysis and feedback, group projects, asynchronous class discussions, 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, formal speeches delivered in the presence of others in a video format, writing assignments, and/or group or individual projects posted to the discussion board or other online collaboration tool.

**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 , Among Students

2. Chat Rooms  
as assigned

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

3. Collaborative Web Documents  
as assigned

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

4. Conferencing  
weekly and as needed

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

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

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

6. Email/Message System  
as needed

7. Field Trips  
as assigned

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

8. Group Meetings  
as assigned

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

9. Individual Meetings  
as assigned

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

10. Individualized Assignment Feedback

- as assigned
11. Other (enter details in Frequency field)  
individual or group projects as assigned  
**Participant/s:** Faculty to Student/s , Among Students
12. Synchronous or Asynchronous Video  
as assigned  
**Participant/s:** Faculty to Student/s , Among Students
13. Telephone Contact  
as needed

**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 including formal speeches delivered in a video format (synchronously or asynchronously), speech analysis, and feedback.

**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, formal speeches delivered in a video format, 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. Oral presentations are required and will be presented on campus in front of the instructor and their classmates serving as a live audience. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). 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 develop effective verbal and presentational skills for a variety of communication situations.

##### MESA

- Students will be able to demonstrate ability to report and/or explain oral and written information appropriately.
- Ability to analyze problems, conceptualize theses, develop arguments, weigh evidence, and derive conclusions.
- Ability to analyze one's own actions, to see others' perspectives and to work effectively with others in groups.

##### MIRAMAR

- Students will be able to locate, analyze, and select information to tailor a presentation to a specific audience; assessment will include collection of working and/or formal outlines, in class activities, quizzes and exams and/or assignments.
- Organize thoughts and ideas effectively and express them clearly and correctly in writing and/or presentations.
- Construct a well structured speech by properly identifying an introduction, body and conclusion; assessment will include collection of working and/or formal outlines, in class activities, quizzes and exams and/or assignments.
- Demonstrate improvement in verbal and nonverbal delivery in a prepared presentation; assessment will include evaluation of impromptu and formal speeches.

#### SECTION V

##### COURSE DATA ADMINISTRATION ELEMENTS

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

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

**TOP Code:** 1506.00 Speech Communication

**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

- as assigned
11. Other (enter details in Frequency field)  
individual or group projects as assigned  
**Participant/s:** Faculty to Student/s , Among Students
12. Synchronous or Asynchronous Video  
as assigned  
**Participant/s:** Faculty to Student/s , Among Students
13. Telephone Contact  
as needed

**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 including formal speeches delivered in a video format (synchronously or asynchronously), speech analysis, and feedback.

**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, formal speeches delivered in a video format, 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. Oral presentations are required and will be presented on campus in front of the instructor and their classmates serving as a live audience. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). 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 develop effective verbal and presentational skills for a variety of communication situations.

##### MESA

- Students will be able to demonstrate ability to report and/or explain oral and written information appropriately.
- Ability to analyze problems, conceptualize theses, develop arguments, weigh evidence, and derive conclusions.
- Ability to analyze one's own actions, to see others' perspectives and to work effectively with others in groups.

##### MIRAMAR

- Students will be able to locate, analyze, and select information to tailor a presentation to a specific audience; assessment will include collection of working and/or formal outlines, in class activities, quizzes and exams and/or assignments.
- Organize thoughts and ideas effectively and express them clearly and correctly in writing and/or presentations.
- Construct a well structured speech by properly identifying an introduction, body and conclusion; assessment will include collection of working and/or formal outlines, in class activities, quizzes and exams and/or assignments.
- Demonstrate improvement in verbal and nonverbal delivery in a prepared presentation; assessment will include evaluation of impromptu and formal speeches.

#### SECTION V

##### COURSE DATA ADMINISTRATION ELEMENTS

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

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

**TOP Code:** 1506.00 Speech Communication

**SAM Code:** E - Non Occupational

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

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

**Course Program Status (CB24):** Program-applicable

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

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

**Major Restriction Code:** NONE

**II. Lect Units:** 3.00

**Total Units:** 3

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: 08/11/2021

IV. Last Outline Revision Date: 10/25/2018

V. CIC Approval: 12/09/2021

VI. BOT Approval:

VII. State Approval:

VIII. Revised State Approval:

IX. Course Approval Effective Date: Spring 2022

#### SECTION VI

#### CREDIT FOR PRIOR LEARNING

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: 01/24/2023

IV. Last Outline Revision Date: 10/25/2018

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:** Communication Studies 135

**COURSE TITLE:**

Interpersonal Communication

**Units:**

3

Letter Grade or Pass/No Pass Option

**CATALOG COURSE DESCRIPTION:**

This course is a study of effective interpersonal skill development and practice in oral and written communication. Emphasis is placed on the personal, situational, and cultural influences of interaction. Topics include human perception, interpersonal dynamics, listening, conflict management, and verbal and nonverbal symbol systems. The course is intended for students who communicate in one-on-one situations, including communication, fashion, allied health, public service, and business majors as well as those interested in further development of effective interpersonal skills in work, volunteer, and personal environments.

**REQUISITES:**

**Limitation on Enrollment:**

This course is not open to students with previous credit for SPEE 135

**FIELD TRIP REQUIREMENTS:**

May be required

**TRANSFER APPLICABILITY:**

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

**CID:**

COMM 130

**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. Identify ethical interpersonal communication by applying communication theory and research.
2. Analyze 'self-concept' development and its relationship to interpersonal and intrapersonal communication.
3. Identify the factors that influence perception and construct language to accurately identify one's own perception and the perceptions of others.
4. Explain and analyze the role of emotions in interpersonal situations and communication.
5. Assess the nature and impact of language and apply language skills to communicate with people of various gender, cultural, and linguistic backgrounds.
6. Define and explain types of nonverbal communication, assess their appropriateness, and apply them in various situations.
7. Analyze how listening skills affect what is heard and how it is translated in social and cultural realities.
8. Explain why people form relationships and evaluate ways to deepen relationships.
9. Describe conflict management styles used in relationships and how those styles affect conflict in the relationship.
10. Identify negative and positive behaviors that impact relationships and how to alter those behaviors, including variables such as culture, gender, ethnicity, and race.

## **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. Use of communication models to implement ethical communication patterns
  - A. Reasons for communicating ethically
  - B. Encoding process
  - C. Decoding process
  - D. Interference in the communication process
  - E. Theories and principles of interpersonal communication
- II. "Self-concept" and its relationship to interpersonal communication
  - A. How self-concept develops
  - B. Characteristics of the self-concept
  - C. Self-fulfilling prophecy
  - D. Changing one's self-concept
  - E. Identity management and intrapersonal communication concepts
- III. The perception process and use of language to communicate perception
  - A. Definition of the perception process
  - B. Influences of perception
  - C. Developing accuracy in perception
  - D. Use of language
- IV. Emotional elements and responses
  - A. Emotional elements
  - B. Responses to emotions
- V. Effective language constructs in interpersonal settings
  - A. The nature of language
  - B. The impact of language
  - C. Differences in the way men and women use language
  - D. The influence of culture on language
- VI. Nonverbal communication and interpersonal relationships
  - A. Definition of nonverbal communication
  - B. Characteristics of nonverbal communication
  - C. Types of nonverbal communication
  - D. Environmental influences as nonverbal communication
- VII. Effective listening skills and interpersonal relationships
  - A. Elements of the listening process

- B. Types of ineffective listening
- C. Why people do not listen effectively based on social and cultural realities
- D. Ways to listen more effectively
- VIII. Principles of communication associated with relational development and maintenance
  - A. Why people form relationships
  - B. How to take a relationship to a deeper level
  - C. Appropriate ways to self-disclose information in a relationship
- IX. Conflict management
  - A. The nature of conflict
  - B. Personal conflict styles
  - C. Methods of conflict resolution
- X. Communication strategies to improve relationships
  - A. Importance of a positive communication climate
  - B. Causes of defensiveness and ways to reduce defensiveness in a relationship
  - C. How to become a competent communicator when working with the variables of culture, gender, ethnicity, and race

**B. Reading Assignments:**

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

- I. Assigned textbook related to interpersonal communications.
- II. Newspaper and magazine articles related to interpersonal communication, conflict resolution, and relationship development.
- III. Internet articles related to interpersonal skill development.

**C. Writing Assignments:**

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

- I. Journal entries related to experiences with interpersonal communication.
- II. Brief summaries of experimental applications of interpersonal communications skills.
- III. Brief essay related to self-concept.
- IV. Brief summaries of interpersonal behaviors in films.
- V. Speech outlines and speeches.

**D. Appropriate Outside Assignments:**

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

- I. Completing reading and writing assignments.
- II. Conducting interpersonal communication observation projects.
- III. Preparing in-class speeches and presentations.
- IV. Viewing and analyzing films and/or videos.

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

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

- I. Analyzing papers, videos, and speeches concerning interpersonal communication concepts.
- II. Assessing appropriate interpersonal behavior.
- III. Proposing ways to reduce defensiveness in relationships.

**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. Speech outlines.
- III. Speech presentations.
- IV. Speech reference page.

V. Reflection.

### 3. METHODS OF INSTRUCTION:

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

- \* Audio-Visual
- \* Collaborative Learning
- \* Discussion Seminar
- \* Distance Education (Fully online)
- \* Lecture
- \* Lecture Discussion

### 4. REQUIRED TEXTS AND SUPPLIES:

Textbooks may include, but are not limited to:

#### TEXTBOOKS:

1. Adler, Ronald B. and Russell F. Proctor II. Looking Out, Looking In, 15th ed. Cengage Learning, 2017, ISBN: 9781305076518
2. Alder, Ronald B., Lawrence B. Rosenfeld, and Russell F. Proctor II. Interplay: The Process of Interpersonal Communication, 14th ed. Oxford UP, 2017, ISBN: 9780190646257
3. Beebe, Steven A., Susan J. Beebe, and Mark V. Redmond. Interpersonal Communication: Relating to Others, 8th ed. Pearson, 2017, ISBN: 9780134202037
4. Devito, Joseph A. Interpersonal Communication, 14th ed. Pearson Education, 2016, ISBN: 9780133753813
5. Lane, Shelly D. Interpersonal Communication: Competence and Contexts, 2nd ed. Pearson Education, 2010, ISBN: 9780205663026
6. Verderber, Kathleen S. and Erina L. MacGeorge. Inter-Act: Interpersonal Communication Concepts, Skills and Contexts, 14th ed. Oxford UP, 2015, ISBN: 9780199398010

#### MANUALS:

#### PERIODICALS:

#### SOFTWARE:

#### SUPPLIES:

**ORIGINATOR:** Bryan Malinis

**ORIGINATION DATE:** 08/11/2021

**PROPOSAL ORIGINATOR:** Bryan Malinis

**CO-CONTRIBUTOR(S)**

**PROPOSAL DATE:** 01/24/2023

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

**COURSE TO BE PROPOSED: COMS 135**  
Interpersonal Communication

**ACTIVE/APPROVED COURSES IMPACTED:**

COMS 135 Interpersonal Communication (29500)

Advisory

COMS 401 (Approved)

**DISTRICT GENERAL EDUCATION:**

A2 Language and Rationality - Communication & Analytical Thinking

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

( Mesa )

Aquatics \*Active\*;

**Certificate of Achievement**

Major Courses

( City )

Associate of Science Degree in Nursing (Generic RN) \*Active\*;

**Associate of Science Degree**

Courses Required for the Major

( Mesa )

Athletics \*Pending\*;

**Certificate of Achievement**

Select 15 units from General Education courses.

( Miramar )

Biotechnology \*Active\*;

**Associate of Science Degree**

Courses Required for the Major:

( Mesa )

Communication Studies \*Active\*;

**Associate in Arts for Transfer Degree**

Category A: Select two of the following courses (6 units):

( Mesa )

Communication Studies \*Approved\*;

**Associate in Arts for Transfer Degree**

Category A: Select two of the following courses (6 units):

( 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 )

Communication Studies \*Active\*;  
**Associate in Arts for Transfer Degree**

Select one of the following courses (not selected above)

( Miramar )

Communication Studies \*Active\*;  
**Associate in Arts for Transfer Degree**

Select two of the following courses

( Miramar )

Communication Studies \*Active\*;  
**Associate in Arts for Transfer Degree**

Select two of the following courses (not selected above)

( City )

Communication Studies \*Active\*;  
**Associate in Arts for Transfer Degree**

Select two 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**

Select two of the following courses (not selected above) to meet the lower division preparation for the major to your transfer university:

( City )

Communication Studies \*Active\*;  
**Associate in Arts for Transfer Degree**

Select two of the following courses:

( City )

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

Select two of the following courses:

( City )  
Communication Studies \*Active\*;  
**Associate of Arts Degree**

Select 15 units from the following courses:

( Mesa )  
Communication Studies \*Active\*;  
**Associate of Arts Degree**

Select fifteen units from:

( City )  
Communication Studies \*Active\*;  
**Certificate of Achievement**

Select 12 Units from

( City )  
Communication Studies \*Active\*;  
**Certificate of Performance**

Course(s):

( City )  
Communication Studies 2.0 \*Approved\*;  
**Associate in Arts for Transfer Degree**

Major Courses

( City )  
Communication Studies 2.0 \*Pending\*;  
**Associate in Arts for Transfer Degree**

Major Courses

( City )  
Communication Studies: Health Communication \*Active\*;  
**Certificate of Performance**

Select six (6) units from the following:

( Mesa )  
Dental Office Administration \*Active\*;  
**Certificate of Achievement**

Major Courses

( Mesa )  
Elementary Teacher Education \*Active\*;  
**Associate in Arts for Transfer Degree**

CATEGORY C: SELECT 0 to 12 ADDITIONAL UNITS

( **Mesa** )  
Health and Wellness Coaching \*Active\*;  
**Certificate of Achievement**

Major Courses

( **Miramar** )  
Honors Global Competencies \*Approved\*;  
**Certificate of Achievement**

CRITICAL THINKING - SELECT 3 UNITS FROM THE FOLLOWING

( **Mesa** )  
Honors Global Competencies \*Active\*;  
**Certificate of Achievement**

Major Courses

( **Mesa** )  
Honors Global Competencies \*Launched\*;  
**Certificate of Achievement**

Major Courses

( **Miramar** )  
Honors Global Competencies Certificate\* \*Active\*;  
**Certificate of Performance**

Select 6 units from the following:

( **Mesa** )  
Journalism \*Active\*;  
**Associate in Arts for Transfer Degree**

Category B: Select two of the following courses, or any course not selected in Category A (6 units):

( **City** )  
Liberal Arts and Sciences: Language Arts and Humanities \*Active\*;  
**Associate of Arts Degree**

Major Courses

( **City** )  
Liberal Arts and Sciences: Language Arts and Humanities \*Approved\*;  
**Associate of Arts Degree**

Major Courses

( **City** )  
Liberal Arts and Sciences: Language Arts and Humanities \*Approved\*;  
**Associate of Arts Degree**

Major Courses

( **Mesa** )

Liberal Arts and Sciences: Language Arts and Humanities - World Languages \*Pending\*;  
**Associate of Arts Degree**

Select 3-5 units of additional coursework.

( Mesa )

Liberal Arts and Sciences: Language Arts and Humanities-Chinese \*Active\*;  
**Associate of Arts Degree**

Select a minimum of 3 units:

( Mesa )

Liberal Arts and Sciences: Language Arts and Humanities-French \*Active\*;  
**Associate of Arts Degree**

Select a minimum of 3 units:

( Mesa )

Liberal Arts and Sciences: Language Arts and Humanities-German \*Active\*;  
**Associate of Arts Degree**

Select a minimum of 3 units:

( Mesa )

Liberal Arts and Sciences: Language Arts and Humanities-Italian \*Active\*;  
**Associate of Arts Degree**

Select a minimum of 3 units

( Mesa )

Liberal Arts and Sciences: Language Arts and Humanities-Japanese \*Active\*;  
**Associate of Arts Degree**

Select a minimum of 3 units:

( Mesa )

Liberal Arts and Sciences: Language Arts and Humanities-Russian \*Active\*;  
**Associate of Arts Degree**

Select a minimum of 3 units:

( Mesa )

Liberal Arts and Sciences: Language Arts and Humanities-Spanish \*Active\*;  
**Associate of Arts Degree**

Select a minimum of 3 units:

( Mesa )

Liberal Arts and Sciences: Language Arts and Humanities-Vietnamese \*Active\*;  
**Associate of Arts Degree**

Select a minimum of 3 units:

( Mesa )

Liberal Arts and Sciences: Language Arts and Humanities-Vietnamese \*Approved\*;  
**Associate of Arts Degree**

Select a minimum of 3 units:

( City )

Licensed Vocational Nurse to Registered Nurse (Advanced Placement) \*Active\*;  
**Associate of Science Degree**

Courses Required for the Major

( Mesa )

Marketing \*Active\*;  
**Associate of Science Degree**

Courses Required for the Major:

( Mesa )

Patient Care Coordinator \*Active\*;  
**Certificate of Achievement**

Major Courses

( Mesa )

Patient Care Coordinator \*Pending\*;  
**Certificate of Achievement**

Major Courses

( Miramar )

Political Science \*Active\*;  
**Associate in Arts for Transfer Degree**

Select two courses (six units) from the following

( Miramar )

Professionalism in the Workforce \*Pending\*;  
**Certificate of Performance**

Major Courses

( Mesa )

Psychology \*Active\*;  
**Associate of Arts Degree**

Recommended Electives:

( City )

Registered Nurse Program (Generic) \*Active\*;  
**Associate of Science Degree**

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:** Communication Studies
- II. **Course Number:** 135
- III. **Course Title:** Interpersonal Communication
- IV. **Disciplines (Instructor Minimum Qualifications):** Communication Studies
- V.
- VI. **Family:**
- VII. **Current Short Title:** Interpersonal Communication
- VIII. **Course Is Active/Where?** CITY , MESA AND MIRAMAR
- IX. **Originating Campus:** MESA
- X. **Action Proposed:** Course Revision (May Include Activation)
- XI. **Distance Education Proposed At:** Miramar , Mesa and City
- XII. **Proposal Originating Date:** 01/24/2023
- XIII. **Proposed Start Semester:** Summer 2023
- XIV. **Field Trip:** May be required
- XV. **Grading Option:** Letter Grade or Pass/No Pass Option
- XVI. **Current Short Description:** Speech communication within interpersonal contexts.

### SECTION II

#### COURSE ENROLLMENT INFORMATION

- I. **Requisites:**  
Limitation on Enrollment:: This course is not open to students with previous credit for SPEE 135
- 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 SPEE 135
- VI. **Additional Information:**
- VII. **Additional Textbook Information:**

#### COURSE ANALYSIS DATA

- I. **Reason for Proposed Action:** Revise Mesa DE verbiage for currency.
- 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 4. Major Requirement - Certificate of Performance
- V. **Extraordinary Cost to the College:** N/A.
- VI. **Library Resource Materials:** No additional materials are needed.

#### GENERAL EDUCATION ANALYSIS

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

A1 Area A. English Language Communication and Critical Thinking - Oral Communication  
D Area D. Social Sciences

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

A2 Language and Rationality - Communication & Analytical Thinking

##### **IGETC:**

Area 1. English Communication - 1C: Oral Communication(CSU requirement only)

**UC Transfer Course:**

Yes

**REQUISITES ANALYSIS**

**SECTION III**

**COURSE DISTANCE EDUCATION INFORMATION**

- I. **MIRAMAR**
- II. **Distance Education Methods of Instruction:** 1. Fully Online
- III. **Other Distance Education Methods:** Students must deliver at least two formal speeches in a video format (synchronously or asynchronously). Students must also review and give feedback to their peers' speech submissions (synchronously or asynchronously).
- IV. **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 with the instructor and with other students
  5. Email/Message System  
as needed
  6. Group Meetings  
as assigned
  7. Individual Meetings  
as needed
  8. Individualized Assignment Feedback  
as assigned
  9. Synchronous or Asynchronous Video  
students deliver at least two formal speeches
  10. Telephone Contact  
as needed
- 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 formal speeches delivered in a video format (synchronously or asynchronously), speech analysis and feedback, 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, formal speeches delivered in a video format, 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

**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:** 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 formal speeches delivered in a live video format (synchronously or asynchronously), speech analysis and feedback, group projects, asynchronous class discussions, 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, formal speeches delivered in the presence of others in a video format, writing assignments, and/or group or individual projects posted to the discussion board or other online collaboration tool.

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. Chat Rooms

as assigned

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

3. Collaborative Web Documents

as assigned

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

4. Conferencing

weekly and as needed

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

5. Discussion Board

at least three times during the term with the instructor and with the other students

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

6. Email/Message System

as needed

**Participant/s:** Faculty to Student/s

7. Field Trips

as assigned

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

8. Group Meetings

as assigned

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

9. Individual Meetings

as needed

**Participant/s:** Among Students

10. Individualized Assignment Feedback  
as assigned

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

11. Other (enter details in Frequency field)  
individual or group projects as assigned

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

12. Synchronous or Asynchronous Video  
as assigned

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

13. 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 including formal speeches delivered in a video format (synchronously or asynchronously), speech analysis, and feedback.

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

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

## SECTION IV

### COURSE STUDENT LEARNING OUTCOME(S)

#### CITY

- The student should be able to design effective communication in order to facilitate understanding and cooperation.

#### MESA

- Students will be able to demonstrate ability to report and/or explain oral and written information appropriately.
- Ability to analyze problems, conceptualize theses, develop arguments, weigh evidence, and derive conclusions.
- Ability to analyze one's own actions, to see others' perspectives and to work effectively with others interpersonally.

#### MIRAMAR

- Explain how their self concept impacts their communication in relationships
- Analyze how their listening skills affect what they hear and how they hear messages
- Describe their conflict management style they use in relationships and explain how that style affects conflict in the relationship
- Identify which behaviors negatively impact relationships they are in and alter those behaviors to improve a relationship

## SECTION V

### COURSE DATA ADMINISTRATION ELEMENTS

**I. Codes:**

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

**TOP Code:** 1506.00 Speech Communication

**SAM Code:** E - Non Occupational

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

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

**Course Program Status (CB24):** Program-applicable

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

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

**Major Restriction Code:** NONE

**II. Lect Units:** 3.00

**Total Units:** 3

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

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

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

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

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

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

**FTEF Lecture Min:** 0.2000 **Max:**

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

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

**III. Last Time Pre/Co Requisite Update:** 01/24/2023

**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**

COMS 135

CIC Approval: 12/09/2021  
BOT APPROVAL:  
STATE APPROVAL:  
EFFECTIVE TERM: Spring 2022

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

**SECTION I**

**SUBJECT AREA AND COURSE NUMBER:** Communication Studies 135

**COURSE TITLE:**

Interpersonal Communication

**Units:**

3

Letter Grade or Pass/No Pass Option

**CATALOG COURSE DESCRIPTION:**

This course is a study of effective interpersonal skill development and practice in oral and written communication. Emphasis is placed on the personal, situational, and cultural influences of interaction. Topics include human perception, interpersonal dynamics, listening, conflict management, and verbal and nonverbal symbol systems. The course is intended for students who communicate in one-on-one situations, including communication, fashion, allied health, public service, and business majors as well as those interested in further development of effective interpersonal skills in work, volunteer, and personal environments.

**REQUISITES:**

**Limitation on Enrollment:**

This course is not open to students with previous credit for SPEE 135

**FIELD TRIP REQUIREMENTS:**

May be required

**TRANSFER APPLICABILITY:**

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

**CID:**

COMM 130

**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. Identify ethical interpersonal communication by applying communication theory and research.
2. Analyze 'self-concept' development and its relationship to interpersonal and intrapersonal communication.
3. Identify the factors that influence perception and construct language to accurately identify one's own perception and the perceptions of others.
4. Explain and analyze the role of emotions in interpersonal situations and communication.
5. Assess the nature and impact of language and apply language skills to communicate with people of various

**Current Report**

COMS 135

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:** Communication Studies 135

**COURSE TITLE:**

Interpersonal Communication

**Units:**

3

Letter Grade or Pass/No Pass Option

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This course is a study of effective interpersonal skill development and practice in oral and written communication. Emphasis is placed on the personal, situational, and cultural influences of interaction. Topics include human perception, interpersonal dynamics, listening, conflict management, and verbal and nonverbal symbol systems. The course is intended for students who communicate in one-on-one situations, including communication, fashion, allied health, public service, and business majors as well as those interested in further development of effective interpersonal skills in work, volunteer, and personal environments.

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**FIELD TRIP REQUIREMENTS:**

May be required

**TRANSFER APPLICABILITY:**

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

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COMM 130

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2. Analyze 'self-concept' development and its relationship to interpersonal and intrapersonal communication.
3. Identify the factors that influence perception and construct language to accurately identify one's own perception and the perceptions of others.
4. Explain and analyze the role of emotions in interpersonal situations and communication.
5. Assess the nature and impact of language and apply language skills to communicate with people of various gender, cultural, and linguistic backgrounds.
6. Define and explain types of nonverbal communication, assess their appropriateness, and apply them in various

gender, cultural, and linguistic backgrounds.

6. Define and explain types of nonverbal communication, assess their appropriateness, and apply them in various situations.
7. Analyze how listening skills affect what is heard and how it is translated in social and cultural realities.
8. Explain why people form relationships and evaluate ways to deepen relationships.
9. Describe conflict management styles used in relationships and how those styles affect conflict in the relationship.
10. Identify negative and positive behaviors that impact relationships and how to alter those behaviors, including variables such as culture, gender, ethnicity, and race.

## **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. Use of communication models to implement ethical communication patterns
  - A. Reasons for communicating ethically
  - B. Encoding process
  - C. Decoding process
  - D. Interference in the communication process
  - E. Theories and principles of interpersonal communication
- II. "Self-concept" and its relationship to interpersonal communication
  - A. How self-concept develops
  - B. Characteristics of the self-concept
  - C. Self-fulfilling prophecy
  - D. Changing one's self-concept
  - E. Identity management and intrapersonal communication concepts
- III. The perception process and use of language to communicate perception
  - A. Definition of the perception process
  - B. Influences of perception
  - C. Developing accuracy in perception
  - D. Use of language
- IV. Emotional elements and responses
  - A. Emotional elements
  - B. Responses to emotions
- V. Effective language constructs in interpersonal settings
  - A. The nature of language
  - B. The impact of language
  - C. Differences in the way men and women use language
  - D. The influence of culture on language
- VI. Nonverbal communication and interpersonal relationships
  - A. Definition of nonverbal communication
  - B. Characteristics of nonverbal communication
  - C. Types of nonverbal communication
  - D. Environmental influences as nonverbal communication
- VII. Effective listening skills and interpersonal relationships
  - A. Elements of the listening process
  - B. Types of ineffective listening
  - C. Why people do not listen effectively based on social and cultural realities
  - D. Ways to listen more effectively
- VIII. Principles of communication associated with relational development and maintenance
  - A. Why people form relationships
  - B. How to take a relationship to a deeper level
  - C. Appropriate ways to self-disclose information in a relationship
- IX. Conflict management
  - A. The nature of conflict
  - B. Personal conflict styles
  - C. Methods of conflict resolution
- X. Communication strategies to improve relationships
  - A. Importance of a positive communication climate
  - B. Causes of defensiveness and ways to reduce defensiveness in a relationship
  - C. How to become a competent communicator when working with the variables of culture gender ethnicity and race

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

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

- I. Assigned textbook related to interpersonal communications.
- II. Newspaper and magazine articles related to interpersonal communication, conflict resolution, and relationship development.

situations.

7. Analyze how listening skills affect what is heard and how it is translated in social and cultural realities.
8. Explain why people form relationships and evaluate ways to deepen relationships.
9. Describe conflict management styles used in relationships and how those styles affect conflict in the relationship.
10. Identify negative and positive behaviors that impact relationships and how to alter those behaviors, including variables such as culture, gender, ethnicity, and race.

## **SECTION II**

### **I. COURSE OUTLINE AND SCOPE:**

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

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

- I. Assigned textbook related to interpersonal communications.
- II. Newspaper and magazine articles related to interpersonal communication, conflict resolution, and relationship development.
- III. Internet articles related to interpersonal skill development.

III. Internet articles related to interpersonal skill development.

**C. Writing Assignments:**

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

- I. Journal entries related to experiences with interpersonal communication.
- II. Brief summaries of experimental applications of interpersonal communications skills.
- III. Brief essay related to self-concept.
- IV. Brief summaries of interpersonal behaviors in films.
- V. Speech outlines and speeches.

**D. Appropriate Outside Assignments:**

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

- I. Completing reading and writing assignments.
- II. Conducting interpersonal communication observation projects.
- III. Preparing in-class speeches and presentations.
- IV. Viewing and analyzing films and/or videos.

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

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

- I. Analyzing papers, videos, and speeches concerning interpersonal communication concepts.
- II. Assessing appropriate interpersonal behavior.
- III. Proposing ways to reduce defensiveness in relationships.

**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. Speech outlines.
- III. Speech presentations.
- IV. Speech reference page.
- V. Reflection.

**3. METHODS OF INSTRUCTION:**

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

- \* Audio-Visual
- \* Collaborative Learning
- \* Discussion Seminar
- \* Distance Education (Fully online)
- \* Lecture
- \* Lecture Discussion

**4. REQUIRED TEXTS AND SUPPLIES:**

Textbooks may include, but are not limited to:

**TEXTBOOKS:**

1. Adler, Ronald B. and Russell F. Proctor II. Looking Out, Looking In, 15th ed. Cengage Learning, 2017, ISBN: 9781305076518
2. Alder, Ronald B., Lawrence B. Rosenfeld, and Russell F. Proctor II. Interplay: The Process of Interpersonal Communication, 14th ed. Oxford UP, 2017, ISBN: 9780190646257
3. Beebe, Steven A., Susan J. Beebe, and Mark V. Redmond. Interpersonal Communication: Relating to Others, 8th ed. Pearson, 2017, ISBN: 9780134202037
4. Devito, Joseph A. Interpersonal Communication, 14th ed. Pearson Education, 2016, ISBN: 9780133753813
5. Lane, Shelly D. Interpersonal Communication: Competence and Contexts, 2nd ed. Pearson Education, 2010, ISBN: 9780205663026
6. Verderber, Kathleen S. and Erina L. MacGeorge. Inter-Act: Interpersonal Communication Concepts, Skills and Contexts, 14th ed. Oxford UP, 2015, ISBN: 9780199398010

**MANUALS:**

**PERIODICALS:**

**C. Writing Assignments:**

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

- I. Journal entries related to experiences with interpersonal communication.
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- III. Brief essay related to self-concept.
- IV. Brief summaries of interpersonal behaviors in films.
- V. Speech outlines and speeches.

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

- I. Completing reading and writing assignments.
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- II. Speech outlines.
- III. Speech presentations.
- IV. Speech reference page.
- V. Reflection.

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4. Devito, Joseph A. Interpersonal Communication, 14th ed. Pearson Education, 2016, ISBN: 9780133753813
5. Lane, Shelly D. Interpersonal Communication: Competence and Contexts, 2nd ed. Pearson Education, 2010, ISBN: 9780205663026
6. Verderber, Kathleen S. and Erina L. MacGeorge. Inter-Act: Interpersonal Communication Concepts, Skills and Contexts, 14th ed. Oxford UP, 2015, ISBN: 9780199398010

**MANUALS:**

**PERIODICALS:**

**SOFTWARE:**

**SUPPLIES:**

**SOFTWARE:**

**SUPPLIES:**

**ORIGINATOR:** Bryan Malinis

**CO-CONTRIBUTOR(S)**  
**DATE:** 08/11/2021

Status: Active

Date Printed: 03/9/2023

**ORIGINATOR:** Bryan Malinis  
**ORIGINATION DATE:** 08/11/2021  
**PROPOSAL ORIGINATOR:** Bryan Malinis  
**CO-CONTRIBUTOR(S)**  
**PROPOSAL DATE:** 01/24/2023

Status: Launched

Date Printed: 03/9/2023

# Previous Report

SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY , MESA AND MIRAMAR COLLEGES

Course Outline of Record:  
Curriculum Proposal Report

## SECTION I

- I. **Subject Area:** Communication Studies
- II. **Course Number:** 135
- III. **Course Title:** Interpersonal Communication
- IV. **Disciplines (Instructor Minimum Qualifications):** Communication Studies
- V.
- VI. **Family:**
- VII. **Current Short Title:** Interpersonal Communication
- VIII. **Course Is Active/Where?** CITY , MESA AND MIRAMAR
- IX. **Originating Campus:** MESA
- X. **Action Proposed:** Course Revision (May Include Activation)
- XI. **Distance Education Proposed At:** Miramar , Mesa and City
- XII. **Proposal Originating Date:** 08/11/2021
- XIII. **Proposed Start Semester:** Spring 2022
- XIV. **Field Trip:** May be required
- XV. **Grading Option:** Letter Grade or Pass/No Pass Option
- XVI. **Current Short Description:** Speech communication within interpersonal contexts.

## SECTION II

### COURSE ENROLLMENT INFORMATION

- I. **Requisites:**  
Limitation on Enrollment:: This course is not open to students with previous credit for SPEE 135
- 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 SPEE 135
- VI. **Additional Information:**
- VII. **Additional Textbook Information:**

### COURSE ANALYSIS DATA

- I. **Reason for Proposed Action:** Revise Mesa Distance Ed Only - Emergency Only to Fully Online.
- 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 4. Major Requirement - Certificate of Performance
- V. **Extraordinary Cost to the College:** N/A.
- VI. **Library Resource Materials:** No additional materials are needed.

### GENERAL EDUCATION ANALYSIS

#### CSU General Education:

D Area D. Social Sciences  
A1 Area A. English Language Communication and Critical Thinking - Oral Communication

#### District General Education:

A2 Language and Rationality - Communication & Analytical Thinking

# Current Report

SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY , MESA AND MIRAMAR COLLEGES

Course Outline of Record:  
Curriculum Proposal Report

## SECTION I

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- II. **Course Number:** 135
- III. **Course Title:** Interpersonal Communication
- IV. **Disciplines (Instructor Minimum Qualifications):** Communication Studies
- V.
- VI. **Family:**
- VII. **Current Short Title:** Interpersonal Communication
- VIII. **Course Is Active/Where?** CITY , MESA AND MIRAMAR
- IX. **Originating Campus:** MESA
- X. **Action Proposed:** Course Revision (May Include Activation)
- XI. **Distance Education Proposed At:** Miramar , Mesa and City
- XII. **Proposal Originating Date:** 01/24/2023
- XIII. **Proposed Start Semester:** Summer 2023
- XIV. **Field Trip:** May be required
- XV. **Grading Option:** Letter Grade or Pass/No Pass Option
- XVI. **Current Short Description:** Speech communication within interpersonal contexts.

## SECTION II

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- V. **Course Equivalency:** Yes SPEE 135
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- VII. **Additional Textbook Information:**

### COURSE ANALYSIS DATA

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- V. **Extraordinary Cost to the College:** N/A.
- VI. **Library Resource Materials:** No additional materials are needed.

### GENERAL EDUCATION ANALYSIS

#### CSU General Education:

A1 Area A. English Language Communication and Critical Thinking - Oral Communication  
D Area D. Social Sciences

#### District General Education:

A2 Language and Rationality - Communication & Analytical Thinking

**IGETC:**

Area 1. English Communication - 1C: Oral Communication(CSU requirement only)

Area 4 - Social and Behavioral Sciences

**UC Transfer Course:**

Yes

**REQUISITES ANALYSIS****SECTION III****COURSE DISTANCE EDUCATION INFORMATION****I. MIRAMAR****II. Distance Education Methods of Instruction:** 1. Fully Online

**III. Other Distance Education Methods:** Students must deliver at least two formal speeches in a video format (synchronously or asynchronously). Students must also review and give feedback to their peers' speech submissions (synchronously or asynchronously).

**IV. 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 with the instructor and with other students
5. Email/Message System as needed
6. Group Meetings as assigned
7. Individual Meetings as needed
8. Individualized Assignment Feedback as assigned
9. Synchronous or Asynchronous Video students deliver at least two formal speeches
10. Telephone Contact as needed

**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 formal speeches delivered in a video format (synchronously or asynchronously), speech analysis and feedback, 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, formal speeches delivered in a video format, 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  
**Participant/s:** Faculty to Student/s
2. Discussion Board

**IGETC:**

Area 1. English Communication - 1C: Oral Communication(CSU requirement only)

Area 4 - Social and Behavioral Sciences

**UC Transfer Course:**

Yes

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**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, formal speeches delivered in a video format, 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  
**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:** COMS 135: Overall, the primary objectives of this course relate to helping students develop and improve communication skills that are used to develop and maintain various forms of relationships. Written assignments and lectures can be accommodated through the course's Learning Management Platform. In this course, emphasis is placed on practical skills (e.g. practicing using effect messaging during moments of conflict). Students can practice these skills through telecommunication break-out sessions, or through one-on-one video chat. Additionally, students can practice crafting and reviewing interpersonal communication messages through email and LMP messaging. 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. 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. Chat Rooms  
as assigned

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

3. Collaborative Web Documents  
as assigned

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

4. Conferencing  
weekly and as needed

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

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

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

6. Email/Message System  
as needed

**Participant/s:** Faculty to Student/s

7. Field Trips  
as assigned

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

8. Group Meetings  
as assigned

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

9. Individual Meetings

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:** 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 formal speeches delivered in a live video format (synchronously or asynchronously), speech analysis and feedback, group projects, asynchronous class discussions, 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, formal speeches delivered in the presence of others in a video format, writing assignments, and/or group or individual projects posted to the discussion board or other online collaboration tool.

**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. Chat Rooms  
as assigned

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

3. Collaborative Web Documents  
as assigned

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

4. Conferencing  
weekly and as needed

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

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

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

6. Email/Message System  
as needed

**Participant/s:** Faculty to Student/s

7. Field Trips  
as assigned

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

8. Group Meetings  
as assigned

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

9. Individual Meetings

as needed

**Participant/s:** Among Students

10. Individualized Assignment Feedback  
as assigned

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

11. Other (enter details in Frequency field)  
individual or group projects as assigned

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

12. Synchronous or Asynchronous Video  
as assigned

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

13. 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 including formal speeches delivered in a video format (synchronously or asynchronously), speech analysis, and feedback.

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

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

#### SECTION IV

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

###### CITY

- The student should be able to design effective communication in order to facilitate understanding and cooperation.

###### MESA

- Students will be able to demonstrate ability to report and/or explain oral and written information appropriately.
- Ability to analyze problems, conceptualize theses, develop arguments, weigh evidence, and derive conclusions.
- Ability to analyze one's own actions, to see others' perspectives and to work effectively with others interpersonally.

###### MIRAMAR

- Explain how their self concept impacts their communication in relationships
- Analyze how their listening skills affect what they hear and how they hear messages
- Describe their conflict management style they use in relationships and explain how that style affects conflict in the relationship
- Identify which behaviors negatively impact relationships they are in and alter those behaviors to improve a relationship

#### SECTION V

##### COURSE DATA ADMINISTRATION ELEMENTS

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

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

**TOP Code:** 1506.00 Speech Communication

**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,

as needed

**Participant/s:** Among Students

10. Individualized Assignment Feedback  
as assigned

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

11. Other (enter details in Frequency field)  
individual or group projects as assigned

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

12. Synchronous or Asynchronous Video  
as assigned

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

13. 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 including formal speeches delivered in a video format (synchronously or asynchronously), speech analysis, and feedback.

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

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

#### SECTION IV

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

###### CITY

- The student should be able to design effective communication in order to facilitate understanding and cooperation.

###### MESA

- Students will be able to demonstrate ability to report and/or explain oral and written information appropriately.
- Ability to analyze problems, conceptualize theses, develop arguments, weigh evidence, and derive conclusions.
- Ability to analyze one's own actions, to see others' perspectives and to work effectively with others interpersonally.

###### MIRAMAR

- Explain how their self concept impacts their communication in relationships
- Analyze how their listening skills affect what they hear and how they hear messages
- Describe their conflict management style they use in relationships and explain how that style affects conflict in the relationship
- Identify which behaviors negatively impact relationships they are in and alter those behaviors to improve a relationship

#### SECTION V

##### COURSE DATA ADMINISTRATION ELEMENTS

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

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

**TOP Code:** 1506.00 Speech Communication

**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

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:** 08/11/2021

**IV. Last Outline Revision Date:** 12/13/2018

**V. CIC Approval:** 12/09/2021

**VI. BOT Approval:**

**VII. State Approval:**

**VIII. Revised State Approval:**

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

**SECTION VI**

**CREDIT FOR PRIOR LEARNING**

**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:** 01/24/2023

**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**

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

**SECTION I**

**SUBJECT AREA AND COURSE NUMBER:** Communication Studies 160

**COURSE TITLE:**

Argumentation

**Units:**

3

Letter Grade or Pass/No Pass Option

**CATALOG COURSE DESCRIPTION:**

This course is a study of argumentation. Emphasis is placed on research, analysis of propositions, testing of evidence, construction of the brief, and preparation for presentation of constructive and refutation cases. This course is designed for communications studies majors and anyone interested in argumentation and debate.

**REQUISITES:**

**Prerequisite:**

COMS 103 with a grade of "C" or better, or equivalent

**Limitation on Enrollment:**

This course is not open to students with previous credit for SPEE 160

**FIELD TRIP REQUIREMENTS:**

May be required

**TRANSFER APPLICABILITY:**

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

**CID:**

COMM 120

**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. Identify, compare, and contrast systems of argumentation, persuasion, and debate
2. Explain and demonstrate the relationship between theories of argumentation and the implementation of argumentation
3. Apply brainstorming; case construction and deconstruction; and incorporation of current events to develop, assess, and support arguments and debate propositions
4. Evaluate evidence used to support argumentation claims
5. Identify various claims and explain how they function in reasoning systems
6. Construct a Government and an Opposition case
7. Distinguish between refutation and rebuttal in argumentation
8. Organize and produce a parliamentary debate argument

## **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. Fundamentals of argument, persuasion and debate
  - A. Terminology
  - B. Methodology
  - C. Scope and application
  - D. Argument and critical thinking
- II. Finding persuasion and argumentation via formal and informal channels in the world around us
  - A. Speeches
  - B. Debates
  - C. Editorials
  - D. Advertising
  - E. Internet
  - F. Non-verbal channels
- III. Techniques for developing and assessing topics, arguments, and debate propositions
  - A. Brainstorming
  - B. Current events
- IV. Evidence: types and evaluation
  - A. Types of evidence
  - B. Evaluating evidence
  - C. Hard vs. soft evidence
- V. Claims, persuasive appeals, and proof models
  - A. Claims and propositions of fact, value, and policy
  - B. Inductive and deductive reasoning
  - C. Reasoning by comparison, contrast, connection
  - D. Pseudo-reasoning: fallacies in reasoning
- VI. Construction of government and opposition cases
  - A. Burden of proof
  - B. Prima facie case
  - C. Benefit of presumption
- VII. Refutation and rebuttal
  - A. Refutation - methods and strategies for building the case
  - B. Rebuttal - methods and strategies for summarizing the case
- VIII. Organizing arguments
  - A. Case construction and deconstruction
  - B. Government organizational strategies
  - C. Opposition, positions, and strategies
  - D. Mastery of parliamentary debate

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

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

- I. Assigned textbook related to argumentation
- II. Articles related to current events in daily newspapers, such as:
  - A. San Diego Union-Tribune
  - B. USA Today
  - C. Los Angeles Times
  - D. New York Times
- III. Articles related to current events in news magazines, such as:
  - A. Time
  - B. Newsweek
  - C. US News and World Report

**C. Writing Assignments:**

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

- I. Debate construction exercises
- II. Short essays related to argumentation and persuasion

**D. Appropriate Outside Assignments:**

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

- I. Field observations, including speeches, debates, and lectures
- II. Rehearsal and practice sessions for debates
- III. Reading assignments related to current events, course material, or civics
- IV. Debate construction exercises

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

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

- I. Preparing, analyzing, and presenting arguments using all modes of reasoning
- II. Examining and evaluating reasoning and evidence to identify fallacies and test specific evidence as required for the burden of rejoinder
- III. Critically listening and analyzing arguments of others to address weaknesses
- IV. Questioning inaccuracies in reasoning, evidence, and debate points using logic and evidence

**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. Debate construction exercises
- III. In-class debates
- IV. Tournament debate
- 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
- \* Other (Specify)
- \* Guest speakers

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

Textbooks may include, but are not limited to:

##### **TEXTBOOKS:**

1. Crossman, Mark. Burden of Proof: An Introduction to Argumentation and Guide to Parliamentary Debate, 4th ed. Cengage Learning, 2006, ISBN: 9781305764668
2. Freeley, Austin J. and David L. Steinberg. Argumentation and Debate: Critical Thinking for Reasoned Decision Making, 13th ed. Cengage Learning, 2014, ISBN: 9781133311607
3. Herrick, James A. Argumentation: Understanding and Shaping Arguments, 6th ed. Strata Publishing, 2019, ISBN: 9781891136429
4. Hollihan, Thomas A. and Kevin T. Baaske. Arguments and Arguing: The Products and Process of Human Decision Making, 3rd ed. Waveland Press, 2015, ISBN: 9781478629290
5. Morone, James A. and Rogan Kersh. By the People: Debating American Government, 4th ed. Oxford University Press, 2019, ISBN: 9780190928728
6. Morrow, David R. and Anthony Weston. A Workbook for Arguments: A Complete Course in Critical Thinking, 3rd ed. Hackett Publishing, 2019, ISBN: 9781624668333
7. Rottenberg, Anette T. and Donna H. Winchell. Elements of Argument: A text and reader, 13th ed. Bedford/St Martin's, 2020, ISBN: 9781319214739
8. Rybacki, Karyn C. and Donald J. Rybacki. Advocacy and Opposition: An Introduction to Argumentation, 7th ed. Pearson, 2012, ISBN: 9780205781188

##### **MANUALS:**

##### **PERIODICALS:**

##### **SOFTWARE:**

##### **SUPPLIES:**

1. Flow pad
2. Dictionary
3. Almanac

**ORIGINATOR:** Bryan Malinis

**ORIGINATION DATE:** 12/09/2021

**PROPOSAL ORIGINATOR:** Bryan Malinis

**CO-CONTRIBUTOR(S)**

**PROPOSAL DATE:** 01/24/2023

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

**COURSE TO BE PROPOSED: COMS 160**  
Argumentation

**ACTIVE/APPROVED COURSES IMPACTED:**

COMS 160 Argumentation (29501)

**DISTRICT GENERAL EDUCATION:**

A2 Language and Rationality - Communication & Analytical Thinking

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

( **Miramar** )

Collaboration in the Workforce \*Pending\*;  
**Certificate of Performance**

Major Courses

( **Mesa** )

Communication Studies \*Active\*;  
**Associate in Arts for Transfer Degree**

Category A: Select two of the following courses (6 units):

( **Mesa** )

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

Category A: Select two of the following courses (6 units):

( **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** )

Communication Studies \*Active\*;  
**Associate in Arts for Transfer Degree**

Select one of the following courses (not selected above)

( **Miramar** )

Communication Studies \*Active\*;  
**Associate in Arts for Transfer Degree**

Select two of the following courses

( **Miramar** )

Communication Studies \*Active\*;  
**Associate in Arts for Transfer Degree**

Select two of the following courses (not selected above)

( **City** )

Communication Studies \*Active\*;  
**Associate in Arts for Transfer Degree**

Select two 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**

Select two of the following courses (not selected above) to meet the lower division preparation for the major to your transfer university:

( **City** )

Communication Studies \*Active\*;  
**Associate in Arts for Transfer Degree**

Select two of the following courses:

( **City** )

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

Select two of the following courses:

( **City** )

Communication Studies \*Active\*;  
**Associate of Arts Degree**

Select 15 units from the following courses:

( **Mesa** )

Communication Studies \*Active\*;  
**Associate of Arts Degree**

Select fifteen units from:

( **City** )

Communication Studies \*Active\*;  
**Certificate of Achievement**

Select 12 Units from

( City )

Communication Studies \*Active\*;  
**Certificate of Performance**

Course(s):

( City )

Communication Studies 2.0 \*Approved\*;  
**Associate in Arts for Transfer Degree**

Select 4 courses (12 units) from the following:

( City )

Communication Studies 2.0 \*Pending\*;  
**Associate in Arts for Transfer Degree**

Select one course (3 units) not selected above from the following:

( City )

Communication Studies 2.0 \*Pending\*;  
**Associate in Arts for Transfer Degree**

Select three courses (9 units) from the following:

( City )

Communication Studies: Voice and Performance \*Active\*;  
**Certificate of Performance**

Major Courses

( Mesa )

Economics \*Approved\*;  
**Associate in Arts for Transfer Degree**

CATEGORY A: SELECT TWO COURSES FROM THE FOLLOWING COURSES.  
RECOMMEND SELECTING COURSES WHICH MEET THE LOWER DIVISION  
MAJOR PREPARATION REQUIREMENTS OF YOUR PROSPECTIVE TRANSFER  
UNIVERSITY (6-9 UNITS):

( Mesa )

Economics \*Pending\*;  
**Associate in Arts for Transfer Degree**

CATEGORY A: SELECT TWO COURSES FROM THE FOLLOWING COURSES.  
RECOMMEND SELECTING COURSES WHICH MEET THE LOWER DIVISION  
MAJOR PREPARATION REQUIREMENTS OF YOUR PROSPECTIVE TRANSFER  
UNIVERSITY (6-9 UNITS):

( Mesa )

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

Category A: SELECT ONE COURSE FROM THE FOLLOWING (3-5 UNITS):

( Miramar )

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

Select at least 3 units from the following courses (not already selected above):

( **Miramar** )

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

Select one of the following courses (3-5 units) not already selected above:

( **Miramar** )

Economics \*Approved\*;  
**Associate in Arts for Transfer Degree**

Select two of the following courses:

( **Miramar** )

Economics \*Launched\*;  
**Associate in Arts for Transfer Degree**

Select two of the following courses:

( **Mesa** )

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

CATEGORY C: SELECT 0 to 12 ADDITIONAL UNITS

( **City** )

Journalism \*Launched\*;  
**Associate in Arts for Transfer Degree**

Major Courses

( **City** )

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

Select two courses (6 units) from the following:

( **City** )

Law, Public Policy, and Society \*Active\*;  
**Associate in Arts for Transfer Degree**

Major Courses

( **City** )

Law, Public Policy, and Society \*Pending\*;  
**Associate in Arts for Transfer Degree**

Major Courses

( **Miramar** )

Law, Public Policy, and Society \*Active\*;  
**Associate in Arts for Transfer Degree**

Select one of the following critical thinking courses

( Mesa )

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

Select a minimum of 12 units:

( City )

Liberal Arts and Sciences: Language Arts and Humanities \*Active\*;  
**Associate of Arts Degree**

Major Courses

( City )

Liberal Arts and Sciences: Language Arts and Humanities \*Approved\*;  
**Associate of Arts Degree**

Major Courses

( City )

Liberal Arts and Sciences: Language Arts and Humanities \*Approved\*;  
**Associate of Arts Degree**

Major Courses

( Mesa )

Liberal Studies: Elementary Education Preparation \*Active\*;  
**Associate of Arts Degree**

Select one course from the following:

( Miramar )

Sustainability \*Active\*;  
**Certificate of Performance**

Complete one of the following courses:

# SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY , MESA AND MIRAMAR COLLEGES

## Course Outline of Record: Curriculum Proposal Report

### SECTION I

- I. **Subject Area:** Communication Studies
- II. **Course Number:** 160
- III. **Course Title:** Argumentation
- IV. **Disciplines (Instructor Minimum Qualifications):** Communication Studies
- V.
- VI. **Family:**
- VII. **Current Short Title:** Argumentation
- VIII. **Course Is Active/Where?** CITY , MESA AND MIRAMAR
- IX. **Originating Campus:** MESA
- X. **Action Proposed:** Course Revision (May Include Activation)
- XI. **Distance Education Proposed At:** Mesa , Miramar and City
- XII. **Proposal Originating Date:** 01/24/2023
- XIII. **Proposed Start Semester:** Summer 2023
- XIV. **Field Trip:** May be required
- XV. **Grading Option:** Letter Grade or Pass/No Pass Option
- XVI. **Current Short Description:** Argumentation essentials for preparing constructive and refutation cases.

### SECTION II

#### COURSE ENROLLMENT INFORMATION

- I. **Requisites:**  
Prerequisite: COMS 103 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 SPEE 160
- 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 COMS 160 = SPEE 160
- VI. **Additional Information:**
- VII. **Additional Textbook Information:** Texts are most current editions.

#### COURSE ANALYSIS DATA

- I. **Reason for Proposed Action:** Revise Mesa DE verbiage for currency.
- 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 4. Major Requirement - Certificate of Performance
- V. **Extraordinary Cost to the College:** None.
- VI. **Library Resource Materials:** No new resources required.

#### GENERAL EDUCATION ANALYSIS

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

A3 Area A. English Language Communication and Critical Thinking - Critical Thinking

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

A2 Language and Rationality - Communication & Analytical Thinking

##### **IGETC:**

**UC Transfer Course:**

Yes

**REQUISITES ANALYSIS**

**Working knowledge of communication models and audience analysis.**

- I. Course: COMS 103 Apply ethical practices in the composition and delivery of speeches.
- II. Course: COMS 103 Apply effective and ethical listening practices to analyze speeches and other communicative interactions.
- III. Course: COMS 103 Choose an appropriate topic and formulate an appropriate purpose statement and effective central idea.
- IV. Course: COMS 103 Explain the role of audience analysis in the speechmaking process.
- V. Course: COMS 103 Use the library and Internet to identify research to use in speeches.
- VI. Course: COMS 103 Create references pages (i.e. bibliographies).
- VII. Course: COMS 103 Select the appropriate organizational structure for a given speech type.
- VIII. Course: COMS 103 Construct a preparation and speaking outline.
- IX. Course: COMS 103 Use source citations, evidence and reason in written documentation and oral delivery of speeches.
- X. Course: COMS 103 Employ effective vocal and physical behaviors while delivering a speech.
- XI. Course: COMS 103 Choose appropriate and engaging language for speeches.
- XII. Course: COMS 103 Compose and deliver an effective informative speech.
- XIII. Course: COMS 103 Compose and deliver an effective persuasive speech.
- XIV. Course: COMS 103 Create and use visual aids for various speeches.

**SECTION III**

**COURSE DISTANCE EDUCATION INFORMATION**

- I. **MESA**
- II. **Distance Education Methods of Instruction:** 1. Fully Online
- III. **Other Distance Education Methods:**
- IV. **Type and frequency of contact may include, but is not limited to:**
  1. Announcements  
as needed  
**Participant/s:** Faculty to Student/s
  2. Discussion Board  
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:** 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 formal speeches delivered in a live video format (synchronously or asynchronously), speech analysis and feedback, group projects, asynchronous class discussions, 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, formal speeches delivered in the presence of others in a video format, writing assignments, and/or group or individual

projects posted to the discussion board or other online collaboration tool.

- VII. **Additional Resources/Materials/Information:** SDCCD and DSPS personnel will provide all needed accommodations. DSPS will provide a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).
- VIII. **Audio Visual Library Materials:** NO
- IX. **MIRAMAR**
- X. **Distance Education Methods of Instruction:** 1. Fully Online
- XI. **Other Distance Education Methods:** Students must have access to video recording equipment such as a webcam or smartphone camera as well as electronic video recording software such as GoReact or a similar product, or the ability to record and upload video-recordings to YouTube.
- XII. **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 three times during the term with the instructor and with other students
  6. Email/Message System  
    as needed
  7. Field Trips  
    as assigned
  8. Group Meetings  
    as assigned
  9. Individual Meetings  
    as needed
  10. Individualized Assignment Feedback  
    as assigned
  11. Synchronous or Asynchronous Video  
    Group or individual presentations are required via electronic video-recording software.
  12. Telephone Contact  
    as needed
- XIII. **List of Techniques:** Students interact with each other and the instructor in ways that mirror the traditional classroom; only the delivery system is altered. These methods include one-on-one communication with the instructor and with other students via email, the announcement system, the discussion board, or other tools. Students also demonstrate an understanding and integration of course concepts via collaboration on small group assignments, synchronous or asynchronous class discussion, and/or other assignments.
- XIV. **How to Evaluate Students for Achieved Outcomes:** Multiple measures are used to assess student learning objectives. These include performance on objective examinations administered via the assessment tool, writing assignments, and/or group or individual projects posted to the discussion board or other online collaboration tool. Students are also assessed on group or individual presentations. Presentations will be recorded via electronic video-recording software.
- XV. **Additional Resources/Materials/Information:** Materials posted online are consistent with those required for campus-based class. SDCCD and DSPS personnel provide all needed accommodations. DSPS provides a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).
- XVI. **Audio Visual Library Materials:** NO
- XVII. **CITY**
- XVIII. **Distance Education Methods of Instruction:** 1. Fully Online
- XIX. **Other Distance Education Methods:**
- 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  
weekly and as needed
5. Discussion Board  
at least three times during the term with the instructor and with other students
6. Email/Message System  
as needed
7. Field Trips  
as assigned
8. Group Meetings  
as assigned
9. Individual Meetings  
as needed
10. Individualized Assignment Feedback  
as assigned
11. Other (enter details in Frequency field)  
individual or group projects as assigned
12. Synchronous or Asynchronous Video  
as assigned
13. Telephone Contact  
as needed

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 including formal speeches delivered in a video format (synchronously or asynchronously), speech analysis, and feedback.

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, formal speeches delivered in a video format, 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 research, organize, and present a developed viewpoint

#### MESA

- Students will be able to demonstrate ability to report and/or explain oral and written information appropriately.
- Ability to analyze problems, conceptualize theses, develop arguments, weigh evidence, and derive conclusions.
- Ability to analyze one's own actions, to see others' perspectives and to work effectively with others in groups.

#### MIRAMAR

- Assess the different elements of an argument.
- Demonstrate logical reasoning when developing arguments.
- Develop arguments that demonstrate sensitivity to the information, audience, and positions of others.

- Demonstrate balanced partiality without resorting to adversarial or defensive argumentation techniques when engaging in an argument.

## **SECTION V**

### **COURSE DATA ADMINISTRATION ELEMENTS**

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

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

**TOP Code:** 1506.00 Speech Communication

**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):** A = CSGE A2, A3, IGET 1A, 1B or ENGL COMP

**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:** 01/24/2023

#### **IV. Last Outline Revision Date:** 04/14/2022

#### **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

COMS 160

CIC Approval: 04/14/2022  
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:** Communication Studies 160

**COURSE TITLE:**  
Argumentation

**Units:**  
3

Letter Grade or Pass/No Pass Option

#### CATALOG COURSE DESCRIPTION:

This course is a study of argumentation. Emphasis is placed on research, analysis of propositions, testing of evidence, construction of the brief, and preparation for presentation of constructive and refutation cases. This course is designed for communications studies majors and anyone interested in argumentation and debate.

#### REQUISITES:

**Prerequisite:**

COMS 103 with a grade of "C" or better, or equivalent

**Limitation on Enrollment:**

This course is not open to students with previous credit for SPEE 160

#### FIELD TRIP REQUIREMENTS:

May be required

#### TRANSFER APPLICABILITY:

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

#### CID:

COMM 120

#### 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. Identify, compare, and contrast systems of argumentation, persuasion, and debate
2. Explain and demonstrate the relationship between theories of argumentation and the implementation of argumentation
3. Apply brainstorming; case construction and deconstruction; and incorporation of current events to develop, assess, and support arguments and debate propositions
4. Evaluate evidence used to support argumentation claims
5. Identify various claims and explain how they function in reasoning systems

## Current Report

COMS 160

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:** Communication Studies 160

**COURSE TITLE:**  
Argumentation

**Units:**  
3

Letter Grade or Pass/No Pass Option

#### CATALOG COURSE DESCRIPTION:

This course is a study of argumentation. Emphasis is placed on research, analysis of propositions, testing of evidence, construction of the brief, and preparation for presentation of constructive and refutation cases. This course is designed for communications studies majors and anyone interested in argumentation and debate.

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**Prerequisite:**

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**Limitation on Enrollment:**

This course is not open to students with previous credit for SPEE 160

#### FIELD TRIP REQUIREMENTS:

May be required

#### TRANSFER APPLICABILITY:

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

#### CID:

COMM 120

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48 - 54

#### TOTAL LAB HOURS:

#### TOTAL CONTACT HOURS:

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3. Apply brainstorming; case construction and deconstruction; and incorporation of current events to develop, assess, and support arguments and debate propositions
4. Evaluate evidence used to support argumentation claims
5. Identify various claims and explain how they function in reasoning systems
6. Construct a Government and an Opposition case
7. Distinguish between refutation and rebuttal in argumentation

6. Construct a Government and an Opposition case
7. Distinguish between refutation and rebuttal in argumentation
8. Organize and produce a parliamentary debate argument

8. Organize and produce a parliamentary debate argument

## 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. Fundamentals of argument persuasion and debate
  - A. Terminology
  - B. Methodology
  - C. Scope and application
  - D. Argument and critical thinking
- II. Finding persuasion and argumentation via formal and informal channels in the world around us
  - A. Speeches
  - B. Debates
  - C. Editorials
  - D. Advertising
  - E. Internet
  - F. Non-verbal channels
- III. Techniques for developing and assessing topics arguments and debate propositions
  - A. Brainstorming
  - B. Current events
- IV. Evidence: types and evaluation
  - A. Types of evidence
  - B. Evaluating evidence
  - C. Hard vs. soft evidence
- V. Claims persuasive appeals and proof models
  - A. Claims and propositions of fact value and policy
  - B. Inductive and deductive reasoning
  - C. Reasoning by comparison contrast connection
  - D. Pseudo-reasoning: fallacies in reasoning
- VI. Construction of government and opposition cases
  - A. Burden of proof
  - B. Prima facie case
  - C. Benefit of presumption
- VII. Refutation and rebuttal
  - A. Refutation - methods and strategies for building the case
  - B. Rebuttal - methods and strategies for summarizing the case
- VIII. Organizing arguments
  - A. Case construction and deconstruction
  - B. Government organizational strategies
  - C. Opposition positions and strategies
  - D. Mastery of parliamentary debate

#### B. Reading Assignments:

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

- I. Assigned textbook related to argumentation
- II. Articles related to current events in daily newspapers, such as:
  - A. San Diego Union-Tribune
  - B. USA Today
  - C. Los Angeles Times
  - D. New York Times
- III. Articles related to current events in news magazines, such as:
  - A. Time
  - B. Newsweek
  - C. US News and World Report

#### C. Writing Assignments:

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

- I. Debate construction exercises
- II. Short essays related to argumentation and persuasion

#### D. Appropriate Outside Assignments:

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

## 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. Fundamentals of argument persuasion and debate
  - A. Terminology
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  - C. Scope and application
  - D. Argument and critical thinking
- II. Finding persuasion and argumentation via formal and informal channels in the world around us
  - A. Speeches
  - B. Debates
  - C. Editorials
  - D. Advertising
  - E. Internet
  - F. Non-verbal channels
- III. Techniques for developing and assessing topics arguments and debate propositions
  - A. Brainstorming
  - B. Current events
- IV. Evidence: types and evaluation
  - A. Types of evidence
  - B. Evaluating evidence
  - C. Hard vs. soft evidence
- V. Claims persuasive appeals and proof models
  - A. Claims and propositions of fact value and policy
  - B. Inductive and deductive reasoning
  - C. Reasoning by comparison contrast connection
  - D. Pseudo-reasoning: fallacies in reasoning
- VI. Construction of government and opposition cases
  - A. Burden of proof
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  - C. Benefit of presumption
- VII. Refutation and rebuttal
  - A. Refutation - methods and strategies for building the case
  - B. Rebuttal - methods and strategies for summarizing the case
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  - D. Mastery of parliamentary debate

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  - A. San Diego Union-Tribune
  - B. USA Today
  - C. Los Angeles Times
  - D. New York Times
- III. Articles related to current events in news magazines, such as:
  - A. Time
  - B. Newsweek
  - C. US News and World Report

#### C. Writing Assignments:

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

- I. Debate construction exercises
- II. Short essays related to argumentation and persuasion

#### D. Appropriate Outside Assignments:

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

- I. Field observations, including speeches, debates, and lectures

- I. Field observations, including speeches, debates, and lectures
- II. Rehearsal and practice sessions for debates
- III. Reading assignments related to current events, course material, or civics
- IV. Debate construction exercises

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

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

- I. Preparing, analyzing, and presenting arguments using all modes of reasoning
- II. Examining and evaluating reasoning and evidence to identify fallacies and test specific evidence as required for the burden of rejoinder
- III. Critically listening and analyzing arguments of others to address weaknesses
- IV. Questioning inaccuracies in reasoning, evidence, and debate points using logic and evidence

**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. Debate construction exercises
- III. In-class debates
- IV. Tournament debate
- 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
- \* Other (Specify)
- \* Guest speakers

**4. REQUIRED TEXTS AND SUPPLIES:**

Textbooks may include, but are not limited to:

**TEXTBOOKS:**

1. Crossman, Mark. Burden of Proof: An Introduction to Argumentation and Guide to Parliamentary Debate, 4th ed. Cengage Learning, 2006, ISBN: 9781305764668
2. Freeley, Austin J. and David L. Steinberg. Argumentation and Debate: Critical Thinking for Reasoned Decision Making, 13th ed. Cengage Learning, 2014, ISBN: 9781133311607
3. Herrick, James A. Argumentation: Understanding and Shaping Arguments, 6th ed. Strata Publishing, 2019, ISBN: 9781891136429
4. Hollihan, Thomas A. and Kevin T. Baaske. Arguments and Arguing: The Products and Process of Human Decision Making, 3rd ed. Waveland Press, 2015, ISBN: 9781478629290
5. Morone, James A. and Rogan Kersh. By the People: Debating American Government, 4th ed. Oxford University Press, 2019, ISBN: 9780190928728
6. Morrow, David R. and Anthony Weston. A Workbook for Arguments: A Complete Course in Critical Thinking, 3rd ed. Hackett Publishing, 2019, ISBN: 9781624668333
7. Rottenberg, Anette T. and Donna H. Winchell. Elements of Argument: A text and reader, 13th ed. Bedford/St Martin's, 2020, ISBN: 9781319214739
8. Rybacki, Karyn C. and Donald J. Rybacki. Advocacy and Opposition: An Introduction to Argumentation, 7th ed. Pearson, 2012, ISBN: 9780205781188

**MANUALS:**

**PERIODICALS:**

**SOFTWARE:**

**SUPPLIES:**

1. Flow pad

- II. Rehearsal and practice sessions for debates
- III. Reading assignments related to current events, course material, or civics
- IV. Debate construction exercises

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

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

- I. Preparing, analyzing, and presenting arguments using all modes of reasoning
- II. Examining and evaluating reasoning and evidence to identify fallacies and test specific evidence as required for the burden of rejoinder
- III. Critically listening and analyzing arguments of others to address weaknesses
- IV. Questioning inaccuracies in reasoning, evidence, and debate points using logic and evidence

**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. Debate construction exercises
- III. In-class debates
- IV. Tournament debate
- 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
- \* Other (Specify)
- \* Guest speakers

**4. REQUIRED TEXTS AND SUPPLIES:**

Textbooks may include, but are not limited to:

**TEXTBOOKS:**

1. Crossman, Mark. Burden of Proof: An Introduction to Argumentation and Guide to Parliamentary Debate, 4th ed. Cengage Learning, 2006, ISBN: 9781305764668
2. Freeley, Austin J. and David L. Steinberg. Argumentation and Debate: Critical Thinking for Reasoned Decision Making, 13th ed. Cengage Learning, 2014, ISBN: 9781133311607
3. Herrick, James A. Argumentation: Understanding and Shaping Arguments, 6th ed. Strata Publishing, 2019, ISBN: 9781891136429
4. Hollihan, Thomas A. and Kevin T. Baaske. Arguments and Arguing: The Products and Process of Human Decision Making, 3rd ed. Waveland Press, 2015, ISBN: 9781478629290
5. Morone, James A. and Rogan Kersh. By the People: Debating American Government, 4th ed. Oxford University Press, 2019, ISBN: 9780190928728
6. Morrow, David R. and Anthony Weston. A Workbook for Arguments: A Complete Course in Critical Thinking, 3rd ed. Hackett Publishing, 2019, ISBN: 9781624668333
7. Rottenberg, Anette T. and Donna H. Winchell. Elements of Argument: A text and reader, 13th ed. Bedford/St Martin's, 2020, ISBN: 9781319214739
8. Rybacki, Karyn C. and Donald J. Rybacki. Advocacy and Opposition: An Introduction to Argumentation, 7th ed. Pearson, 2012, ISBN: 9780205781188

**MANUALS:**

**PERIODICALS:**

**SOFTWARE:**

**SUPPLIES:**

1. Flow pad
2. Dictionary
3. Almanac

- 2. Dictionary
- 3. Almanac

**ORIGINATOR:** Bryan Malinis

**CO-CONTRIBUTOR(S)**  
**DATE:** 12/09/2021

Status: Active

Date Printed: 03/9/2023

**ORIGINATOR:** Bryan Malinis  
**ORINATION DATE:** 12/09/2021  
**PROPOSAL ORIGINATOR:** Bryan Malinis  
**CO-CONTRIBUTOR(S)**  
**PROPOSAL DATE:** 01/24/2023

Status: Launched

Date Printed: 03/9/2023

# Previous Report

SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY , MESA AND MIRAMAR COLLEGES

Course Outline of Record:  
Curriculum Proposal Report

## SECTION I

- I. **Subject Area:** Communication Studies
- II. **Course Number:** 160
- III. **Course Title:** Argumentation
- IV. **Disciplines (Instructor Minimum Qualifications):** Communication Studies
- V.
- VI. **Family:**
- VII. **Current Short Title:** Argumentation
- VIII. **Course Is Active/Where?** CITY , MESA AND MIRAMAR
- IX. **Originating Campus:** MESA
- X. **Action Proposed:** Course Revision (May Include Activation)
- XI. **Distance Education Proposed At:** Mesa , Miramar and City
- XII. **Proposal Originating Date:** 12/09/2021
- 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:** Argumentation essentials for preparing constructive and refutation cases.

## SECTION II

### COURSE ENROLLMENT INFORMATION

- I. **Requisites:**  
Prerequisite: COMS 103 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 SPEE 160
- 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 COMS 160 = SPEE 160
- VI. **Additional Information:**
- VII. **Additional Textbook Information:** Texts are most current editions.

### COURSE ANALYSIS DATA

- I. **Reason for Proposed Action:** Six yr review including review and update of texts for currency (Course revision is for six year review.)
- II. **How Does The Course Fit The College Mission?** 1. 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 4. Major Requirement - Certificate of Performance
- V. **Extraordinary Cost to the College:** None.
- VI. **Library Resource Materials:** No new resources required.

### GENERAL EDUCATION ANALYSIS

**CSU General Education:**  
A3 Area A. English Language Communication and Critical Thinking - Critical Thinking

**District General Education:**

# Current Report

SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY , MESA AND MIRAMAR COLLEGES

Course Outline of Record:  
Curriculum Proposal Report

## SECTION I

- I. **Subject Area:** Communication Studies
- II. **Course Number:** 160
- III. **Course Title:** Argumentation
- IV. **Disciplines (Instructor Minimum Qualifications):** Communication Studies
- V.
- VI. **Family:**
- VII. **Current Short Title:** Argumentation
- VIII. **Course Is Active/Where?** CITY , MESA AND MIRAMAR
- IX. **Originating Campus:** MESA
- X. **Action Proposed:** Course Revision (May Include Activation)
- XI. **Distance Education Proposed At:** Mesa , Miramar and City
- XII. **Proposal Originating Date:** 01/24/2023
- XIII. **Proposed Start Semester:** Summer 2023
- XIV. **Field Trip:** May be required
- XV. **Grading Option:** Letter Grade or Pass/No Pass Option
- XVI. **Current Short Description:** Argumentation essentials for preparing constructive and refutation cases.

## SECTION II

### COURSE ENROLLMENT INFORMATION

- I. **Requisites:**  
Prerequisite: COMS 103 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 SPEE 160
- 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 COMS 160 = SPEE 160
- VI. **Additional Information:**
- VII. **Additional Textbook Information:** Texts are most current editions.

### COURSE ANALYSIS DATA

- I. **Reason for Proposed Action:** Revise Mesa DE verbiage for currency.
- 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 4. Major Requirement - Certificate of Performance
- V. **Extraordinary Cost to the College:** None.
- VI. **Library Resource Materials:** No new resources required.

### GENERAL EDUCATION ANALYSIS

**CSU General Education:**  
A3 Area A. English Language Communication and Critical Thinking - Critical Thinking

**District General Education:**

**IGETC:**

Area 1. English Communication - 1C: Oral Communication(CSU requirement only)

**UC Transfer Course:**

Yes

**REQUISITES ANALYSIS****Working knowledge of communication models and audience analysis.**

- I. Course: COMS 103 Apply ethical practices in the composition and delivery of speeches.
- II. Course: COMS 103 Apply effective and ethical listening practices to analyze speeches and other communicative interactions.
- III. Course: COMS 103 Choose an appropriate topic and formulate an appropriate purpose statement and effective central idea.
- IV. Course: COMS 103 Explain the role of audience analysis in the speechmaking process.
- V. Course: COMS 103 Use the library and Internet to identify research to use in speeches.
- VI. Course: COMS 103 Create references pages (i.e. bibliographies).
- VII. Course: COMS 103 Select the appropriate organizational structure for a given speech type.
- VIII. Course: COMS 103 Construct a preparation and speaking outline.
- IX. Course: COMS 103 Use source citations, evidence and reason in written documentation and oral delivery of speeches.
- X. Course: COMS 103 Employ effective vocal and physical behaviors while delivering a speech.
- XI. Course: COMS 103 Choose appropriate and engaging language for speeches.
- XII. Course: COMS 103 Compose and deliver an effective informative speech.
- XIII. Course: COMS 103 Compose and deliver an effective persuasive speech.
- XIV. Course: COMS 103 Create and use visual aids for various speeches.

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

1. Announcements  
as needed

**Participant/s:** Faculty to Student/s

2. Discussion Board  
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:** COMS 160: Overall, the primary objectives of this course relate to helping students develop and improve argumentation skills. Written assignments and lectures can be accommodated through the course's Learning Management Platform. Students can use synchronous televideo conferencing to practice debate skills and hold live debates individually or in groups. 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.

**IGETC:**

Area 1. English Communication - 1C: Oral Communication(CSU requirement only)

**UC Transfer Course:**

Yes

**REQUISITES ANALYSIS****Working knowledge of communication models and audience analysis.**

- I. Course: COMS 103 Apply ethical practices in the composition and delivery of speeches.
- II. Course: COMS 103 Apply effective and ethical listening practices to analyze speeches and other communicative interactions.
- III. Course: COMS 103 Choose an appropriate topic and formulate an appropriate purpose statement and effective central idea.
- IV. Course: COMS 103 Explain the role of audience analysis in the speechmaking process.
- V. Course: COMS 103 Use the library and Internet to identify research to use in speeches.
- VI. Course: COMS 103 Create references pages (i.e. bibliographies).
- VII. Course: COMS 103 Select the appropriate organizational structure for a given speech type.
- VIII. Course: COMS 103 Construct a preparation and speaking outline.
- IX. Course: COMS 103 Use source citations, evidence and reason in written documentation and oral delivery of speeches.
- X. Course: COMS 103 Employ effective vocal and physical behaviors while delivering a speech.
- XI. Course: COMS 103 Choose appropriate and engaging language for speeches.
- XII. Course: COMS 103 Compose and deliver an effective informative speech.
- XIII. Course: COMS 103 Compose and deliver an effective persuasive speech.
- XIV. Course: COMS 103 Create and use visual aids for various speeches.

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

1. Announcements  
as needed

**Participant/s:** Faculty to Student/s

2. Discussion Board  
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:** 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 formal speeches delivered in a live video format (synchronously or asynchronously), speech analysis and feedback, group projects, asynchronous class discussions, and/or other assignments.

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

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

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

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

**IX. MIRAMAR**

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

**XI. Other Distance Education Methods:** Students must have access to video recording equipment such as a webcam or smartphone camera as well as electronic video recording software such as GoReact or a similar product, or the ability to record and upload video-recordings to YouTube.

**XII. 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 three times during the term with the instructor and with other students
6. Email/Message System as needed
7. Field Trips as assigned
8. Group Meetings as assigned
9. Individual Meetings as needed
10. Individualized Assignment Feedback as assigned
11. Synchronous or Asynchronous Video Group or individual presentations are required via electronic video-recording software.
12. Telephone Contact as needed

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

**XIV. How to Evaluate Students for Achieved Outcomes:** Multiple measures are used to assess student learning objectives. These include performance on objective examinations administered via the assessment tool, writing assignments, and/or group or individual projects posted to the discussion board or other online collaboration tool. Students are also assessed on group or individual presentations. Presentations will be recorded via electronic video-recording software.

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

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

**XVII. CITY**

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

**XIX. Other Distance Education Methods:**

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

1. Announcements weekly
2. Chat Rooms as assigned

**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, formal speeches delivered in the presence of others in a video format, writing assignments, and/or group or individual projects posted to the discussion board or other online collaboration tool.

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

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

**IX. MIRAMAR**

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

**XI. Other Distance Education Methods:** Students must have access to video recording equipment such as a webcam or smartphone camera as well as electronic video recording software such as GoReact or a similar product, or the ability to record and upload video-recordings to YouTube.

**XII. 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 three times during the term with the instructor and with other students
6. Email/Message System as needed
7. Field Trips as assigned
8. Group Meetings as assigned
9. Individual Meetings as needed
10. Individualized Assignment Feedback as assigned
11. Synchronous or Asynchronous Video Group or individual presentations are required via electronic video-recording software.
12. Telephone Contact as needed

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

**XIV. How to Evaluate Students for Achieved Outcomes:** Multiple measures are used to assess student learning objectives. These include performance on objective examinations administered via the assessment tool, writing assignments, and/or group or individual projects posted to the discussion board or other online collaboration tool. Students are also assessed on group or individual presentations. Presentations will be recorded via electronic video-recording software.

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

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

**XVII. CITY**

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

**XIX. Other Distance Education Methods:**

**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  
weekly and as needed
5. Discussion Board  
at least three times during the term with the instructor and with other students
6. Email/Message System  
as needed
7. Field Trips  
as assigned
8. Group Meetings  
as assigned
9. Individual Meetings  
as needed
10. Individualized Assignment Feedback  
as assigned
11. Other (enter details in Frequency field)  
individual or group projects as assigned
12. Synchronous or Asynchronous Video  
as assigned
13. Telephone Contact  
as needed

**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 including formal speeches delivered in a video format (synchronously or asynchronously), speech analysis, and feedback.

**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, formal speeches delivered in a video format, 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 research, organize, and present a developed viewpoint

###### MESA

- Students will be able to demonstrate ability to report and/or explain oral and written information appropriately.
- Ability to analyze problems, conceptualize theses, develop arguments, weigh evidence, and derive conclusions.
- Ability to analyze one's own actions, to see others' perspectives and to work effectively with others in groups.

###### MIRAMAR

- Assess the different elements of an argument.
- Demonstrate logical reasoning when developing arguments.
- Develop arguments that demonstrate sensitivity to the information, audience, and positions of others.
- Demonstrate balanced partiality without resorting to adversarial or defensive argumentation techniques when engaging in an argument.

#### SECTION V

##### COURSE DATA ADMINISTRATION ELEMENTS

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

3. Collaborative Web Documents  
as assigned
4. Conferencing  
weekly and as needed
5. Discussion Board  
at least three times during the term with the instructor and with other students
6. Email/Message System  
as needed
7. Field Trips  
as assigned
8. Group Meetings  
as assigned
9. Individual Meetings  
as needed
10. Individualized Assignment Feedback  
as assigned
11. Other (enter details in Frequency field)  
individual or group projects as assigned
12. Synchronous or Asynchronous Video  
as assigned
13. Telephone Contact  
as needed

**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 including formal speeches delivered in a video format (synchronously or asynchronously), speech analysis, and feedback.

**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, formal speeches delivered in a video format, 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 research, organize, and present a developed viewpoint

###### MESA

- Students will be able to demonstrate ability to report and/or explain oral and written information appropriately.
- Ability to analyze problems, conceptualize theses, develop arguments, weigh evidence, and derive conclusions.
- Ability to analyze one's own actions, to see others' perspectives and to work effectively with others in groups.

###### MIRAMAR

- Assess the different elements of an argument.
- Demonstrate logical reasoning when developing arguments.
- Develop arguments that demonstrate sensitivity to the information, audience, and positions of others.
- Demonstrate balanced partiality without resorting to adversarial or defensive argumentation techniques when engaging in an argument.

#### SECTION V

##### COURSE DATA ADMINISTRATION ELEMENTS

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

**California Classification:** (Y Credit Course)  
**TOP Code:** 1506.00 Speech Communication  
**SAM Code:** E - Non Occupational

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

**TOP Code:** 1506.00 Speech Communication

**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):** A = CSGE A2, A3, IGET 1A, 1B or ENGL COMP

**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:** 12/09/2021

**IV. Last Outline Revision Date:** 04/14/2022

**V. CIC Approval:** 04/14/2022

**VI. BOT Approval:**

**VII. State Approval:**

**VIII. Revised State Approval:**

**IX. Course Approval Effective Date:** Spring 2023

#### SECTION VI

#### CREDIT FOR PRIOR LEARNING

**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):** A = CSGE A2, A3, IGET 1A, 1B or ENGL COMP

**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:** 01/24/2023

**IV. Last Outline Revision Date:** 04/14/2022

**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:** Communication Studies 170

**COURSE TITLE:**

Small Group Communication

**Units:**

3

Letter Grade or Pass/No Pass Option

**CATALOG COURSE DESCRIPTION:**

This course is a study of the concepts and theories related to group formation and development, and basic group communication dynamics. Students lead and participate in various forms of group discussion and activities. This course is designed for communication studies and business majors as well as for anyone interested in working effectively in small group settings.

**REQUISITES:**

**Advisory:**

COMS 103 with a grade of "C" or better, or equivalent

**Limitation on Enrollment:**

This course is not open to students with previous credit for SPEE 170

**FIELD TRIP REQUIREMENTS:**

May be required

**TRANSFER APPLICABILITY:**

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

**CID:**

COMM 140

**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. Identify various types of small groups and describe their purposes.
2. Apply oral presentation skills in various group scenario.
3. Assess one's own ability to participate in various small group scenarios.
4. Identify and explain problem solving and decision making methods.
5. Distinguish between problem solving and decision making.
6. Illustrate characteristics of specific roles in various group scenarios.
7. Recognize and analyze power dynamics in groups.
8. Apply Robert's Rules of Order in small group meetings.
9. Identify potential conflicts within small groups and diffuse them when necessary.
10. Define leadership skills as they relate to small group participation.
11. Illustrate proper business communication etiquette within the small group context.
12. Analyze the benefits and challenges of the use of technology in groups.

## **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. Types and purpose of small groups
  - A. Panels
  - B. Symposiums
  - C. Forums
  - D. Government groups
  - E. Ad hoc
  - F. Task
  - G. Standing
- II. Problem solving and decision making
  - A. Methods
  - B. Differences between problem solving and decision making
  - C. Experts versus groups
- III. Roles inside groups
  - A. Formal roles
    1. Task roles
    2. Maintenance roles
    3. Leadership
      - a. Effective
      - b. Ineffective
  - B. Informal roles
    1. Task roles
    2. Maintenance roles
    3. Leadership
      - a. Effective
      - b. Ineffective
  - C. Dysfunction roles
  - D. Power dynamics
- IV. Robert's Rules of Order
  - A. Parliamentary procedures
  - B. Leadership responsibilities
  - C. Definitions
  - D. Motions
  - E. Quorum
  - F. Voting
  - G. Agenda
  - H. Minutes
- V. Conflict management

- A. Leadership skills
- B. Intercultural communication
- C. Interpersonal communication
- D. Relationship rules
- VI. Technology and small groups
  - A. Impact of technology on small groups
  - B. Technological resources and tools

**B. Reading Assignments:**

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

- I. Assigned textbook(s) related to small group communications.
- II. Scholarly articles from journals, such as:
  - A. Communication Monographs
  - B. Communication Research Reports
- III. Library research related to local and college issues.

**C. Writing Assignments:**

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

- I. Research report related to local and/or college issues.
- II. Agenda and minutes.
- III. Brief essays that apply the fundamental concepts of working in small groups.

**D. Appropriate Outside Assignments:**

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

- I. Research related to local and/or college issues.
- II. Interviews and surveys designed to determine details related to local and/or college issues.
- III. Preparation for in-class planning sessions.
- IV. Research report and presentation.

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

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

- I. Apply reasoning skills to meetings as both leader and follower.
- II. Apply theories related to group formation and development to practical situations.
- III. Apply leadership theories to participation in small groups.
- IV. Deconstruct scholarly articles in order to evaluate and confirm researchers' hypotheses.
- V. Collaborate with peers to develop an original project and presentation.

**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. Research report
- III. Planning session
- IV. Project analysis
- V. Essays
- VI. Class participation
- VII. Group presentation

**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

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

Textbooks may include, but are not limited to:

##### **TEXTBOOKS:**

1. Beebe, Steven A. and John T. Masterson. Communicating in Small Groups: Principles and Practices, 12th ed. Pearson, 2020, ISBN: 9780134636177
2. Engleberg, Isa R. and Dianna R. Wynn. Working in Groups, 7th ed. Pearson, 2016, ISBN: 9780134415529
3. Robert McConnell Productions. Webster's New World Robert's Rules of Order Simplified and Applied, 3rd ed. Houghton Mifflin Harcourt, 2014, ISBN: 9780544236035

##### **MANUALS:**

##### **PERIODICALS:**

##### **SOFTWARE:**

##### **SUPPLIES:**

**ORIGINATOR:** Bryan Malinis

**ORIGINATION DATE:** 08/11/2021

**PROPOSAL ORIGINATOR:** Bryan Malinis

**CO-CONTRIBUTOR(S)**

**PROPOSAL DATE:** 01/25/2023

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

**COURSE TO BE PROPOSED: COMS 170**  
Small Group Communication

**ACTIVE/APPROVED COURSES IMPACTED:**

COMS 170 Small Group Communication (29503)

**DISTRICT GENERAL EDUCATION:**

A2 Language and Rationality - Communication & Analytical Thinking

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

( City )

Business Presentations\* \*Active\*;  
**Certificate of Performance**

Courses:

( City )

Business Presentations\* \*Approved\*;  
**Certificate of Performance**

Courses:

( Miramar )

Collaboration in the Workforce \*Pending\*;  
**Certificate of Performance**

Major Courses

( Mesa )

Communication Studies \*Active\*;  
**Associate in Arts for Transfer Degree**

Category A: Select two of the following courses (6 units):

( Mesa )

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

Category A: Select two of the following courses (6 units):

( 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** )

Communication Studies \*Active\*;  
**Associate in Arts for Transfer Degree**

Select one of the following courses (not selected above)

( **Miramar** )

Communication Studies \*Active\*;  
**Associate in Arts for Transfer Degree**

Select two of the following courses

( **Miramar** )

Communication Studies \*Active\*;  
**Associate in Arts for Transfer Degree**

Select two of the following courses (not selected above)

( **City** )

Communication Studies \*Active\*;  
**Associate in Arts for Transfer Degree**

Select two 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**

Select two of the following courses (not selected above) to meet the lower division preparation for the major to your transfer university:

( **City** )

Communication Studies \*Active\*;  
**Associate in Arts for Transfer Degree**

Select two of the following courses:

( **City** )

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

Select two of the following courses:

( **City** )

Communication Studies \*Active\*;  
**Associate of Arts Degree**

Select 15 units from the following courses:

( Mesa )

Communication Studies \*Active\*;  
**Associate of Arts Degree**

Select fifteen units from:

( City )

Communication Studies \*Active\*;  
**Certificate of Achievement**

Select 12 Units from

( City )

Communication Studies \*Active\*;  
**Certificate of Performance**

Course(s):

( City )

Communication Studies 2.0 \*Approved\*;  
**Associate in Arts for Transfer Degree**

Select 4 courses (12 units) from the following:

( City )

Communication Studies 2.0 \*Pending\*;  
**Associate in Arts for Transfer Degree**

Select one course (3 units) not selected above from the following:

( City )

Communication Studies 2.0 \*Pending\*;  
**Associate in Arts for Transfer Degree**

Select three courses (9 units) from the following:

( City )

Communication Studies: Business \*Active\*;  
**Certificate of Performance**

Select six (6) units from the following:

( Mesa )

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

CATEGORY C: SELECT 0 to 12 ADDITIONAL UNITS

( Mesa )

Health and Wellness Coaching \*Active\*;  
**Certificate of Achievement**

Major Courses

( City )

Liberal Arts and Sciences: Language Arts and Humanities \*Active\*;

## **Associate of Arts Degree**

### Major Courses

( **City** )

Liberal Arts and Sciences: Language Arts and Humanities \*Approved\*;  
**Associate of Arts Degree**

### Major Courses

( **City** )

Liberal Arts and Sciences: Language Arts and Humanities \*Approved\*;  
**Associate of Arts Degree**

### Major Courses

( **Mesa** )

Liberal Arts and Sciences: Language Arts and Humanities - World Languages \*Pending\*;  
**Associate of Arts Degree**

Select 3-5 units of additional coursework.

( **Mesa** )

Liberal Arts and Sciences: Language Arts and Humanities-Chinese \*Active\*;  
**Associate of Arts Degree**

Select a minimum of 3 units:

( **Mesa** )

Liberal Arts and Sciences: Language Arts and Humanities-French \*Active\*;  
**Associate of Arts Degree**

Select a minimum of 3 units:

( **Mesa** )

Liberal Arts and Sciences: Language Arts and Humanities-German \*Active\*;  
**Associate of Arts Degree**

Select a minimum of 3 units:

( **Mesa** )

Liberal Arts and Sciences: Language Arts and Humanities-Italian \*Active\*;  
**Associate of Arts Degree**

Select a minimum of 3 units

( **Mesa** )

Liberal Arts and Sciences: Language Arts and Humanities-Japanese \*Active\*;  
**Associate of Arts Degree**

Select a minimum of 3 units:

( **Mesa** )

Liberal Arts and Sciences: Language Arts and Humanities-Russian \*Active\*;  
**Associate of Arts Degree**

Select a minimum of 3 units:

( Mesa )

Liberal Arts and Sciences: Language Arts and Humanities-Spanish \*Active\*;  
**Associate of Arts Degree**

Select a minimum of 3 units:

( Mesa )

Liberal Arts and Sciences: Language Arts and Humanities-Vietnamese \*Active\*;  
**Associate of Arts Degree**

Select a minimum of 3 units:

( Mesa )

Liberal Arts and Sciences: Language Arts and Humanities-Vietnamese \*Approved\*;  
**Associate of Arts Degree**

Select a minimum of 3 units:

# SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY , MESA AND MIRAMAR COLLEGES

## Course Outline of Record: Curriculum Proposal Report

### SECTION I

- I. **Subject Area:** Communication Studies
- II. **Course Number:** 170
- III. **Course Title:** Small Group Communication
- IV. **Disciplines (Instructor Minimum Qualifications):** Communication Studies
- V.
- VI. **Family:**
- VII. **Current Short Title:** Small Group Communication
- 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:** 01/25/2023
- XIII. **Proposed Start Semester:** Summer 2023
- XIV. **Field Trip:** May be required
- XV. **Grading Option:** Letter Grade or Pass/No Pass Option
- XVI. **Current Short Description:** Communication skills with small group/professional emphasis.

### SECTION II

#### COURSE ENROLLMENT INFORMATION

- I. **Requisites:**  
Advisory: COMS 103 with a grade of "C" or better, or equivalent.  
Limitation on Enrollment:: This course is not open to students with previous credit for SPEE 170
- 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 SPEE 170
- VI. **Additional Information:**
- VII. **Additional Textbook Information:** Texts are latest editions as of 3/4/2020

#### COURSE ANALYSIS DATA

- I. **Reason for Proposed Action:** Revise Mesa DE verbiage for currency.
- 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:** None.
- VI. **Library Resource Materials:** No new resources required.

#### GENERAL EDUCATION ANALYSIS

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

A1 Area A. English Language Communication and Critical Thinking - Oral Communication

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

A2 Language and Rationality - Communication & Analytical Thinking

##### **IGETC:**

Area 1. English Communication - 1C: Oral Communication(CSU requirement only)

**UC Transfer Course:**

Yes

**REQUISITES ANALYSIS**

**Able to give a speech.**

- I. Course: COMS 103 Apply ethical practices in the composition and delivery of speeches.
- II. Course: COMS 103 Apply effective and ethical listening practices to analyze speeches and other communicative interactions.
- III. Course: COMS 103 Choose an appropriate topic and formulate an appropriate purpose statement and effective central idea.
- IV. Course: COMS 103 Explain the role of audience analysis in the speechmaking process.
- V. Course: COMS 103 Use the library and Internet to identify research to use in speeches.
- VI. Course: COMS 103 Create references pages (i.e. bibliographies).
- VII. Course: COMS 103 Select the appropriate organizational structure for a given speech type.
- VIII. Course: COMS 103 Construct a preparation and speaking outline.
- IX. Course: COMS 103 Use source citations, evidence and reason in written documentation and oral delivery of speeches.
- X. Course: COMS 103 Employ effective vocal and physical behaviors while delivering a speech.
- XI. Course: COMS 103 Choose appropriate and engaging language for speeches.
- XII. Course: COMS 103 Compose and deliver an effective informative speech.
- XIII. Course: COMS 103 Compose and deliver an effective persuasive speech.
- XIV. Course: COMS 103 Create and use visual aids for various speeches.

**SECTION III**

**COURSE DISTANCE EDUCATION INFORMATION**

- I. **MIRAMAR**
- II. **Distance Education Methods of Instruction:** 1. Fully Online
- III. **Other Distance Education Methods:** Students must lead at least one synchronous group discussion and participate in at least two synchronous group discussions. In addition, students must deliver at least one presentation in a video format (synchronously or asynchronously).
- IV. **Type and frequency of contact may include, but is not limited to:**
  - 1. Announcements  
weekly
  - 2. Collaborative Web Documents  
as assigned
  - 3. Conferencing  
students lead at least one synchronous group discussion and participate in at least two synchronous group discussions
  - 4. Discussion Board  
at least three times during the term with the instructor and with other students
  - 5. Email/Message System  
as needed
  - 6. Group Meetings  
as assigned
  - 7. Individual Meetings  
as assigned
  - 8. Individualized Assignment Feedback  
as assigned
  - 9. Synchronous or Asynchronous Video  
students deliver at least one presentation
  - 10. Telephone Contact  
as needed
- 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 leading and participating in group discussions,

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, leading and participating in group discussions, video presentation, 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

**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. Telephone Contact

as needed

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

XIII. **List of Techniques:** Students interact with each other and the instructor in ways that mirror the traditional classroom; only the delivery system is altered. These methods include one-on-one communication with the instructor and with other students via e-mail, the announcement system, the discussion board, or other tools. Students also demonstrate an understanding and integration of course concepts via formal speeches delivered in a live video format (synchronously or asynchronously), speech analysis and feedback, group projects, asynchronous class discussions, 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, formal speeches delivered in the presence of others in a video format, writing assignments, and/or group or individual projects posted to the discussion board or other online collaboration tool.

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

2. Chat Rooms

as assigned

3. Collaborative Web Documents

as assigned

4. Conferencing

weekly and as needed

5. Discussion Board

at least three times during the term with the instructor and with other students

6. Email/Message System

as needed

7. Field Trips  
as assigned
8. Group Meetings  
as assigned
9. Individual Meetings  
as needed
10. Individualized Assignment Feedback  
as assigned
11. Other (enter details in Frequency field)  
individual or group projects as assigned
12. Synchronous or Asynchronous Video  
as assigned
13. Telephone Contact  
as needed

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 including formal speeches delivered in a video format (synchronously or asynchronously), speech analysis, and feedback.

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

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

#### SECTION IV

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

##### CITY

- The student will research, organize, and present a developed viewpoint

##### MESA

- Students will be able to demonstrate ability to report and/or explain oral and written information appropriately. Students will also demonstrate a basic understanding of Roberts' Rules of Order.
- Ability to analyze problems, conceptualize theses, develop arguments, weigh evidence, and derive conclusions. Students will be able to discern the differences between decision making and problem solving.
- Ability to analyze one's own actions, to see others' perspectives and to work effectively in groups.

##### MIRAMAR

#### SECTION V

##### COURSE DATA ADMINISTRATION ELEMENTS

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

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

**TOP Code:** 1506.00 Speech Communication

**SAM Code:** E - Non Occupational

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

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

**Course Program Status (CB24):** Program-applicable

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

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

**Major Restriction Code:** NONE

**II. Lect Units:** 3.00

**Total Units:** 3

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

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

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

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

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

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

**FTEF Lecture Min:** 0.2000 **Max:**

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

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

**III. Last Time Pre/Co Requisite Update:** 01/25/2023

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

**V. CIC Approval:**

**VI. BOT Approval:**

**VII. State Approval:**

**VIII. Revised State Approval:**

**IX. Course Approval Effective Date:**

## SECTION VI

### CREDIT FOR PRIOR LEARNING

## Previous Report

COMS 170

CIC Approval: 12/09/2021  
BOT APPROVAL:  
STATE APPROVAL:  
EFFECTIVE TERM: Spring 2022

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

#### SECTION I

**SUBJECT AREA AND COURSE NUMBER:** Communication Studies 170

**COURSE TITLE:**

Small Group Communication

**Units:**

3

Letter Grade or Pass/No Pass Option

**CATALOG COURSE DESCRIPTION:**

This course is a study of the concepts and theories related to group formation and development, and basic group communication dynamics. Students lead and participate in various forms of group discussion and activities. This course is designed for communication studies and business majors as well as for anyone interested in working effectively in small group settings.

**REQUISITES:**

**Advisory:**

COMS 103 with a grade of "C" or better, or equivalent

**Limitation on Enrollment:**

This course is not open to students with previous credit for SPEE 170

**FIELD TRIP REQUIREMENTS:**

May be required

**TRANSFER APPLICABILITY:**

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

**CID:**

COMM 140

**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. Identify various types of small groups and describe their purposes.
2. Apply oral presentation skills in various group scenario.
3. Assess one's own ability to participate in various small group scenarios.
4. Identify and explain problem solving and decision making methods.
5. Distinguish between problem solving and decision making.
6. Illustrate characteristics of specific roles in various group scenarios.

## Current Report

COMS 170

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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3. Assess one's own ability to participate in various small group scenarios.
4. Identify and explain problem solving and decision making methods.
5. Distinguish between problem solving and decision making.
6. Illustrate characteristics of specific roles in various group scenarios.
7. Recognize and analyze power dynamics in groups.
8. Apply Robert's Rules of Order in small group meetings.

7. Recognize and analyze power dynamics in groups.
8. Apply Robert's Rules of Order in small group meetings.
9. Identify potential conflicts within small groups and diffuse them when necessary.
10. Define leadership skills as they relate to small group participation.
11. Illustrate proper business communication etiquette within the small group context.
12. Analyze the benefits and challenges of the use of technology in groups.

## 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. Types and purpose of small groups

- A. Panels
- B. Symposiums
- C. Forums
- D. Government groups
- E. Ad hoc
- F. Task
- G. Standing

##### II. Problem solving and decision making

- A. Methods
- B. Differences between problem solving and decision making
- C. Experts versus groups

##### III. Roles inside groups

- A. Formal roles
  1. Task roles
  2. Maintenance roles
  3. Leadership
    - a. Effective
    - b. Ineffective
- B. Informal roles
  1. Task roles
  2. Maintenance roles
  3. Leadership
    - a. Effective
    - b. Ineffective
- C. Dysfunction roles
- D. Power dynamics

##### IV. Robert's Rules of Order

- A. Parliamentary procedures
- B. Leadership responsibilities
- C. Definitions
- D. Motions
- E. Quorum
- F. Voting
- G. Agenda
- H. Minutes

##### V. Conflict management

- A. Leadership skills
- B. Intercultural communication
- C. Interpersonal communication
- D. Relationship rules

##### VI. Technology and small groups

- A. Impact of technology on small groups
- B. Technological resources and tools

#### B. Reading Assignments:

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

- I. Assigned textbook(s) related to small group communications.
- II. Scholarly articles from journals, such as:
  - A. Communication Monographs
  - B. Communication Research Reports
- III. Library research related to local and college issues.

#### C. Writing Assignments:

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

9. Identify potential conflicts within small groups and diffuse them when necessary.
10. Define leadership skills as they relate to small group participation.
11. Illustrate proper business communication etiquette within the small group context.
12. Analyze the benefits and challenges of the use of technology in groups.

## SECTION II

### 1. COURSE OUTLINE AND SCOPE:

#### A. Outline Of Topics:

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##### II. Problem solving and decision making

- A. Methods
- B. Differences between problem solving and decision making
- C. Experts versus groups

##### III. Roles inside groups

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  1. Task roles
  2. Maintenance roles
  3. Leadership
    - a. Effective
    - b. Ineffective
- B. Informal roles
  1. Task roles
  2. Maintenance roles
  3. Leadership
    - a. Effective
    - b. Ineffective
- C. Dysfunction roles
- D. Power dynamics

##### IV. Robert's Rules of Order

- A. Parliamentary procedures
- B. Leadership responsibilities
- C. Definitions
- D. Motions
- E. Quorum
- F. Voting
- G. Agenda
- H. Minutes

##### V. Conflict management

- A. Leadership skills
- B. Intercultural communication
- C. Interpersonal communication
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##### VI. Technology and small groups

- A. Impact of technology on small groups
- B. Technological resources and tools

#### B. Reading Assignments:

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- II. Scholarly articles from journals, such as:
  - A. Communication Monographs
  - B. Communication Research Reports
- III. Library research related to local and college issues.

#### C. Writing Assignments:

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

- I. Research report related to local and/or college issues.

- I. Research report related to local and/or college issues.
- II. Agenda and minutes.
- III. Brief essays that apply the fundamental concepts of working in small groups.

**D. Appropriate Outside Assignments:**

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

- I. Research related to local and/or college issues.
- II. Interviews and surveys designed to determine details related to local and/or college issues.
- III. Preparation for in-class planning sessions.
- IV. Research report and presentation.

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

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

- I. Apply reasoning skills to meetings as both leader and follower.
- II. Apply theories related to group formation and development to practical situations.
- III. Apply leadership theories to participation in small groups.
- IV. Deconstruct scholarly articles in order to evaluate and confirm researchers' hypotheses.
- V. Collaborate with peers to develop an original project and presentation.

**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. Research report
- III. Planning session
- IV. Project analysis
- V. Essays
- VI. Class participation
- VII. Group presentation

**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

**4. REQUIRED TEXTS AND SUPPLIES:**

Textbooks may include, but are not limited to:

**TEXTBOOKS:**

1. Beebe, Steven A. and John T. Masterson. Communicating in Small Groups: Principles and Practices, 12th ed. Pearson, 2020, ISBN: 9780134636177
2. Engleberg, Isa R. and Dianna R. Wynn. Working in Groups, 7th ed. Pearson, 2016, ISBN: 9780134415529
3. Robert McConnell Productions. Webster's New World Robert's Rules of Order Simplified and Applied, 3rd ed. Houghton Mifflin Harcourt, 2014, ISBN: 9780544236035

**MANUALS:**

**PERIODICALS:**

**SOFTWARE:**

**SUPPLIES:**

- II. Agenda and minutes.
- III. Brief essays that apply the fundamental concepts of working in small groups.

**D. Appropriate Outside Assignments:**

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

- I. Research related to local and/or college issues.
- II. Interviews and surveys designed to determine details related to local and/or college issues.
- III. Preparation for in-class planning sessions.
- IV. Research report and presentation.

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

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

- I. Apply reasoning skills to meetings as both leader and follower.
- II. Apply theories related to group formation and development to practical situations.
- III. Apply leadership theories to participation in small groups.
- IV. Deconstruct scholarly articles in order to evaluate and confirm researchers' hypotheses.
- V. Collaborate with peers to develop an original project and presentation.

**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. Research report
- III. Planning session
- IV. Project analysis
- V. Essays
- VI. Class participation
- VII. Group presentation

**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

**4. REQUIRED TEXTS AND SUPPLIES:**

Textbooks may include, but are not limited to:

**TEXTBOOKS:**

1. Beebe, Steven A. and John T. Masterson. Communicating in Small Groups: Principles and Practices, 12th ed. Pearson, 2020, ISBN: 9780134636177
2. Engleberg, Isa R. and Dianna R. Wynn. Working in Groups, 7th ed. Pearson, 2016, ISBN: 9780134415529
3. Robert McConnell Productions. Webster's New World Robert's Rules of Order Simplified and Applied, 3rd ed. Houghton Mifflin Harcourt, 2014, ISBN: 9780544236035

**MANUALS:**

**PERIODICALS:**

**SOFTWARE:**

**SUPPLIES:**

**ORIGINATOR:** Bryan Malinis  
**ORIGINATION DATE:** 08/11/2021  
**PROPOSAL ORIGINATOR:** Bryan Malinis  
**CO-CONTRIBUTOR(S)**  
**PROPOSAL DATE:** 01/25/2023

**CO-CONTRIBUTOR(S)**

**DATE: 08/11/2021**

Date Printed: 03/9/2023

Status: Active

Date Printed: 03/9/2023

# Previous Report

SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY , MESA AND MIRAMAR COLLEGES

Course Outline of Record:  
Curriculum Proposal Report

## SECTION I

- I. **Subject Area:** Communication Studies
- II. **Course Number:** 170
- III. **Course Title:** Small Group Communication
- IV. **Disciplines (Instructor Minimum Qualifications):** Communication Studies
- V.
- VI. **Family:**
- VII. **Current Short Title:** Small Group Communication
- VIII. **Course Is Active/Where?** CITY , MESA AND MIRAMAR
- IX. **Originating Campus:** MESA
- X. **Action Proposed:** Course Revision (May Include Activation)
- XI. **Distance Education Proposed At:** Miramar , Mesa and City
- XII. **Proposal Originating Date:** 08/11/2021
- XIII. **Proposed Start Semester:** Spring 2022
- XIV. **Field Trip:** May be required
- XV. **Grading Option:** Letter Grade or Pass/No Pass Option
- XVI. **Current Short Description:** Communication skills with small group/professional emphasis.

## SECTION II

### COURSE ENROLLMENT INFORMATION

- I. **Requisites:**  
Advisory: COMS 103 with a grade of "C" or better, or equivalent.  
Limitation on Enrollment:: This course is not open to students with previous credit for SPEE 170
- 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 SPEE 170
- VI. **Additional Information:**
- VII. **Additional Textbook Information:** Texts are latest editions as of 3/4/2020

### COURSE ANALYSIS DATA

- I. **Reason for Proposed Action:** Mesa Distance Ed Only - Revise from Emergency Only to Fully Online.
- 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:** None.
- VI. **Library Resource Materials:** No new resources required.

### GENERAL EDUCATION ANALYSIS

**CSU General Education:**  
A1 Area A. English Language Communication and Critical Thinking - Oral Communication

**District General Education:**  
A2 Language and Rationality - Communication & Analytical Thinking

# Current Report

SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY , MESA AND MIRAMAR COLLEGES

Course Outline of Record:  
Curriculum Proposal Report

## SECTION I

- I. **Subject Area:** Communication Studies
- II. **Course Number:** 170
- III. **Course Title:** Small Group Communication
- IV. **Disciplines (Instructor Minimum Qualifications):** Communication Studies
- V.
- VI. **Family:**
- VII. **Current Short Title:** Small Group Communication
- 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:** 01/25/2023
- XIII. **Proposed Start Semester:** Summer 2023
- XIV. **Field Trip:** May be required
- XV. **Grading Option:** Letter Grade or Pass/No Pass Option
- XVI. **Current Short Description:** Communication skills with small group/professional emphasis.

## SECTION II

### COURSE ENROLLMENT INFORMATION

- I. **Requisites:**  
Advisory: COMS 103 with a grade of "C" or better, or equivalent.  
Limitation on Enrollment:: This course is not open to students with previous credit for SPEE 170
- 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 SPEE 170
- VI. **Additional Information:**
- VII. **Additional Textbook Information:** Texts are latest editions as of 3/4/2020

### COURSE ANALYSIS DATA

- I. **Reason for Proposed Action:** Revise Mesa DE verbiage for currency.
- 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:** None.
- VI. **Library Resource Materials:** No new resources required.

### GENERAL EDUCATION ANALYSIS

**CSU General Education:**  
A1 Area A. English Language Communication and Critical Thinking - Oral Communication

**District General Education:**  
A2 Language and Rationality - Communication & Analytical Thinking

## IGETC:

Area 1. English Communication - 1C: Oral Communication(CSU requirement only)

### UC Transfer Course:

Yes

### REQUISITES ANALYSIS

Able to give a speech.

- I. Course: COMS 103 Apply ethical practices in the composition and delivery of speeches.
- II. Course: COMS 103 Apply effective and ethical listening practices to analyze speeches and other communicative interactions.
- III. Course: COMS 103 Choose an appropriate topic and formulate an appropriate purpose statement and effective central idea.
- IV. Course: COMS 103 Explain the role of audience analysis in the speechmaking process.
- V. Course: COMS 103 Use the library and Internet to identify research to use in speeches.
- VI. Course: COMS 103 Create references pages (i.e. bibliographies).
- VII. Course: COMS 103 Select the appropriate organizational structure for a given speech type.
- VIII. Course: COMS 103 Construct a preparation and speaking outline.
- IX. Course: COMS 103 Use source citations, evidence and reason in written documentation and oral delivery of speeches.
- X. Course: COMS 103 Employ effective vocal and physical behaviors while delivering a speech.
- XI. Course: COMS 103 Choose appropriate and engaging language for speeches.
- XII. Course: COMS 103 Compose and deliver an effective informative speech.
- XIII. Course: COMS 103 Compose and deliver an effective persuasive speech.
- XIV. Course: COMS 103 Create and use visual aids for various speeches.

### SECTION III

#### COURSE DISTANCE EDUCATION INFORMATION

##### **I. MIRAMAR**

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

**III. Other Distance Education Methods:** Students must lead at least one synchronous group discussion and participate in at least two synchronous group discussions. In addition, students must deliver at least one presentation in a video format (synchronously or asynchronously).

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

- 1. Announcements weekly
- 2. Collaborative Web Documents as assigned
- 3. Conferencing  
students lead at least one synchronous group discussion and participate in at least two synchronous group discussions
- 4. Discussion Board  
at least three times during the term with the instructor and with other students
- 5. Email/Message System as needed
- 6. Group Meetings as assigned
- 7. Individual Meetings as assigned
- 8. Individualized Assignment Feedback as assigned
- 9. Synchronous or Asynchronous Video  
students deliver at least one presentation
- 10. Telephone Contact as needed

**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 leading and participating in group discussions, asynchronous class discussion, and/or other assignments.

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

## IGETC:

Area 1. English Communication - 1C: Oral Communication(CSU requirement only)

### UC Transfer Course:

Yes

### REQUISITES ANALYSIS

Able to give a speech.

- I. Course: COMS 103 Apply ethical practices in the composition and delivery of speeches.
- II. Course: COMS 103 Apply effective and ethical listening practices to analyze speeches and other communicative interactions.
- III. Course: COMS 103 Choose an appropriate topic and formulate an appropriate purpose statement and effective central idea.
- IV. Course: COMS 103 Explain the role of audience analysis in the speechmaking process.
- V. Course: COMS 103 Use the library and Internet to identify research to use in speeches.
- VI. Course: COMS 103 Create references pages (i.e. bibliographies).
- VII. Course: COMS 103 Select the appropriate organizational structure for a given speech type.
- VIII. Course: COMS 103 Construct a preparation and speaking outline.
- IX. Course: COMS 103 Use source citations, evidence and reason in written documentation and oral delivery of speeches.
- X. Course: COMS 103 Employ effective vocal and physical behaviors while delivering a speech.
- XI. Course: COMS 103 Choose appropriate and engaging language for speeches.
- XII. Course: COMS 103 Compose and deliver an effective informative speech.
- XIII. Course: COMS 103 Compose and deliver an effective persuasive speech.
- XIV. Course: COMS 103 Create and use visual aids for various speeches.

### SECTION III

#### COURSE DISTANCE EDUCATION INFORMATION

##### **I. MIRAMAR**

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

**III. Other Distance Education Methods:** Students must lead at least one synchronous group discussion and participate in at least two synchronous group discussions. In addition, students must deliver at least one presentation in a video format (synchronously or asynchronously).

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

- 1. Announcements weekly
- 2. Collaborative Web Documents as assigned
- 3. Conferencing  
students lead at least one synchronous group discussion and participate in at least two synchronous group discussions
- 4. Discussion Board  
at least three times during the term with the instructor and with other students
- 5. Email/Message System as needed
- 6. Group Meetings as assigned
- 7. Individual Meetings as assigned
- 8. Individualized Assignment Feedback as assigned
- 9. Synchronous or Asynchronous Video  
students deliver at least one presentation
- 10. Telephone Contact as needed

**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 leading and participating in group discussions, 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, leading and participating in group discussions, video presentation, 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

**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. Telephone Contact  
as needed

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

**XIII. List of Techniques:** COMS 170: Overall, the primary objectives of this course relate to helping students develop and improve the communicative skills needed to navigate small group work and small group projects. Written assignments and lectures can be accommodated through the course's Learning Management Platform. Televideo conferencing has been commonplace in both business and academic environment for many years. In the event of DE, students can continue to work on group projects through televideo conferencing, LMP messaging, and email. 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. 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

2. Chat Rooms  
as assigned

3. Collaborative Web Documents  
as assigned

4. Conferencing  
weekly and as needed

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

6. Email/Message System

objectives. These include performance on objective examinations administered via the assessment tool, leading and participating in group discussions, video presentation, 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

**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. Telephone Contact  
as needed

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

**XIII. List of Techniques:** Students interact with each other and the instructor in ways that mirror the traditional classroom; only the delivery system is altered. These methods include one-on-one communication with the instructor and with other students via e-mail, the announcement system, the discussion board, or other tools. Students also demonstrate an understanding and integration of course concepts via formal speeches delivered in a live video format (synchronously or asynchronously), speech analysis and feedback, group projects, asynchronous class discussions, 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, formal speeches delivered in the presence of others in a video format, writing assignments, and/or group or individual projects posted to the discussion board or other online collaboration tool.

**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

2. Chat Rooms  
as assigned

3. Collaborative Web Documents  
as assigned

4. Conferencing  
weekly and as needed

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

6. Email/Message System

- as needed
- 7. Field Trips
  - as assigned
- 8. Group Meetings
  - as assigned
- 9. Individual Meetings
  - as needed
- 10. Individualized Assignment Feedback
  - as assigned
- 11. Other (enter details in Frequency field)
  - individual or group projects as assigned
- 12. Synchronous or Asynchronous Video
  - as assigned
- 13. Telephone Contact
  - as needed

**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 including formal speeches delivered in a video format (synchronously or asynchronously), speech analysis, and feedback.

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

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

#### SECTION IV

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

##### CITY

- The student will research, organize, and present a developed viewpoint

##### MESA

- Students will be able to demonstrate ability to report and/or explain oral and written information appropriately. Students will also demonstrate a basic understanding of Roberts' Rules of Order.
- Ability to analyze problems, conceptualize theses, develop arguments, weigh evidence, and derive conclusions. Students will be able to discern the differences between decision making and problem solving.
- Ability to analyze one's own actions, to see others' perspectives and to work effectively in groups.

##### MIRAMAR

#### SECTION V

##### COURSE DATA ADMINISTRATION ELEMENTS

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

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

**TOP Code:** 1506.00 Speech Communication

**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

- as needed
- 7. Field Trips
  - as assigned
- 8. Group Meetings
  - as assigned
- 9. Individual Meetings
  - as needed
- 10. Individualized Assignment Feedback
  - as assigned
- 11. Other (enter details in Frequency field)
  - individual or group projects as assigned
- 12. Synchronous or Asynchronous Video
  - as assigned
- 13. Telephone Contact
  - as needed

**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 including formal speeches delivered in a video format (synchronously or asynchronously), speech analysis, and feedback.

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

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

#### SECTION IV

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

##### CITY

- The student will research, organize, and present a developed viewpoint

##### MESA

- Students will be able to demonstrate ability to report and/or explain oral and written information appropriately. Students will also demonstrate a basic understanding of Roberts' Rules of Order.
- Ability to analyze problems, conceptualize theses, develop arguments, weigh evidence, and derive conclusions. Students will be able to discern the differences between decision making and problem solving.
- Ability to analyze one's own actions, to see others' perspectives and to work effectively in groups.

##### MIRAMAR

#### SECTION V

##### COURSE DATA ADMINISTRATION ELEMENTS

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

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

**TOP Code:** 1506.00 Speech Communication

**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

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: 08/11/2021

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

V. CIC Approval: 12/09/2021

VI. BOT Approval:

VII. State Approval:

VIII. Revised State Approval:

IX. Course Approval Effective Date: Spring 2022

#### SECTION VI

#### CREDIT FOR PRIOR LEARNING

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: 01/25/2023

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

V. CIC Approval:

VI. BOT Approval:

VII. State Approval:

VIII. Revised State Approval:

IX. Course Approval Effective Date:

#### SECTION VI

#### CREDIT FOR PRIOR LEARNING

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

**SECTION I**

**SUBJECT AREA AND COURSE NUMBER:** Diesel Technology 210A

**COURSE TITLE:**  
Brakes, Final Drives and Steering Systems

**Units:**  
2  
Grade Only

**CATALOG COURSE DESCRIPTION:**

This course covers principles and practices in the operation and servicing of heavy equipment brakes, final drive systems, and steering systems. This course is designed for students interested in the off-highway diesel equipment industry.

**REQUISITES:**

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

**Limitation on Enrollment:**

This course is not open to students with previous credit for Diesel 210

**FIELD TRIP REQUIREMENTS:**

May be required

**TRANSFER APPLICABILITY:**

Associate Degree Credit & transfer to CSU

**CID:**

**TOTAL LECTURE HOURS:**

16 - 18

**TOTAL LAB HOURS:**

48 - 54

**TOTAL CONTACT HOURS:**

64 - 72

**OUTSIDE-OF-CLASS HOURS:**

32 - 36

**TOTAL STUDENT LEARNING HOURS:**

96 - 108

**STUDENT LEARNING OBJECTIVES:**

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

1. Demonstrate basic machine safety procedures.
2. Operate machine controls.
3. Describe the purpose and operation of: direct drive axles; single and double reduction axles; single and double reduction planetary gears; machine braking systems; brake control systems; steering clutches; and steering clutch control systems.
4. Evaluate and repair direct drive axles; single and double reduction axles; double reduction planetary gears; machine braking systems; brake control systems; steering clutches; and steering clutch control systems.
5. Adjust brake control systems and steering clutches.

## **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. Introduction to track-type machines
  - A. Machine controls
  - B. Machine safety
- II. Direct drive-type axles
  - A. Purpose
  - B. Operation
  - C. Repair
- III. Single & Double reduction planetary-type drive axles
  - A. Purpose
  - B. Operation
  - C. Repair
- IV. Braking systems & their controls
  - A. Purpose
  - B. Operation
  - C. Adjustments
  - D. Repair
- V. Steering clutches & their control systems
  - A. Purpose
  - B. Operation
  - C. Types
  - D. Repair

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

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

- I. Chapters from course textbook(s).
- II. Articles related to diesel repair in professional journals such as Service Tech, Diesel Progress, Commercial Carrier Journal (CCJ), Utility Fleet, Fleet Owner, or Transportation Equipment News.
- III. Reports, repair manuals, online resources, or laboratory guides associated with diesel technology.

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

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

- I. Shop notebook/ lab task-sheets.
- II. Written report on powershift power flow.
- III. Short essays about related topics such as the operation and servicing of heavy equipment brakes, final drive systems, and steering systems.

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

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

- I. Conducting research relating to equipment brakes, final drives, and steering updates at Caterpillar websites.
- II. Completing all reading and writing assignments, including a shop notebook and an equipment brake system safety report.
- III. Completing a field assignment report on a site visit to a local Caterpillar equipment repair shop.

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

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

- I. Analyzing methods learned in class and utilizing appropriate methods for completing laboratory tasks.
- II. Evaluating and recording the serviceability of heavy equipment brakes, final drives, and steering system components.
- III. Formulating repair plans for heavy equipment brakes, final drives, and steering system components.
- IV. Calculating and solving mathematical problems.

**2. METHODS OF EVALUATION:**

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

- I. Manipulative skills as needed to complete laboratory assignments satisfactorily.
- II. Application of theory to laboratory assignments.
- III. Written, oral, and/or practical examinations.
- IV. Out-of-class assignments including diesel machine reports and projects.
- V. Class discussion.
- VI. Attendance per current department policy.

**3. METHODS OF INSTRUCTION:**

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

- \* Audio-Visual
- \* Computer Assisted Instruction
- \* Lecture Discussion
- \* Lecture-Lab Combination
- \* Other (Specify)
  - \* A. Demonstration.
  - \* B. Field trips or field assignments.
  - \* C. Laboratory assignments utilizing specifically planned instructional activities.

**4. REQUIRED TEXTS AND SUPPLIES:**

Textbooks may include, but are not limited to:

**TEXTBOOKS:**

1. Duffy, Owen, Heard, Scott, and Wright, Gus. Mobile Heavy Equipment, 1st ed. Jones & Bartlett Learning, 2019, ISBN: 9781284112917

**MANUALS:**

**PERIODICALS:**

**SOFTWARE:**

**SUPPLIES:**

1. Safety glasses; OSHA approved with clear lenses
2. Appropriate clothing and footwear for shop work
3. Hearing protection; ear muffs or ear plugs

4. Work gloves; leather, mechanics, or nitrile gloves
5. Blue ink pen, #2 pencil, and spiral bound notebook
6. Calculator
7. Scantron answer sheets
8. 1GB or larger USB memory stick

**ORIGINATOR:** Daniel Willkie

**ORIGINATION DATE:** 03/14/2017

**PROPOSAL ORIGINATOR:** Daniel Willkie

**CO-CONTRIBUTOR(S)** Alex Stiller-Shulman, Duane Short, John Choe

**PROPOSAL DATE:** 09/05/2019

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

**COURSE TO BE PROPOSED: DIES 210A  
Brakes, Final Drives and Steering**

Systems **COURSE TO BE PROPOSED: DIES 210A Brakes, Final Drives and Steering Systems**

**ACTIVE/APPROVED COURSES IMPACTED:**

DIES 210A Brakes, Final Drives and Steering Systems (24963)

DIES 210 Brakes, Final Drives and Steering Systems (24963)

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

( **Miramar** )

Hawthorne Technician Apprenticeship (HTAP) \*Approved\*;  
**Certificate of Achievement**

Major Courses

( **Miramar** )

Hawthorne Technician Apprenticeship (HTAP) \*Approved\*;  
**Associate of Science Degree**

Major Courses

( **Miramar** )

Heavy Duty Transportation Technology (HDTT) (Day Program) \*Active\*;  
**Associate of Science Degree**

Recommended Electives:

( **Miramar** )

Heavy Equipment Powertrains \*Active\*;  
**Certificate of Performance**

Major Courses

( **Miramar** )

Heavy Equipment Technology (HET) (Day Program) \*Active\*;  
**Associate of Science Degree**

Courses Required for the Major:

( **Miramar** )

Heavy Equipment Technology (HET) (Day Program) \*Pending\*;  
**Associate of Science Degree**

Courses Required for the Major:

( **Miramar** )

Heavy Equipment Technology (HET) (Day Program) \*Active\*;  
**Certificate of Achievement**

Courses Required for the Major:

# SAN DIEGO COMMUNITY COLLEGE DISTRICT

## MIRAMAR COLLEGE

### Course Outline of Record: Curriculum Proposal Report

#### SECTION I

- I. **Subject Area:** Diesel Technology
- II. **Course Number:** 210A
- III. **Course Title:** Brakes, Final Drives and Steering Systems
- IV. **Disciplines (Instructor Minimum Qualifications):** Diesel Mechanics
- V.
- VI. **Family:**
- VII. **Current Short Title:** Brakes/Final Drives/Steering
- VIII. **Course Is Active/Where?** MIRAMAR
- IX. **Originating Campus:** MIRAMAR
- X. **Action Proposed:** Course Revision (May Include Activation)
- XI. **Distance Education Proposed At:** Miramar
- XII. **Proposal Originating Date:** 09/05/2019
- XIII. **Proposed Start Semester:** Fall 2022
- XIV. **Field Trip:** May be required
- XV. **Grading Option:** Grade Only
- XVI. **Current Short Description:** Heavy equipment brakes, final drive systems, and steering systems.

#### SECTION II

##### COURSE ENROLLMENT INFORMATION

- I. **Requisites:**  
Corequisite: Completion of or concurrent enrollment in: DIES 100 with a grade of "C" or better, or equivalent.  
Limitation on Enrollment:: This course is not open to students with previous credit for Diesel 210
- 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:** 2 year course review including entry skills revalidation. Including a reduction course units (approved by Diesel Advisory Committee) that reflects changes in the industry.
- 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 3. Major Requirement - Certificate of Performance
- V. **Extraordinary Cost to the College:** None..
- VI. **Library Resource Materials:** None..

##### GENERAL EDUCATION ANALYSIS

##### REQUISITES ANALYSIS

Demonstrated knowledge of diesel equipment maintenance

#### SECTION III

##### COURSE DISTANCE EDUCATION INFORMATION

- I. MIRAMAR

- II. **Distance Education Methods of Instruction:** 1. Online-Emergency Only
- III. **Other Distance Education Methods:** At least 60% of the in-class hours must be conducted in a face-to-face format. Extra electronic storage space may be required (e.g. for videos in Canvas).
- IV. **Type and frequency of contact may include, but is not limited to:**
1. Announcements  
weekly, either via the online “announcements” tool or during the face-to-face component of the course
  2. Chat Rooms  
as assigned
  3. Collaborative Web Documents  
as assigned
  4. Conferencing  
as assigned
  5. Discussion Board  
as assigned
  6. Email/Message System  
as needed
  7. Group Meetings  
at least 60% of the in-class hours must be conducted in a group face-to-face format
  8. Individual Meetings  
as needed
  9. Individualized Assignment Feedback  
as assigned
  10. Synchronous or Asynchronous Video  
at least 20% of the online component of the course must be conducted via synchronous group video
  11. Telephone Contact  
as needed
- V. **List of Techniques:** During the required face-to-face and synchronous portions of the course students will interact with each other and with the instructor in the traditional classroom manner. The asynchronous online portion of the course may also include one-on-one communication with the instructor and with other students via email, the announcement system, the discussion board, or other tools.
- VI. **How to Evaluate Students for Achieved Outcomes:** Multiple measures are used to assess student learning objectives. These may include performance on objective examinations, writing assignments, manipulative skills assignments, application of theory to laboratory assignments, or other kinds of evaluations.
- 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

## SECTION IV

### COURSE STUDENT LEARNING OUTCOME(S)

#### MIRAMAR

- The student will: Demonstrate a basic understanding of Brakes, Final Drives, and steering systems by: a. Identifying the major system Components. b. Identifying the location of major system components. c. Identifying the function of major system components.
- The student will: Demonstrate a basic understanding of Brakes, Final Drives, and steering systems by: a. Identifying the major system Components. b. Identifying the location of major system components. c. Identifying the function of major system components.
- The student will: Demonstrate the ability to overhaul Brakes, final drives, steering system Components.
- The student will: Demonstrate the ability to overhaul Brakes, final drives, steering system Components.
- The student will: Demonstrate the ability to remove and Reinstall system components.
- The student will: Demonstrate the ability to remove and Reinstall system components.

## SECTION V

## COURSE DATA ADMINISTRATION ELEMENTS

### **I. Codes:**

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

**TOP Code:** 0947.00 Diesel Technology

**SAM Code:** C - Clearly Occupational

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

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

**Course Program Status (CB24):** Program-applicable

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

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

**Major Restriction Code:** NONE

### **II. Lect Units:** 1.00

**Lab Units:** 1.00

**Total Units:** 2

**Lecture Hours Min:** 16.00 **Max:** 18.00

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

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

**Total Contact Hours Min:** 64.00 **Max:** 72.00

**Outside-of-Class Hours Min:** 32.00 **Max:** 36.00

**Total Student Learning Hours Min:** 96.00 **Max:** 108.00

**FTEF Lecture Min:** 0.0667 **Max:**

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

**FTEF Total Min:** 0.2667 **Max:**

### **III. Last Time Pre/Co Requisite Update:** 10/03/2019

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

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

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

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

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

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

## SECTION VI

### CREDIT FOR PRIOR LEARNING

**Previous Report**

DIES 210

CIC Approval: 10/26/2017  
BOT APPROVAL:  
STATE APPROVAL:  
EFFECTIVE TERM: Fall 2018

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

**SECTION I**

**SUBJECT AREA AND COURSE NUMBER:** Diesel Technology 210

**COURSE TITLE:**

Brakes, Final Drives and Steering Systems

**Units:**

3

Grade Only

**CATALOG COURSE DESCRIPTION:**

This course covers principles and practices in the operation and servicing of heavy equipment brakes, final drive systems, and steering systems. This course is designed for students interested in the off-highway diesel equipment industry.

**REQUISITES:**

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

**FIELD TRIP REQUIREMENTS:**

May be required

**TRANSFER APPLICABILITY:**

Associate Degree Credit & transfer to CSU

**CID:**

**TOTAL LECTURE HOURS:**

32 - 36

**TOTAL LAB HOURS:**

48 - 54

**TOTAL CONTACT HOURS:**

80 - 90

**OUTSIDE-OF-CLASS HOURS:**

64 - 72

**TOTAL STUDENT LEARNING HOURS:**

144 - 162

**STUDENT LEARNING OBJECTIVES:**

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

1. Demonstrate basic machine safety procedures.
2. Operate machine controls.
3. Describe the purpose and operation of: direct drive axles; single and double reduction axles; single and double reduction planetary gears; machine braking systems; brake control systems; steering clutches; and steering clutch control systems.

**Current Report**

DIES 210A

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

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

**SECTION I**

**SUBJECT AREA AND COURSE NUMBER:** Diesel Technology 210A

**COURSE TITLE:**

Brakes, Final Drives and Steering Systems

**Units:**

2

Grade Only

**CATALOG COURSE DESCRIPTION:**

This course covers principles and practices in the operation and servicing of heavy equipment brakes, final drive systems, and steering systems. This course is designed for students interested in the off-highway diesel equipment industry.

**REQUISITES:**

**Corequisite: Completion of or concurrent enrollment in:**  
DIES 100 with a grade of "C" or better, or equivalent  
**Limitation on Enrollment:**  
This course is not open to students with previous credit for Diesel 210

**FIELD TRIP REQUIREMENTS:**

May be required

**TRANSFER APPLICABILITY:**

Associate Degree Credit & transfer to CSU

**CID:**

**TOTAL LECTURE HOURS:**

16 - 18

**TOTAL LAB HOURS:**

48 - 54

**TOTAL CONTACT HOURS:**

64 - 72

**OUTSIDE-OF-CLASS HOURS:**

32 - 36

**TOTAL STUDENT LEARNING HOURS:**

96 - 108

**STUDENT LEARNING OBJECTIVES:**

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

1. Demonstrate basic machine safety procedures.
2. Operate machine controls.
3. Describe the purpose and operation of: direct drive axles; single and double reduction axles; single and double reduction planetary gears; machine braking systems; brake control systems; steering clutches; and steering clutch control systems.
4. Evaluate and repair direct drive axles; single and double reduction axles; double reduction planetary gears;

4. Evaluate and repair direct drive axles; single and double reduction axles; double reduction planetary gears; machine braking systems; brake control systems; steering clutches; and steering clutch control systems.
5. Adjust brake control systems and steering clutches.

## 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. Introduction to track-type machines
  - A. Machine controls
  - B. Machine safety
- II. Direct drive-type axles
  - A. Purpose
  - B. Operation
  - C. Types
  - D. Repair
- III. Single reduction planetary-type drive axles
  - A. Purpose
  - B. Operation
  - C. Types
  - D. Repair
- IV. Double reduction planetary-type drive axles
  - A. Purpose
  - B. Operation
  - C. Types
  - D. Repair
- V. Braking systems
  - A. Purpose
  - B. Operation
  - C. Types
  - D. Repair
- VI. Brake control systems
  - A. Purpose
  - B. Operation
  - C. Types
  - D. Adjustments
  - E. Repair
- VII. Steering clutches
  - A. Purpose
  - B. Operation
  - C. Types
  - D. Adjustments
  - E. Repair
- VIII. Steering control systems
  - A. Purpose
  - B. Operation
  - C. Types
  - D. Repair

#### B. Reading Assignments:

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

- I. Chapters from course textbook(s).
- II. Articles related to diesel repair in professional journals such as Service Tech, Diesel Progress, Commercial Carrier Journal (CCJ), Utility Fleet, Fleet Owner, or Transportation Equipment News.
- III. Reports, repair manuals, online resources, or laboratory guides associated with diesel technology.

#### C. Writing Assignments:

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

- I. Shop notebook/ lab task-sheets.
- II. Written report on powershift power flow.
- III. Short essays about related topics such as the operation and servicing of heavy equipment brakes, final drive systems, and steering systems.

#### D. Appropriate Outside Assignments:

- machine braking systems; brake control systems; steering clutches; and steering clutch control systems.
5. Adjust brake control systems and steering clutches.

## 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. Introduction to track-type machines
  - A. Machine controls
  - B. Machine safety
- II. Direct drive-type axles
  - A. Purpose
  - B. Operation
  - C. Repair
- III. Single & Double reduction planetary-type drive axles
  - A. Purpose
  - B. Operation
  - C. Repair
- IV. Braking systems & their controls
  - A. Purpose
  - B. Operation
  - C. Adjustments
  - D. Repair
- V. Steering clutches & their control systems
  - A. Purpose
  - B. Operation
  - C. Types
  - D. Repair

#### B. Reading Assignments:

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

- I. Chapters from course textbook(s).
- II. Articles related to diesel repair in professional journals such as Service Tech, Diesel Progress, Commercial Carrier Journal (CCJ), Utility Fleet, Fleet Owner, or Transportation Equipment News.
- III. Reports, repair manuals, online resources, or laboratory guides associated with diesel technology.

#### C. Writing Assignments:

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

- I. Shop notebook/ lab task-sheets.
- II. Written report on powershift power flow.
- III. Short essays about related topics such as the operation and servicing of heavy equipment brakes, final drive systems, and steering systems.

#### D. Appropriate Outside Assignments:

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

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

- I. Conducting research relating to equipment brakes, final drives, and steering updates at Caterpillar websites.
- II. Completing all reading and writing assignments, including a shop notebook and an equipment brake system safety report.
- III. Completing a field assignment report on a site visit to a local Caterpillar equipment repair shop.

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

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

- I. Analyzing methods learned in class and utilizing appropriate methods for completing laboratory tasks.
- II. Evaluating and recording the serviceability of heavy equipment brakes, final drives, and steering system components.
- III. Formulating repair plans for heavy equipment brakes, final drives, and steering system components.
- IV. Calculating and solving mathematical problems.

**2. METHODS OF EVALUATION:**

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

- I. Manipulative skills as needed to complete laboratory assignments satisfactorily.
- II. Application of theory to laboratory assignments.
- III. Written, oral, and/or practical examinations.
- IV. Out-of-class assignments including diesel machine reports and projects.
- V. Class discussion.
- VI. Attendance per current department policy.

**3. METHODS OF INSTRUCTION:**

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

- \* Audio-Visual
- \* Computer Assisted Instruction
- \* Lecture Discussion
- \* Lecture-Lab Combination
- \* Other (Specify)
- \* A. Demonstration.
- \* B. Field trips or field assignments.
- \* C. Laboratory assignments utilizing specifically planned instructional activities.

**4. REQUIRED TEXTS AND SUPPLIES:**

Textbooks may include, but are not limited to:

**TEXTBOOKS:**

1. Huzij, Robert, Angelo Spano, and Sean Bennett. Modern Diesel Technology: Heavy Equipment Systems, 2nd ed. Delmar-Cengage Learning, 2014, ISBN: 9781133693369

**MANUALS:**

**PERIODICALS:**

**SOFTWARE:**

**SUPPLIES:**

1. Safety glasses; OSHA approved with clear lenses
2. Appropriate clothing and footwear for shop work
3. Hearing protection; ear muffs or ear plugs
4. Work gloves; leather, mechanics, or nitrile gloves
5. Blue ink pen, #2 pencil, and spiral bound notebook
6. Calculator
7. Scantron answer sheets
8. 1GB or larger USB memory stick

- I. Conducting research relating to equipment brakes, final drives, and steering updates at Caterpillar websites.
- II. Completing all reading and writing assignments, including a shop notebook and an equipment brake system safety report.
- III. Completing a field assignment report on a site visit to a local Caterpillar equipment repair shop.

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

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

- I. Analyzing methods learned in class and utilizing appropriate methods for completing laboratory tasks.
- II. Evaluating and recording the serviceability of heavy equipment brakes, final drives, and steering system components.
- III. Formulating repair plans for heavy equipment brakes, final drives, and steering system components.
- IV. Calculating and solving mathematical problems.

**2. METHODS OF EVALUATION:**

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

- I. Manipulative skills as needed to complete laboratory assignments satisfactorily.
- II. Application of theory to laboratory assignments.
- III. Written, oral, and/or practical examinations.
- IV. Out-of-class assignments including diesel machine reports and projects.
- V. Class discussion.
- VI. Attendance per current department policy.

**3. METHODS OF INSTRUCTION:**

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

- \* Audio-Visual
- \* Computer Assisted Instruction
- \* Lecture Discussion
- \* Lecture-Lab Combination
- \* Other (Specify)
- \* A. Demonstration.
- \* B. Field trips or field assignments.
- \* C. Laboratory assignments utilizing specifically planned instructional activities.

**4. REQUIRED TEXTS AND SUPPLIES:**

Textbooks may include, but are not limited to:

**TEXTBOOKS:**

1. Duffy, Owen, Heard, Scott, and Wright, Gus. Mobile Heavy Equipment, 1st ed. Jones & Bartlett Learning, 2019, ISBN: 9781284112917

**MANUALS:**

**PERIODICALS:**

**SOFTWARE:**

**SUPPLIES:**

1. Safety glasses; OSHA approved with clear lenses
2. Appropriate clothing and footwear for shop work
3. Hearing protection; ear muffs or ear plugs
4. Work gloves; leather, mechanics, or nitrile gloves
5. Blue ink pen, #2 pencil, and spiral bound notebook
6. Calculator
7. Scantron answer sheets
8. 1GB or larger USB memory stick

**ORIGINATOR:** Daniel Willkie

**ORIGINATION DATE:** 03/14/2017

**PROPOSAL ORIGINATOR:** Daniel Willkie

**CO-CONTRIBUTOR(S)** Alex Stiller-Shulman, Duane Short, John Choe

**PROPOSAL DATE:** 09/05/2019

**ORIGINATOR:** Daniel Willkie

**CO-CONTRIBUTOR(S) Duane Short**  
**DATE: 03/14/2017**

Status: Launched

Date Printed: 03/9/2023

Status: Active

Date Printed: 03/9/2023

# Previous Report

SAN DIEGO COMMUNITY COLLEGE DISTRICT

MIRAMAR COLLEGE

Course Outline of Record:  
Curriculum Proposal Report

## SECTION I

- I. **Subject Area:** Diesel Technology
- II. **Course Number:** 210
- III. **Course Title:** Brakes, Final Drives and Steering Systems
- IV. **Disciplines (Instructor Minimum Qualifications):** Diesel Mechanics
- V.
- VI. **Family:**
- VII. **Current Short Title:** Brakes/Final Drives/Steering
- VIII. **Course Is Active/Where?** MIRAMAR
- IX. **Originating Campus:** MIRAMAR
- X. **Action Proposed:** Course Revision (May Include Activation)
- XI. **Distance Education Proposed At:** Miramar
- XII. **Proposal Originating Date:** 03/14/2017
- XIII. **Proposed Start Semester:** Fall 2018
- XIV. **Field Trip:** May be required
- XV. **Grading Option:** Grade Only
- XVI. **Current Short Description:** Heavy equipment brakes, final drive systems, and steering systems.

## SECTION II

### COURSE ENROLLMENT INFORMATION

- I. **Requisites:**  
Corequisite: Completion of or concurrent enrollment in: DIES 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:** Two year review and removal of ENGL 035 advisory as this course is being deactivated at Miramar. (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 3. Major Requirement - Certificate of Performance
- V. **Extraordinary Cost to the College:** None..
- VI. **Library Resource Materials:** None..

### GENERAL EDUCATION ANALYSIS

#### REQUISITES ANALYSIS

Demonstrated knowledge of diesel equipment maintenance

- I. **Course:** DIES 100 **Choose and demonstrate appropriate safety procedures related to diesel service work**

# Current Report

SAN DIEGO COMMUNITY COLLEGE DISTRICT

MIRAMAR COLLEGE

Course Outline of Record:  
Curriculum Proposal Report

## SECTION I

- I. **Subject Area:** Diesel Technology
- II. **Course Number:** 210A
- III. **Course Title:** Brakes, Final Drives and Steering Systems
- IV. **Disciplines (Instructor Minimum Qualifications):** Diesel Mechanics
- V.
- VI. **Family:**
- VII. **Current Short Title:** Brakes/Final Drives/Steering
- VIII. **Course Is Active/Where?** MIRAMAR
- IX. **Originating Campus:** MIRAMAR
- X. **Action Proposed:** Course Revision (May Include Activation)
- XI. **Distance Education Proposed At:** Miramar
- XII. **Proposal Originating Date:** 09/05/2019
- XIII. **Proposed Start Semester:** Fall 2022
- XIV. **Field Trip:** May be required
- XV. **Grading Option:** Grade Only
- XVI. **Current Short Description:** Heavy equipment brakes, final drive systems, and steering systems.

## SECTION II

### COURSE ENROLLMENT INFORMATION

- I. **Requisites:**  
Corequisite: Completion of or concurrent enrollment in: DIES 100 with a grade of "C" or better, or equivalent.  
Limitation on Enrollment:: This course is not open to students with previous credit for Diesel 210
- 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:** 2 year course review including entry skills revalidation. Including a reduction course units (approved by Diesel Advisory Committee) that reflects changes in the industry.
- 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 3. Major Requirement - Certificate of Performance
- V. **Extraordinary Cost to the College:** None..
- VI. **Library Resource Materials:** None..

### GENERAL EDUCATION ANALYSIS

#### REQUISITES ANALYSIS

Demonstrated knowledge of diesel equipment maintenance

- II. Course: DIES 100 Describe or demonstrate service shop organization and procedures
- III. Course: DIES 100 Describe and demonstrate proper tool usage
- IV. Course: DIES 100 Identify hydraulic fittings; examine and describe their proper application
- V. Course: DIES 100 Identify industrial fasteners; examine and describe their proper application

## SECTION III

### COURSE DISTANCE EDUCATION INFORMATION

#### I. MIRAMAR

- II. **Distance Education Methods of Instruction:** 1. Online-Emergency Only
- III. **Other Distance Education Methods:** At least 60% of the in-class hours must be conducted in a face-to-face format. Extra electronic storage space may be required (e.g. for videos in Canvas).
- IV. **Type and frequency of contact may include, but is not limited to:**
  - 1. Announcements  
weekly, either via the online announcements tool or during the face-to-face component of the course
  - 2. Chat Rooms  
as assigned
  - 3. Collaborative Web Documents  
as assigned
  - 4. Conferencing  
as assigned
  - 5. Discussion Board  
as assigned
  - 6. Email/Message System  
as needed
  - 7. Group Meetings  
at least 60% of the in-class hours must be conducted in a group face-to-face format
  - 8. Individual Meetings  
as needed
  - 9. Individualized Assignment Feedback  
as assigned
  - 10. Synchronous or Asynchronous Video  
at least 20% of the online component of the course must be conducted via synchronous group video
  - 11. Telephone Contact  
as needed
- V. **List of Techniques:** During the required face-to-face and synchronous portions of the course students will interact with each other and with the instructor in the traditional classroom manner. The asynchronous online portion of the course may also include one-on-one communication with the instructor and with other students via email, the announcement system, the discussion board, or other tools.
- VI. **How to Evaluate Students for Achieved Outcomes:** Multiple measures are used to assess student learning objectives. These may include performance on objective examinations, writing assignments, manipulative skills assignments, application of theory to laboratory assignments, or other kinds of evaluations.
- 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

## SECTION IV

### COURSE STUDENT LEARNING OUTCOME(S)

#### MIRAMAR

- The student will: Demonstrate a basic understanding of Brakes, Final Drives, and steering systems by: a. Identifying the major system Components. b. Identifying the location of major system components. c. Identifying the function of major system components.
- The student will: Demonstrate the ability to overhaul Brakes, final drives, steering system Components.
- The student will: Demonstrate the ability to remove and Reinstall system components.

## SECTION V

### COURSE DATA ADMINISTRATION ELEMENTS

#### I. MIRAMAR

- II. **Distance Education Methods of Instruction:** 1. Online-Emergency Only
- III. **Other Distance Education Methods:** At least 60% of the in-class hours must be conducted in a face-to-face format. Extra electronic storage space may be required (e.g. for videos in Canvas).
- IV. **Type and frequency of contact may include, but is not limited to:**
  - 1. Announcements  
weekly, either via the online announcements tool or during the face-to-face component of the course
  - 2. Chat Rooms  
as assigned
  - 3. Collaborative Web Documents  
as assigned
  - 4. Conferencing  
as assigned
  - 5. Discussion Board  
as assigned
  - 6. Email/Message System  
as needed
  - 7. Group Meetings  
at least 60% of the in-class hours must be conducted in a group face-to-face format
  - 8. Individual Meetings  
as needed
  - 9. Individualized Assignment Feedback  
as assigned
  - 10. Synchronous or Asynchronous Video  
at least 20% of the online component of the course must be conducted via synchronous group video
  - 11. Telephone Contact  
as needed
- V. **List of Techniques:** During the required face-to-face and synchronous portions of the course students will interact with each other and with the instructor in the traditional classroom manner. The asynchronous online portion of the course may also include one-on-one communication with the instructor and with other students via email, the announcement system, the discussion board, or other tools.
- VI. **How to Evaluate Students for Achieved Outcomes:** Multiple measures are used to assess student learning objectives. These may include performance on objective examinations, writing assignments, manipulative skills assignments, application of theory to laboratory assignments, or other kinds of evaluations.
- 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

## SECTION IV

### COURSE STUDENT LEARNING OUTCOME(S)

#### MIRAMAR

- The student will: Demonstrate a basic understanding of Brakes, Final Drives, and steering systems by: a. Identifying the major system Components. b. Identifying the location of major system components. c. Identifying the function of major system components.
- The student will: Demonstrate a basic understanding of Brakes, Final Drives, and steering systems by: a. Identifying the major system Components. b. Identifying the location of major system components. c. Identifying the function of major system components.
- The student will: Demonstrate the ability to overhaul Brakes, final drives, steering system Components.
- The student will: Demonstrate the ability to overhaul Brakes, final drives, steering system Components.
- The student will: Demonstrate the ability to remove and Reinstall system components.
- The student will: Demonstrate the ability to remove and Reinstall system components.

## SECTION V

### COURSE DATA ADMINISTRATION ELEMENTS

**I. Codes:**

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

**TOP Code:** 0947.00 Diesel Technology

**SAM Code:** C - Clearly Occupational

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

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

**Course Program Status (CB24):** Program-applicable

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

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

**Major Restriction Code:** NONE

**II. Lect Units:** 2.00

**Lab Units:** 1.00

**Total Units:** 3

**Lecture Hours Min:** 32.00 **Max:** 36.00

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

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

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

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

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

**FTEF Lecture Min:** 0.1333 **Max:**

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

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

**III. Last Time Pre/Co Requisite Update:** 03/14/2017

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

**V. CIC Approval:** 10/26/2017

**VI. BOT Approval:**

**VII. State Approval:**

**VIII. Revised State Approval:**

**IX. Course Approval Effective Date:** Fall 2018

**SECTION VI**

**CREDIT FOR PRIOR LEARNING**

**I. Codes:**

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

**TOP Code:** 0947.00 Diesel Technology

**SAM Code:** C - Clearly Occupational

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

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

**Course Program Status (CB24):** Program-applicable

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

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

**Major Restriction Code:** NONE

**II. Lect Units:** 1.00

**Lab Units:** 1.00

**Total Units:** 2

**Lecture Hours Min:** 16.00 **Max:** 18.00

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

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

**Total Contact Hours Min:** 64.00 **Max:** 72.00

**Outside-of-Class Hours Min:** 32.00 **Max:** 36.00

**Total Student Learning Hours Min:** 96.00 **Max:** 108.00

**FTEF Lecture Min:** 0.0667 **Max:**

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

**FTEF Total Min:** 0.2667 **Max:**

**III. Last Time Pre/Co Requisite Update:** 10/03/2019

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

**V. CIC Approval:**

**VI. BOT Approval:**

**VII. State Approval:**

**VIII. Revised State Approval:**

**IX. Course Approval Effective Date:**

**SECTION VI**

**CREDIT FOR PRIOR LEARNING**

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

**SECTION I**

**SUBJECT AREA AND COURSE NUMBER:** Diesel Technology 220A

**COURSE TITLE:**

Undercarriage

**Units:**

2

Grade Only

**CATALOG COURSE DESCRIPTION:**

This course covers the fundamentals of operation, wear analysis, preventive maintenance, and major service of track-type undercarriages. This course is designed for students interested in the off-highway diesel equipment industry.

**REQUISITES:**

**Corequisite: Completion of or concurrent enrollment in:**

DIES 100 with a grade of "C" or better, or equivalent

**Limitation on Enrollment:**

This course is not open to students with previous credit for Diesel 220

**FIELD TRIP REQUIREMENTS:**

May be required

**TRANSFER APPLICABILITY:**

Associate Degree Credit & transfer to CSU

**CID:**

**TOTAL LECTURE HOURS:**

16 - 18

**TOTAL LAB HOURS:**

48 - 54

**TOTAL CONTACT HOURS:**

64 - 72

**OUTSIDE-OF-CLASS HOURS:**

32 - 36

**TOTAL STUDENT LEARNING HOURS:**

96 - 108

**STUDENT LEARNING OBJECTIVES:**

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

1. Describe the fundamental purpose, operation, and types of tractor undercarriage systems.
2. Describe the purpose and operation of low, high, and rubber-type tracks; sprockets, front and rear idlers, and track rollers; carrier rollers; track chains; and track shoes,
3. Differentiate among various types of sprockets, front and rear idlers, and track rollers.
4. Compare and contrast the purpose and operation of low, high, and rubber-type tracks.
5. Demonstrate track maintenance and adjustment procedures.
6. Inspect tractor undercarriages to determine the need for repair.

## **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. Introduction to undercarriages
  - A. Fundamentals
  - B. Purpose
  - C. Operation
  - D. Types
  - E. Component handling
  - F. Machine controls
- II. Machine track types
  - A. Purpose
  - B. Operation
  - C. Components
  - D. Inspection
  - E. Wear
  - F. Removal and installation
- III. Track roller fames
  - A. Purpose
  - B. Components
  - C. Types
  - D. Inspection
  - E. Removal and installation
- IV. Drive sprockets
  - A. Purpose
  - B. Inspection
  - C. Wear
  - D. Removal and installation
- V. Front & Rear idlers
  - A. Purpose
  - B. Operation
  - C. Components
  - D. Inspection
  - E. Wear
  - F. Repair
  - G. Removal and installation
- VI. Track & Carrier rollers
  - A. Purpose
  - B. Operation
  - C. Components
  - D. Inspection
  - E. Wear
  - F. Repair
  - G. Removal and installation
- VII. Undercarriage service
  - A. Inspection

- B. Maintenance
- C. Adjustment

**B. Reading Assignments:**

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

- I. Chapters from course textbook(s).
- II. Articles related to diesel repair in professional journals such as Service Tech, Diesel Progress, Commercial Carrier Journal (CCJ), Utility Fleet, Fleet Owner, or Transportation Equipment News.
- III. Reports, repair manuals, online resources, or laboratory guides associated with diesel technology.

**C. Writing Assignments:**

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

- I. Shop notebook/ lab task-sheet.
- II. Undercarriage inspection report.
- III. Short essays about related topics such as the operation and service of track-type undercarriages.

**D. Appropriate Outside Assignments:**

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

- I. Conducting research relating to updates on track-type undercarriages at Caterpillar websites.
- II. Completing all reading and writing assignments, including a shop notebook and a drive sprocket wear analysis report.
- III. Completing a field assignment report on a site visit to a local heavy equipment repair shop.

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

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

- I. Analyzing methods learned in class and utilizing appropriate methods for completing laboratory tasks.
- II. Evaluating and recording the serviceability of major undercarriage components.
- III. Formulating repair plans for major undercarriage components.
- IV. Calculating and solving mathematical problems.

**2. METHODS OF EVALUATION:**

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

- I. Manipulative skills as needed to complete laboratory assignments satisfactorily.
- II. Application of theory to laboratory assignments.
- III. Written, oral, and/or practical examinations.
- IV. Out-of-class assignments including diesel machine reports and projects.
- V. Class discussion.
- VI. Attendance per current department policy.

**3. METHODS OF INSTRUCTION:**

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

- \* Audio-Visual
- \* Lecture Discussion
- \* Lecture-Lab Combination
- \* Other (Specify)
  - \* A. Demonstration.
  - \* B. Field trips or field assignments.
  - \* C. Laboratory assignments utilizing specifically planned instructional activities.

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

Textbooks may include, but are not limited to:

##### **TEXTBOOKS:**

1. Duffy, Owen, Heard, Scott, and Wright, Gus. Mobile Heavy Equipment, 1st ed. Jones & Bartlett Learning, 2019, ISBN: 9781284112917

##### **MANUALS:**

1. Caterpillar, Inc. Undercarriage Works and Wear Simulator, TERP 1001-01, Caterpillar, 01-01-2010

##### **PERIODICALS:**

##### **SOFTWARE:**

##### **SUPPLIES:**

1. Safety glasses; OSHA approved with clear lenses
2. Appropriate clothing and footwear for shop work
3. Hearing protection; ear muffs or ear plugs
4. Work gloves; leather, mechanics, or nitrile gloves
5. Blue ink pen, #2 pencil, and spiral bound notebook
6. Calculator
7. Scantron answer sheets
8. 1GB or larger USB memory stick

**ORIGINATOR:** Daniel Willkie

**ORIGINATION DATE:** 03/14/2017

**PROPOSAL ORIGINATOR:** Daniel Willkie

**CO-CONTRIBUTOR(S)** Alex Stiller-Shulman, Duane Short, John Choe

**PROPOSAL DATE:** 09/05/2019

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

**COURSE TO BE PROPOSED: DIES 220A  
Undercarriage**  
**COURSE TO BE PROPOSED:**

DIES 220A Undercarriage

**ACTIVE/APPROVED COURSES IMPACTED:**

DIES 220A Undercarriage (24964)

DIES 220 Undercarriage (24964)

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

( **Miramar** )

Hawthorne Technician Apprenticeship (HTAP) \*Approved\*;  
**Certificate of Achievement**

Major Courses

( **Miramar** )

Hawthorne Technician Apprenticeship (HTAP) \*Approved\*;  
**Associate of Science Degree**

Major Courses

( **Miramar** )

Heavy Duty Transportation Technology (HDTT) (Day Program) \*Active\*;  
**Associate of Science Degree**

Recommended Electives:

( **Miramar** )

Heavy Equipment Powertrains \*Active\*;  
**Certificate of Performance**

Major Courses

( **Miramar** )

Heavy Equipment Technology (HET) (Day Program) \*Active\*;  
**Associate of Science Degree**

Courses Required for the Major:

( **Miramar** )

Heavy Equipment Technology (HET) (Day Program) \*Pending\*;  
**Associate of Science Degree**

Courses Required for the Major:

( **Miramar** )

Heavy Equipment Technology (HET) (Day Program) \*Active\*;  
**Certificate of Achievement**

Courses Required for the Major:

( **Miramar** )

Heavy Equipment Undercarriage Systems \*Active\*;  
**Certificate of Performance**

Major Courses

# SAN DIEGO COMMUNITY COLLEGE DISTRICT

## MIRAMAR COLLEGE

### Course Outline of Record: Curriculum Proposal Report

#### SECTION I

- I. **Subject Area:** Diesel Technology
- II. **Course Number:** 220A
- III. **Course Title:** Undercarriage
- IV. **Disciplines (Instructor Minimum Qualifications):** Diesel Mechanics
- V.
- VI. **Family:**
- VII. **Current Short Title:** Undercarriage
- VIII. **Course Is Active/Where?** MIRAMAR
- IX. **Originating Campus:** MIRAMAR
- X. **Action Proposed:** Course Revision (May Include Activation)
- XI. **Distance Education Proposed At:** Miramar
- XII. **Proposal Originating Date:** 09/05/2019
- XIII. **Proposed Start Semester:** Fall 2022
- XIV. **Field Trip:** May be required
- XV. **Grading Option:** Grade Only
- XVI. **Current Short Description:** Maintenance of track-type undercarriages.

#### SECTION II

##### COURSE ENROLLMENT INFORMATION

- I. **Requisites:**  
Corequisite: Completion of or concurrent enrollment in: DIES 100 with a grade of "C" or better, or equivalent.  
Limitation on Enrollment:: This course is not open to students with previous credit for Diesel 220
- 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:** Including a reduction course units (approved by Diesel Advisory Committee) that reflects changes in the industry.
- 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 3. Major Requirement - Certificate of Performance
- V. **Extraordinary Cost to the College:** none.
- VI. **Library Resource Materials:** N/A.

##### GENERAL EDUCATION ANALYSIS

##### REQUISITES ANALYSIS

Demonstrated knowledge of diesel equipment maintenance

#### SECTION III

##### COURSE DISTANCE EDUCATION INFORMATION

- I. MIRAMAR

- II. **Distance Education Methods of Instruction:** 1. Online-Emergency Only
- III. **Other Distance Education Methods:** At least 60% of the in-class hours must be conducted in a face-to-face format. Extra electronic storage space may be required (e.g. for videos in Canvas).
- IV. **Type and frequency of contact may include, but is not limited to:**
1. Announcements  
weekly, either via the online “announcements” tool or during the face-to-face component of the course
  2. Chat Rooms  
as assigned
  3. Collaborative Web Documents  
as assigned
  4. Conferencing  
as assigned
  5. Discussion Board  
as assigned
  6. Email/Message System  
as needed
  7. Group Meetings  
at least 60% of the in-class hours must be conducted in a group face-to-face format
  8. Individual Meetings  
as needed
  9. Individualized Assignment Feedback  
as assigned
  10. Synchronous or Asynchronous Video  
at least 20% of the online component of the course must be conducted via synchronous group video
  11. Telephone Contact  
as needed
- V. **List of Techniques:** During the required face-to-face and synchronous portions of the course students will interact with each other and with the instructor in the traditional classroom manner. The asynchronous online portion of the course may also include one-on-one communication with the instructor and with other students via email, the announcement system, the discussion board, or other tools.
- VI. **How to Evaluate Students for Achieved Outcomes:** Multiple measures are used to assess student learning objectives. These may include performance on objective examinations, writing assignments, manipulative skills assignments, application of theory to laboratory assignments, or other kinds of evaluations.
- 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

## SECTION IV

### COURSE STUDENT LEARNING OUTCOME(S)

#### MIRAMAR

- The student will: Demonstrate a basic understanding of undercarriage systems by: a. Identifying the major undercarriage system components. b. Identifying the location of major undercarriage system components. c. Identifying the function of major undercarriage system components.
- The student will: Demonstrate a basic understanding of undercarriage systems by: a. Identifying the major undercarriage system components. b. Identifying the location of major undercarriage system components. c. Identifying the function of major undercarriage system components.
- The student will: Demonstrate the ability to Remove and reinstall tracks on a Track-type tractor.
- The student will: Demonstrate the ability to Remove and reinstall tracks on a Track-type tractor.
- The student will: Demonstrate the ability to remove and Reinstall track system components.
- The student will: Demonstrate the ability to remove and Reinstall track system components.

## SECTION V

## COURSE DATA ADMINISTRATION ELEMENTS

### **I. Codes:**

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

**TOP Code:** 0947.00 Diesel Technology

**SAM Code:** C - Clearly Occupational

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

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

**Course Program Status (CB24):** Program-applicable

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

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

**Major Restriction Code:** NONE

### **II. Lect Units:** 1.00

**Lab Units:** 1.00

**Total Units:** 2

**Lecture Hours Min:** 16.00 **Max:** 18.00

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

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

**Total Contact Hours Min:** 64.00 **Max:** 72.00

**Outside-of-Class Hours Min:** 32.00 **Max:** 36.00

**Total Student Learning Hours Min:** 96.00 **Max:** 108.00

**FTEF Lecture Min:** 0.0667 **Max:**

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

**FTEF Total Min:** 0.2667 **Max:**

### **III. Last Time Pre/Co Requisite Update:** 10/03/2019

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

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

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

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

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

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

## SECTION VI

### CREDIT FOR PRIOR LEARNING

### Previous Report

DIES 220

CIC Approval: 10/26/2017  
BOT APPROVAL:  
STATE APPROVAL:  
EFFECTIVE TERM: Fall 2018

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

### SECTION I

**SUBJECT AREA AND COURSE NUMBER:** Diesel Technology 220

**COURSE TITLE:**

Undercarriage

**Units:**

3

Grade Only

**CATALOG COURSE DESCRIPTION:**

This course covers the fundamentals of operation, wear analysis, preventive maintenance, and major service of track-type undercarriages. This course is designed for students interested in the off-highway diesel equipment industry.

**REQUISITES:**

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

**FIELD TRIP REQUIREMENTS:**

May be required

**TRANSFER APPLICABILITY:**

Associate Degree Credit & transfer to CSU

**CID:**

**TOTAL LECTURE HOURS:**

32 - 36

**TOTAL LAB HOURS:**

48 - 54

**TOTAL CONTACT HOURS:**

80 - 90

**OUTSIDE-OF-CLASS HOURS:**

64 - 72

**TOTAL STUDENT LEARNING HOURS:**

144 - 162

**STUDENT LEARNING OBJECTIVES:**

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

1. Describe the fundamental purpose, operation, and types of tractor undercarriage systems.
2. Describe the purpose and operation of low, high, and rubber-type tracks; sprockets, front and rear idlers, and track rollers; carrier rollers; track chains; and track shoes,
3. Differentiate among various types of sprockets, front and rear idlers, and track rollers.
4. Compare and contrast the purpose and operation of low, high, and rubber-type tracks.

### Current Report

DIES 220A

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

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

### SECTION I

**SUBJECT AREA AND COURSE NUMBER:** Diesel Technology 220A

**COURSE TITLE:**

Undercarriage

**Units:**

2

Grade Only

**CATALOG COURSE DESCRIPTION:**

This course covers the fundamentals of operation, wear analysis, preventive maintenance, and major service of track-type undercarriages. This course is designed for students interested in the off-highway diesel equipment industry.

**REQUISITES:**

**Corequisite: Completion of or concurrent enrollment in:**  
DIES 100 with a grade of "C" or better, or equivalent  
**Limitation on Enrollment:**  
This course is not open to students with previous credit for Diesel 220

**FIELD TRIP REQUIREMENTS:**

May be required

**TRANSFER APPLICABILITY:**

Associate Degree Credit & transfer to CSU

**CID:**

**TOTAL LECTURE HOURS:**

16 - 18

**TOTAL LAB HOURS:**

48 - 54

**TOTAL CONTACT HOURS:**

64 - 72

**OUTSIDE-OF-CLASS HOURS:**

32 - 36

**TOTAL STUDENT LEARNING HOURS:**

96 - 108

**STUDENT LEARNING OBJECTIVES:**

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

1. Describe the fundamental purpose, operation, and types of tractor undercarriage systems.
2. Describe the purpose and operation of low, high, and rubber-type tracks; sprockets, front and rear idlers, and track rollers; carrier rollers; track chains; and track shoes,
3. Differentiate among various types of sprockets, front and rear idlers, and track rollers.
4. Compare and contrast the purpose and operation of low, high, and rubber-type tracks.
5. Demonstrate track maintenance and adjustment procedures.

5. Remove and install low, high, and rubber-type tracks; sprockets, front and rear idlers, and track rollers; carrier rollers; track chains; and track shoes.
6. Demonstrate track maintenance and adjustment procedures.
7. Inspect tractor undercarriages to determine the need for repair.

6. Inspect tractor undercarriages to determine the need for repair.

## 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. Introduction to undercarriages
  - A. Fundamentals
  - B. Purpose
  - C. Operation
  - D. Types
  - E. Component handling
  - F. Machine controls
- II. Low-type tracks
  - A. Purpose
  - B. Operation
  - C. Components
  - D. Inspection
  - E. Wear
  - F. Repair
  - G. Removal and installation
  - H. Adjustment
- III. High-type tracks
  - A. Purpose
  - B. Operation
  - C. Components
  - D. Inspection
  - E. Wear
  - F. Repair
  - G. Removal and installation
  - H. Adjustment
- IV. Rubber-type tracks
  - A. Purpose
  - B. Operation
  - C. Components
  - D. Inspection
  - E. Wear
  - F. Repair
  - G. Removal and installation
  - H. Adjustment
- V. Track roller fames
  - A. Purpose
  - B. Components
  - C. Types
  - D. Inspection
  - E. Wear
  - F. Repair
  - G. Removal and installation
- VI. Drive sprockets
  - A. Purpose
  - B. Types
  - C. Inspection
  - D. Wear
  - E. Removal and installation
- VII. Front idlers
  - A. Purpose
  - B. Operation
  - C. Components
  - D. Inspection
  - E. Wear
  - F. Repair
  - G. Removal and installation
- VIII. Rear idlers
  - A. Purpose

## 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. Introduction to undercarriages
  - A. Fundamentals
  - B. Purpose
  - C. Operation
  - D. Types
  - E. Component handling
  - F. Machine controls
- II. Machine track types
  - A. Purpose
  - B. Operation
  - C. Components
  - D. Inspection
  - E. Wear
  - F. Removal and installation
- III. Track roller fames
  - A. Purpose
  - B. Components
  - C. Types
  - D. Inspection
  - E. Removal and installation
- IV. Drive sprockets
  - A. Purpose
  - B. Inspection
  - C. Wear
  - D. Removal and installation
- V. Front & Rear idlers
  - A. Purpose
  - B. Operation
  - C. Components
  - D. Inspection
  - E. Wear
  - F. Repair
  - G. Removal and installation
- VI. Track & Carrier rollers
  - A. Purpose
  - B. Operation
  - C. Components
  - D. Inspection
  - E. Wear
  - F. Repair
  - G. Removal and installation
- VII. Undercarriage service
  - A. Inspection
  - B. Maintenance
  - C. Adjustment

- B. Operation
- C. Components
- D. Inspection
- E. Wear
- F. Repair
- G. Removal and installation
- IX. Track rollers
  - A. Purpose
  - B. Operation
  - C. Components
  - D. Inspection
  - E. Wear
  - F. Repair
  - G. Removal and installation
- X. Carrier rollers
  - A. Purpose
  - B. Operation
  - C. Components
  - D. Inspection
  - E. Wear
  - F. Repair
  - G. Removal and installation
- XI. Track chains
  - A. Purpose
  - B. Operation
  - C. Components
  - D. Types
  - E. Inspection
  - F. Wear
  - G. Repair
  - H. Removal and installation
- XII. Track shoes
  - A. Purpose
  - B. Operation
  - C. Types
  - D. Inspection
  - E. Wear
  - F. Repair
  - G. Removal and installation
- XIII. Undercarriage service
  - A. Inspection
  - B. Maintenance
  - C. Adjustment

**B. Reading Assignments:**

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

- I. Chapters from course textbook(s).
- II. Articles related to diesel repair in professional journals such as Service Tech, Diesel Progress, Commercial Carrier Journal (CCJ), Utility Fleet, Fleet Owner, or Transportation Equipment News.
- III. Reports, repair manuals, online resources, or laboratory guides associated with diesel technology.

**C. Writing Assignments:**

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

- I. Shop notebook/ lab task-sheet.
- II. Undercarriage inspection report.
- III. Short essays about related topics such as the operation and service of track-type undercarriages.

**D. Appropriate Outside Assignments:**

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

- I. Conducting reasearch relating to updates on track-type undercarriages at Caterpillar websites.
- II. Completing all reading and writing assignments, including a shop notebook and a drive sprocket wear analysis report.
- III. Completing a field assignment report on a site visit to a local heavy equipment repair shop.

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

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

- I. Analyzing methods learned in class and utilizing appropriate methods for completing laboratory tasks.
- II. Evaluating and recording the serviceability of major undercarriage components.

**B. Reading Assignments:**

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

- I. Chapters from course textbook(s).
- II. Articles related to diesel repair in professional journals such as Service Tech, Diesel Progress, Commercial Carrier Journal (CCJ), Utility Fleet, Fleet Owner, or Transportation Equipment News.
- III. Reports, repair manuals, online resources, or laboratory guides associated with diesel technology.

**C. Writing Assignments:**

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

- I. Shop notebook/ lab task-sheet.
- II. Undercarriage inspection report.
- III. Short essays about related topics such as the operation and service of track-type undercarriages.

**D. Appropriate Outside Assignments:**

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

- I. Conducting reasearch relating to updates on track-type undercarriages at Caterpillar websites.
- II. Completing all reading and writing assignments, including a shop notebook and a drive sprocket wear analysis report.
- III. Completing a field assignment report on a site visit to a local heavy equipment repair shop.

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

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

- I. Analyzing methods learned in class and utilizing appropriate methods for completing laboratory tasks.
- II. Evaluating and recording the serviceability of major undercarriage components.
- III. Formulating repair plans for major undercarriage components.

- III. Formulating repair plans for major undercarriage components.
- IV. Calculating and solving mathematical problems.

## 2. METHODS OF EVALUATION:

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

- I. Manipulative skills as needed to complete laboratory assignments satisfactorily.
- II. Application of theory to laboratory assignments.
- III. Written, oral, and/or practical examinations.
- IV. Out-of-class assignments including diesel machine reports and projects.
- V. Class discussion.
- VI. Attendance per current department policy.

## 3. METHODS OF INSTRUCTION:

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

- \* Audio-Visual
- \* Lecture Discussion
- \* Lecture-Lab Combination
- \* Other (Specify)
- \* A. Demonstration.
- \* B. Field trips or field assignments.
- \* C. Laboratory assignments utilizing specifically planned instructional activities.

## 4. REQUIRED TEXTS AND SUPPLIES:

Textbooks may include, but are not limited to:

### TEXTBOOKS:

1. Huzij, Robert, Angelo Spano, and Sean Bennett. Modern Diesel Technology: Heavy Equipment Systems, 2nd ed. Delmar-Cengage learning, 2014, ISBN: 9781133693369

### MANUALS:

1. Caterpillar, Inc. Undercarriage Works and Wear Simulator, TERP 1001-01, Caterpillar, 01-01-2010

### PERIODICALS:

### SOFTWARE:

### SUPPLIES:

1. Safety glasses; OSHA approved with clear lenses
2. Appropriate clothing and footwear for shop work
3. Hearing protection; ear muffs or ear plugs
4. Work gloves; leather, mechanics, or nitrile gloves
5. Blue ink pen, #2 pencil, and spiral bound notebook
6. Calculator
7. Scantron answer sheets
8. 1GB or larger USB memory stick

**ORIGINATOR:** Daniel Willkie

**CO-CONTRIBUTOR(S)** Duane Short  
**DATE:** 03/14/2017

Status: Active

Date Printed: 03/9/2023

- IV. Calculating and solving mathematical problems.

## 2. METHODS OF EVALUATION:

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

- I. Manipulative skills as needed to complete laboratory assignments satisfactorily.
- II. Application of theory to laboratory assignments.
- III. Written, oral, and/or practical examinations.
- IV. Out-of-class assignments including diesel machine reports and projects.
- V. Class discussion.
- VI. Attendance per current department policy.

## 3. METHODS OF INSTRUCTION:

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

- \* Audio-Visual
- \* Lecture Discussion
- \* Lecture-Lab Combination
- \* Other (Specify)
- \* A. Demonstration.
- \* B. Field trips or field assignments.
- \* C. Laboratory assignments utilizing specifically planned instructional activities.

## 4. REQUIRED TEXTS AND SUPPLIES:

Textbooks may include, but are not limited to:

### TEXTBOOKS:

1. Duffy, Owen, Heard, Scott, and Wright, Gus. Mobile Heavy Equipment, 1st ed. Jones & Bartlett Learning, 2019, ISBN: 9781284112917

### MANUALS:

1. Caterpillar, Inc. Undercarriage Works and Wear Simulator, TERP 1001-01, Caterpillar, 01-01-2010

### PERIODICALS:

### SOFTWARE:

### SUPPLIES:

1. Safety glasses; OSHA approved with clear lenses
2. Appropriate clothing and footwear for shop work
3. Hearing protection; ear muffs or ear plugs
4. Work gloves; leather, mechanics, or nitrile gloves
5. Blue ink pen, #2 pencil, and spiral bound notebook
6. Calculator
7. Scantron answer sheets
8. 1GB or larger USB memory stick

**ORIGINATOR:** Daniel Willkie

**ORIGINATION DATE:** 03/14/2017

**PROPOSAL ORIGINATOR:** Daniel Willkie

**CO-CONTRIBUTOR(S)** Alex Stiller-Shulman, Duane Short, John Choe

**PROPOSAL DATE:** 09/05/2019

Status: Launched

Date Printed: 03/9/2023

# Previous Report

SAN DIEGO COMMUNITY COLLEGE DISTRICT

MIRAMAR COLLEGE

Course Outline of Record:  
Curriculum Proposal Report

## SECTION I

- I. **Subject Area:** Diesel Technology
- II. **Course Number:** 220
- III. **Course Title:** Undercarriage
- IV. **Disciplines (Instructor Minimum Qualifications):** Diesel Mechanics
- V.
- VI. **Family:**
- VII. **Current Short Title:** Undercarriage
- VIII. **Course Is Active/Where?** MIRAMAR
- IX. **Originating Campus:** MIRAMAR
- X. **Action Proposed:** Course Revision (May Include Activation)
- XI. **Distance Education Proposed At:** Miramar
- XII. **Proposal Originating Date:** 03/14/2017
- XIII. **Proposed Start Semester:** Fall 2018
- XIV. **Field Trip:** May be required
- XV. **Grading Option:** Grade Only
- XVI. **Current Short Description:** Maintenance of track-type undercarriages.

## SECTION II

### COURSE ENROLLMENT INFORMATION

- I. **Requisites:**  
Corequisite: Completion of or concurrent enrollment in: DIES 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:** Two year review and removal of ENGL 035 advisory as this course is being deactivated at Miramar. (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 3. Major Requirement - Certificate of Performance
- V. **Extraordinary Cost to the College:** none.
- VI. **Library Resource Materials:** N/A.

### GENERAL EDUCATION ANALYSIS

#### REQUISITES ANALYSIS

Demonstrated knowledge of diesel equipment maintenance

- I. **Course:** DIES 100 **Choose and demonstrate appropriate safety procedures related to diesel service work**

# Current Report

SAN DIEGO COMMUNITY COLLEGE DISTRICT

MIRAMAR COLLEGE

Course Outline of Record:  
Curriculum Proposal Report

## SECTION I

- I. **Subject Area:** Diesel Technology
- II. **Course Number:** 220A
- III. **Course Title:** Undercarriage
- IV. **Disciplines (Instructor Minimum Qualifications):** Diesel Mechanics
- V.
- VI. **Family:**
- VII. **Current Short Title:** Undercarriage
- VIII. **Course Is Active/Where?** MIRAMAR
- IX. **Originating Campus:** MIRAMAR
- X. **Action Proposed:** Course Revision (May Include Activation)
- XI. **Distance Education Proposed At:** Miramar
- XII. **Proposal Originating Date:** 09/05/2019
- XIII. **Proposed Start Semester:** Fall 2022
- XIV. **Field Trip:** May be required
- XV. **Grading Option:** Grade Only
- XVI. **Current Short Description:** Maintenance of track-type undercarriages.

## SECTION II

### COURSE ENROLLMENT INFORMATION

- I. **Requisites:**  
Corequisite: Completion of or concurrent enrollment in: DIES 100 with a grade of "C" or better, or equivalent.  
Limitation on Enrollment:: This course is not open to students with previous credit for Diesel 220
- 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:** Including a reduction course units (approved by Diesel Advisory Committee) that reflects changes in the industry.
- 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 3. Major Requirement - Certificate of Performance
- V. **Extraordinary Cost to the College:** none.
- VI. **Library Resource Materials:** N/A.

### GENERAL EDUCATION ANALYSIS

#### REQUISITES ANALYSIS

Demonstrated knowledge of diesel equipment maintenance

- II. Course: DIES 100 Describe or demonstrate service shop organization and procedures
- III. Course: DIES 100 Describe and demonstrate proper tool usage
- IV. Course: DIES 100 Identify hydraulic fittings; examine and describe their proper application
- V. Course: DIES 100 Identify industrial fasteners; examine and describe their proper application

## SECTION III

### COURSE DISTANCE EDUCATION INFORMATION

## SECTION III

### COURSE DISTANCE EDUCATION INFORMATION

- I. **MIRAMAR**
- II. **Distance Education Methods of Instruction:** 1. Online-Emergency Only
- III. **Other Distance Education Methods:** At least 60% of the in-class hours must be conducted in a face-to-face format. Extra electronic storage space may be required (e.g. for videos in Canvas).
- IV. **Type and frequency of contact may include, but is not limited to:**
  - 1. Announcements  
weekly, either via the online announcements tool or during the face-to-face component of the course
  - 2. Chat Rooms  
as assigned
  - 3. Collaborative Web Documents  
as assigned
  - 4. Conferencing  
as assigned
  - 5. Discussion Board  
as assigned
  - 6. Email/Message System  
as needed
  - 7. Group Meetings  
at least 60% of the in-class hours must be conducted in a group face-to-face format
  - 8. Individual Meetings  
as needed
  - 9. Individualized Assignment Feedback  
as assigned
  - 10. Synchronous or Asynchronous Video  
at least 20% of the online component of the course must be conducted via synchronous group video
  - 11. Telephone Contact  
as needed
- V. **List of Techniques:** During the required face-to-face and synchronous portions of the course students will interact with each other and with the instructor in the traditional classroom manner. The asynchronous online portion of the course may also include one-on-one communication with the instructor and with other students via email, the announcement system, the discussion board, or other tools.
- VI. **How to Evaluate Students for Achieved Outcomes:** Multiple measures are used to assess student learning objectives. These may include performance on objective examinations, writing assignments, manipulative skills assignments, application of theory to laboratory assignments, or other kinds of evaluations.
- 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

## SECTION IV

### COURSE STUDENT LEARNING OUTCOME(S)

#### MIRAMAR

- The student will: Demonstrate a basic understanding of undercarriage systems by: a. Identifying the major undercarriage system components. b. Identifying the location of major undercarriage system components. c. Identifying the function of major undercarriage system components.
- The student will: Demonstrate the ability to Remove and reinstall tracks on a Track-type tractor.
- The student will: Demonstrate the ability to remove and Reinstall track system components.

## SECTION V

### COURSE DATA ADMINISTRATION ELEMENTS

#### I. MIRAMAR

- II. **Distance Education Methods of Instruction:** 1. Online-Emergency Only
- III. **Other Distance Education Methods:** At least 60% of the in-class hours must be conducted in a face-to-face format. Extra electronic storage space may be required (e.g. for videos in Canvas).
- IV. **Type and frequency of contact may include, but is not limited to:**
  - 1. Announcements  
weekly, either via the online announcements tool or during the face-to-face component of the course
  - 2. Chat Rooms  
as assigned
  - 3. Collaborative Web Documents  
as assigned
  - 4. Conferencing  
as assigned
  - 5. Discussion Board  
as assigned
  - 6. Email/Message System  
as needed
  - 7. Group Meetings  
at least 60% of the in-class hours must be conducted in a group face-to-face format
  - 8. Individual Meetings  
as needed
  - 9. Individualized Assignment Feedback  
as assigned
  - 10. Synchronous or Asynchronous Video  
at least 20% of the online component of the course must be conducted via synchronous group video
  - 11. Telephone Contact  
as needed
- V. **List of Techniques:** During the required face-to-face and synchronous portions of the course students will interact with each other and with the instructor in the traditional classroom manner. The asynchronous online portion of the course may also include one-on-one communication with the instructor and with other students via email, the announcement system, the discussion board, or other tools.
- VI. **How to Evaluate Students for Achieved Outcomes:** Multiple measures are used to assess student learning objectives. These may include performance on objective examinations, writing assignments, manipulative skills assignments, application of theory to laboratory assignments, or other kinds of evaluations.
- 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

## SECTION IV

### COURSE STUDENT LEARNING OUTCOME(S)

#### MIRAMAR

- The student will: Demonstrate a basic understanding of undercarriage systems by: a. Identifying the major undercarriage system components. b. Identifying the location of major undercarriage system components. c. Identifying the function of major undercarriage system components.
- The student will: Demonstrate a basic understanding of undercarriage systems by: a. Identifying the major undercarriage system components. b. Identifying the location of major undercarriage system components. c. Identifying the function of major undercarriage system components.
- The student will: Demonstrate the ability to Remove and reinstall tracks on a Track-type tractor.
- The student will: Demonstrate the ability to Remove and reinstall tracks on a Track-type tractor.
- The student will: Demonstrate the ability to remove and Reinstall track system components.
- The student will: Demonstrate the ability to remove and Reinstall track system components.

## SECTION V

### COURSE DATA ADMINISTRATION ELEMENTS

**I. Codes:**

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

**TOP Code:** 0947.00 Diesel Technology

**SAM Code:** C - Clearly Occupational

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

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

**Course Program Status (CB24):** Program-applicable

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

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

**Major Restriction Code:** NONE

**II. Lect Units:** 2.00

**Lab Units:** 1.00

**Total Units:** 3

**Lecture Hours Min:** 32.00 **Max:** 36.00

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

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

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

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

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

**FTEF Lecture Min:** 0.1333 **Max:**

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

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

**III. Last Time Pre/Co Requisite Update:** 03/14/2017

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

**V. CIC Approval:** 10/26/2017

**VI. BOT Approval:**

**VII. State Approval:**

**VIII. Revised State Approval:**

**IX. Course Approval Effective Date:** Fall 2018

**SECTION VI**

**CREDIT FOR PRIOR LEARNING**

**I. Codes:**

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

**TOP Code:** 0947.00 Diesel Technology

**SAM Code:** C - Clearly Occupational

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

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

**Course Program Status (CB24):** Program-applicable

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

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

**Major Restriction Code:** NONE

**II. Lect Units:** 1.00

**Lab Units:** 1.00

**Total Units:** 2

**Lecture Hours Min:** 16.00 **Max:** 18.00

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

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

**Total Contact Hours Min:** 64.00 **Max:** 72.00

**Outside-of-Class Hours Min:** 32.00 **Max:** 36.00

**Total Student Learning Hours Min:** 96.00 **Max:** 108.00

**FTEF Lecture Min:** 0.0667 **Max:**

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

**FTEF Total Min:** 0.2667 **Max:**

**III. Last Time Pre/Co Requisite Update:** 10/03/2019

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

**V. CIC Approval:**

**VI. BOT Approval:**

**VII. State Approval:**

**VIII. Revised State Approval:**

**IX. Course Approval Effective Date:**

**SECTION VI**

**CREDIT FOR PRIOR LEARNING**

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

**SECTION I**

**SUBJECT AREA AND COURSE NUMBER:** Exercise Science 114A

**COURSE TITLE:**

Aquatic Fitness I

**Units:**

0.5-1

Grade Only

**CATALOG COURSE DESCRIPTION:**

Aquatic Fitness I This course is an introduction to cardiovascular fitness through aquatic activities. Topics include aquatic fitness testing, timed swims, proper warm-up and cool-down, principles of swimming propulsion, and introductory safety. This course is intended for those starting at an entry level of cardiovascular fitness. When this course is offered for three hours per week, the additional time is utilized for skill development and increased cardiovascular conditioning.

**REQUISITES:**

**Limitation on Enrollment:**

This course is not open to students with previous credit for PHYE 106

**FIELD TRIP REQUIREMENTS:**

May be required

**TRANSFER APPLICABILITY:**

Associate Degree Credit & transfer to CSU UC Transfer Course List

**CID:**

**TOTAL LECTURE HOURS:**

**TOTAL LAB HOURS:**

32 - 54

**TOTAL CONTACT HOURS:**

32 - 54

**OUTSIDE-OF-CLASS HOURS:**

**TOTAL STUDENT LEARNING HOURS:**

32 - 54

**STUDENT LEARNING OBJECTIVES:**

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

1. Identify and apply principles of propulsion through performance of various aquatic activities.
2. Evaluate aquatic fitness level through fitness testing and timed swims.

3. Apply appropriate warm-up and cool-down techniques.
4. Perform the four competitive strokes in an aquatic exercise program.
5. Identify aquatic environment hazards and follow pool rules.

## **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. Physical principles of swimming propulsion
  - A. Propulsive drag theories
  - B. Lift theories of propulsion
  - C. The Vortex Theory of swimming propulsion
- II. Aquatic fitness appraisal
  - A. Fitness testing
    1. Cooper's Swim Test
    2. Timed swims
  - B. Improvement analysis
- III. Proper warm-up
  - A. Static flexibility
  - B. Dynamic flexibility
- IV. Proper cool-down
  - A. Light stretching
  - B. Lowering of heart rate
  - C. Physiology of cool-down
- V. Aquatic conditioning program using the four competitive strokes
  - A. Freestyle
  - B. Backstroke
  - C. Breaststroke
  - D. Butterfly
- VI. Safety concerns
  - A. Aquatic environment hazards
  - B. Pool rules

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

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

- I. Instructor generated handouts.
- II. Articles from newspapers or periodicals.
- III. Books on aquatic fitness such as "Water Fun" or "Fitness Swimming."
- IV. Related internet websites.

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

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

- I. Journals, critiques and evaluations of aquatic training workouts and performances.
- II. Critiques of magazine articles or selections from books related to aquatic fitness.
- III. Report on swim meet or ocean race.
- IV. Completion of fitness portfolio.
- V. Create an individual aquatic training program.

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

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

- I. Journals, critiques and evaluations of aquatic training workouts and performances.
- II. Attend or participate in local swim meet or ocean race event.

- III. Create an individual aquatic training program.
- IV. Assigned written projects.

**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 propulsion theories.
- II. Evaluating different warm-up and cool-down techniques.
- III. Define and design a safe and effective aquatic training 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. Exams and quizzes
- II. Written assignments
- III. Demonstration of correct skill techniques
- IV. Demonstration of increased cardiovascular endurance
- V. Participation
- VI. Outside assignments

**3. METHODS OF INSTRUCTION:**

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

- \* Audio-Visual
- \* Computer Assisted Instruction
- \* Laboratory
- \* Lecture
- \* Lecture Discussion
- \* Lecture-Lab Combination
- \* Other (Specify)
- \* Videotape analysis of student performance
- \* Guest speakers
- \* Demonstration of skill techniques

**4. REQUIRED TEXTS AND SUPPLIES:**

Textbooks may include, but are not limited to:

**TEXTBOOKS:**

1. Brooks, Michael. Developing Swimmers, Human Kinetics, 2011, ISBN: 9780736089357
2. Hines, Emmett. Fitness Swimming, Human Kinetics, 2008, ISBN: 9780736074575
3. Lees, Terri. Water Fun, Human Kinetics, 2007, ISBN: 9780736063784
4. Munatones, Steven. Open Water Swimming, Human Kinetics, 2011, ISBN: 9780736092845

**MANUALS:**

**PERIODICALS:**

**SOFTWARE:**

**SUPPLIES:**

1. Swim suit
2. Swim cap
3. Goggles

**ORIGINATOR:** Jim Fegan  
**ORINATION DATE:** 02/25/2013  
**PROPOSAL ORIGINATOR:** Matthew Cain  
**CO-CONTRIBUTOR(S)**  
**PROPOSAL DATE:** 11/20/2022

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

**COURSE TO BE PROPOSED: EXSC 114A**  
Aquatic Fitness I

**ACTIVE/APPROVED COURSES IMPACTED:**

EXSC 114A Aquatic Fitness I (29407)

Advisory

EXSC 114B (Active)

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

( Mesa )

Aquatics \*Active\*;

**Certificate of Achievement**

Select .5 - 1 unit (1 course) from aquatic fitness.

( Miramar )

Exercise and Nutritional Sciences \*Active\*;

**Associate of Science Degree**

Select at least one course and the remainder of units needed to meet the minimum of 18 from the following:

( Miramar )

Exercise and Nutritional Sciences \*Launched\*;

**Associate of Science Degree**

Select at least one course and the remainder of units needed to meet the minimum of 18 from the following:

( Miramar )

Kinesiology \*Active\*;

**Associate in Arts for Transfer Degree**

Aquatics

( Mesa )

Kinesiology \*Approved\*;

**Associate in Arts for Transfer Degree**

Aquatics

( Mesa )

Kinesiology \*Active\*;

**Associate of Science Degree**

Select a minimum of one unit from Aerobics:

( Mesa )

Kinesiology \*Approved\*;

**Associate of Science Degree**

Select a minimum of one unit from Aerobics:

# SAN DIEGO COMMUNITY COLLEGE DISTRICT

## MESA AND MIRAMAR COLLEGES

### Course Outline of Record: Curriculum Proposal Report

#### SECTION I

- I. **Subject Area:** Exercise Science
- II. **Course Number:** 114A
- III. **Course Title:** Aquatic Fitness I
- IV. **Disciplines (Instructor Minimum Qualifications):** Physical Education
- V.
- VI. **Family:** AEROBIC
- VII. **Current Short Title:** Aquatic Fitness I
- VIII. **Course Is Active/Where?** MESA AND MIRAMAR
- IX. **Originating Campus:** MIRAMAR
- X. **Action Proposed:** Course Revision (May Include Activation)
- XI. **Distance Education Proposed At:** Mesa
- XII. **Proposal Originating Date:** 11/20/2022
- XIII. **Proposed Start Semester:** Spring 2023
- XIV. **Field Trip:** May be required
- XV. **Grading Option:** Grade Only
- XVI. **Current Short Description:** This course is an introduction to cardiovascular fitness through aquatic activities.

#### SECTION II

##### COURSE ENROLLMENT INFORMATION

- I. **Requisites:**  
Limitation on Enrollment:: This course is not open to students with previous credit for PHYE 106
- 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 This course is equivalent to PHYE 106
- VI. **Additional Information:** This course requires students to analyze specific variables, and achieve student learning objectives and outcomes (related to enhancing cardiovascular fitness through aquatic activities). 32 hours of activity are required (as a minimum) for physiological adaptation and development of these skill-related outcomes.
- VII. **Additional Textbook Information:** Textbook are most current editions as of 11/2022.

##### COURSE ANALYSIS DATA

- I. **Reason for Proposed Action:** Six-year review including: 1) statement for min. hours and 2) review & update textbooks (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
- III. **Current Transfer Options:** 1. UC Transfer Course List
- IV. **Proposed College/District Purpose:** 1. Graduation Requirement 2. Major Requirement - Associate Degree
- V. **Extraordinary Cost to the College:** None.
- VI. **Library Resource Materials:** No new resources required..

##### GENERAL EDUCATION ANALYSIS

###### **Other Graduation Requirement:**

Yes

###### **UC Transfer Course:**

Yes

##### REQUISITES ANALYSIS

## SECTION III

### COURSE DISTANCE EDUCATION INFORMATION

- I. **MESA**
- II. **Distance Education Methods of Instruction:** 1. Online-Emergency Only
- III. **Other Distance Education Methods:**
- IV. **Type and frequency of contact may include, but is not limited to:**
  1. Announcements  
As needed
  2. Chat Rooms  
As desired
  3. Discussion Board  
Weekly
  4. Email/Message System  
Frequent
  5. Synchronous or Asynchronous Video  
Weekly
  6. Telephone Contact  
As needed
- 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

## SECTION IV

### COURSE STUDENT LEARNING OUTCOME(S)

#### MESA

- Explain how hydrodynamic principles allow for floatation and propulsion through the water.
- Demonstrate basic skills of the four competitive strokes.
- Use timed swim results to interpret personal cardiovascular fitness and endurance.
- Interpret fitness level and calculate appropriate training intervals using a pace clock.
- Upon completion of this course the student will be able to use a pace clock for interval training.

#### MIRAMAR

- Observe distance per stroke.Count the number of strokes to complete 25 yd.
- Identify proper arm stroke when swimming freestyle.Observe the recovery phase of the swimmer to see distance per stroke.
- Create a swim workout that will include warm up, drill, main set and warm down.Each student will be graded on their swim workout. Grades will be given for both the midterm and final.

## SECTION V

### COURSE DATA ADMINISTRATION ELEMENTS

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

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

**TOP Code:** 0835.00 Physical Education

**SAM Code:** E - Non Occupational

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

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

**Course Program Status (CB24):** Program-applicable

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

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

**Major Restriction Code:** NONE

#### **II. Lab Units:** 0.50 - 1.00

**Total Units:** 0.5 - 1

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

**Lab Hours Min:** 32.00 **Max:** 54.00

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

**Total Contact Hours Min:** 32.00 **Max:**54.00

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

**Total Student Learning Hours Min:** 32.00 **Max:** 54.00

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

**FTEF Lab Min:** 0.1333 **Max:**0.2000

**FTEF Total Min:** 0.1333 **Max:**0.2000

#### **III. Last Time Pre/Co Requisite Update:** 11/20/2022

#### **IV. Last Outline Revision Date:** 03/14/2013

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

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

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

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

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

## SECTION VI

### CREDIT FOR PRIOR LEARNING

**Previous Report**

EXSC 114A

CIC Approval: 03/14/2013  
BOT APPROVAL:  
STATE APPROVAL:  
EFFECTIVE TERM: Fall 2014

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

**SECTION I**

**SUBJECT AREA AND COURSE NUMBER:** Exercise Science 114A

**COURSE TITLE:**  
Aquatic Fitness I

**Units:**  
0.5-1  
Grade Only

**CATALOG COURSE DESCRIPTION:**

Aquatic Fitness I This course is an introduction to cardiovascular fitness through aquatic activities. Topics include aquatic fitness testing, timed swims, proper warm-up and cool-down, principles of swimming propulsion, and introductory safety. This course is intended for those starting at an entry level of cardiovascular fitness. When this course is offered for three hours per week, the additional time is utilized for skill development and increased cardiovascular conditioning.

**REQUISITES:**

**Limitation on Enrollment:**

This course is not open to students with previous credit for PHYE 106

**FIELD TRIP REQUIREMENTS:**

May be required

**TRANSFER APPLICABILITY:**

Associate Degree Credit & transfer to CSU UC Transfer Course List

**CID:**

**TOTAL LECTURE HOURS:**

**TOTAL LAB HOURS:**  
32 - 54

**TOTAL CONTACT HOURS:**  
32 - 54

**OUTSIDE-OF-CLASS HOURS:**

**TOTAL STUDENT LEARNING HOURS:**  
32 - 54

**STUDENT LEARNING OBJECTIVES:**

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

1. Identify and apply principles of propulsion through performance of various aquatic activities.
2. Evaluate aquatic fitness level through fitness testing and timed swims.
3. Apply appropriate warm-up and cool-down techniques.
4. Perform the four competitive strokes in an aquatic exercise program.
5. Identify aquatic environment hazards and follow pool rules.

**SECTION II**

**Current Report**

EXSC 114A

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

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

**SECTION I**

**SUBJECT AREA AND COURSE NUMBER:** Exercise Science 114A

**COURSE TITLE:**  
Aquatic Fitness I

**Units:**  
0.5-1  
Grade Only

**CATALOG COURSE DESCRIPTION:**

Aquatic Fitness I This course is an introduction to cardiovascular fitness through aquatic activities. Topics include aquatic fitness testing, timed swims, proper warm-up and cool-down, principles of swimming propulsion, and introductory safety. This course is intended for those starting at an entry level of cardiovascular fitness. When this course is offered for three hours per week, the additional time is utilized for skill development and increased cardiovascular conditioning.

**REQUISITES:**

**Limitation on Enrollment:**

This course is not open to students with previous credit for PHYE 106

**FIELD TRIP REQUIREMENTS:**

May be required

**TRANSFER APPLICABILITY:**

Associate Degree Credit & transfer to CSU UC Transfer Course List

**CID:**

**TOTAL LECTURE HOURS:**

**TOTAL LAB HOURS:**  
32 - 54

**TOTAL CONTACT HOURS:**  
32 - 54

**OUTSIDE-OF-CLASS HOURS:**

**TOTAL STUDENT LEARNING HOURS:**  
32 - 54

**STUDENT LEARNING OBJECTIVES:**

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

1. Identify and apply principles of propulsion through performance of various aquatic activities.
2. Evaluate aquatic fitness level through fitness testing and timed swims.
3. Apply appropriate warm-up and cool-down techniques.
4. Perform the four competitive strokes in an aquatic exercise program.
5. Identify aquatic environment hazards and follow pool rules.

**SECTION II**

**I. COURSE OUTLINE AND SCOPE:**

## I. COURSE OUTLINE AND SCOPE:

### A. Outline Of Topics:

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

- I. Physical principles of swimming propulsion
  - A. Propulsive drag theories
  - B. Lift theories of propulsion
  - C. The Vortex Theory of swimming propulsion
- II. Aquatic fitness appraisal
  - A. Fitness testing
    1. Cooper's Swim Test
    2. Timed swims
  - B. Improvement analysis
- III. Proper warm-up
  - A. Static flexibility
  - B. Dynamic flexibility
- IV. Proper cool-down
  - A. Light stretching
  - B. Lowering of heart rate
  - C. Physiology of cool-down
- V. Aquatic conditioning program using the four competitive strokes
  - A. Freestyle
  - B. Backstroke
  - C. Breaststroke
  - D. Butterfly
- VI. Safety concerns
  - A. Aquatic environment hazards
  - B. Pool rules

### B. Reading Assignments:

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

- I. Instructor generated handouts.
- II. Articles from newspapers or periodicals.
- III. Books on aquatic fitness such as "Water Fun" or "Fitness Swimming."
- IV. Related internet websites.

### C. Writing Assignments:

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

- I. Journals, critiques and evaluations of aquatic training workouts and performances.
- II. Critiques of magazine articles or selections from books related to aquatic fitness.
- III. Report on swim meet or ocean race.
- IV. Completion of fitness portfolio.
- V. Create an individual aquatic training program.

### D. Appropriate Outside Assignments:

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

- I. Journals, critiques and evaluations of aquatic training workouts and performances.
- II. Attend or participate in local swim meet or ocean race event.
- III. Create an individual aquatic training program.
- IV. Assigned written projects.

### 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 propulsion theories.
- II. Evaluating different warm-up and cool-down techniques.
- III. Define and design a safe and effective aquatic training 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. Exams and quizzes
- II. Written assignments
- III. Demonstration of correct skill techniques

### 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. Physical principles of swimming propulsion
  - A. Propulsive drag theories
  - B. Lift theories of propulsion
  - C. The Vortex Theory of swimming propulsion
- II. Aquatic fitness appraisal
  - A. Fitness testing
    1. Cooper's Swim Test
    2. Timed swims
  - B. Improvement analysis
- III. Proper warm-up
  - A. Static flexibility
  - B. Dynamic flexibility
- IV. Proper cool-down
  - A. Light stretching
  - B. Lowering of heart rate
  - C. Physiology of cool-down
- V. Aquatic conditioning program using the four competitive strokes
  - A. Freestyle
  - B. Backstroke
  - C. Breaststroke
  - D. Butterfly
- VI. Safety concerns
  - A. Aquatic environment hazards
  - B. Pool rules

### B. Reading Assignments:

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

- I. Instructor generated handouts.
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- III. Books on aquatic fitness such as "Water Fun" or "Fitness Swimming."
- IV. Related internet websites.

### C. Writing Assignments:

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

- I. Journals, critiques and evaluations of aquatic training workouts and performances.
- II. Critiques of magazine articles or selections from books related to aquatic fitness.
- III. Report on swim meet or ocean race.
- IV. Completion of fitness portfolio.
- V. Create an individual aquatic training program.

### D. Appropriate Outside Assignments:

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

- I. Journals, critiques and evaluations of aquatic training workouts and performances.
- II. Attend or participate in local swim meet or ocean race event.
- III. Create an individual aquatic training program.
- IV. Assigned written projects.

### 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 propulsion theories.
- II. Evaluating different warm-up and cool-down techniques.
- III. Define and design a safe and effective aquatic training 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. Exams and quizzes
- II. Written assignments
- III. Demonstration of correct skill techniques
- IV. Demonstration of increased cardiovascular endurance

- IV. Demonstration of increased cardiovascular endurance
- V. Participation
- VI. Outside assignments

### 3. METHODS OF INSTRUCTION:

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

- \* Audio-Visual
- \* Computer Assisted Instruction
- \* Laboratory
- \* Lecture
- \* Lecture Discussion
- \* Lecture-Lab Combination
- \* Other (Specify)
- \* Videotape analysis of student performance
- \* Guest speakers
- \* Demonstration of skill techniques

### 4. REQUIRED TEXTS AND SUPPLIES:

Textbooks may include, but are not limited to:

#### TEXTBOOKS:

1. Brooks, Michael. Developing Swimmers, Human Kinetics, 2011, ISBN: 9780736089357
2. Hines, Emmett. Fitness Swimming, Human Kinetics, 2008, ISBN: 9780736074575
3. Lees, Terri. Water Fun, Human Kinetics, 2007, ISBN: 9780736063784
4. Munatones, Steven. Open Water Swimming, Human Kinetics, 2011, ISBN: 9780736092845

#### MANUALS:

#### PERIODICALS:

#### SOFTWARE:

#### SUPPLIES:

1. Swim suit
2. Swim cap
3. Goggles

ORIGINATOR: Jim Fegan

CO-CONTRIBUTOR(S)

DATE: 02/25/2013

Status: Active

Date Printed: 03/9/2023

- V. Participation
- VI. Outside assignments

### 3. METHODS OF INSTRUCTION:

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

- \* Audio-Visual
- \* Computer Assisted Instruction
- \* Laboratory
- \* Lecture
- \* Lecture Discussion
- \* Lecture-Lab Combination
- \* Other (Specify)
- \* Videotape analysis of student performance
- \* Guest speakers
- \* Demonstration of skill techniques

### 4. REQUIRED TEXTS AND SUPPLIES:

Textbooks may include, but are not limited to:

#### TEXTBOOKS:

1. Brooks, Michael. Developing Swimmers, Human Kinetics, 2011, ISBN: 9780736089357
2. Hines, Emmett. Fitness Swimming, Human Kinetics, 2008, ISBN: 9780736074575
3. Lees, Terri. Water Fun, Human Kinetics, 2007, ISBN: 9780736063784
4. Munatones, Steven. Open Water Swimming, Human Kinetics, 2011, ISBN: 9780736092845

#### MANUALS:

#### PERIODICALS:

#### SOFTWARE:

#### SUPPLIES:

1. Swim suit
2. Swim cap
3. Goggles

ORIGINATOR: Jim Fegan

ORIGINATION DATE: 02/25/2013

PROPOSAL ORIGINATOR: Matthew Cain

CO-CONTRIBUTOR(S)

PROPOSAL DATE: 11/20/2022

Status: Launched

Date Printed: 03/9/2023

# Previous Report

SAN DIEGO COMMUNITY COLLEGE DISTRICT

MESA AND MIRAMAR COLLEGES

Course Outline of Record:  
Curriculum Proposal Report

## SECTION I

- I. **Subject Area:** Exercise Science
- II. **Course Number:** 114A
- III. **Course Title:** Aquatic Fitness I
- IV. **Disciplines (Instructor Minimum Qualifications):** Physical Education
- V.
- VI. **Family:** AEROBIC
- VII. **Current Short Title:** Aquatic Fitness **Proposed Short Title:** Aquatic Fitness I
- VIII. **Course Is Active/Where?** MESA AND MIRAMAR
- IX. **Originating Campus:** MESA
- X. **Action Proposed:** Course Revision (May Include Activation)
- XI. **Distance Education Proposed At:** Mesa
- XII. **Proposal Originating Date:** 02/25/2013
- XIII. **Proposed Start Semester:** Fall 2014
- XIV. **Field Trip:** May be required
- XV. **Grading Option:** Grade Only
- XVI. **Current Short Description:** Provides instruction and conditioning in various aquatic activities.  
**Proposed Short Description:** This course is an introduction to cardiovascular fitness through aquatic activities.

## SECTION II

### COURSE ENROLLMENT INFORMATION

- I. **Requisites:**  
Limitation on Enrollment:: This course is not open to students with previous credit for PHYE 106
- 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 This course is equivalent to PHYE 106
- VI. **Additional Information:**
- VII. **Additional Textbook Information:**

### COURSE ANALYSIS DATA

- I. **Reason for Proposed Action:** Create four levels of Aquatic Fitness courses.
- II. **How Does The Course Fit The College Mission?** 1. Transfer
- III. **Current Transfer Options:** 1. UC Transfer Course List
- IV. **Proposed College/District Purpose:** 1. Graduation Requirement 2. Major Requirement - Associate Degree
- V. **Extraordinary Cost to the College:** None.
- VI. **Library Resource Materials:** No new resources required..

### GENERAL EDUCATION ANALYSIS

Other Graduation Requirement:  
Yes

# Current Report

SAN DIEGO COMMUNITY COLLEGE DISTRICT

MESA AND MIRAMAR COLLEGES

Course Outline of Record:  
Curriculum Proposal Report

## SECTION I

- I. **Subject Area:** Exercise Science
- II. **Course Number:** 114A
- III. **Course Title:** Aquatic Fitness I
- IV. **Disciplines (Instructor Minimum Qualifications):** Physical Education
- V.
- VI. **Family:** AEROBIC
- VII. **Current Short Title:** Aquatic Fitness I
- VIII. **Course Is Active/Where?** MESA AND MIRAMAR
- IX. **Originating Campus:** MIRAMAR
- X. **Action Proposed:** Course Revision (May Include Activation)
- XI. **Distance Education Proposed At:** Mesa
- XII. **Proposal Originating Date:** 11/20/2022
- XIII. **Proposed Start Semester:** Spring 2023
- XIV. **Field Trip:** May be required
- XV. **Grading Option:** Grade Only
- XVI. **Current Short Description:** This course is an introduction to cardiovascular fitness through aquatic activities.

## SECTION II

### COURSE ENROLLMENT INFORMATION

- I. **Requisites:**  
Limitation on Enrollment:: This course is not open to students with previous credit for PHYE 106
- 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 This course is equivalent to PHYE 106
- VI. **Additional Information:** This course requires students to analyze specific variables, and achieve student learning objectives and outcomes (related to enhancing cardiovascular fitness through aquatic activities). 32 hours of activity are required (as a minimum) for physiological adaptation and development of these skill-related outcomes.
- VII. **Additional Textbook Information:** Textbook are most current editions as of 11/2022.

### COURSE ANALYSIS DATA

- I. **Reason for Proposed Action:** Six-year review including: 1) statement for min. hours and 2) review & update textbooks (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
- III. **Current Transfer Options:** 1. UC Transfer Course List
- IV. **Proposed College/District Purpose:** 1. Graduation Requirement 2. Major Requirement - Associate Degree
- V. **Extraordinary Cost to the College:** None.
- VI. **Library Resource Materials:** No new resources required..

### GENERAL EDUCATION ANALYSIS

Other Graduation Requirement:  
Yes

**UC Transfer Course:**

Yes

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

1. Announcements  
As needed
2. Chat Rooms  
As desired
3. Discussion Board  
Weekly
4. Email/Message System  
Frequent
5. Synchronous or Asynchronous Video  
Weekly
6. Telephone Contact  
As needed

**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

**SECTION IV****COURSE STUDENT LEARNING OUTCOME(S)****MESA**

- Explain how hydrodynamic principles allow for floatation and propulsion through the water.
- Demonstrate basic skills of the four competitive strokes.
- Use timed swim results to interpret personal cardiovascular fitness and endurance.
- Interpret fitness level and calculate appropriate training intervals using a pace clock.
- Upon completion of this course the student will be able to use a pace clock for interval training.

**MIRAMAR**

- Observe distance per stroke.Count the number of strokes to complete 25 yd.
- Identify proper arm stroke when swimming freestyle.Observe the recovery phase of the swimmer to see distance per stroke.
- Create a swim workout that will include warm up, drill, main set and warm down.Each student will be graded on their swim workout. Grades will be given for both the midterm and final.

**UC Transfer Course:**

Yes

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

1. Announcements  
As needed
2. Chat Rooms  
As desired
3. Discussion Board  
Weekly
4. Email/Message System  
Frequent
5. Synchronous or Asynchronous Video  
Weekly
6. Telephone Contact  
As needed

**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

**SECTION IV****COURSE STUDENT LEARNING OUTCOME(S)****MESA**

- Explain how hydrodynamic principles allow for floatation and propulsion through the water.
- Demonstrate basic skills of the four competitive strokes.
- Use timed swim results to interpret personal cardiovascular fitness and endurance.
- Interpret fitness level and calculate appropriate training intervals using a pace clock.
- Upon completion of this course the student will be able to use a pace clock for interval training.

**MIRAMAR**

- Observe distance per stroke.Count the number of strokes to complete 25 yd.
- Identify proper arm stroke when swimming freestyle.Observe the recovery phase of the swimmer to see distance per stroke.
- Create a swim workout that will include warm up, drill, main set and warm down.Each student will be graded on their swim workout. Grades will be given for both the midterm and final.

**SECTION V**

## SECTION V

### COURSE DATA ADMINISTRATION ELEMENTS

#### I. Codes:

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

**TOP Code:** 0835.00 Physical Education

**SAM Code:** E - Non Occupational

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

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

**Course Program Status (CB24):** Program-applicable

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

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

**Major Restriction Code:** NONE

#### II. Lab Units: 0.50 - 1.00

**Total Units:** 0.5 - 1

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

**Lab Hours Min:** 32.00 **Max:** 54.00

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

**Total Contact Hours Min:** 32.00 **Max:** 54.00

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

**Total Student Learning Hours Min:** 32.00 **Max:** 54.00

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

**FTEF Lab Min:** 0.1333 **Max:** 0.2000

**FTEF Total Min:** 0.1333 **Max:** 0.2000

**III. Last Time Pre/Co Requisite Update:** 02/26/2013

**IV. Last Outline Revision Date:** 03/14/2013

**V. CIC Approval:** 03/14/2013

**VI. BOT Approval:**

**VII. State Approval:**

**VIII. Revised State Approval:**

**IX. Course Approval Effective Date:** Fall 2014

## COURSE DATA ADMINISTRATION ELEMENTS

#### I. Codes:

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

**TOP Code:** 0835.00 Physical Education

**SAM Code:** E - Non Occupational

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

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

**Course Program Status (CB24):** Program-applicable

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

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

**Major Restriction Code:** NONE

#### II. Lab Units: 0.50 - 1.00

**Total Units:** 0.5 - 1

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

**Lab Hours Min:** 32.00 **Max:** 54.00

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

**Total Contact Hours Min:** 32.00 **Max:** 54.00

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

**Total Student Learning Hours Min:** 32.00 **Max:** 54.00

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

**FTEF Lab Min:** 0.1333 **Max:** 0.2000

**FTEF Total Min:** 0.1333 **Max:** 0.2000

**III. Last Time Pre/Co Requisite Update:** 11/20/2022

**IV. Last Outline Revision Date:** 03/14/2013

**V. CIC Approval:**

**VI. BOT Approval:**

**VII. State Approval:**

**VIII. Revised State Approval:**

**IX. Course Approval Effective Date:**

## SECTION VI

### CREDIT FOR PRIOR LEARNING

## SECTION VI

### CREDIT FOR PRIOR LEARNING

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

**SECTION I****SUBJECT AREA AND COURSE NUMBER:** Exercise Science 114B**COURSE TITLE:**

Aquatic Fitness II

**Units:**

0.5-1

Grade Only

**CATALOG COURSE DESCRIPTION:**

This course is the second in a series of aquatic fitness courses. This course provides instruction and conditioning for various beginning level aquatic activities. Topics include beginning personal aquatic workout design and implementation, aquatic interval training, heart rate monitoring, using a pace clock, and safety concerns and techniques. This course is intended for those starting at a beginning level of cardiovascular fitness. When this course is offered for three hours per week, the additional time is utilized for skill development and increased cardiovascular conditioning.

**REQUISITES:****Advisory:**

EXSC 114A with a grade of "C" or better, or equivalent

**FIELD TRIP REQUIREMENTS:**

May be required

**TRANSFER APPLICABILITY:**

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

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

32 - 54

**TOTAL CONTACT HOURS:**

32 - 54

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

32 - 54

**STUDENT LEARNING OBJECTIVES:**

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

1. Identify physiological principles of aquatic conditioning.

2. Design and execute an appropriate aquatic workout for a beginning fitness level.
3. List and apply components of interval training to an aquatic workout.
4. Utilize a pace clock with aquatic fitness workouts.
5. Apply components of workout development to individual aquatic workout.
6. Monitor heart rate and interpret it for individual level of fitness.
7. Compare and contrast different training zones for use in aquatic activities.
8. Develop and utilize personal fitness plan for aquatic activities based on individual fitness level.
9. Identify and execute personal safety in an aquatic training environment.

## **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. Physiological principles of conditioning through aquatic activities
  - A. The adaptation principle
  - B. The overload principle
  - C. The progression principle
  - D. The specificity principle
- II. Aquatic workout design for beginning fitness level
  - A. Warm-up
  - B. Conditioning sets
  - C. Cool-down
- III. Components of interval training
  - A. Distance
  - B. Number of repetitions
  - C. Time
  - D. Speed
- IV. Using a pace clock and constructing interval workouts
- V. Individual aquatic workout development
  - A. Frequency
  - B. Intensity
  - C. Time
  - D. Type
- VI. Principles of conditioning
  - A. Heart rate monitoring
    1. Resting heart rate
    2. Target heart rate
    3. Maximum heart rate
    4. Heart rate monitoring using pool pace clock
  - B. Types of training zones
    1. Aerobic
    2. Anaerobic
    3. Fat burning
    4. Maintenance
- VII. Individual fitness plan
  - A. Entry level of fitness
  - B. Warm-up plan
  - C. Aquatic activities
  - D. Cool-down
  - E. Reevaluate
- VIII. Safety concerns and techniques
  - A. Personal safety
  - B. Lane etiquette

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

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

- I. Instructor generated handouts.
- II. Articles from newspapers or periodicals.
- III. Books on aquatic fitness such as "Water Fun" or "Fitness Swimming."
- IV. Related internet websites.

**C. Writing Assignments:**

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

- I. Journals, critiques and evaluations of aquatic training workouts and performances.
- II. Critiques of magazines articles or selections from books related to aquatic fitness.
- III. Report on swim meet or ocean race.
- IV. Completion of fitness portfolio.
- V. Create an individual aquatic training program.

**D. Appropriate Outside Assignments:**

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

- I. Journals, critiques and evaluations of aquatic training workouts and performances.
- II. Attend or participate in local swim meet or ocean race event.
- III. Create an individual aquatic training program.
- IV. Assigned written projects.

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

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

- I. Designing appropriate aquatic workouts for individual fitness level.
- II. Compare and contrast various types of training zones to improve cardiovascular fitness.
- III. Evaluating and monitoring individual heart rate range during training.

## **2. METHODS OF EVALUATION:**

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

- I. Exams and quizzes
- II. Written assignments
- III. Demonstration of correct skill techniques
- IV. Demonstration of increased cardiovascular endurance
- V. Participation
- VI. Outside assignments

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

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

- \* Audio-Visual
- \* Computer Assisted Instruction
- \* Laboratory
- \* Lecture
- \* Lecture Discussion
- \* Lecture-Lab Combination
- \* Other (Specify)
- \* Videotape analysis of student performance
- \* Guest speakers
- \* Demonstration of skill techniques

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

Textbooks may include, but are not limited to:

##### **TEXTBOOKS:**

1. Brooks, Michael. Developing Swimmers, Human Kinetics, 2011, ISBN: 9780736089357
2. Hines, Emmett. Fitness Swimming, Human Kinetics, 2008, ISBN: 9780736074575
3. Lees, Terri. Water Fun, Human Kinetics, 2007, ISBN: 9780736063784
4. Munatones, Steven. Open Water Swimming, Human Kinetics, 2011, ISBN: 9780736092845

##### **MANUALS:**

##### **PERIODICALS:**

##### **SOFTWARE:**

##### **SUPPLIES:**

1. Swim suit
2. Swim cap
3. Goggles

**ORIGINATOR:** Jim Fegan

**ORIGINATION DATE:** 02/25/2013

**PROPOSAL ORIGINATOR:** Matthew Cain

**CO-CONTRIBUTOR(S)**

**PROPOSAL DATE:** 11/20/2022

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

**COURSE TO BE PROPOSED: EXSC 114B  
Aquatic Fitness II**

**ACTIVE/APPROVED COURSES IMPACTED:**

EXSC 114B Aquatic Fitness II (29408)

Advisory

EXSC 114C (Active)

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

( Mesa )

Aquatics \*Active\*;

**Certificate of Achievement**

Select .5 - 1 unit (1 course) from aquatic fitness.

( Miramar )

Exercise and Nutritional Sciences \*Active\*;

**Associate of Science Degree**

Select at least one course and the remainder of units needed to meet the minimum of 18 from the following:

( Miramar )

Exercise and Nutritional Sciences \*Launched\*;

**Associate of Science Degree**

Select at least one course and the remainder of units needed to meet the minimum of 18 from the following:

( Mesa )

Kinesiology \*Approved\*;

**Associate in Arts for Transfer Degree**

Aquatics

( Mesa )

Kinesiology \*Active\*;

**Associate of Science Degree**

Select a minimum of one unit from Aerobics:

( Mesa )

Kinesiology \*Approved\*;

**Associate of Science Degree**

Select a minimum of one unit from Aerobics:

# SAN DIEGO COMMUNITY COLLEGE DISTRICT

## MESA AND MIRAMAR COLLEGES

### Course Outline of Record: Curriculum Proposal Report

#### SECTION I

- I. **Subject Area:** Exercise Science
- II. **Course Number:** 114B
- III. **Course Title:** Aquatic Fitness II
- IV. **Disciplines (Instructor Minimum Qualifications):** Physical Education
- V.
- VI. **Family:** AEROBIC
- VII. **Current Short Title:** Aquatic Fitness II
- VIII. **Course Is Active/Where?** MESA AND MIRAMAR
- IX. **Originating Campus:** MIRAMAR
- X. **Action Proposed:** Course Revision (May Include Activation)
- XI. **Distance Education Proposed At:** Mesa
- XII. **Proposal Originating Date:** 11/20/2022
- XIII. **Proposed Start Semester:** Spring 2023
- XIV. **Field Trip:** May be required
- XV. **Grading Option:** Grade Only
- XVI. **Current Short Description:** This course provides instruction and conditioning for various beginning level aquatic activities.

#### SECTION II

##### COURSE ENROLLMENT INFORMATION

- I. **Requisites:**  
Advisory: EXSC 114A with a grade of "C" or better, or equivalent.
- II. **Current Degree Applicability:** Associate Degree Credit & transfer to CSU
- III. **Current Basic Skills Designation:** N - Not a Basic Skills Course
- IV. **Repeatability:** Course may be taken 1 time(s)
- V. **Course Equivalency:** No
- VI. **Additional Information:** This course requires students to analyze specific variables, and achieve student learning objectives and outcomes (related to enhancing cardiovascular fitness through aquatic activities). 32 hours of activity are required (as a minimum) for physiological adaptation and development of these skill-related outcomes.
- VII. **Additional Textbook Information:** Textbook are most current editions as of 11/2022.

##### COURSE ANALYSIS DATA

- I. **Reason for Proposed Action:** Six-year review including: 1) statement for min. hours and 2) review & update textbooks (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
- III. **Current Transfer Options:** 1. UC Transfer Course List
- IV. **Proposed College/District Purpose:** 1. Graduation Requirement 2. Major Requirement - Associate Degree
- V. **Extraordinary Cost to the College:** None.
- VI. **Library Resource Materials:** No new resources required..

##### GENERAL EDUCATION ANALYSIS

###### **Other Graduation Requirement:**

Yes

###### **UC Transfer Course:**

Yes

## REQUISITES ANALYSIS

### Fundamental Aquatics Skills

#### 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. Chat Rooms  
As desired
  3. Discussion Board  
Weekly
  4. Email/Message System  
Frequent
  5. Synchronous or Asynchronous Video  
Weekly
  6. Telephone Contact  
As needed
- 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

#### SECTION IV

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

###### MESA

- Explain the various physiological changes occurring during aquatic conditioning.
- Demonstrate the ability to integrate pace clock awareness into an aquatic workout.
- Interpret timed swim results to design an appropriate aquatic training plan to improve personal endurance and cardiovascular fitness.

###### MIRAMAR

#### SECTION V

##### COURSE DATA ADMINISTRATION ELEMENTS

**I. Codes:**

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

**TOP Code:** 0835.00 Physical Education

**SAM Code:** E - Non Occupational

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

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

**Course Program Status (CB24):** Program-applicable

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

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

**Major Restriction Code:** NONE

**II. Lab Units:** 0.50 - 1.00

**Total Units:** 0.5 - 1

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

**Lab Hours Min:** 32.00 **Max:** 54.00

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

**Total Contact Hours Min:** 32.00 **Max:** 54.00

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

**Total Student Learning Hours Min:** 32.00 **Max:** 54.00

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

**FTEF Lab Min:** 0.1333 **Max:** 0.2000

**FTEF Total Min:** 0.1333 **Max:** 0.2000

**III. Last Time Pre/Co Requisite Update:** 11/20/2022

**IV. Last Outline Revision Date:** 03/14/2013

**V. CIC Approval:**

**VI. BOT Approval:**

**VII. State Approval:**

**VIII. Revised State Approval:**

**IX. Course Approval Effective Date:**

**SECTION VI**

**CREDIT FOR PRIOR LEARNING**

**Previous Report**

EXSC 114B

CIC Approval: 03/14/2013  
BOT APPROVAL: 09/26/2013  
STATE APPROVAL:  
EFFECTIVE TERM: Fall 2014

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

**SECTION I**

**SUBJECT AREA AND COURSE NUMBER:** Exercise Science 114B

**COURSE TITLE:**  
Aquatic Fitness II

**Units:**  
0.5-1  
Grade Only

**CATALOG COURSE DESCRIPTION:**

This course is the second in a series of aquatic fitness courses. This course provides instruction and conditioning for various beginning level aquatic activities. Topics include beginning personal aquatic workout design and implementation, aquatic interval training, heart rate monitoring, using a pace clock, and safety concerns and techniques. This course is intended for those starting at a beginning level of cardiovascular fitness. When this course is offered for three hours per week, the additional time is utilized for skill development and increased cardiovascular conditioning.

**REQUISITES:**

**Advisory:**  
EXSC 114A with a grade of "C" or better, or equivalent

**FIELD TRIP REQUIREMENTS:**  
May be required

**TRANSFER APPLICABILITY:**  
Associate Degree Credit & transfer to CSU UC Transfer Course List

**CID:**

**TOTAL LECTURE HOURS:**

**TOTAL LAB HOURS:**  
32 - 54

**TOTAL CONTACT HOURS:**  
32 - 54

**OUTSIDE-OF-CLASS HOURS:**

**TOTAL STUDENT LEARNING HOURS:**  
32 - 54

**STUDENT LEARNING OBJECTIVES:**

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

1. Identify physiological principles of aquatic conditioning.
2. Design and execute an appropriate aquatic workout for a beginning fitness level.
3. List and apply components of interval training to an aquatic workout.
4. Utilize a pace clock with aquatic fitness workouts.
5. Apply components of workout development to individual aquatic workout.
6. Monitor heart rate and interpret it for individual level of fitness.
7. Compare and contrast different training zones for use in aquatic activities.
8. Develop and utilize personal fitness plan for aquatic activities based on individual fitness level.

**Current Report**

EXSC 114B

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

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

**SECTION I**

**SUBJECT AREA AND COURSE NUMBER:** Exercise Science 114B

**COURSE TITLE:**  
Aquatic Fitness II

**Units:**  
0.5-1  
Grade Only

**CATALOG COURSE DESCRIPTION:**

This course is the second in a series of aquatic fitness courses. This course provides instruction and conditioning for various beginning level aquatic activities. Topics include beginning personal aquatic workout design and implementation, aquatic interval training, heart rate monitoring, using a pace clock, and safety concerns and techniques. This course is intended for those starting at a beginning level of cardiovascular fitness. When this course is offered for three hours per week, the additional time is utilized for skill development and increased cardiovascular conditioning.

**REQUISITES:**

**Advisory:**  
EXSC 114A with a grade of "C" or better, or equivalent

**FIELD TRIP REQUIREMENTS:**  
May be required

**TRANSFER APPLICABILITY:**  
Associate Degree Credit & transfer to CSU UC Transfer Course List

**CID:**

**TOTAL LECTURE HOURS:**

**TOTAL LAB HOURS:**  
32 - 54

**TOTAL CONTACT HOURS:**  
32 - 54

**OUTSIDE-OF-CLASS HOURS:**

**TOTAL STUDENT LEARNING HOURS:**  
32 - 54

**STUDENT LEARNING OBJECTIVES:**

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

1. Identify physiological principles of aquatic conditioning.
2. Design and execute an appropriate aquatic workout for a beginning fitness level.
3. List and apply components of interval training to an aquatic workout.
4. Utilize a pace clock with aquatic fitness workouts.
5. Apply components of workout development to individual aquatic workout.
6. Monitor heart rate and interpret it for individual level of fitness.
7. Compare and contrast different training zones for use in aquatic activities.
8. Develop and utilize personal fitness plan for aquatic activities based on individual fitness level.
9. Identify and execute personal safety in an aquatic training environment.

## **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. Physiological principles of conditioning through aquatic activities
  - A. The adaptation principle
  - B. The overload principle
  - C. The progression principle
  - D. The specificity principle
- II. Aquatic workout design for beginning fitness level
  - A. Warm-up
  - B. Conditioning sets
  - C. Cool-down
- III. Components of interval training
  - A. Distance
  - B. Number of repetitions
  - C. Time
  - D. Speed
- IV. Using a pace clock and constructing interval workouts
- V. Individual aquatic workout development
  - A. Frequency
  - B. Intensity
  - C. Time
  - D. Type
- VI. Principles of conditioning
  - A. Heart rate monitoring
    1. Resting heart rate
    2. Target heart rate
    3. Maximum heart rate
    4. Heart rate monitoring using pool pace clock
  - B. Types of training zones
    1. Aerobic
    2. Anaerobic
    3. Fat burning
    4. Maintenance
- VII. Individual fitness plan
  - A. Entry level of fitness
  - B. Warm-up plan
  - C. Aquatic activities
  - D. Cool-down
  - E. Reevaluate
- VIII. Safety concerns and techniques
  - A. Personal safety
  - B. Lane etiquette

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

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

- I. Instructor generated handouts.
- II. Articles from newspapers or periodicals.
- III. Books on aquatic fitness such as "Water Fun" or "Fitness Swimming."
- IV. Related internet websites.

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

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

- I. Journals, critiques and evaluations of aquatic training workouts and performances.
- II. Critiques of magazines articles or selections from books related to aquatic fitness.
- III. Report on swim meet or ocean race.
- IV. Completion of fitness portfolio.
- V. Create an individual aquatic training program.

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

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

- I. Journals, critiques and evaluations of aquatic training workouts and performances.

## **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. Physiological principles of conditioning through aquatic activities
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  - D. The specificity principle
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  - A. Warm-up
  - B. Conditioning sets
  - C. Cool-down
- III. Components of interval training
  - A. Distance
  - B. Number of repetitions
  - C. Time
  - D. Speed
- IV. Using a pace clock and constructing interval workouts
- V. Individual aquatic workout development
  - A. Frequency
  - B. Intensity
  - C. Time
  - D. Type
- VI. Principles of conditioning
  - A. Heart rate monitoring
    1. Resting heart rate
    2. Target heart rate
    3. Maximum heart rate
    4. Heart rate monitoring using pool pace clock
  - B. Types of training zones
    1. Aerobic
    2. Anaerobic
    3. Fat burning
    4. Maintenance
- VII. Individual fitness plan
  - A. Entry level of fitness
  - B. Warm-up plan
  - C. Aquatic activities
  - D. Cool-down
  - E. Reevaluate
- VIII. Safety concerns and techniques
  - A. Personal safety
  - B. Lane etiquette

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

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

- I. Instructor generated handouts.
- II. Articles from newspapers or periodicals.
- III. Books on aquatic fitness such as "Water Fun" or "Fitness Swimming."
- IV. Related internet websites.

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

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

- I. Journals, critiques and evaluations of aquatic training workouts and performances.
- II. Critiques of magazines articles or selections from books related to aquatic fitness.
- III. Report on swim meet or ocean race.
- IV. Completion of fitness portfolio.
- V. Create an individual aquatic training program.

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

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

- I. Journals, critiques and evaluations of aquatic training workouts and performances.
- II. Attend or participate in local swim meet or ocean race event.

- II. Attend or participate in local swim meet or ocean race event.
- III. Create an individual aquatic training program.
- IV. Assigned written projects.

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

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

- I. Designing appropriate aquatic workouts for individual fitness level.
- II. Compare and contrast various types of training zones to improve cardiovascular fitness.
- III. Evaluating and monitoring individual heart rate range during training.

**2. METHODS OF EVALUATION:**

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

- I. Exams and quizzes
- II. Written assignments
- III. Demonstration of correct skill techniques
- IV. Demonstration of increased cardiovascular endurance
- V. Participation
- VI. Outside assignments

**3. METHODS OF INSTRUCTION:**

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

- \* Audio-Visual
- \* Computer Assisted Instruction
- \* Laboratory
- \* Lecture
- \* Lecture Discussion
- \* Lecture-Lab Combination
- \* Other (Specify)
- \* Videotape analysis of student performance
- \* Guest speakers
- \* Demonstration of skill techniques

**4. REQUIRED TEXTS AND SUPPLIES:**

Textbooks may include, but are not limited to:

**TEXTBOOKS:**

1. Brooks, Michael. Developing Swimmers, Human Kinetics, 2011, ISBN: 9780736089357
2. Hines, Emmett. Fitness Swimming, Human Kinetics, 2008, ISBN: 9780736074575
3. Lees, Terri. Water Fun, Human Kinetics, 2007, ISBN: 9780736063784
4. Munatones, Steven. Open Water Swimming, Human Kinetics, 2011, ISBN: 9780736092845

**MANUALS:**

**PERIODICALS:**

**SOFTWARE:**

**SUPPLIES:**

1. Swim suit 2. Swim cap 3. Goggles

**ORIGINATOR:** Jim Fegan

**CO-CONTRIBUTOR(S)** Nathan Resch

**DATE:** 02/25/2013

Status: Active

Date Printed: 03/9/2023

- III. Create an individual aquatic training program.
- IV. Assigned written projects.

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

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

- I. Designing appropriate aquatic workouts for individual fitness level.
- II. Compare and contrast various types of training zones to improve cardiovascular fitness.
- III. Evaluating and monitoring individual heart rate range during training.

**2. METHODS OF EVALUATION:**

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

- I. Exams and quizzes
- II. Written assignments
- III. Demonstration of correct skill techniques
- IV. Demonstration of increased cardiovascular endurance
- V. Participation
- VI. Outside assignments

**3. METHODS OF INSTRUCTION:**

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

- \* Audio-Visual
- \* Computer Assisted Instruction
- \* Laboratory
- \* Lecture
- \* Lecture Discussion
- \* Lecture-Lab Combination
- \* Other (Specify)
- \* Videotape analysis of student performance
- \* Guest speakers
- \* Demonstration of skill techniques

**4. REQUIRED TEXTS AND SUPPLIES:**

Textbooks may include, but are not limited to:

**TEXTBOOKS:**

1. Brooks, Michael. Developing Swimmers, Human Kinetics, 2011, ISBN: 9780736089357
2. Hines, Emmett. Fitness Swimming, Human Kinetics, 2008, ISBN: 9780736074575
3. Lees, Terri. Water Fun, Human Kinetics, 2007, ISBN: 9780736063784
4. Munatones, Steven. Open Water Swimming, Human Kinetics, 2011, ISBN: 9780736092845

**MANUALS:**

**PERIODICALS:**

**SOFTWARE:**

**SUPPLIES:**

1. Swim suit 2. Swim cap 3. Goggles

**ORIGINATOR:** Jim Fegan

**ORIGINATION DATE:** 02/25/2013

**PROPOSAL ORIGINATOR:** Matthew Cain

**CO-CONTRIBUTOR(S)**

**PROPOSAL DATE:** 11/20/2022

Status: Launched

Date Printed: 03/9/2023

# Previous Report

SAN DIEGO COMMUNITY COLLEGE DISTRICT

MESA AND MIRAMAR COLLEGES

Course Outline of Record:  
Curriculum Proposal Report

## SECTION I

- I. **Subject Area:** Exercise Science
- II. **Course Number:** 114B
- III. **Course Title:** Aquatic Fitness II
- IV. **Disciplines (Instructor Minimum Qualifications):** Physical Education
- V.
- VI. **Family:** AEROBIC
- VII. **Current Short Title:** Aquatic Fitness II
- VIII. **Course Is Active/Where?** MESA AND MIRAMAR
- IX. **Originating Campus:** MESA
- X. **Action Proposed:** New Course
- XI. **Distance Education Proposed At:** Mesa
- XII. **Proposal Originating Date:** 02/25/2013
- XIII. **Proposed Start Semester:** Fall 2014
- XIV. **Field Trip:** May be required
- XV. **Grading Option:** Grade Only
- XVI. **Current Short Description:** This course provides instruction and conditioning for various beginning level aquatic activities.

## SECTION II

### COURSE ENROLLMENT INFORMATION

- I. **Requisites:**  
Advisory: EXSC 114A 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:** Create four levels of Aquatic Fitness courses
- II. **How Does The Course Fit The College Mission?** 1. Transfer
- III. **Current Transfer Options:** 1. UC Transfer Course List
- IV. **Proposed College/District Purpose:** 1. Graduation Requirement 2. Major Requirement - Associate Degree
- V. **Extraordinary Cost to the College:** None.
- VI. **Library Resource Materials:** No new resources required..

### GENERAL EDUCATION ANALYSIS

**Other Graduation Requirement:**  
Yes

# Current Report

SAN DIEGO COMMUNITY COLLEGE DISTRICT

MESA AND MIRAMAR COLLEGES

Course Outline of Record:  
Curriculum Proposal Report

## SECTION I

- I. **Subject Area:** Exercise Science
- II. **Course Number:** 114B
- III. **Course Title:** Aquatic Fitness II
- IV. **Disciplines (Instructor Minimum Qualifications):** Physical Education
- V.
- VI. **Family:** AEROBIC
- VII. **Current Short Title:** Aquatic Fitness II
- VIII. **Course Is Active/Where?** MESA AND MIRAMAR
- IX. **Originating Campus:** MIRAMAR
- X. **Action Proposed:** Course Revision (May Include Activation)
- XI. **Distance Education Proposed At:** Mesa
- XII. **Proposal Originating Date:** 11/20/2022
- XIII. **Proposed Start Semester:** Spring 2023
- XIV. **Field Trip:** May be required
- XV. **Grading Option:** Grade Only
- XVI. **Current Short Description:** This course provides instruction and conditioning for various beginning level aquatic activities.

## SECTION II

### COURSE ENROLLMENT INFORMATION

- I. **Requisites:**  
Advisory: EXSC 114A with a grade of "C" or better, or equivalent.
- II. **Current Degree Applicability:** Associate Degree Credit & transfer to CSU
- III. **Current Basic Skills Designation:** N - Not a Basic Skills Course
- IV. **Repeatability:** Course may be taken 1 time(s)
- V. **Course Equivalency:** No
- VI. **Additional Information:** This course requires students to analyze specific variables, and achieve student learning objectives and outcomes (related to enhancing cardiovascular fitness through aquatic activities). 32 hours of activity are required (as a minimum) for physiological adaptation and development of these skill-related outcomes.
- VII. **Additional Textbook Information:** Textbook are most current editions as of 11/2022.

### COURSE ANALYSIS DATA

- I. **Reason for Proposed Action:** Six-year review including: 1) statement for min. hours and 2) review & update textbooks (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
- III. **Current Transfer Options:** 1. UC Transfer Course List
- IV. **Proposed College/District Purpose:** 1. Graduation Requirement 2. Major Requirement - Associate Degree
- V. **Extraordinary Cost to the College:** None.
- VI. **Library Resource Materials:** No new resources required..

### GENERAL EDUCATION ANALYSIS

**Other Graduation Requirement:**  
Yes

**UC Transfer Course:**

Yes

**REQUISITES ANALYSIS****Fundamental Aquatics Skills**

- I. Course: EXSC 114A Identify and apply principles of propulsion through performance of various aquatic activities.
- II. Course: EXSC 114A Evaluate aquatic fitness level through fitness testing and timed swims.
- III. Course: EXSC 114A Apply appropriate warm-up and cool-down techniques.
- IV. Course: EXSC 114A Perform the four competitive strokes in an aquatic exercise program.
- V. Course: EXSC 114A Identify aquatic environment hazards and follow pool rules.

**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. Chat Rooms  
As desired
3. Discussion Board  
Weekly
4. Email/Message System  
Frequent
5. Synchronous or Asynchronous Video  
Weekly
6. Telephone Contact  
As needed

**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

**SECTION IV****COURSE STUDENT LEARNING OUTCOME(S)****MESA**

- Explain the various physiological changes occurring during aquatic conditioning.
- Demonstrate the ability to integrate pace clock awareness into an aquatic workout.
- Interpret timed swim results to design an appropriate aquatic training plan to improve personal endurance and cardiovascular fitness.

**MIRAMAR****UC Transfer Course:**

Yes

**REQUISITES ANALYSIS****Fundamental Aquatics Skills****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. Chat Rooms  
As desired
3. Discussion Board  
Weekly
4. Email/Message System  
Frequent
5. Synchronous or Asynchronous Video  
Weekly
6. Telephone Contact  
As needed

**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

**SECTION IV****COURSE STUDENT LEARNING OUTCOME(S)****MESA**

- Explain the various physiological changes occurring during aquatic conditioning.
- Demonstrate the ability to integrate pace clock awareness into an aquatic workout.
- Interpret timed swim results to design an appropriate aquatic training plan to improve personal endurance and cardiovascular fitness.

**MIRAMAR****SECTION V****COURSE DATA ADMINISTRATION ELEMENTS****I. Codes:****California Classification:** (Y Credit Course)

## SECTION V

### COURSE DATA ADMINISTRATION ELEMENTS

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

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

**TOP Code:** 0835.00 Physical Education

**SAM Code:** E - Non Occupational

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

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

**Course Program Status (CB24):** Program-applicable

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

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

**Major Restriction Code:** NONE

#### **II. Lab Units:** 0.50 - 1.00

**Total Units:** 0.5 - 1

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

**Lab Hours Min:** 32.00 **Max:** 54.00

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

**Total Contact Hours Min:** 32.00 **Max:** 54.00

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

**Total Student Learning Hours Min:** 32.00 **Max:** 54.00

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

**FTEF Lab Min:** 0.1333 **Max:** 0.2000

**FTEF Total Min:** 0.1333 **Max:** 0.2000

#### **III. Last Time Pre/Co Requisite Update:** 02/26/2013

#### **IV. Last Outline Revision Date:** 03/14/2013

#### **V. CIC Approval:** 03/14/2013

#### **VI. BOT Approval:** 09/26/2013

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

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

#### **IX. Course Approval Effective Date:** Fall 2014

## SECTION VI

### CREDIT FOR PRIOR LEARNING

**TOP Code:** 0835.00 Physical Education

**SAM Code:** E - Non Occupational

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

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

**Course Program Status (CB24):** Program-applicable

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

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

**Major Restriction Code:** NONE

#### **II. Lab Units:** 0.50 - 1.00

**Total Units:** 0.5 - 1

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

**Lab Hours Min:** 32.00 **Max:** 54.00

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

**Total Contact Hours Min:** 32.00 **Max:** 54.00

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

**Total Student Learning Hours Min:** 32.00 **Max:** 54.00

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

**FTEF Lab Min:** 0.1333 **Max:** 0.2000

**FTEF Total Min:** 0.1333 **Max:** 0.2000

#### **III. Last Time Pre/Co Requisite Update:** 11/20/2022

#### **IV. Last Outline Revision Date:** 03/14/2013

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

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

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

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

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

## SECTION VI

### CREDIT FOR PRIOR LEARNING

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

**SECTION I**

**SUBJECT AREA AND COURSE NUMBER:** Exercise Science 114C

**COURSE TITLE:**  
Aquatic Fitness III

**Units:**  
0.5-1  
Grade Only

**CATALOG COURSE DESCRIPTION:**

This course is the third in a series of aquatic fitness courses. This course provides instruction and conditioning for various intermediate level aquatic activities. Topics include analysis of personal health and lifestyle, intermediate level workout design, goal setting and motivation, body specific training for an aquatic environment, individual aquatic activities, and intermediate training types and safety concerns. This course is intended for those starting at an intermediate level of cardiovascular fitness. When this course is offered for three hours per week, the additional time is utilized for skill development and increased cardiovascular conditioning.

**REQUISITES:**

**Advisory:**  
EXSC 114B with a grade of "C" or better, or equivalent

**FIELD TRIP REQUIREMENTS:**  
Required

**TRANSFER APPLICABILITY:**  
Associate Degree Credit & transfer to CSU UC Transfer Course List

**CID:**

**TOTAL LECTURE HOURS:**

**TOTAL LAB HOURS:**  
32 - 54

**TOTAL CONTACT HOURS:**  
32 - 54

**OUTSIDE-OF-CLASS HOURS:**

**TOTAL STUDENT LEARNING HOURS:**  
32 - 54

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

1. Analyze personal health and lifestyle issues.
2. Design and execute an appropriate aquatic workout for an intermediate fitness level.
3. Analyze, evaluate, and identify individual fitness goals.
4. Identify, list and apply specific training exercises to enhance swimming skills.
5. Identify, list, execute different individual aquatic activities.
6. Compare and contrast different intermediate training concepts.
7. Identify and execute personal safety and demonstrate survival and rescue techniques in an aquatic training environment.

## **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. Analysis of personal health and lifestyle
  - A. Nutrition
  - B. Rest
  - C. Stress
  - D. Physical activity
- II. Aquatic workout design for intermediate fitness level
  - A. Warm-up
  - B. Conditioning sets
  - C. Cool-down
- III. Individual fitness goals and motivation
  - A. Setting fitness goals
  - B. Types of fitness goals
  - C. Types of measurements
  - D. Recording achievements
  - E. Evaluating fitness goals
  - F. Types of motivation
- IV. Body specific training in an aquatic environment
  - A. Rotational/Short axis aquatic exercises (Core)
  - B. Pulling/Pushing aquatic exercises (Upper body)
  - C. Kicking, jumping, aquatic jogging/running exercises (Lower body)
  - D. Dryland techniques that will enhance swimming skills
- V. Individual aquatic activities
  - A. Swimming
  - B. Diving
  - C. Aqua aerobics
  - D. Aqua jogging
  - E. Resistance exercises in the water
- VI. Intermediate training types
  - A. Speed
  - B. Interval
  - C. Circuit
- VII. Safety concerns and techniques
  - A. Basic survival and rescue skills
  - B. Preventing over training

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

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

- I. Instructor generated handouts.
- II. Articles from newspapers or periodicals.
- III. Books on aquatic fitness such as "Water Fun" or "Fitness Swimming."
- IV. Related internet websites.

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

Writing assignments are required and may include, but are not limited to, the following:

- I. Journals, critiques and evaluations of aquatic training workouts and performances.
- II. Critiques of magazine articles or selections from books related to aquatic fitness.
- III. Report on swim meet or ocean race.
- IV. Completion of fitness portfolio.
- V. Create an individual aquatic training program.

### **D. Appropriate Outside Assignments:**

Outside assignments may include, but are not limited to, the following:

- I. Journals, critiques and evaluations of aquatic training workouts and performances.
- II. Attend or participate in local swim meet or ocean race event.
- III. Create an individual aquatic training program.
- IV. Assigned written projects.

### **E. Appropriate Assignments that Demonstrate Critical Thinking:**

Critical thinking assignments are required and may include, but are not limited to, the following:

- I. Evaluate personal health issues.
- II. Compare and contrast different individual aquatic activities for cardiovascular fitness.
- III. Define and design a safe and effective aquatic training 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. Exams and quizzes
- II. Written assignments
- III. Demonstration of correct skill techniques
- IV. Demonstration of increased cardiovascular endurance
- V. Participation
- VI. Outside assignments

## **3. METHODS OF INSTRUCTION:**

Methods of instruction may include, but are not limited to, the following:

- \* Audio-Visual
- \* Computer Assisted Instruction
- \* Laboratory
- \* Lecture
- \* Lecture Discussion
- \* Lecture-Lab Combination
- \* Other (Specify)
- \* Videotape analysis of student performance
- \* Guest speakers
- \* Demonstration of skill techniques

## **4. REQUIRED TEXTS AND SUPPLIES:**

Textbooks may include, but are not limited to:

### **TEXTBOOKS:**

1. Brooks, Michael. Developing Swimmers, Human Kinetics, 2011, ISBN: 9780736089357

2. Hines, Emmett. Fitness Swimming, Human Kinetics, 2008, ISBN: 9780736074575
3. Lees, Terri. Water Fun, Human Kinetics, 2007, ISBN: 9780736063784
4. Munatones, Steven. Open Water Swimming, Human Kinetics, 2011, ISBN: 9780736092845

**MANUALS:**

**PERIODICALS:**

**SOFTWARE:**

**SUPPLIES:**

1. Swim suit
2. Swim cap
3. Goggles

**ORIGINATOR:** Jim Fegan

**ORIGINATION DATE:** 02/25/2013

**PROPOSAL ORIGINATOR:** Matthew Cain

**CO-CONTRIBUTOR(S)**

**PROPOSAL DATE:** 11/20/2022

**SAN DIEGO COMMUNITY COLLEGE DISTRICT  
COURSE PROPOSAL IMPACT REPORT**

**COURSE TO BE PROPOSED: EXSC 114C  
Aquatic Fitness III**

**ACTIVE/APPROVED COURSES IMPACTED:**

EXSC 114C Aquatic Fitness III (29409)

Advisory

EXSC 114D (Active)

**ACTIVE/APPROVED/PROPOSED PROGRAMS IMPACTED:**

( Mesa )

Aquatics \*Active\*;

**Certificate of Achievement**

Select .5 - 1 unit (1 course) from aquatic fitness.

( Miramar )

Exercise and Nutritional Sciences \*Active\*;

**Associate of Science Degree**

Select at least one course and the remainder of units needed to meet the minimum of 18 from the following:

( Miramar )

Exercise and Nutritional Sciences \*Launched\*;

**Associate of Science Degree**

Select at least one course and the remainder of units needed to meet the minimum of 18 from the following:

( Mesa )

Kinesiology \*Approved\*;

**Associate in Arts for Transfer Degree**

Aquatics

( Mesa )

Kinesiology \*Active\*;

**Associate of Science Degree**

Select a minimum of one unit from Aerobics:

( Mesa )

Kinesiology \*Approved\*;

**Associate of Science Degree**

Select a minimum of one unit from Aerobics:

# SAN DIEGO COMMUNITY COLLEGE DISTRICT

## MESA AND MIRAMAR COLLEGES

### Course Outline of Record: Curriculum Proposal Report

#### SECTION I

- I. **Subject Area:** Exercise Science
- II. **Course Number:** 114C
- III. **Course Title:** Aquatic Fitness III
- IV. **Disciplines (Instructor Minimum Qualifications):** Physical Education
- V.
- VI. **Family:** AEROBIC
- VII. **Current Short Title:** Aquatic Fitness III
- VIII. **Course Is Active/Where?** MESA AND MIRAMAR
- IX. **Originating Campus:** MIRAMAR
- X. **Action Proposed:** Course Revision (May Include Activation)
- XI. **Distance Education Proposed At:** Mesa
- XII. **Proposal Originating Date:** 11/20/2022
- XIII. **Proposed Start Semester:** Spring 2023
- XIV. **Field Trip:** Required
- XV. **Grading Option:** Grade Only
- XVI. **Current Short Description:** This course provides instruction and conditioning for various intermediate level aquatic activities.

#### SECTION II

##### COURSE ENROLLMENT INFORMATION

- I. **Requisites:**  
Advisory: EXSC 114B with a grade of "C" or better, or equivalent.
- II. **Current Degree Applicability:** Associate Degree Credit & transfer to CSU
- III. **Current Basic Skills Designation:** N - Not a Basic Skills Course
- IV. **Repeatability:** Course may be taken 1 time(s)
- V. **Course Equivalency:** No
- VI. **Additional Information:** This course requires students to analyze specific variables, and achieve student learning objectives and outcomes (related to enhancing cardiovascular fitness through aquatic activities). 32 hours of activity are required (as a minimum) for physiological adaptation and development of these skill-related outcomes.
- VII. **Additional Textbook Information:** Textbook are most current editions as of 11/2022.

##### COURSE ANALYSIS DATA

- I. **Reason for Proposed Action:** Six-year review including: 1) statement for min. hours and 2) review & update textbooks (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
- III. **Current Transfer Options:** 1. UC Transfer Course List
- IV. **Proposed College/District Purpose:** 1. Graduation Requirement 2. Major Requirement - Associate Degree
- V. **Extraordinary Cost to the College:** NONE.
- VI. **Library Resource Materials:** No new resources required..

##### GENERAL EDUCATION ANALYSIS

###### **Other Graduation Requirement:**

Yes

###### **UC Transfer Course:**

Yes

## REQUISITES ANALYSIS

Beginning Aquatic Fitness skills.

### 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. Chat Rooms  
As desired
  3. Discussion Board  
Weekly
  4. Email/Message System  
Frequent
  5. Synchronous or Asynchronous Video  
Weekly
  6. Telephone Contact  
As needed
- 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
- 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 for grading.
- VII. **Additional Resources/Materials/Information:** SDCCD and DSPS personnel will provide all needed accommodations. DSPS will provide a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).
- VIII. **Audio Visual Library Materials:** NO

### SECTION IV

#### COURSE STUDENT LEARNING OUTCOME(S)

##### MESA

- Recognize and describe intermediate skill levels of the four competitive strokes, various individual aquatic activities and intermediate training techniques.
- Transfer timed swim results to evaluate aquatic conditioning, assemble fitness goals and construct an appropriate training plan to meet these goals.
- Demonstrate personal water safety and lay person rescue techniques in an aquatic environment.

##### MIRAMAR

### SECTION V

## COURSE DATA ADMINISTRATION ELEMENTS

### **I. Codes:**

**California Classification:** (Y Credit Course)

**TOP Code:** 0835.00 Physical Education

**SAM Code:** E - Non Occupational

**Course Prior to College Level (CB21):** Y - Not applicable. Level of course is not one of the levels listed above, may be above level A (transferable) or below level C (more than 3 levels below transfer level).

**Funding Agency Category (CB23):** Not Applicable (funding not used to develop course)

**Course Program Status (CB24):** Program-applicable

**Course Gen Education Status (CB25):** Y = Not applicable

**Course Support Course Status (CB26):** N = Course is not a support course

**Major Restriction Code:** NONE

### **II. Lab Units:** 0.50 - 1.00

**Total Units:** 0.5 - 1

**Lecture Hours Min:** 0.00 **Max:** 0.00

**Lab Hours Min:** 32.00 **Max:** 54.00

**Other Hours Min:** 0.00 **Max:**0.00

**Total Contact Hours Min:** 32.00 **Max:**54.00

**Outside-of-Class Hours Min:** 0.00 **Max:**0.00

**Total Student Learning Hours Min:** 32.00 **Max:** 54.00

**FTEF Lecture Min:** 0.0000 **Max:**0.0000

**FTEF Lab Min:** 0.1333 **Max:**0.2000

**FTEF Total Min:** 0.1333 **Max:**0.2000

### **III. Last Time Pre/Co Requisite Update:** 11/20/2022

### **IV. Last Outline Revision Date:** 03/14/2013

### **V. CIC Approval:**

### **VI. BOT Approval:**

### **VII. State Approval:**

### **VIII. Revised State Approval:**

### **IX. Course Approval Effective Date:**

## SECTION VI

### CREDIT FOR PRIOR LEARNING

**Previous Report**

EXSC 114C

CIC Approval: 03/14/2013  
BOT APPROVAL: 09/26/2013  
STATE APPROVAL:  
EFFECTIVE TERM: Fall 2014

**SAN DIEGO COMMUNITY COLLEGE DISTRICT  
MESA, AND MIRAMAR COLLEGES  
ASSOCIATE DEGREE COURSE OUTLINE**

**SECTION I**

**SUBJECT AREA AND COURSE NUMBER:** Exercise Science 114C

**COURSE TITLE:**  
Aquatic Fitness III

**Units:**  
0.5-1  
Grade Only

**CATALOG COURSE DESCRIPTION:**

This course is the third in a series of aquatic fitness courses. This course provides instruction and conditioning for various intermediate level aquatic activities. Topics include analysis of personal health and lifestyle, intermediate level workout design, goal setting and motivation, body specific training for an aquatic environment, individual aquatic activities, and intermediate training types and safety concerns. This course is intended for those starting at an intermediate level of cardiovascular fitness. When this course is offered for three hours per week, the additional time is utilized for skill development and increased cardiovascular conditioning.

**REQUISITES:**

**Advisory:**  
EXSC 114B with a grade of "C" or better, or equivalent

**FIELD TRIP REQUIREMENTS:**  
Required

**TRANSFER APPLICABILITY:**  
Associate Degree Credit & transfer to CSU UC Transfer Course List

**CID:**

**TOTAL LECTURE HOURS:**

**TOTAL LAB HOURS:**  
32 - 54

**TOTAL CONTACT HOURS:**  
32 - 54

**OUTSIDE-OF-CLASS HOURS:**

**TOTAL STUDENT LEARNING HOURS:**  
32 - 54

**STUDENT LEARNING OBJECTIVES:**

Upon successful completion of the course the student will be able to:

1. Analyze personal health and lifestyle issues.
2. Design and execute an appropriate aquatic workout for an intermediate fitness level.
3. Analyze, evaluate, and identify individual fitness goals.
4. Identify, list and apply specific training exercises to enhance swimming skills.
5. Identify, list, execute different individual aquatic activities.
6. Compare and contrast different intermediate training concepts.
7. Identify and execute personal safety and demonstrate survival and rescue techniques in an aquatic training environment.

**Current Report**

EXSC 114C

CIC Approval:  
BOT APPROVAL:  
STATE APPROVAL:  
EFFECTIVE TERM:

**SAN DIEGO COMMUNITY COLLEGE DISTRICT  
MESA, AND MIRAMAR COLLEGES  
ASSOCIATE DEGREE COURSE OUTLINE**

**SECTION I**

**SUBJECT AREA AND COURSE NUMBER:** Exercise Science 114C

**COURSE TITLE:**  
Aquatic Fitness III

**Units:**  
0.5-1  
Grade Only

**CATALOG COURSE DESCRIPTION:**

This course is the third in a series of aquatic fitness courses. This course provides instruction and conditioning for various intermediate level aquatic activities. Topics include analysis of personal health and lifestyle, intermediate level workout design, goal setting and motivation, body specific training for an aquatic environment, individual aquatic activities, and intermediate training types and safety concerns. This course is intended for those starting at an intermediate level of cardiovascular fitness. When this course is offered for three hours per week, the additional time is utilized for skill development and increased cardiovascular conditioning.

**REQUISITES:**

**Advisory:**  
EXSC 114B with a grade of "C" or better, or equivalent

**FIELD TRIP REQUIREMENTS:**  
Required

**TRANSFER APPLICABILITY:**  
Associate Degree Credit & transfer to CSU UC Transfer Course List

**CID:**

**TOTAL LECTURE HOURS:**

**TOTAL LAB HOURS:**  
32 - 54

**TOTAL CONTACT HOURS:**  
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**OUTSIDE-OF-CLASS HOURS:**

**TOTAL STUDENT LEARNING HOURS:**  
32 - 54

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Upon successful completion of the course the student will be able to:

1. Analyze personal health and lifestyle issues.
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5. Identify, list, execute different individual aquatic activities.
6. Compare and contrast different intermediate training concepts.
7. Identify and execute personal safety and demonstrate survival and rescue techniques in an aquatic training environment.

## 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. Analysis of personal health and lifestyle
  - A. Nutrition
  - B. Rest
  - C. Stress
  - D. Physical activity
- II. Aquatic workout design for intermediate fitness level
  - A. Warm-up
  - B. Conditioning sets
  - C. Cool-down
- III. Individual fitness goals and motivation
  - A. Setting fitness goals
  - B. Types of fitness goals
  - C. Types of measurements
  - D. Recording achievements
  - E. Evaluating fitness goals
  - F. Types of motivation
- IV. Body specific training in an aquatic environment
  - A. Rotational/Short axis aquatic exercises (Core)
  - B. Pulling/Pushing aquatic exercises (Upper body)
  - C. Kicking jumping aquatic jogging/running exercises (Lower body)
  - D. Dryland techniques that will enhance swimming skills
- V. Individual aquatic activities
  - A. Swimming
  - B. Diving
  - C. Aqua aerobics
  - D. Aqua jogging
  - E. Resistance exercises in the water
- VI. Intermediate training types
  - A. Speed
  - B. Interval
  - C. Circuit
- VII. Safety concerns and techniques
  - A. Basic survival and rescue skills
  - B. Preventing over training

#### B. Reading Assignments:

Reading assignments are required and may include, but are not limited to, the following:

- I. Instructor generated handouts.
- II. Articles from newspapers or periodicals.
- III. Books on aquatic fitness such as "Water Fun" or "Fitness Swimming."
- IV. Related internet websites.

#### C. Writing Assignments:

Writing assignments are required and may include, but are not limited to, the following:

- I. Journals, critiques and evaluations of aquatic training workouts and performances.
- II. Critiques of magazine articles or selections from books related to aquatic fitness.
- III. Report on swim meet or ocean race.
- IV. Completion of fitness portfolio.
- V. Create an individual aquatic training program.

#### D. Appropriate Outside Assignments:

Outside assignments may include, but are not limited to, the following:

- I. Journals, critiques and evaluations of aquatic training workouts and performances.
- II. Attend or participate in local swim meet or ocean race event.
- III. Create an individual aquatic training program.
- IV. Assigned written projects.

#### E. Appropriate Assignments that Demonstrate Critical Thinking:

Critical thinking assignments are required and may include, but are not limited to, the following:

## 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. Analysis of personal health and lifestyle
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  - E. Resistance exercises in the water
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- II. Attend or participate in local swim meet or ocean race event.
- III. Create an individual aquatic training program.
- IV. Assigned written projects.

#### E. Appropriate Assignments that Demonstrate Critical Thinking:

Critical thinking assignments are required and may include, but are not limited to, the following:

- I. Evaluate personal health issues.

- I. Evaluate personal health issues.
- II. Compare and contrast different individual aquatic activities for cardiovascular fitness.
- III. Define and design a safe and effective aquatic training 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. Exams and quizzes
- II. Written assignments
- III. Demonstration of correct skill techniques
- IV. Demonstration of increased cardiovascular endurance
- V. Participation
- VI. Outside assignments

## 3. METHODS OF INSTRUCTION:

Methods of instruction may include, but are not limited to, the following:

- \* Audio-Visual
- \* Computer Assisted Instruction
- \* Laboratory
- \* Lecture
- \* Lecture Discussion
- \* Lecture-Lab Combination
- \* Other (Specify)
- \* Videotape analysis of student performance
- \* Guest speakers
- \* Demonstration of skill techniques

## 4. REQUIRED TEXTS AND SUPPLIES:

Textbooks may include, but are not limited to:

### TEXTBOOKS:

1. Brooks, Michael. Developing Swimmers, Human Kinetics, 2011, ISBN: 9780736089357
2. Hines, Emmett. Fitness Swimming, Human Kinetics, 2008, ISBN: 9780736074575
3. Lees, Terri. Water Fun, Human Kinetics, 2007, ISBN: 9780736063784
4. Munatones, Steven. Open Water Swimming, Human Kinetics, 2011, ISBN: 9780736092845

### MANUALS:

### PERIODICALS:

### SOFTWARE:

### SUPPLIES:

1. Swim suit 2. Swim cap 3. Goggles

ORIGINATOR: [Jim Fegan](#)

CO-CONTRIBUTOR(S) [Nathan Resch](#)  
DATE: 02/25/2013

Status: Active

Date Printed: 03/9/2023

- II. Compare and contrast different individual aquatic activities for cardiovascular fitness.
- III. Define and design a safe and effective aquatic training 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. Exams and quizzes
- II. Written assignments
- III. Demonstration of correct skill techniques
- IV. Demonstration of increased cardiovascular endurance
- V. Participation
- VI. Outside assignments

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Methods of instruction may include, but are not limited to, the following:

- \* Audio-Visual
- \* Computer Assisted Instruction
- \* Laboratory
- \* Lecture
- \* Lecture Discussion
- \* Lecture-Lab Combination
- \* Other (Specify)
- \* Videotape analysis of student performance
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4. Munatones, Steven. Open Water Swimming, Human Kinetics, 2011, ISBN: 9780736092845

### MANUALS:

### PERIODICALS:

### SOFTWARE:

### SUPPLIES:

1. Swim suit 2. Swim cap 3. Goggles

ORIGINATOR: [Jim Fegan](#)

ORIGINATION DATE: 02/25/2013

PROPOSAL ORIGINATOR: [Matthew Cain](#)

CO-CONTRIBUTOR(S)

PROPOSAL DATE: 11/20/2022

Status: Launched

Date Printed: 03/9/2023

# Previous Report

SAN DIEGO COMMUNITY COLLEGE DISTRICT

MESA AND MIRAMAR COLLEGES

Course Outline of Record:  
Curriculum Proposal Report

## SECTION I

- I. **Subject Area:** Exercise Science
- II. **Course Number:** 114C
- III. **Course Title:** Aquatic Fitness III
- IV. **Disciplines (Instructor Minimum Qualifications):** Physical Education
- V.
- VI. **Family:** AEROBIC
- VII. **Current Short Title:** Aquatic Fitness III
- VIII. **Course Is Active/Where?** MESA AND MIRAMAR
- IX. **Originating Campus:** MESA
- X. **Action Proposed:** New Course
- XI. **Distance Education Proposed At:** Mesa
- XII. **Proposal Originating Date:** 02/25/2013
- XIII. **Proposed Start Semester:** Fall 2014
- XIV. **Field Trip:** Required
- XV. **Grading Option:** Grade Only
- XVI. **Current Short Description:** This course provides instruction and conditioning for various intermediate level aquatic activities.

## SECTION II

### COURSE ENROLLMENT INFORMATION

- I. **Requisites:**  
Advisory: EXSC 114B 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:** Create four levels of Aquatics Fitness courses.
- II. **How Does The Course Fit The College Mission?** 1. Transfer
- III. **Current Transfer Options:** 1. UC Transfer Course List
- IV. **Proposed College/District Purpose:** 1. Graduation Requirement 2. Major Requirement - Associate Degree
- V. **Extraordinary Cost to the College:** NOne.
- VI. **Library Resource Materials:** No new resources required..

### GENERAL EDUCATION ANALYSIS

**Other Graduation Requirement:**  
Yes

# Current Report

SAN DIEGO COMMUNITY COLLEGE DISTRICT

MESA AND MIRAMAR COLLEGES

Course Outline of Record:  
Curriculum Proposal Report

## SECTION I

- I. **Subject Area:** Exercise Science
- II. **Course Number:** 114C
- III. **Course Title:** Aquatic Fitness III
- IV. **Disciplines (Instructor Minimum Qualifications):** Physical Education
- V.
- VI. **Family:** AEROBIC
- VII. **Current Short Title:** Aquatic Fitness III
- VIII. **Course Is Active/Where?** MESA AND MIRAMAR
- IX. **Originating Campus:** MIRAMAR
- X. **Action Proposed:** Course Revision (May Include Activation)
- XI. **Distance Education Proposed At:** Mesa
- XII. **Proposal Originating Date:** 11/20/2022
- XIII. **Proposed Start Semester:** Spring 2023
- XIV. **Field Trip:** Required
- XV. **Grading Option:** Grade Only
- XVI. **Current Short Description:** This course provides instruction and conditioning for various intermediate level aquatic activities.

## SECTION II

### COURSE ENROLLMENT INFORMATION

- I. **Requisites:**  
Advisory: EXSC 114B with a grade of "C" or better, or equivalent.
- II. **Current Degree Applicability:** Associate Degree Credit & transfer to CSU
- III. **Current Basic Skills Designation:** N - Not a Basic Skills Course
- IV. **Repeatability:** Course may be taken 1 time(s)
- V. **Course Equivalency:** No
- VI. **Additional Information:** This course requires students to analyze specific variables, and achieve student learning objectives and outcomes (related to enhancing cardiovascular fitness through aquatic activities). 32 hours of activity are required (as a minimum) for physiological adaptation and development of these skill-related outcomes.
- VII. **Additional Textbook Information:** Textbook are most current editions as of 11/2022.

### COURSE ANALYSIS DATA

- I. **Reason for Proposed Action:** Six-year review including: 1) statement for min. hours and 2) review & update textbooks (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
- III. **Current Transfer Options:** 1. UC Transfer Course List
- IV. **Proposed College/District Purpose:** 1. Graduation Requirement 2. Major Requirement - Associate Degree
- V. **Extraordinary Cost to the College:** NOne.
- VI. **Library Resource Materials:** No new resources required..

### GENERAL EDUCATION ANALYSIS

**Other Graduation Requirement:**  
Yes

**UC Transfer Course:**

Yes

**REQUISITES ANALYSIS****Beginning Aquatic Fitness skills.**

- I. Course: EXSC 114B Identify physiological principles of aquatic conditioning.
- II. Course: EXSC 114B Design and execute an appropriate aquatic workout for a beginning fitness level.
- III. Course: EXSC 114B List and apply components of interval training to an aquatic workout.
- IV. Course: EXSC 114B Utilize a pace clock with aquatic fitness workouts.
- V. Course: EXSC 114B Apply components of workout development to individual aquatic workout.
- VI. Course: EXSC 114B Monitor heart rate and interpret it for individual level of fitness.
- VII. Course: EXSC 114B Compare and contrast different training zones for use in aquatic activities.
- VIII. Course: EXSC 114B Develop and utilize personal fitness plan for aquatic activities based on individual fitness level.
- IX. Course: EXSC 114B Identify and execute personal safety in an aquatic training environment.

**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. Chat Rooms  
As desired
3. Discussion Board  
Weekly
4. Email/Message System  
Frequent
5. Synchronous or Asynchronous Video  
Weekly
6. Telephone Contact  
As needed

**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

**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 for grading.

**VII. Additional Resources/Materials/Information:** SDCCD and DSPS personnel will provide all needed accommodations. DSPS will provide a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).

**VIII. Audio Visual Library Materials:** NO**SECTION IV****COURSE STUDENT LEARNING OUTCOME(S)****MESA**

- Recognize and describe intermediate skill levels of the four competitive strokes, various individual aquatic activities and intermediate training techniques.

**UC Transfer Course:**

Yes

**REQUISITES ANALYSIS****Beginning Aquatic Fitness skills.****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:**

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**VIII. Audio Visual Library Materials:** NO**SECTION IV****COURSE STUDENT LEARNING OUTCOME(S)****MESA**

- Recognize and describe intermediate skill levels of the four competitive strokes, various individual aquatic activities and intermediate training techniques.
- Transfer timed swim results to evaluate aquatic conditioning, assemble fitness goals and construct an appropriate training plan to meet these goals.
- Demonstrate personal water safety and lay person rescue techniques in an aquatic environment.

**MIRAMAR****SECTION V****COURSE DATA ADMINISTRATION ELEMENTS****I. Codes:**

- Transfer timed swim results to evaluate aquatic conditioning, assemble fitness goals and construct an appropriate training plan to meet these goals.
- Demonstrate personal water safety and lay person rescue techniques in an aquatic environment.

**MIRAMAR**

**SECTION V**

**COURSE DATA ADMINISTRATION ELEMENTS**

**I. Codes:**

**California Classification:** (Y Credit Course)  
**TOP Code:** 0835.00 Physical Education  
**SAM Code:** E - Non Occupational  
**Course Prior to College Level (CB21):** Y - Not applicable. Level of course is not one of the levels listed above, may be above level A (transferable) or below level C (more than 3 levels below transfer level).  
**Funding Agency Category (CB23):** Not Applicable (funding not used to develop course)  
**Course Program Status (CB24):** Program-applicable  
**Course Gen Education Status (CB25):** Y  
**Course Support Course Status (CB26):** N  
**Major Restriction Code:** NONE

**II. Lab Units:** 0.50 - 1.00

**Total Units:** 0.5 - 1  
**Lecture Hours Min:** 0.00 **Max:** 0.00  
**Lab Hours Min:** 32.00 **Max:** 54.00  
**Other Hours Min:** 0.00 **Max:** 0.00  
**Total Contact Hours Min:** 32.00 **Max:** 54.00  
**Outside-of-Class Hours Min:** 0.00 **Max:** 0.00  
**Total Student Learning Hours Min:** 32.00 **Max:** 54.00  
**FTEF Lecture Min:** 0.0000 **Max:** 0.0000  
**FTEF Lab Min:** 0.1333 **Max:** 0.2000  
**FTEF Total Min:** 0.1333 **Max:** 0.2000

**III. Last Time Pre/Co Requisite Update:** 02/26/2013

**IV. Last Outline Revision Date:** 03/14/2013

**V. CIC Approval:** 03/14/2013

**VI. BOT Approval:** 09/26/2013

**VII. State Approval:**

**VIII. Revised State Approval:**

**IX. Course Approval Effective Date:** Fall 2014

**SECTION VI**

**CREDIT FOR PRIOR LEARNING**

**California Classification:** (Y Credit Course)

**TOP Code:** 0835.00 Physical Education

**SAM Code:** E - Non Occupational

**Course Prior to College Level (CB21):** Y - Not applicable. Level of course is not one of the levels listed above, may be above level A (transferable) or below level C (more than 3 levels below transfer level).

**Funding Agency Category (CB23):** Not Applicable (funding not used to develop course)

**Course Program Status (CB24):** Program-applicable

**Course Gen Education Status (CB25):** Y = Not applicable

**Course Support Course Status (CB26):** N = Course is not a support course

**Major Restriction Code:** NONE

**II. Lab Units:** 0.50 - 1.00

**Total Units:** 0.5 - 1

**Lecture Hours Min:** 0.00 **Max:** 0.00

**Lab Hours Min:** 32.00 **Max:** 54.00

**Other Hours Min:** 0.00 **Max:** 0.00

**Total Contact Hours Min:** 32.00 **Max:** 54.00

**Outside-of-Class Hours Min:** 0.00 **Max:** 0.00

**Total Student Learning Hours Min:** 32.00 **Max:** 54.00

**FTEF Lecture Min:** 0.0000 **Max:** 0.0000

**FTEF Lab Min:** 0.1333 **Max:** 0.2000

**FTEF Total Min:** 0.1333 **Max:** 0.2000

**III. Last Time Pre/Co Requisite Update:** 11/20/2022

**IV. Last Outline Revision Date:** 03/14/2013

**V. CIC Approval:**

**VI. BOT Approval:**

**VII. State Approval:**

**VIII. Revised State Approval:**

**IX. Course Approval Effective Date:**

**SECTION VI**

**CREDIT FOR PRIOR LEARNING**

**SAN DIEGO COMMUNITY COLLEGE DISTRICT  
MESA, AND MIRAMAR COLLEGES  
ASSOCIATE DEGREE COURSE OUTLINE**

**SECTION I**

**SUBJECT AREA AND COURSE NUMBER:** Exercise Science 114D

**COURSE TITLE:**  
Aquatic Fitness IV

**Units:**  
0.5-1  
Grade Only

**CATALOG COURSE DESCRIPTION:**

This course is the fourth in a series of aquatic fitness courses. This course provides instruction and conditioning for various advanced aquatic activities. Topics include components of aquatic fitness, advanced workout design, aquatic training for specific races, strokes and events, aquatic training with advanced equipment, advanced aquatic conditioning terminology and nutrition and hydration principles. This course is intended for those starting at an advanced level of cardiovascular fitness. When this course is offered for three hours per week, the additional time is utilized for skill development and increased cardiovascular conditioning.

**REQUISITES:**

**Advisory:**  
EXSC 114C with a grade of "C" or better, or equivalent

**FIELD TRIP REQUIREMENTS:**

May be required

**TRANSFER APPLICABILITY:**

Associate Degree Credit & transfer to CSU UC Transfer Course List

**CID:**

**TOTAL LECTURE HOURS:**

**TOTAL LAB HOURS:**

32 - 54

**TOTAL CONTACT HOURS:**

32 - 54

**OUTSIDE-OF-CLASS HOURS:**

**TOTAL STUDENT LEARNING HOURS:**

32 - 54

**STUDENT LEARNING OBJECTIVES:**

Upon successful completion of the course the student will be able to:

1. Compare and contrast, develop and utilize different components of aquatic fitness.
2. Design and execute an appropriate aquatic workout for an advanced fitness level.
3. Identify the components of training at lactate threshold.
4. Compare and contrast training methods for different distances and different strokes.
5. Identify and apply training methods for different distances and different strokes.
6. Identify and utilize different training equipment for aquatic activities.
7. Explain and apply nutrition and hydration requirements before, during and after strenuous exercise.
8. Identify and define aquatic conditioning terminology.
9. Identify the psychological benefits of exercise.
10. Identify and participate in aquatic team games and activities.
11. Describe and apply proper technique to prevent injury.
12. Identify special considerations for aquatic exercise.

## **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. Components of aquatic fitness
  - A. Training for cardiovascular endurance
  - B. Training for muscular strength
  - C. Training for muscular endurance
  - D. Flexibility
  - E. Body composition
- II. Aquatic workout design for advanced fitness level
- III. Aquatic training at lactate threshold
- IV. Aquatic training for different distances
  - A. Sprint
  - B. Middle distance
  - C. Distance
- V. Aquatic training for specific races and strokes
  - A. Freestyle
  - B. Backstroke
  - C. Breaststroke
  - D. Butterfly
  - E. Individual Medley
- VI. Aquatic training with advanced equipment
  - A. Paddles
  - B. Fins
  - C. Buoy
  - D. Snorkle
  - E. Bands
  - F. Pulleys
  - G. Kickboard
  - H. Hydro-Fit cuffs
  - I. Aqua jogger belts
- VII. Nutrition and Hydration
  - A. Before strenuous activity
  - B. During strenuous activity
  - C. After strenuous activity
- VIII. Aquatic conditioning terminology
  - A. Descend
  - B. Build
  - C. Negative split
  - D. Pyramid
  - E. Ladder

- F. Rest interval
- G. Hypoxic
- H. Fartlek
- IX. Sport Psychology
  - A. Benefits of exercise
  - B. Positive self-talk
- X. Aquatic team games and activities
  - A. Water polo
  - B. Water hockey
  - C. Relays
  - D. Innertube water polo
- XI. Safety concerns and techniques
  - A. Proper technique and injury prevention
  - B. Special considerations for aquatic exercise
    - 1. Pregnancy
    - 2. Aging
    - 3. Rehabilitation

**B. Reading Assignments:**

Reading assignments are required and may include, but are not limited to, the following:

- I. Instructor generated handouts.
- II. Articles from newspapers or periodicals.
- III. Books on aquatic fitness such as "Water Fun" or " Fitness Swimming."
- IV. Related internet websites.

**C. Writing Assignments:**

Writing assignments are required and may include, but are not limited to, the following:

- I. Journals, critiques and evaluations of aquatic training workouts and performances.
- II. Critiques of magazine articles or selections from books related to aquatic fitness.
- III. Report on swim meet or ocean race.
- IV. Completion of fitness portfolio.
- V. Create an individual aquatic training program.

**D. Appropriate Outside Assignments:**

Outside assignments may include, but are not limited to, the following:

- I. Journals, critiques and evaluations of aquatic training workouts and performances.
- II. Attend or participate in local swim meet or ocean race event.
- III. Create an individual aquatic training program.
- IV. Assigned written projects.

**E. Appropriate Assignments that Demonstrate Critical Thinking:**

Critical thinking assignments are required and may include, but are not limited to, the following:

- I. Compare and contrast different components of aquatic fitness.
- II. Evaluate different nutrition and hydration requirements for exercise.
- III. Compare and contrast training methods for different distances and strokes.

**2. METHODS OF EVALUATION:**

A student's grade will be based on multiple measures of performance unless the course requires no grade. Multiple measures may include, but are not limited to, the following:

- I. Exams and quizzes
- II. Written assignments
- III. Demonstration of correct skill techniques

- IV. Demonstration of increased cardiovascular endurance
- V. Participation
- VI. Outside assignments

### **3. METHODS OF INSTRUCTION:**

Methods of instruction may include, but are not limited to, the following:

- \* Audio-Visual
- \* Collaborative Learning
- \* Computer Assisted Instruction
- \* Laboratory
- \* Lecture
- \* Lecture Discussion
- \* Lecture-Lab Combination
- \* Other (Specify)
- \* Videotape analysis of student performance
- \* Guest speakers
- \* Demonstration of skill techniques

### **4. REQUIRED TEXTS AND SUPPLIES:**

Textbooks may include, but are not limited to:

#### **TEXTBOOKS:**

1. Brooks, Michael. Developing Swimmers, Human Kinetics, 2011, ISBN: 9780736089357
2. Hines, Emmett. Fitness Swimming, Human Kinetics, 2008, ISBN: 9780736074575
3. Lees, Terri. Water Fun, Human Kinetics, 2007, ISBN: 9780736063784
4. Munatones, Steven. Open Water Swimming, Human Kinetics, 2011, ISBN: 9780736092845

#### **MANUALS:**

#### **PERIODICALS:**

#### **SOFTWARE:**

#### **SUPPLIES:**

1. Swim suit
2. Swim cap
3. Goggles

**ORIGINATOR:** Jim Fegan

**ORIGINATION DATE:** 02/25/2013

**PROPOSAL ORIGINATOR:** Matthew Cain

**CO-CONTRIBUTOR(S)**

**PROPOSAL DATE:** 11/20/2022

**SAN DIEGO COMMUNITY COLLEGE DISTRICT  
COURSE PROPOSAL IMPACT REPORT**

**COURSE TO BE PROPOSED: EXSC 114D  
Aquatic Fitness IV**

**ACTIVE/APPROVED COURSES IMPACTED:**

EXSC 114D Aquatic Fitness IV (29410)

**ACTIVE/APPROVED/PROPOSED PROGRAMS IMPACTED:**

( Mesa )

Aquatics \*Active\*;

**Certificate of Achievement**

Select .5 - 1 unit (1 course) from aquatic fitness.

( Miramar )

Exercise and Nutritional Sciences \*Active\*;

**Associate of Science Degree**

Select at least one course and the remainder of units needed to meet the minimum of 18 from the following:

( Miramar )

Exercise and Nutritional Sciences \*Launched\*;

**Associate of Science Degree**

Select at least one course and the remainder of units needed to meet the minimum of 18 from the following:

( Mesa )

Kinesiology \*Approved\*;

**Associate in Arts for Transfer Degree**

Aquatics

( Mesa )

Kinesiology \*Active\*;

**Associate of Science Degree**

Select a minimum of one unit from Aerobics:

( Mesa )

Kinesiology \*Approved\*;

**Associate of Science Degree**

Select a minimum of one unit from Aerobics:

# SAN DIEGO COMMUNITY COLLEGE DISTRICT

## MESA AND MIRAMAR COLLEGES

### Course Outline of Record: Curriculum Proposal Report

#### SECTION I

- I. **Subject Area:** Exercise Science
- II. **Course Number:** 114D
- III. **Course Title:** Aquatic Fitness IV
- IV. **Disciplines (Instructor Minimum Qualifications):** Physical Education
- V.
- VI. **Family:** AEROBIC
- VII. **Current Short Title:** Aquatic Fitness IV
- VIII. **Course Is Active/Where?** MIRAMAR AND MESA
- IX. **Originating Campus:** MIRAMAR
- X. **Action Proposed:** Course Revision (May Include Activation)
- XI. **Distance Education Proposed At:** Mesa
- XII. **Proposal Originating Date:** 11/20/2022
- XIII. **Proposed Start Semester:** Spring 2023
- XIV. **Field Trip:** May be required
- XV. **Grading Option:** Grade Only
- XVI. **Current Short Description:** This course provides instruction and conditioning for various advanced aquatic activities.

#### SECTION II

##### COURSE ENROLLMENT INFORMATION

- I. **Requisites:**  
Advisory: EXSC 114C with a grade of "C" or better, or equivalent.
- II. **Current Degree Applicability:** Associate Degree Credit & transfer to CSU
- III. **Current Basic Skills Designation:** N - Not a Basic Skills Course
- IV. **Repeatability:** Course may be taken 1 time(s)
- V. **Course Equivalency:** No
- VI. **Additional Information:** This course requires students to analyze specific variables, and achieve student learning objectives and outcomes (related to enhancing cardiovascular fitness through aquatic activities). 32 hours of activity are required (as a minimum) for physiological adaptation and development of these skill-related outcomes.
- VII. **Additional Textbook Information:** Textbook are most current editions as of 11/2022.

##### COURSE ANALYSIS DATA

- I. **Reason for Proposed Action:** Six-year review including: 1) statement for min. hours and 2) review & update textbooks (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
- III. **Current Transfer Options:** 1. UC Transfer Course List
- IV. **Proposed College/District Purpose:** 1. Graduation Requirement 2. Major Requirement - Associate Degree
- V. **Extraordinary Cost to the College:** None.
- VI. **Library Resource Materials:** No new resources required..

##### GENERAL EDUCATION ANALYSIS

###### **Other Graduation Requirement:**

Yes

###### **UC Transfer Course:**

Yes

## **REQUISITES ANALYSIS**

**Intermediate Aquatic Fitness skills.**

### **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. Chat Rooms  
As desired
  3. Discussion Board  
Weekly
  4. Email/Message System  
Frequent
  5. Synchronous or Asynchronous Video  
Weekly
  6. Telephone Contact  
As needed
- 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

### **SECTION IV**

#### **COURSE STUDENT LEARNING OUTCOME(S)**

##### **MESA**

- Recognize and describe the different components of aquatic fitness, training techniques, training equipment for aquatic activities, aquatic conditioning terminology, and various aquatic games and activities.
- Describe and apply proper nutrition and hydration with strenuous exercise, technique to prevent injury and special considerations for aquatic exercise.
- Use a pace clock to evaluate timed swims and calculate appropriate interval training level.

##### **MIRAMAR**

### **SECTION V**

## COURSE DATA ADMINISTRATION ELEMENTS

### **I. Codes:**

**California Classification:** (Y Credit Course)

**TOP Code:** 0835.00 Physical Education

**SAM Code:** E - Non Occupational

**Course Prior to College Level (CB21):** Y - Not applicable. Level of course is not one of the levels listed above, may be above level A (transferable) or below level C (more than 3 levels below transfer level).

**Funding Agency Category (CB23):** Not Applicable (funding not used to develop course)

**Course Program Status (CB24):** Program-applicable

**Course Gen Education Status (CB25):** Y = Not applicable

**Course Support Course Status (CB26):** N = Course is not a support course

**Major Restriction Code:** NONE

### **II. Lab Units:** 0.50 - 1.00

**Total Units:** 0.5 - 1

**Lecture Hours Min:** 0.00 **Max:** 0.00

**Lab Hours Min:** 32.00 **Max:** 54.00

**Other Hours Min:** 0.00 **Max:**0.00

**Total Contact Hours Min:** 32.00 **Max:**54.00

**Outside-of-Class Hours Min:** 0.00 **Max:**0.00

**Total Student Learning Hours Min:** 32.00 **Max:** 54.00

**FTEF Lecture Min:** 0.0000 **Max:**0.0000

**FTEF Lab Min:** 0.1333 **Max:**0.2000

**FTEF Total Min:** 0.1333 **Max:**0.2000

### **III. Last Time Pre/Co Requisite Update:** 11/20/2022

### **IV. Last Outline Revision Date:** 03/14/2013

### **V. CIC Approval:**

### **VI. BOT Approval:**

### **VII. State Approval:**

### **VIII. Revised State Approval:**

### **IX. Course Approval Effective Date:**

## SECTION VI

### CREDIT FOR PRIOR LEARNING

**Previous Report**

EXSC 114D

CIC Approval: 03/14/2013  
BOT APPROVAL: 09/26/2013  
STATE APPROVAL:  
EFFECTIVE TERM: Fall 2014

**SAN DIEGO COMMUNITY COLLEGE DISTRICT  
MESA, AND MIRAMAR COLLEGES  
ASSOCIATE DEGREE COURSE OUTLINE**

**SECTION I**

**SUBJECT AREA AND COURSE NUMBER:** Exercise Science 114D

**COURSE TITLE:**  
Aquatic Fitness IV

**Units:**  
0.5-1  
Grade Only

**CATALOG COURSE DESCRIPTION:**

This course is the fourth in a series of aquatic fitness courses. This course provides instruction and conditioning for various advanced aquatic activities. Topics include components of aquatic fitness, advanced workout design, aquatic training for specific races, strokes and events, aquatic training with advanced equipment, advanced aquatic conditioning terminology and nutrition and hydration principles. This course is intended for those starting at an advanced level of cardiovascular fitness. When this course is offered for three hours per week, the additional time is utilized for skill development and increased cardiovascular conditioning.

**REQUISITES:**

**Advisory:**  
EXSC 114C with a grade of "C" or better, or equivalent

**FIELD TRIP REQUIREMENTS:**  
May be required

**TRANSFER APPLICABILITY:**  
Associate Degree Credit & transfer to CSU UC Transfer Course List

**CID:**

**TOTAL LECTURE HOURS:**

**TOTAL LAB HOURS:**  
32 - 54

**TOTAL CONTACT HOURS:**  
32 - 54

**OUTSIDE-OF-CLASS HOURS:**

**TOTAL STUDENT LEARNING HOURS:**  
32 - 54

**STUDENT LEARNING OBJECTIVES:**

Upon successful completion of the course the student will be able to:

1. Compare and contrast, develop and utilize different components of aquatic fitness.
2. Design and execute an appropriate aquatic workout for an advanced fitness level.
3. Identify the components of training at lactate threshold.
4. Compare and contrast training methods for different distances and different strokes.
5. Identify and apply training methods for different distances and different strokes.
6. Identify and utilize different training equipment for aquatic activities.
7. Explain and apply nutrition and hydration requirements before, during and after strenuous exercise.
8. Identify and define aquatic conditioning terminology.

**Current Report**

EXSC 114D

CIC Approval:  
BOT APPROVAL:  
STATE APPROVAL:  
EFFECTIVE TERM:

**SAN DIEGO COMMUNITY COLLEGE DISTRICT  
MESA, AND MIRAMAR COLLEGES  
ASSOCIATE DEGREE COURSE OUTLINE**

**SECTION I**

**SUBJECT AREA AND COURSE NUMBER:** Exercise Science 114D

**COURSE TITLE:**  
Aquatic Fitness IV

**Units:**  
0.5-1  
Grade Only

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**REQUISITES:**

**Advisory:**  
EXSC 114C with a grade of "C" or better, or equivalent

**FIELD TRIP REQUIREMENTS:**  
May be required

**TRANSFER APPLICABILITY:**  
Associate Degree Credit & transfer to CSU UC Transfer Course List

**CID:**

**TOTAL LECTURE HOURS:**

**TOTAL LAB HOURS:**  
32 - 54

**TOTAL CONTACT HOURS:**  
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**OUTSIDE-OF-CLASS HOURS:**

**TOTAL STUDENT LEARNING HOURS:**  
32 - 54

**STUDENT LEARNING OBJECTIVES:**

Upon successful completion of the course the student will be able to:

1. Compare and contrast, develop and utilize different components of aquatic fitness.
2. Design and execute an appropriate aquatic workout for an advanced fitness level.
3. Identify the components of training at lactate threshold.
4. Compare and contrast training methods for different distances and different strokes.
5. Identify and apply training methods for different distances and different strokes.
6. Identify and utilize different training equipment for aquatic activities.
7. Explain and apply nutrition and hydration requirements before, during and after strenuous exercise.
8. Identify and define aquatic conditioning terminology.
9. Identify the psychological benefits of exercise.
10. Identify and participate in aquatic team games and activities.

9. Identify the psychological benefits of exercise.
10. Identify and participate in aquatic team games and activities.
11. Describe and apply proper technique to prevent injury.
12. Identify special considerations for aquatic exercise.

11. Describe and apply proper technique to prevent injury.
12. Identify special considerations for aquatic exercise.

## SECTION II

## SECTION II

### 1. COURSE OUTLINE AND SCOPE:

#### A. Outline Of Topics:

The following topics are included in the framework of the course but are not intended as limits on content. The order of presentation and relative emphasis will vary with each instructor.

- I. Components of aquatic fitness
  - A. Training for cardiovascular endurance
  - B. Training for muscular strength
  - C. Training for muscular endurance
  - D. Flexibility
  - E. Body composition
- II. Aquatic workout design for advanced fitness level
- III. Aquatic training at lactate threshold
- IV. Aquatic training for different distances
  - A. Sprint
  - B. Middle distance
  - C. Distance
- V. Aquatic training for specific races and strokes
  - A. Freestyle
  - B. Backstroke
  - C. Breaststroke
  - D. Butterfly
  - E. Individual Medley
- VI. Aquatic training with advanced equipment
  - A. Paddles
  - B. Fins
  - C. Buoy
  - D. Snorkle
  - E. Bands
  - F. Pulleys
  - G. Kickboard
  - H. Hydro-Fit cuffs
  - I. Aqua jogger belts
- VII. Nutrition and Hydration
  - A. Before strenuous activity
  - B. During strenuous activity
  - C. After strenuous activity
- VIII. Aquatic conditioning terminology
  - A. Descend
  - B. Build
  - C. Negative split
  - D. Pyramid
  - E. Ladder
  - F. Rest interval
  - G. Hypoxic
  - H. Fartlek
- IX. Sport Psychology
  - A. Benefits of exercise
  - B. Positive self-talk
- X. Aquatic team games and activities
  - A. Water polo
  - B. Water hockey
  - C. Relays
  - D. Innertube water polo
- XI. Safety concerns and techniques
  - A. Proper technique and injury prevention
  - B. Special considerations for aquatic exercise
    1. Pregnancy
    2. Aging
    3. Rehabilitation

#### B. Reading Assignments:

Reading assignments are required and may include, but are not limited to, the following:

### 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. Components of aquatic fitness
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  - C. Relays
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  - A. Proper technique and injury prevention
  - B. Special considerations for aquatic exercise
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#### B. Reading Assignments:

Reading assignments are required and may include, but are not limited to, the following:

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- II. Articles from newspapers or periodicals.
- III. Books on aquatic fitness such as "Water Fun" or " Fitness Swimming."
- IV. Related internet websites.

**C. Writing Assignments:**

Writing assignments are required and may include, but are not limited to, the following:

- I. Journals, critiques and evaluations of aquatic training workouts and performances.
- II. Critiques of magazine articles or selections from books related to aquatic fitness.
- III. Report on swim meet or ocean race.
- IV. Completion of fitness portfolio.
- V. Create an individual aquatic training program.

**D. Appropriate Outside Assignments:**

Outside assignments may include, but are not limited to, the following:

- I. Journals, critiques and evaluations of aquatic training workouts and performances.
- II. Attend or participate in local swim meet or ocean race event.
- III. Create an individual aquatic training program.
- IV. Assigned written projects.

**E. Appropriate Assignments that Demonstrate Critical Thinking:**

Critical thinking assignments are required and may include, but are not limited to, the following:

- I. Compare and contrast different components of aquatic fitness.
- II. Evaluate different nutrition and hydration requirements for exercise.
- III. Compare and contrast training methods for different distances and strokes.

**2. METHODS OF EVALUATION:**

A student's grade will be based on multiple measures of performance unless the course requires no grade. Multiple measures may include, but are not limited to, the following:

- I. Exams and quizzes
- II. Written assignments
- III. Demonstration of correct skill techniques
- IV. Demonstration of increased cardiovascular endurance
- V. Participation
- VI. Outside assignments

**3. METHODS OF INSTRUCTION:**

Methods of instruction may include, but are not limited to, the following:

- \* Audio-Visual
- \* Collaborative Learning
- \* Computer Assisted Instruction
- \* Laboratory
- \* Lecture
- \* Lecture Discussion
- \* Lecture-Lab Combination
- \* Other (Specify)
- \* Videotape analysis of student performance
- \* Guest speakers
- \* Demonstration of skill techniques

**4. REQUIRED TEXTS AND SUPPLIES:**

Textbooks may include, but are not limited to:

**TEXTBOOKS:**

- 1. Brooks, Michael. Developing Swimmers, Human Kinetics, 2011, ISBN: 9780736089357
- 2. Hines, Emmett. Fitness Swimming, Human Kinetics, 2008, ISBN: 9780736074575
- 3. Lees, Terri. Water Fun, Human Kinetics, 2007, ISBN: 9780736063784
- 4. Munatones, Steven. Open Water Swimming, Human Kinetics, 2011, ISBN: 9780736092845

**MANUALS:**

- II. Articles from newspapers or periodicals.
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**C. Writing Assignments:**

Writing assignments are required and may include, but are not limited to, the following:

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- VI. Outside assignments

**3. METHODS OF INSTRUCTION:**

Methods of instruction may include, but are not limited to, the following:

- \* Audio-Visual
- \* Collaborative Learning
- \* Computer Assisted Instruction
- \* Laboratory
- \* Lecture
- \* Lecture Discussion
- \* Lecture-Lab Combination
- \* Other (Specify)
- \* Videotape analysis of student performance
- \* Guest speakers
- \* Demonstration of skill techniques

**4. REQUIRED TEXTS AND SUPPLIES:**

Textbooks may include, but are not limited to:

**TEXTBOOKS:**

- 1. Brooks, Michael. Developing Swimmers, Human Kinetics, 2011, ISBN: 9780736089357
- 2. Hines, Emmett. Fitness Swimming, Human Kinetics, 2008, ISBN: 9780736074575
- 3. Lees, Terri. Water Fun, Human Kinetics, 2007, ISBN: 9780736063784
- 4. Munatones, Steven. Open Water Swimming, Human Kinetics, 2011, ISBN: 9780736092845

**MANUALS:**

**PERIODICALS:**

**SOFTWARE:**

**PERIODICALS:**

**SOFTWARE:**

**SUPPLIES:**

- 1. Swim suit 2. Swim cap 3. Goggles

**ORIGINATOR:** Jim Fegan

**CO-CONTRIBUTOR(S)** Nathan Resch

**DATE:** 02/25/2013

Status: Active

Date Printed: 03/9/2023

**SUPPLIES:**

- 1. Swim suit 2. Swim cap 3. Goggles

**ORIGINATOR:** Jim Fegan

**ORINATION DATE:** 02/25/2013

**PROPOSAL ORIGINATOR:** Matthew Cain

**CO-CONTRIBUTOR(S)**

**PROPOSAL DATE:** 11/20/2022

Status: Launched

Date Printed: 03/9/2023

# Previous Report

SAN DIEGO COMMUNITY COLLEGE DISTRICT

MESA AND MIRAMAR COLLEGES

Course Outline of Record:  
Curriculum Proposal Report

## SECTION I

- I. **Subject Area:** Exercise Science
- II. **Course Number:** 114D
- III. **Course Title:** Aquatic Fitness IV
- IV. **Disciplines (Instructor Minimum Qualifications):** Physical Education
- V.
- VI. **Family:** AEROBIC
- VII. **Current Short Title:** Aquatic Fitness IV
- VIII. **Course Is Active/Where?** MESA AND MIRAMAR
- IX. **Originating Campus:** MESA
- X. **Action Proposed:** New Course
- XI. **Distance Education Proposed At:** Mesa
- XII. **Proposal Originating Date:** 02/25/2013
- XIII. **Proposed Start Semester:** Fall 2014
- XIV. **Field Trip:** May be required
- XV. **Grading Option:** Grade Only
- XVI. **Current Short Description:** This course provides instruction and conditioning for various advanced aquatic activities.

## SECTION II

### COURSE ENROLLMENT INFORMATION

- I. **Requisites:**  
Advisory: EXSC 114C 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:** Create four levels of Aquatic Fitness courses.
- II. **How Does The Course Fit The College Mission?** 1. Transfer
- III. **Current Transfer Options:** 1. UC Transfer Course List
- IV. **Proposed College/District Purpose:** 1. Graduation Requirement 2. Major Requirement - Associate Degree
- V. **Extraordinary Cost to the College:** None.
- VI. **Library Resource Materials:** No new resources required..

### GENERAL EDUCATION ANALYSIS

Other Graduation Requirement:  
Yes

# Current Report

SAN DIEGO COMMUNITY COLLEGE DISTRICT

MESA AND MIRAMAR COLLEGES

Course Outline of Record:  
Curriculum Proposal Report

## SECTION I

- I. **Subject Area:** Exercise Science
- II. **Course Number:** 114D
- III. **Course Title:** Aquatic Fitness IV
- IV. **Disciplines (Instructor Minimum Qualifications):** Physical Education
- V.
- VI. **Family:** AEROBIC
- VII. **Current Short Title:** Aquatic Fitness IV
- VIII. **Course Is Active/Where?** MIRAMAR AND MESA
- IX. **Originating Campus:** MIRAMAR
- X. **Action Proposed:** Course Revision (May Include Activation)
- XI. **Distance Education Proposed At:** Mesa
- XII. **Proposal Originating Date:** 11/20/2022
- XIII. **Proposed Start Semester:** Spring 2023
- XIV. **Field Trip:** May be required
- XV. **Grading Option:** Grade Only
- XVI. **Current Short Description:** This course provides instruction and conditioning for various advanced aquatic activities.

## SECTION II

### COURSE ENROLLMENT INFORMATION

- I. **Requisites:**  
Advisory: EXSC 114C with a grade of "C" or better, or equivalent.
- II. **Current Degree Applicability:** Associate Degree Credit & transfer to CSU
- III. **Current Basic Skills Designation:** N - Not a Basic Skills Course
- IV. **Repeatability:** Course may be taken 1 time(s)
- V. **Course Equivalency:** No
- VI. **Additional Information:** This course requires students to analyze specific variables, and achieve student learning objectives and outcomes (related to enhancing cardiovascular fitness through aquatic activities). 32 hours of activity are required (as a minimum) for physiological adaptation and development of these skill-related outcomes.
- VII. **Additional Textbook Information:** Textbook are most current editions as of 11/2022.

### COURSE ANALYSIS DATA

- I. **Reason for Proposed Action:** Six-year review including: 1) statement for min. hours and 2) review & update textbooks (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
- III. **Current Transfer Options:** 1. UC Transfer Course List
- IV. **Proposed College/District Purpose:** 1. Graduation Requirement 2. Major Requirement - Associate Degree
- V. **Extraordinary Cost to the College:** None.
- VI. **Library Resource Materials:** No new resources required..

### GENERAL EDUCATION ANALYSIS

Other Graduation Requirement:  
Yes

**UC Transfer Course:**

Yes

**REQUISITES ANALYSIS****Intermediate Aquatic Fitness skills.**

- I. Course: EXSC 114C Analyze personal health and lifestyle issues.
- II. Course: EXSC 114C Design and execute an appropriate aquatic workout for an intermediate fitness level.
- III. Course: EXSC 114C Analyze, evaluate, and identify individual fitness goals.
- IV. Course: EXSC 114C Identify, list, execute different individual aquatic activities.
- V. Course: EXSC 114C Compare and contrast different intermediate training concepts.
- VI. Course: EXSC 114C Identify and execute personal safety and demonstrate survival and rescue techniques in an aquatic training environment.

**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. Chat Rooms  
As desired
  3. Discussion Board  
Weekly
  4. Email/Message System  
Frequent
  5. Synchronous or Asynchronous Video  
Weekly
  6. Telephone Contact  
As needed
- 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

**SECTION IV****COURSE STUDENT LEARNING OUTCOME(S)****MESA**

- Recognize and describe the different components of aquatic fitness, training techniques, training equipment for aquatic activities, aquatic conditioning terminology, and various aquatic games and activities.
- Describe and apply proper nutrition and hydration with strenuous exercise, technique to prevent injury and special considerations for aquatic exercise.

**UC Transfer Course:**

Yes

**REQUISITES ANALYSIS****Intermediate Aquatic Fitness skills.****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. Chat Rooms  
As desired
  3. Discussion Board  
Weekly
  4. Email/Message System  
Frequent
  5. Synchronous or Asynchronous Video  
Weekly
  6. Telephone Contact  
As needed
- 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

**SECTION IV****COURSE STUDENT LEARNING OUTCOME(S)****MESA**

- Recognize and describe the different components of aquatic fitness, training techniques, training equipment for aquatic activities, aquatic conditioning terminology, and various aquatic games and activities.
- Describe and apply proper nutrition and hydration with strenuous exercise, technique to prevent injury and special considerations for aquatic exercise.
- Use a pace clock to evaluate timed swims and calculate appropriate interval training level.

**MIRAMAR****SECTION V****COURSE DATA ADMINISTRATION ELEMENTS**

- Use a pace clock to evaluate timed swims and calculate appropriate interval training level.

## MIRAMAR

### SECTION V

#### COURSE DATA ADMINISTRATION ELEMENTS

##### **I. Codes:**

**California Classification:** (Y Credit Course)

**TOP Code:** 0835.00 Physical Education

**SAM Code:** E - Non Occupational

**Course Prior to College Level (CB21):** Y - Not applicable. Level of course is not one of the levels listed above, may be above level A (transferable) or below level C (more than 3 levels below transfer level).

**Funding Agency Category (CB23):** Not Applicable (funding not used to develop course)

**Course Program Status (CB24):** Program-applicable

**Course Gen Education Status (CB25):**

**Course Support Course Status (CB26):**

**Major Restriction Code:** NONE

##### **II. Lab Units:** 0.50 - 1.00

**Total Units:** 0.5 - 1

**Lecture Hours Min:** 0.00 **Max:** 0.00

**Lab Hours Min:** 32.00 **Max:** 54.00

**Other Hours Min:** 0.00 **Max:** 0.00

**Total Contact Hours Min:** 32.00 **Max:** 54.00

**Outside-of-Class Hours Min:** 0.00 **Max:** 0.00

**Total Student Learning Hours Min:** 32.00 **Max:** 54.00

**FTEF Lecture Min:** 0.0000 **Max:** 0.0000

**FTEF Lab Min:** 0.1333 **Max:** 0.2000

**FTEF Total Min:** 0.1333 **Max:** 0.2000

##### **III. Last Time Pre/Co Requisite Update:** 02/26/2013

##### **IV. Last Outline Revision Date:** 03/14/2013

##### **V. CIC Approval:** 03/14/2013

##### **VI. BOT Approval:** 09/26/2013

##### **VII. State Approval:**

##### **VIII. Revised State Approval:**

##### **IX. Course Approval Effective Date:** Fall 2014

### SECTION VI

#### CREDIT FOR PRIOR LEARNING

##### **I. Codes:**

**California Classification:** (Y Credit Course)

**TOP Code:** 0835.00 Physical Education

**SAM Code:** E - Non Occupational

**Course Prior to College Level (CB21):** Y - Not applicable. Level of course is not one of the levels listed above, may be above level A (transferable) or below level C (more than 3 levels below transfer level).

**Funding Agency Category (CB23):** Not Applicable (funding not used to develop course)

**Course Program Status (CB24):** Program-applicable

**Course Gen Education Status (CB25):** Y = Not applicable

**Course Support Course Status (CB26):** N = Course is not a support course

**Major Restriction Code:** NONE

##### **II. Lab Units:** 0.50 - 1.00

**Total Units:** 0.5 - 1

**Lecture Hours Min:** 0.00 **Max:** 0.00

**Lab Hours Min:** 32.00 **Max:** 54.00

**Other Hours Min:** 0.00 **Max:** 0.00

**Total Contact Hours Min:** 32.00 **Max:** 54.00

**Outside-of-Class Hours Min:** 0.00 **Max:** 0.00

**Total Student Learning Hours Min:** 32.00 **Max:** 54.00

**FTEF Lecture Min:** 0.0000 **Max:** 0.0000

**FTEF Lab Min:** 0.1333 **Max:** 0.2000

**FTEF Total Min:** 0.1333 **Max:** 0.2000

##### **III. Last Time Pre/Co Requisite Update:** 11/20/2022

##### **IV. Last Outline Revision Date:** 03/14/2013

##### **V. CIC Approval:**

##### **VI. BOT Approval:**

##### **VII. State Approval:**

##### **VIII. Revised State Approval:**

##### **IX. Course Approval Effective Date:**

### SECTION VI

#### CREDIT FOR PRIOR LEARNING

**SAN DIEGO COMMUNITY COLLEGE DISTRICT  
CITY, MESA, AND MIRAMAR COLLEGES  
ASSOCIATE DEGREE COURSE OUTLINE**

**SECTION I**

**SUBJECT AREA AND COURSE NUMBER:** Exercise Science 125A

**COURSE TITLE:**

Aerobic Dance I

**Units:**

0.5-1

Grade Only

**CATALOG COURSE DESCRIPTION:**

This course is an introduction to all forms of Aerobic Dance and movement. Emphasis is placed on fundamental Aerobic Dance technique, vocabulary, and performance concepts. This course is the first in a series of four aerobic dance courses. It is designed for all students interested in Aerobics as a cardiovascular, movement-oriented sport.

**REQUISITES:**

**Limitation on Enrollment:**

This course is not open to students with previous credit for PHYE 103 or PHYE 103W

**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:**

**TOTAL LAB HOURS:**

32 - 54

**TOTAL CONTACT HOURS:**

32 - 54

**OUTSIDE-OF-CLASS HOURS:**

**TOTAL STUDENT LEARNING HOURS:**

32 - 54

**STUDENT LEARNING OBJECTIVES:**

Upon successful completion of the course the student will be able to:

**All objectives are covered whether offered for .50 or 1.0 unit. When this course is offered for 1.0 unit, the additional time is utilized for skill development, and, enhanced cardiovascular fitness and muscular strength.**

1. Define and apply basic movement concepts and proper body alignment through the performance of Aerobic Dance movement techniques at a fundamental level.
2. Demonstrate fundamental strength and flexibility increases through daily application of warm-up, routines, repetitions, and floor exercises.
3. Define and utilize fundamental Aerobic Dance vocabulary in the performance of combinations and floor exercises.
4. Perform fundamental floor exercises with proper alignment and technique.
5. Analyze and discuss the techniques of Aerobic Dance in terms of injury prevention.
6. Define and apply the principles of light weight-training with 2-5 pound weights.

## **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. Fundamental level principles of body alignment
  - A. Parallel position
  - B. Turned out position.
- II. Fundamental level arm positions
  - A. Standing
  - B. Movement combinations.
- III. Fundamental principles of movements
  - A. High impact
  - B. Low impact
  - C. Non-impact
  - D. Intensity/force.
- IV. Fundamental principles of light weights for toning.
- V. Fundamental plies
  - A. First and second positions
  - B. Standing
  - C. Moving.
- VI. Fundamental movement exercises
  - A. Leg lifts
  - B. Sit-ups
  - C. Push-ups
  - D. Leg work
    1. Grapevine
    2. Slide
    3. Repeater
    4. Step-touch
    5. Chasse
    6. Pivot
    7. Kicks
    8. V-Step
    9. Isolations
    10. Hop
  - E. Torso work.
- VII. Warm-up
- VIII. Center floor work for improving balance
- IX. Fundamental stretch
  - A. Achilles
  - B. Hamstrings
  - C. Quads
  - D. Shoulders
  - E. Spine.
- X. Fundamental strength exercises

- A. Shoulders/arms
- B. Abdominal
- C. Lower body.
- XI. Injury prevention.
- XII. Muscle group identification.

**B. Reading Assignments:**

Reading assignments are required and may include, but are not limited to, the following:

- I. Textbook(s)
- II. Articles in fitness and health related magazines such as IDEA Today, Shape, or Prevention
- III. Instructor generated handouts on topics related to health and fundamental Aerobic Dance techniques.

**C. Writing Assignments:**

Writing assignments are required and may include, but are not limited to, the following:

- I. Fitness/nutrition journal
- II. Summaries of fitness or health related articles.

**D. Appropriate Outside Assignments:**

Outside assignments may include, but are not limited to, the following:

- I. Analysis of personal fitness log
- II. Attendance at local events and field trips
- III. Walking/jogging assignments on non-class days.

**E. Appropriate Assignments that Demonstrate Critical Thinking:**

Critical thinking assignments are required and may include, but are not limited to, the following:

- I. Define and design a safe and effective personal workout regime
- II. Discriminate between high and low impact activities
- III. Analyze and modify the workout to an appropriate personal fitness level.

**2. METHODS OF EVALUATION:**

A student's grade will be based on multiple measures of performance unless the course requires no grade. Multiple measures may include, but are not limited to, the following:

- I. Movement practicums
- II. Demonstration of beginning level skills and techniques
- III. Performance on objective examinations
- IV. Attendance and participation.

**3. METHODS OF INSTRUCTION:**

Methods of instruction may include, but are not limited to, the following:

- \* Distance Education (Fully online)
- \* Laboratory
- \* Other (Specify)
- \* Demonstration.

**4. REQUIRED TEXTS AND SUPPLIES:**

Textbooks may include, but are not limited to:

**TEXTBOOKS:**

- 1. Bishop, Jan G. Fitness through Aerobics, 9th ed. Benjamin Cummings, 2013, ISBN: 0321884523

2. Pryor, Esther and Minda G. Kraines. Keep Moving: Fitness through Aerobics and Step, 4th ed. McGraw-Hill, 2000, ISBN: 9780767412001
3. Stokes, Roberta, Sandra Schultz, and Bob Rothstein. In Pursuit of Fitness, 3rd ed. Hunter Textbooks, 2009, ISBN: 9780887253423

**MANUALS:**

**PERIODICALS:**

1. IDEA Health and Fitness Association. *IDEA Fitness Journal*, Volume Current

**SOFTWARE:**

**SUPPLIES:**

1. Workout towel
2. Non-marking gym shoes
3. Appropriate exercise clothing

**ORIGINATOR:** Rod Porter

**ORIGINATION DATE:** 09/24/2013

**PROPOSAL ORIGINATOR:** Nathan Resch

**CO-CONTRIBUTOR(S)** Blythe Barton

**PROPOSAL DATE:** 11/14/2022

**SAN DIEGO COMMUNITY COLLEGE DISTRICT  
COURSE PROPOSAL IMPACT REPORT**

**COURSE TO BE PROPOSED: EXSC 125A**  
Aerobic Dance I

**ACTIVE/APPROVED COURSES IMPACTED:**

EXSC 125A Aerobic Dance I (29399)

Advisory

EXSC 125B (Active)

**ACTIVE/APPROVED/PROPOSED PROGRAMS IMPACTED:**

( City )

Aerobic Conditioning \*Active\*;  
**Certificate of Performance**

Select four (4) courses from the following:

( City )

Aerobic Conditioning \*Approved\*;  
**Certificate of Performance**

Select four (4) courses from the following:

( Miramar )

Exercise and Nutritional Sciences \*Active\*;  
**Associate of Science Degree**

Select at least one course and the remainder of units needed to meet the minimum of 18 from the following:

( Miramar )

Exercise and Nutritional Sciences \*Launched\*;  
**Associate of Science Degree**

Select at least one course and the remainder of units needed to meet the minimum of 18 from the following:

( City )

Health and Wellness Coaching \*Active\*;  
**Certificate of Performance**

Complete one (1) unit from the following:

( Miramar )

Kinesiology \*Active\*;  
**Associate in Arts for Transfer Degree**

Dance

( Mesa )

Kinesiology \*Active\*;

**Associate in Arts for Transfer Degree**

Fitness

( City )

Kinesiology \*Active\*;

**Associate in Arts for Transfer Degree**

Fitness

( Mesa )

Kinesiology \*Approved\*;

**Associate in Arts for Transfer Degree**

Fitness

( Mesa )

Kinesiology \*Active\*;

**Associate of Science Degree**

Select a minimum of one unit from Aerobics:

( Mesa )

Kinesiology \*Approved\*;

**Associate of Science Degree**

Select a minimum of one unit from Aerobics:

( City )

Nutrition and Community Wellness \*Pending\*;

**Certificate of Achievement**

Select three (3) units from the following:

( Mesa )

Nutrition and Fitness \*Active\*;

**Associate of Science Degree**

Courses Required for the Major:

( Mesa )

Nutrition and Fitness \*Active\*;

**Certificate of Achievement**

Courses Required for the Major:

SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY , MESA AND MIRAMAR COLLEGES

**Course Outline of Record:  
Curriculum Proposal Report**

**SECTION I**

- I. **Subject Area:** Exercise Science
- II. **Course Number:** 125A
- III. **Course Title:** Aerobic Dance I
- IV. **Disciplines (Instructor Minimum Qualifications):** Dance or Physical Education
- V.
- VI. **Family:** AEROBIC
- VII. **Current Short Title:** Aerobic Dance I
- VIII. **Course Is Active/Where?** CITY , MESA AND MIRAMAR
- IX. **Originating Campus:** MESA
- X. **Action Proposed:** Course Revision (May Include Activation)
- XI. **Distance Education Proposed At:** Mesa and City
- XII. **Proposal Originating Date:** 11/14/2022
- XIII. **Proposed Start Semester:** Fall 2024
- XIV. **Field Trip:** May be required
- XV. **Grading Option:** Grade Only
- XVI. **Current Short Description:** Introductory Aerobic Dance and movement for exercise.  
**Proposed Short Description:** Introduction to fundamental Aerobic Dance and movement for exercise.

**SECTION II**

**COURSE ENROLLMENT INFORMATION**

- I. **Requisites:**  
Limitation on Enrollment:: This course is not open to students with previous credit for PHYE 103 or PHYE 103W
- II. **Current Degree Applicability:** Associate Degree Credit & transfer to CSU
- III. **Current Basic Skills Designation:** N - Not a Basic Skills Course
- IV. **Repeatability:** Course may be taken 1 time(s)
- V. **Course Equivalency:** Yes PHYE 103 and PHYE 103W
- VI. **Additional Information:** This course requires students to analyze and utilize student learning objectives 1-6 such as define and apply basic movement concepts and proper body alignment through the performance of Aerobic Dance movement techniques at a fundamental level. 32 hours of activity is required as a minimum for physiological adaptation and development of these skill-related outcomes.
- VII. **Additional Textbook Information:** Texts are most current editions - 11-2022.

**COURSE ANALYSIS DATA**

- I. **Reason for Proposed Action:** Six yr review including: 1) added override hrs statement and objectives header, 2) updated objectives and outlines, and 3) reviewed texts to verify 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. UC Transfer Course List
- IV. **Proposed College/District Purpose:** 1. Graduation Requirement 2. Major Requirement - Associate Degree 3. Major Requirement - Certificate of Achievement
- V. **Extraordinary Cost to the College:** None.
- VI. **Library Resource Materials:** No new resources required.

**GENERAL EDUCATION ANALYSIS**

**CSU General Education:**

E Area E. Lifelong Learning and Self-Development

**Other Graduation Requirement:**

Yes

**UC Transfer Course:**

Yes

**REQUISITES ANALYSIS**

**SECTION III**

**COURSE DISTANCE EDUCATION INFORMATION**

I. **MESA**

II. **Distance Education Methods of Instruction:** 1. Fully Online

III. **Other Distance Education Methods:**

IV. **Type and frequency of contact may include, but is not limited to:**

1. Announcements

As needed

2. Discussion Board

At least weekly

3. Email/Message System

Frequent

4. Synchronous or Asynchronous Video

Frequent

5. Telephone Contact

As needed

V. **List of Techniques:** In EXSC courses with laboratory component, content and student learning objectives will be delivered to students using both synchronous and asynchronous student-to-student and student-to- instructor contact which include video presentation, discussion boards, Zoom meetings, YouTube, email and telephone contact. Students will do presentations using power point or other modality, will do demonstrations via synchronous and asynchronous video platforms such as Zoom or YouTube, and will use activity-specific Apps available to the public. Online instruction includes regular student-to-student and instructor-to-student communication. Telephone calls between students and the instructor may be used to discuss questions and concerns throughout the course. E-mail may be used for asynchronous instructor-to-student and student-to-student communication. Chat rooms may be used for synchronous interaction between students and between the instructor and students. Threaded discussions may be used for instructor-to-student and student-to-student asynchronous group communication. Live-classroom may be used for synchronous online lectures, meetings and office hour meetings as appropriate. Video, audio, learning objects and archived live-classroom lectures may be included for students to interact with asynchronously where appropriate. Assignments and tests that will be used in the Distance Education course will be exactly the same as those in the traditional course. Students will submit all course work (tests and assignments) electronically to the instructor for grading.

VI. **How to Evaluate Students for Achieved Outcomes:** The evaluation methods will mirror the on-campus course as specified in the course outline. The feedback on assignments and tests will be submitted electronically to the student.

VII. **Additional Resources/Materials/Information:** SDCCD and DSPS personnel will provide all needed accommodations. DSPS will provide a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).

VIII. **Audio Visual Library Materials:** NO

IX. **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 assigned

3. Collaborative Web Documents

as assigned

4. Conferencing

as assigned

5. Discussion Board  
at least one (1) time during the term.
  6. Email/Message System  
as needed
  7. Field Trips  
as assigned
  8. Group Meetings  
as assigned
  9. Individual Meetings  
as needed
  10. Individualized Assignment Feedback  
as assigned
  11. Synchronous or Asynchronous Video  
as assigned
  12. Telephone Contact  
as needed
- XIII. **List of Techniques:** Students interact with each other and the instructor in ways that mirror the traditional classroom; only the delivery system is altered. These methods include one-on-one communication with the instructor and with other students via 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/synchronous class discussion, guided workouts, and/or other assignments. When safe and appropriate, students have access to the aerobic dance gym, sound system, and aerobic dance equipment on campus. When access is not possible, exercises and assignments are adapted and modified for students to complete without campus access or without specific equipment (e.g. weights and resistance bands).
- XIV. **How to Evaluate Students for Achieved Outcomes:** Multiple measures are used to assess student learning objectives. These include performance on objective examinations administered via the assessment tool, writing assignments, and/or group or individual projects posted to the discussion board or other online collaboration tool. Other measures may include documentation of a regular aerobic dance cardio routine, reflective journal entries on one's unique exercise regime, and/or analysis of aerobic dance skill sets, strategies, and/or techniques. Additional measures may include documentation of aerobic dance workout time and calories burned (via a personal fitness tracker, smartphone application, and/or non-electronic 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

- Upon completion, the student will be able to define and apply basic movement concepts and proper body alignment through the performance of Aerobic Dance movement techniques at an introductory level.

#### MESA

- Determine and monitor ideal intensity throughout the class.
- Assess personal cardiovascular and muscular endurance fitness levels.
- Upon completion of this class students will be able to assess nutritional habits through online diet analysis program.

#### MIRAMAR

- Students will be able to demonstrate strength and flexibility increases through daily application of warm-ups, mat exercises, repetitions, and balance work.
- Students will be able to memorize and perform choreographed cardiovascular-based movement routines that vary from easy to elevated levels of difficulty. Students may be tested on the performance of these routines for mid-term and final grades.

- Students will be able to demonstrate progress with a strength-building routine that consists of a series of exercises, including push-ups and sit-ups. Students will be tested on progress at mid-term and final weeks.
- Students will be able to analyze and discuss proper techniques for utilizing cardiovascular movement as a health-based program, in terms of injury prevention.
- Students will be able to apply basic aerobic dance movement concepts with proper body alignment.
- Students will be able to analyze the basics of proper nutrition needed for engaging in most sports.
- Students will be able to define and apply the sound basics of light-weight training, progressing to 3-5 pound weights.

## **SECTION V**

### **COURSE DATA ADMINISTRATION ELEMENTS**

#### **I. Codes:**

**California Classification:** (Y Credit Course)

**TOP Code:** 0835.00 Physical Education

**SAM Code:** E - Non Occupational

**Course Prior to College Level (CB21):** Y - Not applicable. Level of course is not one of the levels listed above, may be above level A (transferable) or below level C (more than 3 levels below transfer level).

**Funding Agency Category (CB23):** Not Applicable (funding not used to develop course)

**Course Program Status (CB24):** Program-applicable

**Course Gen Education Status (CB25):** Y = Not applicable

**Course Support Course Status (CB26):** N = Course is not a support course

**Major Restriction Code:** NONE

#### **II. Lab Units: 0.50 - 1.00**

**Total Units:** 0.5 - 1

**Lecture Hours Min:** 0.00 **Max:** 0.00

**Lab Hours Min:** 32.00 **Max:** 54.00

**Other Hours Min:** 0.00 **Max:**0.00

**Total Contact Hours Min:** 32.00 **Max:**54.00

**Outside-of-Class Hours Min:** 0.00 **Max:**0.00

**Total Student Learning Hours Min:** 32.00 **Max:** 54.00

**FTEF Lecture Min:** 0.0000 **Max:**0.0000

**FTEF Lab Min:** 0.1333 **Max:**0.2000

**FTEF Total Min:** 0.1333 **Max:**0.2000

#### **III. Last Time Pre/Co Requisite Update:** 11/14/2022

#### **IV. Last Outline Revision Date:** 11/14/2013

#### **V. CIC Approval:**

#### **VI. BOT Approval:**

#### **VII. State Approval:**

#### **VIII. Revised State Approval:**

#### **IX. Course Approval Effective Date:**

## **SECTION VI**

### **CREDIT FOR PRIOR LEARNING**

### Previous Report

EXSC 125A

CIC Approval: 11/14/2013  
BOT APPROVAL:  
STATE APPROVAL:  
EFFECTIVE TERM: Fall 2014

## SAN DIEGO COMMUNITY COLLEGE DISTRICT CITY, MESA, AND MIRAMAR COLLEGES ASSOCIATE DEGREE COURSE OUTLINE

### SECTION I

**SUBJECT AREA AND COURSE NUMBER:** Exercise Science 125A

**COURSE TITLE:**  
Aerobic Dance I

**Units:**  
0.5-1  
Grade Only

**CATALOG COURSE DESCRIPTION:**

This course is an introduction to all forms of Aerobic Dance and movement. Emphasis is placed on fundamental Aerobic Dance technique, vocabulary, and performance concepts. This course is the first in a series of four aerobic dance courses. It is designed for all students interested in Aerobics as a cardiovascular, movement-oriented sport.

**REQUISITES:**

**Limitation on Enrollment:**

This course is not open to students with previous credit for PHYE 103 or PHYE 103W

**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:**

**TOTAL LAB HOURS:**  
32 - 54

**TOTAL CONTACT HOURS:**  
32 - 54

**OUTSIDE-OF-CLASS HOURS:**

**TOTAL STUDENT LEARNING HOURS:**  
32 - 54

**STUDENT LEARNING OBJECTIVES:**

Upon successful completion of the course the student will be able to:

1. Define and apply basic movement concepts and proper body alignment through the performance of Aerobic Dance movement techniques at an introductory level
2. Demonstrate strength and flexibility increases through daily application of warm-up, routines, repetitions, and floor exercises
3. Define and utilize fundamental Aerobic Dance vocabulary in the performance of combinations and floor exercises
4. Perform basic floor exercises with proper alignment and technique
5. Analyze and discuss the techniques of Aerobic Dance in terms of injury prevention
6. Define and apply the principles of light weight-training with 2-5 pound weights.

### Current Report

EXSC 125A

CIC Approval:  
BOT APPROVAL:  
STATE APPROVAL:  
EFFECTIVE TERM:

## SAN DIEGO COMMUNITY COLLEGE DISTRICT CITY, MESA, AND MIRAMAR COLLEGES ASSOCIATE DEGREE COURSE OUTLINE

### SECTION I

**SUBJECT AREA AND COURSE NUMBER:** Exercise Science 125A

**COURSE TITLE:**  
Aerobic Dance I

**Units:**  
0.5-1  
Grade Only

**CATALOG COURSE DESCRIPTION:**

This course is an introduction to all forms of Aerobic Dance and movement. Emphasis is placed on fundamental Aerobic Dance technique, vocabulary, and performance concepts. This course is the first in a series of four aerobic dance courses. It is designed for all students interested in Aerobics as a cardiovascular, movement-oriented sport.

**REQUISITES:**

**Limitation on Enrollment:**

This course is not open to students with previous credit for PHYE 103 or PHYE 103W

**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:**

**TOTAL LAB HOURS:**  
32 - 54

**TOTAL CONTACT HOURS:**  
32 - 54

**OUTSIDE-OF-CLASS HOURS:**

**TOTAL STUDENT LEARNING HOURS:**  
32 - 54

**STUDENT LEARNING OBJECTIVES:**

Upon successful completion of the course the student will be able to:

- All objectives are covered whether offered for .50 or 1.0 unit. When this course is offered for 1.0 unit, the additional time is utilized for skill development, and, enhanced cardiovascular fitness and muscular strength.**
1. Define and apply basic movement concepts and proper body alignment through the performance of Aerobic Dance movement techniques at a fundamental level.
  2. Demonstrate fundamental strength and flexibility increases through daily application of warm-up, routines, repetitions, and floor exercises.
  3. Define and utilize fundamental Aerobic Dance vocabulary in the performance of combinations and floor exercises.
  4. Perform fundamental floor exercises with proper alignment and technique.
  5. Analyze and discuss the techniques of Aerobic Dance in terms of injury prevention.
  6. Define and apply the principles of light weight-training with 2-5 pound weights.

## 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. Fundamental level principles of body alignment
  - A. Parallel position
  - B. Turned out position.
- II. Fundamental level arm positions
  - A. Standing
  - B. Movement combinations.
- III. Fundamental principles of movements
  - A. High impact
  - B. Low impact
  - C. Non-impact
  - D. Intensity/force.
- IV. Fundamental principles of light weights for toning.
- V. Fundamental plies
  - A. First and second positions
  - B. Standing
  - C. Moving.
- VI. Fundamental movement exercises
  - A. Leg lifts
  - B. Sit-ups
  - C. Push-ups
  - D. Leg work
    1. Grapevine
    2. Slide
    3. Repeater
    4. Step-touch
    5. Chasse
    6. Pivot
    7. Kicks
    8. V-Step
    9. Isolations
    10. Hop
  - E. Torso work.
- VII. Warm-up
- VIII. Center floor work for improving balance
- IX. Fundamental stretch
  - A. Achilles
  - B. Hamstrings
  - C. Quads
  - D. Shoulders
  - E. Spine.
- X. Fundamental strength exercises
  - A. Shoulders/arms
  - B. Abdominal
  - C. Lower body.
- XI. Injury prevention.
- XII. Muscle group identification.

#### B. Reading Assignments:

Reading assignments are required and may include, but are not limited to, the following:

## 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. Introductory level principles of body alignment
  - A. Parallel position
  - B. Turned out position.
- II. Introductory level arm positions
  - A. Standing
  - B. Movement combinations.
- III. Introductory principles of movements
  - A. High impact
  - B. Low impact
  - C. Non-impact.
- IV. Introductory principles of light weights for toning.
- V. Introductory plies
  - A. First and second positions
  - B. Standing
  - C. Moving.
- VI. Introductory movement exercises
  - A. Leg lifts
    1. Front
    2. Side
    3. Back.
  - B. Sit-ups
  - C. Push-ups
  - D. Leg work
    1. Side
    2. Back
    3. Front.
  - E. Torso work.
- VII. Warm-up
- VIII. Center floor work for improving balance
- IX. Introductory stretch
  - A. Achilles
  - B. Hamstrings
  - C. Quads
  - D. Shoulders
  - E. Spine.
- X. Introductory strength exercises
  - A. Shoulders/arms
  - B. Abdominal
  - C. Lower body.
- XI. Vocabulary
  - A. Grapevine
  - B. Slide
  - C. Repeater
  - D. Step-touch
  - E. Chasse
  - F. Pivot
  - G. Mombo
  - H. Kicks
  - I. V-step
  - J. Isolations
  - K. Hop
  - L. Intensity/force
  - M. Obliques
  - N. Transverse abdominals
  - O. Rectus abdominus
  - P. Biceps
  - Q. Triceps
  - R. Deltoids
  - S. Scapulae.
- XII. Injury prevention.

## B. Reading Assignments:

Reading assignments are required and may include, but are not limited to, the following:

- I. Textbook(s)
- II. Articles in fitness and health related magazines such as IDEA Today, Shape, or Prevention
- III. Instructor generated handouts on topics related to health and fundamental Aerobic Dance techniques.

## C. Writing Assignments:

Writing assignments are required and may include, but are not limited to, the following:

- I. Fitness/nutrition journal
- II. Summaries of fitness or health related articles.

## D. Appropriate Outside Assignments:

Outside assignments may include, but are not limited to, the following:

- I. Analysis of personal fitness log
- II. Attendance at local events and field trips
- III. Walking/jogging assignments on non-class days.

## E. Appropriate Assignments that Demonstrate Critical Thinking:

Critical thinking assignments are required and may include, but are not limited to, the following:

- I. Define and design a safe and effective personal workout regime
- II. Discriminate between high and low impact activities
- III. Analyze and modify the workout to an appropriate personal fitness level.

## 2. METHODS OF EVALUATION:

A student's grade will be based on multiple measures of performance unless the course requires no grade. Multiple measures may include, but are not limited to, the following:

- I. Movement practicums
- II. Demonstration of beginning level skills and techniques
- III. Performance on objective examinations
- IV. Attendance and participation.

## 3. METHODS OF INSTRUCTION:

Methods of instruction may include, but are not limited to, the following:

- \* Distance Education (Fully online)
- \* Laboratory
- \* Other (Specify)
- \* Demonstration.

## 4. REQUIRED TEXTS AND SUPPLIES:

Textbooks may include, but are not limited to:

### TEXTBOOKS:

1. Bishop, Jan G. *Fitness through Aerobics*, 9th ed. Benjamin Cummings, 2013, ISBN: 0321884523
2. Pryor, Esther and Minda G. Kraines. *Keep Moving: Fitness through Aerobics and Step*, 4th ed. McGraw-Hill, 2000, ISBN: 9780767412001
3. Stokes, Roberta, Sandra Schultz, and Bob Rothstein. *In Pursuit of Fitness*, 3rd ed. Hunter Textbooks, 2009, ISBN: 9780887253423

### MANUALS:

### PERIODICALS:

1. IDEA Health and Fitness Association. *IDEA Fitness Journal*, Volume Current

### SOFTWARE:

### SUPPLIES:

1. Workout towel
2. Non-marking gym shoes
3. Appropriate exercise clothing

### I. Textbook(s)

- II. Articles in fitness and health related magazines such as IDEA Today, Shape, or Prevention
- III. Instructor generated handouts on topics related to health and fundamental Aerobic Dance techniques.

## C. Writing Assignments:

Writing assignments are required and may include, but are not limited to, the following:

- I. Fitness/nutrition journal
- II. Summaries of fitness or health related articles.

## D. Appropriate Outside Assignments:

Outside assignments may include, but are not limited to, the following:

- I. Analysis of personal fitness log
- II. Attendance at local events and field trips
- III. Walking/jogging assignments on non-class days.

## 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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- II. Discriminate between high and low impact activities
- III. Analyze and modify the workout to an appropriate personal fitness level.

## 2. METHODS OF EVALUATION:

A student's grade will be based on multiple measures of performance unless the course requires no grade. Multiple measures may include, but are not limited to, the following:

- I. Movement practicums
- II. Demonstration of beginning level skills and techniques
- III. Performance on objective examinations
- IV. Attendance and participation.

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Methods of instruction may include, but are not limited to, the following:

- \* Distance Education (Fully online)
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3. Stokes, Roberta, Sandra Schultz, and Bob Rothstein. *In Pursuit of Fitness*, 3rd ed. Hunter Textbooks, 2009, ISBN: 9780887253423

### MANUALS:

### PERIODICALS:

1. IDEA Health and Fitness Association. *IDEA Fitness Journal*, Volume Current

### SOFTWARE:

### SUPPLIES:

1. Workout towel
2. Non-marking gym shoes
3. Appropriate exercise clothing

ORIGINATOR: Rod Porter

ORIGINATION DATE: 09/24/2013

**ORIGINATOR:** Rod Porter

**CO-CONTRIBUTOR(S)** Duane Short

**DATE:** 09/24/2013

Status: Active

Date Printed: 03/9/2023

**PROPOSAL ORIGINATOR:** Nathan Resch

**CO-CONTRIBUTOR(S)** Blythe Barton

**PROPOSAL DATE:** 11/14/2022

Status: Launched

Date Printed: 03/9/2023

# Previous Report

SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY , MESA AND MIRAMAR COLLEGES

Course Outline of Record:  
Curriculum Proposal Report

## SECTION I

- I. **Subject Area:** Exercise Science
- II. **Course Number:** 125A
- III. **Course Title:** Aerobic Dance I
- IV. **Disciplines (Instructor Minimum Qualifications):** Dance or Physical Education
- V.
- VI. **Family:** AEROBIC
- VII. **Current Short Title:** Aerobic Dance I
- VIII. **Course Is Active/Where?** CITY , MESA AND MIRAMAR
- IX. **Originating Campus:** MIRAMAR
- X. **Action Proposed:** Course Revision (May Include Activation)
- XI. **Distance Education Proposed At:** Mesa and City
- XII. **Proposal Originating Date:** 09/24/2013
- XIII. **Proposed Start Semester:** Fall 2014
- XIV. **Field Trip:** May be required
- XV. **Grading Option:** Grade Only
- XVI. **Current Short Description:** Introductory Aerobic Dance and movement for exercise.

## SECTION II

### COURSE ENROLLMENT INFORMATION

- I. **Requisites:**  
Limitation on Enrollment:: This course is not open to students with previous credit for PHYE 103 or PHYE 103W
- II. **Current Degree Applicability:** Associate Degree Credit & transfer to CSU
- III. **Current Basic Skills Designation:** N - Not a Basic Skills Course
- IV. **Repeatability:** Course may be taken 1 time(s)
- V. **Course Equivalency:** Yes PHYE 103 and PHYE 103W
- VI. **Additional Information:**
- VII. **Additional Textbook Information:**

### COURSE ANALYSIS DATA

- I. **Reason for Proposed Action:** Subject indicator and course number change. (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. UC Transfer Course List
- IV. **Proposed College/District Purpose:** 1. Graduation Requirement 2. Major Requirement - Associate Degree 3. Major Requirement - Certificate of Achievement
- V. **Extraordinary Cost to the College:** No new costs..
- VI. **Library Resource Materials:** No new resources required..

### GENERAL EDUCATION ANALYSIS

CSU General Education:  
E Area E. Lifelong Learning and Self-Development

# Current Report

SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY , MESA AND MIRAMAR COLLEGES

Course Outline of Record:  
Curriculum Proposal Report

## SECTION I

- I. **Subject Area:** Exercise Science
- II. **Course Number:** 125A
- III. **Course Title:** Aerobic Dance I
- IV. **Disciplines (Instructor Minimum Qualifications):** Dance or Physical Education
- V.
- VI. **Family:** AEROBIC
- VII. **Current Short Title:** Aerobic Dance I
- VIII. **Course Is Active/Where?** CITY , MESA AND MIRAMAR
- IX. **Originating Campus:** MESA
- X. **Action Proposed:** Course Revision (May Include Activation)
- XI. **Distance Education Proposed At:** Mesa and City
- XII. **Proposal Originating Date:** 11/14/2022
- XIII. **Proposed Start Semester:** Fall 2024
- XIV. **Field Trip:** May be required
- XV. **Grading Option:** Grade Only
- XVI. **Current Short Description:** Introductory Aerobic Dance and movement for exercise.  
**Proposed Short Description:** Introduction to fundamental Aerobic Dance and movement for exercise.

## SECTION II

### COURSE ENROLLMENT INFORMATION

- I. **Requisites:**  
Limitation on Enrollment:: This course is not open to students with previous credit for PHYE 103 or PHYE 103W
- II. **Current Degree Applicability:** Associate Degree Credit & transfer to CSU
- III. **Current Basic Skills Designation:** N - Not a Basic Skills Course
- IV. **Repeatability:** Course may be taken 1 time(s)
- V. **Course Equivalency:** Yes PHYE 103 and PHYE 103W
- VI. **Additional Information:** This course requires students to analyze and utilize student learning objectives 1-6 such as define and apply basic movement concepts and proper body alignment through the performance of Aerobic Dance movement techniques at a fundamental level. 32 hours of activity is required as a minimum for physiological adaptation and development of these skill-related outcomes.
- VII. **Additional Textbook Information:** Texts are most current editions - 11-2022.

### COURSE ANALYSIS DATA

- I. **Reason for Proposed Action:** Six yr review including: 1) added override hrs statement and objectives header, 2) updated objectives and outlines, and 3) reviewed texts to verify 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. UC Transfer Course List
- IV. **Proposed College/District Purpose:** 1. Graduation Requirement 2. Major Requirement - Associate Degree 3. Major Requirement - Certificate of Achievement
- V. **Extraordinary Cost to the College:** None.
- VI. **Library Resource Materials:** No new resources required.

### GENERAL EDUCATION ANALYSIS

**Other Graduation Requirement:**

Yes

**UC Transfer Course:**

Yes

**REQUISITES ANALYSIS****SECTION III****COURSE DISTANCE EDUCATION INFORMATION****I. MESA****II. Distance Education Methods of Instruction:** 1. Fully Online**III. Other Distance Education Methods:****IV. Type and frequency of contact may include, but is not limited to:**

1. Announcements  
As needed
2. Discussion Board  
At least weekly
3. Email/Message System  
Frequent
4. Synchronous or Asynchronous Video  
Frequent
5. Telephone Contact  
As needed

**V. List of Techniques:** In EXSC courses with laboratory component, content and student learning objectives will be delivered to students using both synchronous and asynchronous student-to-student and student-to- instructor contact which include video presentation, discussion boards, Zoom meetings, YouTube, email and telephone contact. Students will do presentations using power point or other modality, will do demonstrations via synchronous and asynchronous video platforms such as Zoom or YouTube, and will use activity-specific Apps available to the public. Online instruction includes regular student-to-student and instructor-to-student communication. Telephone calls between students and the instructor may be used to discuss questions and concerns throughout the course. E-mail may be used for asynchronous instructor-to-student and student-to-student communication. Chat rooms may be used for synchronous interaction between students and between the instructor and students. Threaded discussions may be used for instructor-to-student and student-to-student asynchronous group communication. Live-classroom may be used for synchronous online lectures, meetings and office hour meetings as appropriate. Video, audio, learning objects and archived live-classroom lectures may be included for students to interact with asynchronously where appropriate. Assignments and tests that will be used in the Distance Education course will be exactly the same as those in the traditional course. Students will submit all course work (tests and assignments) electronically to the instructor for grading.

**VI. How to Evaluate Students for Achieved Outcomes:** The evaluation methods will mirror the on-campus course as specified in the course outline. The feedback on assignments and tests will be submitted electronically to the student.

**VII. Additional Resources/Materials/Information:** SDCCD and DSPS personnel will provide all needed accommodations. DSPS will provide a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).

**VIII. Audio Visual Library Materials:** NO

**IX. 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 assigned
3. Collaborative Web Documents  
as assigned
4. Conferencing  
as assigned
5. Discussion Board  
at least one (1) time during the term.
6. Email/Message System

**CSU General Education:**

E Area E. Lifelong Learning and Self-Development

**Other Graduation Requirement:**

Yes

**UC Transfer Course:**

Yes

**REQUISITES ANALYSIS****SECTION III****COURSE DISTANCE EDUCATION INFORMATION****I. MESA****II. Distance Education Methods of Instruction:** 1. Fully Online**III. Other Distance Education Methods:****IV. Type and frequency of contact may include, but is not limited to:**

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As needed
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At least weekly
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4. Synchronous or Asynchronous Video  
Frequent
5. Telephone Contact  
As needed

**V. List of Techniques:** In EXSC courses with laboratory component, content and student learning objectives will be delivered to students using both synchronous and asynchronous student-to-student and student-to- instructor contact which include video presentation, discussion boards, Zoom meetings, YouTube, email and telephone contact. Students will do presentations using power point or other modality, will do demonstrations via synchronous and asynchronous video platforms such as Zoom or YouTube, and will use activity-specific Apps available to the public. Online instruction includes regular student-to-student and instructor-to-student communication. Telephone calls between students and the instructor may be used to discuss questions and concerns throughout the course. E-mail may be used for asynchronous instructor-to-student and student-to-student communication. Chat rooms may be used for synchronous interaction between students and between the instructor and students. Threaded discussions may be used for instructor-to-student and student-to-student asynchronous group communication. Live-classroom may be used for synchronous online lectures, meetings and office hour meetings as appropriate. Video, audio, learning objects and archived live-classroom lectures may be included for students to interact with asynchronously where appropriate. Assignments and tests that will be used in the Distance Education course will be exactly the same as those in the traditional course. Students will submit all course work (tests and assignments) electronically to the instructor for grading.

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**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 assigned
3. Collaborative Web Documents  
as assigned
4. Conferencing  
as assigned
5. Discussion Board

- as needed
- 7. Field Trips
  - as assigned
- 8. Group Meetings
  - as assigned
- 9. Individual Meetings
  - as needed
- 10. Individualized Assignment Feedback
  - as assigned
- 11. Synchronous or Asynchronous Video
  - as assigned
- 12. Telephone Contact
  - as needed

**XIII. List of Techniques:** Students interact with each other and the instructor in ways that mirror the traditional classroom; only the delivery system is altered. These methods include one-on-one communication with the instructor and with other students via 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/synchronous class discussion, guided workouts, and/or other assignments. When safe and appropriate, students have access to the aerobic dance gym, sound system, and aerobic dance equipment on campus. When access is not possible, exercises and assignments are adapted and modified for students to complete without campus access or without specific equipment (e.g. weights and resistance bands).

**XIV. How to Evaluate Students for Achieved Outcomes:** Multiple measures are used to assess student learning objectives. These include performance on objective examinations administered via the assessment tool, writing assignments, and/or group or individual projects posted to the discussion board or other online collaboration tool. Other measures may include documentation of a regular aerobic dance cardio routine, reflective journal entries on one's unique exercise regime, and/or analysis of aerobic dance skill sets, strategies, and/or techniques. Additional measures may include documentation of aerobic dance workout time and calories burned (via a personal fitness tracker, smartphone application, and/or non-electronic 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

- Upon completion, the student will be able to define and apply basic movement concepts and proper body alignment through the performance of Aerobic Dance movement techniques at an introductory level.

#### MESA

- Determine and monitor ideal intensity throughout the class.
- Assess personal cardiovascular and muscular endurance fitness levels.
- Upon completion of this class students will be able to assess nutritional habits through online diet analysis program.

#### MIRAMAR

- Students will be able to demonstrate strength and flexibility increases through daily application of warm-ups, mat exercises, repetitions, and balance work.
- Students will be able to memorize and perform choreographed cardiovascular-based movement routines that vary from easy to elevated levels of difficulty. Students may be tested on the performance of these routines for mid-term and final grades.
- Students will be able to demonstrate progress with a strength-building routine that consists of a series of exercises, including push-ups and sit-ups. Students will be tested on progress at mid-term and final weeks.
- Students will be able to analyze and discuss proper techniques for utilizing cardiovascular movement as a health-based program, in terms of injury prevention.
- Students will be able to apply basic aerobic dance movement concepts with proper body alignment.
- Students will be able to analyze the basics of proper nutrition needed for engaging in most sports.
- Students will be able to define and apply the sound basics of light-weight training, progressing to 3-5 pound weights.

## SECTION V

- at least one (1) time during the term.
- 6. Email/Message System
  - as needed
- 7. Field Trips
  - as assigned
- 8. Group Meetings
  - as assigned
- 9. Individual Meetings
  - as needed
- 10. Individualized Assignment Feedback
  - as assigned
- 11. Synchronous or Asynchronous Video
  - as assigned
- 12. Telephone Contact
  - as needed

**XIII. List of Techniques:** Students interact with each other and the instructor in ways that mirror the traditional classroom; only the delivery system is altered. These methods include one-on-one communication with the instructor and with other students via 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/synchronous class discussion, guided workouts, and/or other assignments. When safe and appropriate, students have access to the aerobic dance gym, sound system, and aerobic dance equipment on campus. When access is not possible, exercises and assignments are adapted and modified for students to complete without campus access or without specific equipment (e.g. weights and resistance bands).

**XIV. How to Evaluate Students for Achieved Outcomes:** Multiple measures are used to assess student learning objectives. These include performance on objective examinations administered via the assessment tool, writing assignments, and/or group or individual projects posted to the discussion board or other online collaboration tool. Other measures may include documentation of a regular aerobic dance cardio routine, reflective journal entries on one's unique exercise regime, and/or analysis of aerobic dance skill sets, strategies, and/or techniques. Additional measures may include documentation of aerobic dance workout time and calories burned (via a personal fitness tracker, smartphone application, and/or non-electronic 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

- Upon completion, the student will be able to define and apply basic movement concepts and proper body alignment through the performance of Aerobic Dance movement techniques at an introductory level.

#### MESA

- Determine and monitor ideal intensity throughout the class.
- Assess personal cardiovascular and muscular endurance fitness levels.
- Upon completion of this class students will be able to assess nutritional habits through online diet analysis program.

#### MIRAMAR

- Students will be able to demonstrate strength and flexibility increases through daily application of warm-ups, mat exercises, repetitions, and balance work.
- Students will be able to memorize and perform choreographed cardiovascular-based movement routines that vary from easy to elevated levels of difficulty. Students may be tested on the performance of these routines for mid-term and final grades.
- Students will be able to demonstrate progress with a strength-building routine that consists of a series of exercises, including push-ups and sit-ups. Students will be tested on progress at mid-term and final weeks.
- Students will be able to analyze and discuss proper techniques for utilizing cardiovascular movement as a health-based program, in terms of injury prevention.
- Students will be able to apply basic aerobic dance movement concepts with proper body alignment.
- Students will be able to analyze the basics of proper nutrition needed for engaging in most sports.
- Students will be able to define and apply the sound basics of light-weight training, progressing to 3-5 pound weights.

## COURSE DATA ADMINISTRATION ELEMENTS

### **I. Codes:**

**California Classification:** (Y Credit Course)

**TOP Code:** 0835.00 Physical Education

**SAM Code:** E - Non Occupational

**Course Prior to College Level (CB21):** Y - Not applicable. Level of course is not one of the levels listed above, may be above level A (transferable) or below level C (more than 3 levels below transfer level).

**Funding Agency Category (CB23):** Not Applicable (funding not used to develop course)

**Course Program Status (CB24):** Program-applicable

**Course Gen Education Status (CB25):** Y

**Course Support Course Status (CB26):** N

**Major Restriction Code:** NONE

### **II. Lab Units:** 0.50 - 1.00

**Total Units:** 0.5 - 1

**Lecture Hours Min:** 0.00 **Max:** 0.00

**Lab Hours Min:** 32.00 **Max:** 54.00

**Other Hours Min:** 0.00 **Max:** 0.00

**Total Contact Hours Min:** 32.00 **Max:** 54.00

**Outside-of-Class Hours Min:** 0.00 **Max:** 0.00

**Total Student Learning Hours Min:** 32.00 **Max:** 54.00

**FTEF Lecture Min:** 0.0000 **Max:** 0.0000

**FTEF Lab Min:** 0.1333 **Max:** 0.2000

**FTEF Total Min:** 0.1333 **Max:** 0.2000

**III. Last Time Pre/Co Requisite Update:** 09/24/2013

**IV. Last Outline Revision Date:** 11/14/2013

**V. CIC Approval:** 11/14/2013

**VI. BOT Approval:**

**VII. State Approval:**

**VIII. Revised State Approval:**

**IX. Course Approval Effective Date:** Fall 2014

## SECTION VI

### CREDIT FOR PRIOR LEARNING

## SECTION V

### COURSE DATA ADMINISTRATION ELEMENTS

### **I. Codes:**

**California Classification:** (Y Credit Course)

**TOP Code:** 0835.00 Physical Education

**SAM Code:** E - Non Occupational

**Course Prior to College Level (CB21):** Y - Not applicable. Level of course is not one of the levels listed above, may be above level A (transferable) or below level C (more than 3 levels below transfer level).

**Funding Agency Category (CB23):** Not Applicable (funding not used to develop course)

**Course Program Status (CB24):** Program-applicable

**Course Gen Education Status (CB25):** Y = Not applicable

**Course Support Course Status (CB26):** N = Course is not a support course

**Major Restriction Code:** NONE

### **II. Lab Units:** 0.50 - 1.00

**Total Units:** 0.5 - 1

**Lecture Hours Min:** 0.00 **Max:** 0.00

**Lab Hours Min:** 32.00 **Max:** 54.00

**Other Hours Min:** 0.00 **Max:** 0.00

**Total Contact Hours Min:** 32.00 **Max:** 54.00

**Outside-of-Class Hours Min:** 0.00 **Max:** 0.00

**Total Student Learning Hours Min:** 32.00 **Max:** 54.00

**FTEF Lecture Min:** 0.0000 **Max:** 0.0000

**FTEF Lab Min:** 0.1333 **Max:** 0.2000

**FTEF Total Min:** 0.1333 **Max:** 0.2000

**III. Last Time Pre/Co Requisite Update:** 11/14/2022

**IV. Last Outline Revision Date:** 11/14/2013

**V. CIC Approval:**

**VI. BOT Approval:**

**VII. State Approval:**

**VIII. Revised State Approval:**

**IX. Course Approval Effective Date:**

## SECTION VI

### CREDIT FOR PRIOR LEARNING

**SAN DIEGO COMMUNITY COLLEGE DISTRICT  
CITY, MESA, AND MIRAMAR COLLEGES  
ASSOCIATE DEGREE COURSE OUTLINE**

**SECTION I****SUBJECT AREA AND COURSE NUMBER:** Exercise Science 125B**COURSE TITLE:**

Aerobic Dance II

**Units:**

0.5-1

Grade Only

**CATALOG COURSE DESCRIPTION:**

This course provides students with knowledge and practice in beginning Aerobic Dance principles. Emphasis is placed on beginning Aerobic Dance technique, vocabulary, strength, and performance concepts. Other topics include Cardio Latin dance rhythms and styles, additional dance vocabulary, expanded use of weights, and sports nutrition. This course is the second in a series of four aerobic dance courses. It is designed for all students interested in Aerobics as a cardiovascular, movement-oriented sport.

**REQUISITES:****Advisory:**

EXSC 125A with a grade of "C" or better, or equivalent

**Limitation on Enrollment:**

This course is not open to students with previous credit for PHYE 103X

**FIELD TRIP REQUIREMENTS:**

May be required

**TRANSFER APPLICABILITY:**

Associate Degree Credit &amp; transfer to CSU CSU General Education UC Transfer Course List

**CID:****TOTAL LECTURE HOURS:****TOTAL LAB HOURS:**

32 - 54

**TOTAL CONTACT HOURS:**

32 - 54

**OUTSIDE-OF-CLASS HOURS:****TOTAL STUDENT LEARNING HOURS:**

32 - 54

**STUDENT LEARNING OBJECTIVES:**

Upon successful completion of the course the student will be able to:

**All objectives are covered whether offered for .50 or 1.0 unit. When this course is offered for 1.0 unit, the additional time is utilized for skill development, and, enhanced cardiovascular fitness and muscular strength.**

1. Define and apply movement concepts and proper body alignment through the performance of Aerobic Dance movement techniques at a beginning level.
2. Demonstrate beginning level strength and flexibility growth through application of warm-up, routines, repetitions, and floor exercises.
3. Define and apply beginning Aerobic Dance vocabulary through the performance of combinations and floor exercises incorporating beginning level moves.
4. Perform beginning floor exercises with proper alignment and technique.
5. Analyze and discuss the techniques of Aerobic Dance in terms of injury prevention.
6. Define and apply the principles of light weight-training with 3-6 pound weights.
7. Analyze the basics of proper nutrition for sports.
8. Demonstrate competency of Cardio Latin rhythms and style.

## **SECTION II**

### **1. COURSE OUTLINE AND SCOPE:**

#### **A. Outline Of Topics:**

The following topics are included in the framework of the course but are not intended as limits on content. The order of presentation and relative emphasis will vary with each instructor.

- I. Beginning level principles of body alignment
  - A. Parallel position
  - B. Turned out position.
- II. Beginning level arm positions
  - A. Standing
  - B. Movement combinations.
- III. Beginning level principles of movements
  - A. High impact
  - B. Low impact
  - C. Non-impact
  - D. Intensity/force.
- IV. Beginning level principles of light weights (3-6 pounds)
  - A. Toning
  - B. Strength.
- V. Beginning level plies
  - A. First and second positions
  - B. Standing
  - C. Moving
  - D. Added arm positions.
- VI. Beginning level movement exercises
  - A. Leg lifts for line and strength building
  - B. Sit-ups
  - C. Push-ups
  - D. Leg work
    1. Grapevine and double grapevine
    2. Slides in all directions
    3. Knee lifts and kicks
    4. V-step with V arm sequencing
    5. Hop
      - a. Forward
      - b. Back
      - c. Side to side.
  - E. Torso work with weights.
- VII. Warm-up
- VIII. Center floor work for improving balance

- IX. Beginning stretch
  - A. Achilles
  - B. Hamstrings
  - C. Quads
  - D. Shoulders
  - E. Spine.
- X. Beginning strength exercises
  - A. Shoulders/arms
  - B. Abdominal
  - C. Lower body
  - D. Upper back.
- XI. Injury prevention.
- XII. Nutrition.
- XIII. Muscle group identification.
- XIV. Cardio Latin Dance
  - A. Cardio Latin dance styles
    - 1. Salsa
    - 2. Cha Cha
    - 3. Mambo
    - 4. Samba.
  - B. Cardio Latin dance rhythms
    - 1. Shifting music accents
    - 2. Mixed meter
    - 3. Flowing, smooth movements
    - 4. Percussive, sharp movement
    - 5. Rhythmic expression.

**B. Reading Assignments:**

Reading assignments are required and may include, but are not limited to, the following:

- I. Textbook(s)
- II. Articles in fitness and health related magazines such as IDEA Today, Shape, or Prevention
- III. Instructor generated handouts on topics related to health and fundamental Aerobic Dance techniques.

**C. Writing Assignments:**

Writing assignments are required and may include, but are not limited to, the following:

- I. Fitness/nutrition journal
- II. Summaries of fitness or health related articles.

**D. Appropriate Outside Assignments:**

Outside assignments may include, but are not limited to, the following:

- I. Analysis of personal fitness log
- II. Attendance at local events and field trips
- III. Walking/jogging assignments on non-class days.

**E. Appropriate Assignments that Demonstrate Critical Thinking:**

Critical thinking assignments are required and may include, but are not limited to, the following:

- I. Define and design a safe and effective personal workout regime
- II. Discriminate between high and low impact activities
- III. Analyze and modify the workout to an appropriate personal fitness level.

**2. METHODS OF EVALUATION:**

A student's grade will be based on multiple measures of performance unless the course requires no grade. Multiple measures may include, but are not limited to, the following:

- I. Movement practicums
- II. Demonstration of beginning level skills and techniques
- III. Performance on objective examinations
- IV. Attendance and participation.

### 3. METHODS OF INSTRUCTION:

Methods of instruction may include, but are not limited to, the following:

- \* Distance Education (Fully online)
- \* Laboratory
- \* Other (Specify)
- \* Demonstration.

### 4. REQUIRED TEXTS AND SUPPLIES:

Textbooks may include, but are not limited to:

#### TEXTBOOKS:

1. Bishop, Jan G. Fitness through Aerobics, 9th ed. Benjamin Cummings, 2013, ISBN: 0321884523
2. Pryor, Esther and Minda G. Kraines. Keep Moving: Fitness through Aerobics and Step, 4th ed. McGraw-Hill, 2000, ISBN: 9780767412001
3. Stokes, Roberta, Sandra Schultz, and Bob Rothstein. In Pursuit of Fitness, 3rd ed. Hunter Textbooks, 2009, ISBN: 9780887253423

#### MANUALS:

#### PERIODICALS:

1. IDEA Health and Fitness Association. *IDEA Fitness Journal*, Volume Current

#### SOFTWARE:

#### SUPPLIES:

1. Workout towel
2. Appropriate exercise clothing
3. Non-marking gym shoes

**ORIGINATOR:** Rod Porter

**ORIGINATION DATE:** 09/24/2013

**PROPOSAL ORIGINATOR:** Nathan Resch

**CO-CONTRIBUTOR(S)** Blythe Barton

**PROPOSAL DATE:** 11/14/2022

**SAN DIEGO COMMUNITY COLLEGE DISTRICT  
COURSE PROPOSAL IMPACT REPORT**

**COURSE TO BE PROPOSED: EXSC 125B**  
Aerobic Dance II

**ACTIVE/APPROVED COURSES IMPACTED:**

EXSC 125B Aerobic Dance II (29400)

Advisory

EXSC 125C (Active)

**ACTIVE/APPROVED/PROPOSED PROGRAMS IMPACTED:**

( City )

Aerobic Conditioning \*Active\*;  
**Certificate of Performance**

Select four (4) courses from the following:

( City )

Aerobic Conditioning \*Approved\*;  
**Certificate of Performance**

Select four (4) courses from the following:

( Miramar )

Exercise and Nutritional Sciences \*Active\*;  
**Associate of Science Degree**

Select at least one course and the remainder of units needed to meet the minimum of 18 from the following:

( Miramar )

Exercise and Nutritional Sciences \*Launched\*;  
**Associate of Science Degree**

Select at least one course and the remainder of units needed to meet the minimum of 18 from the following:

( Miramar )

Kinesiology \*Active\*;  
**Associate in Arts for Transfer Degree**

Dance

( Mesa )

Kinesiology \*Active\*;  
**Associate in Arts for Transfer Degree**

Fitness

( City )

Kinesiology \*Active\*;

**Associate in Arts for Transfer Degree**

Fitness

( Mesa )

Kinesiology \*Approved\*;

**Associate in Arts for Transfer Degree**

Fitness

( Mesa )

Kinesiology \*Active\*;

**Associate of Science Degree**

Select a minimum of one unit from Aerobics:

( Mesa )

Kinesiology \*Approved\*;

**Associate of Science Degree**

Select a minimum of one unit from Aerobics:

( Mesa )

Nutrition and Fitness \*Active\*;

**Associate of Science Degree**

Courses Required for the Major:

( Mesa )

Nutrition and Fitness \*Active\*;

**Certificate of Achievement**

Courses Required for the Major:

# SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY , MESA AND MIRAMAR COLLEGES

## Course Outline of Record: Curriculum Proposal Report

### SECTION I

- I. **Subject Area:** Exercise Science
- II. **Course Number:** 125B
- III. **Course Title:** Aerobic Dance II
- IV. **Disciplines (Instructor Minimum Qualifications):** Dance or Physical Education
- V.
- VI. **Family:** AEROBIC
- VII. **Current Short Title:** Aerobic Dance II
- VIII. **Course Is Active/Where?** CITY , MESA AND MIRAMAR
- IX. **Originating Campus:** MESA
- X. **Action Proposed:** Course Revision (May Include Activation)
- XI. **Distance Education Proposed At:** Mesa and City
- XII. **Proposal Originating Date:** 11/14/2022
- XIII. **Proposed Start Semester:** Fall 2024
- XIV. **Field Trip:** May be required
- XV. **Grading Option:** Grade Only
- XVI. **Current Short Description:** Beginning Aerobic Dance and movement for exercise.

### SECTION II

#### COURSE ENROLLMENT INFORMATION

- I. **Requisites:**  
Advisory: EXSC 125A with a grade of "C" or better, or equivalent.  
Limitation on Enrollment:: This course is not open to students with previous credit for PHYE 103X
- II. **Current Degree Applicability:** Associate Degree Credit & transfer to CSU
- III. **Current Basic Skills Designation:** N - Not a Basic Skills Course
- IV. **Repeatability:** Course may be taken 1 time(s)
- V. **Course Equivalency:** Yes PHYE 103X
- VI. **Additional Information:** This course requires students to analyze and utilize student learning objectives 1-8 such as demonstrate beginning level strength and flexibility growth through application of warm-up, routines, repetitions, and floor exercises. 32 hours of activity is required as a minimum for physiological adaptation and development of these skill-related outcomes.
- VII. **Additional Textbook Information:** Texts are most current editions - 11-2022.

#### COURSE ANALYSIS DATA

- I. **Reason for Proposed Action:** Six yr review including: 1) added override hrs statement and objectives header, 2) updated descriptions, objectives and outlines, and 3) reviewed texts to verify 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. UC Transfer Course List
- IV. **Proposed College/District Purpose:** 1. Graduation Requirement
- V. **Extraordinary Cost to the College:** None.
- VI. **Library Resource Materials:** No new resources required.

#### GENERAL EDUCATION ANALYSIS

##### **CSU General Education:**

E Area E. Lifelong Learning and Self-Development

##### **Other Graduation Requirement:**

Yes

## UC Transfer Course:

Yes

## REQUISITES ANALYSIS

### Introductory level knowledge and skills in aerobic dance

- I. **Course: EXSC 125A** Define and apply basic movement concepts and proper body alignment through the performance of Aerobic Dance movement techniques at a fundamental level.
- II. **Course: EXSC 125A** Demonstrate fundamental strength and flexibility increases through daily application of warm-up, routines, repetitions, and floor exercises.
- III. **Course: EXSC 125A** Define and utilize fundamental Aerobic Dance vocabulary in the performance of combinations and floor exercises.
- IV. **Course: EXSC 125A** Perform fundamental floor exercises with proper alignment and technique.
- V. **Course: EXSC 125A** Analyze and discuss the techniques of Aerobic Dance in terms of injury prevention.
- VI. **Course: EXSC 125A** Define and apply the principles of light weight-training with 2-5 pound weights.

## SECTION III

### COURSE DISTANCE EDUCATION INFORMATION

- I. **MESA**
- II. **Distance Education Methods of Instruction:** 1. Fully Online
- III. **Other Distance Education Methods:**
- IV. **Type and frequency of contact may include, but is not limited to:**
  1. Announcements  
As needed
  2. Discussion Board  
At least weekly
  3. Email/Message System  
Frequent
  4. Synchronous or Asynchronous Video  
Frequent
  5. Telephone Contact  
As needed
- V. **List of Techniques:** In EXSC courses with laboratory component, content and student learning objectives will be delivered to students using both synchronous and asynchronous student-to-student and student-to-instructor contact which include video presentation, discussion boards, Zoom meetings, YouTube, email and telephone contact. Students will do presentations using power point or other modality, will do demonstrations via synchronous and asynchronous video platforms such as Zoom or YouTube, and will use activity-specific Apps available to the public. Online instruction includes regular student-to-student and instructor-to-student communication. Telephone calls between students and the instructor may be used to discuss questions and concerns throughout the course. E-mail may be used for asynchronous instructor-to-student and student-to-student communication. Chat rooms may be used for synchronous interaction between students and between the instructor and students. Threaded discussions may be used for instructor-to-student and student-to-student asynchronous group communication. Live-classroom may be used for synchronous online lectures, meetings and office hour meetings as appropriate. Video, audio, learning objects and archived live-classroom lectures may be included for students to interact with asynchronously where appropriate. Assignments and tests that will be used in the Distance Education course will be exactly the same as those in the traditional course. Students will submit all course work (tests and assignments) electronically to the instructor for grading.
- VI. **How to Evaluate Students for Achieved Outcomes:** The evaluation methods will mirror the on-campus course as specified in the course outline. The feedback on assignments and tests will be submitted electronically to the student.
- VII. **Additional Resources/Materials/Information:** SDCCD and DSPS personnel will provide all needed accommodations. DSPS will provide a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).
- VIII. **Audio Visual Library Materials:** NO
- IX. **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 assigned
  3. Collaborative Web Documents  
    as assigned
  4. Conferencing  
    as assigned
  5. Discussion Board  
    at least one (1) time during the term
  6. Email/Message System  
    as needed
  7. Field Trips  
    as assigned
  8. Group Meetings  
    as assigned
  9. Individual Meetings  
    as needed
  10. Individualized Assignment Feedback  
    as assigned
  11. Synchronous or Asynchronous Video  
    as assigned
  12. Telephone Contact  
    as needed
- XIII. **List of Techniques:** Students interact with each other and the instructor in ways that mirror the traditional classroom; only the delivery system is altered. These methods include one-on-one communication with the instructor and with other students via 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/synchronous class discussion, guided workouts, and/or other assignments. When safe and appropriate, students have access to the aerobic dance gym, sound system, and aerobic dance equipment on campus. When access is not possible, exercises and assignments are adapted and modified for students to complete without campus access or without specific equipment (e.g. weights and resistance bands).
- XIV. **How to Evaluate Students for Achieved Outcomes:** Multiple measures are used to assess student learning objectives. These include performance on objective examinations administered via the assessment tool, writing assignments, and/or group or individual projects posted to the discussion board or other online collaboration tool. Other measures may include documentation of a regular aerobic dance cardio routine, reflective journal entries on one's unique exercise regime, and/or analysis of aerobic dance skill sets, strategies, and/or techniques. Additional measures may include documentation of aerobic dance workout time and calories burned (via a personal fitness tracker, smartphone application, and/or non-electronic 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

- Upon completion, the student will be able to define and utilize fundamental Aerobic Dance vocabulary in the performance of combinations and floor exercises.

#### MESA

- Upon completion of this course students will be able to identify major muscle groups of the body, and demonstrate one strength and one stretch exercise for each major muscle group.
- Upon completion of this course students will be able to assess personal diet reflecting caloric intake and identify essential nutrients.
- Upon completion of this course students will be able to complete group choreography.

## MIRAMAR

- Student outcome 1 Performance responsibility Students will be able to memorize and perform choreographed cardiovascular-based movement routines that vary from beginning to elevated levels of difficulty. Students may be tested on the performance of these routines for a mid-term and/or final grade.
- Students will be able to build and demonstrate progress with a strength-building routine that consists of a series of exercises, including push-ups and sit-ups. Students will be tested on progress at mid-term and final weeks.
- Students will be able to apply beginning aerobic dance movement concepts with proper body alignment.
- Students will be able to demonstrate strength and flexibility increases through daily application of warm-ups, mat exercises, repetitions, and balance work.
- Students will be able to analyze and discuss proper techniques for utilizing cardiovascular movement as a health-based program, in terms of injury prevention.
- Students will be able to analyze the basics of proper nutrition needed for engaging in most sports.
- Students will be able to define and apply the sound basics of light-weight training, using to 3-5 pound weights.

## SECTION V

### COURSE DATA ADMINISTRATION ELEMENTS

#### **I. Codes:**

**California Classification:** (Y Credit Course)

**TOP Code:** 0835.00 Physical Education

**SAM Code:** E - Non Occupational

**Course Prior to College Level (CB21):** Y - Not applicable. Level of course is not one of the levels listed above, may be above level A (transferable) or below level C (more than 3 levels below transfer level).

**Funding Agency Category (CB23):** Not Applicable (funding not used to develop course)

**Course Program Status (CB24):** Program-applicable

**Course Gen Education Status (CB25):** Y = Not applicable

**Course Support Course Status (CB26):** N = Course is not a support course

**Major Restriction Code:** NONE

#### **II. Lab Units:** 0.50 - 1.00

**Total Units:** 0.5 - 1

**Lecture Hours Min:** 0.00 **Max:** 0.00

**Lab Hours Min:** 32.00 **Max:** 54.00

**Other Hours Min:** 0.00 **Max:** 0.00

**Total Contact Hours Min:** 32.00 **Max:** 54.00

**Outside-of-Class Hours Min:** 0.00 **Max:** 0.00

**Total Student Learning Hours Min:** 32.00 **Max:** 54.00

**FTEF Lecture Min:** 0.0000 **Max:** 0.0000

**FTEF Lab Min:** 0.1333 **Max:** 0.2000

**FTEF Total Min:** 0.1333 **Max:** 0.2000

#### **III. Last Time Pre/Co Requisite Update:** 11/14/2022

#### **IV. Last Outline Revision Date:** 11/14/2013

#### **V. CIC Approval:**

#### **VI. BOT Approval:**

#### **VII. State Approval:**

#### **VIII. Revised State Approval:**

#### **IX. Course Approval Effective Date:**

## SECTION VI

### CREDIT FOR PRIOR LEARNING

## Previous Report

EXSC 125B

CIC Approval: 11/14/2013  
BOT APPROVAL:  
STATE APPROVAL:  
EFFECTIVE TERM: Fall 2014

### SAN DIEGO COMMUNITY COLLEGE DISTRICT CITY, MESA, AND MIRAMAR COLLEGES ASSOCIATE DEGREE COURSE OUTLINE

#### SECTION I

**SUBJECT AREA AND COURSE NUMBER:** Exercise Science 125B

**COURSE TITLE:**  
Aerobic Dance II

**Units:**  
0.5-1  
Grade Only

**CATALOG COURSE DESCRIPTION:**

This course provides introductory level students with knowledge and practice in more complicated beginning Aerobic Dance principles. Emphasis is placed on beginning Aerobic Dance technique, vocabulary, strength, and performance concepts. Other topics include additional dance vocabulary, expanded use of weights, and sports nutrition. This course is the second in a series of four aerobic dance courses. It is designed for all students interested in Aerobics as a cardiovascular, movement-oriented sport.

**REQUISITES:**

**Advisory:**  
EXSC 125A with a grade of "C" or better, or equivalent  
**Limitation on Enrollment:**  
This course is not open to students with previous credit for PHYE 103X

**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:**

**TOTAL LAB HOURS:**  
32 - 54

**TOTAL CONTACT HOURS:**  
32 - 54

**OUTSIDE-OF-CLASS HOURS:**

**TOTAL STUDENT LEARNING HOURS:**  
32 - 54

**STUDENT LEARNING OBJECTIVES:**  
Upon successful completion of the course the student will be able to:

1. Define and apply more evolved movement concepts and proper body alignment through the performance of Aerobic Dance movement techniques at a beginning level
2. Demonstrate increased strength and flexibility through daily application of warm-up, routines, repetitions, and floor exercises
3. Define and apply fundamental Aerobic Dance vocabulary through the performance of combinations and floor exercises incorporating more complex beginning level moves
4. Perform basic floor exercises with proper alignment and technique

## Current Report

EXSC 125B

CIC Approval:  
BOT APPROVAL:  
STATE APPROVAL:  
EFFECTIVE TERM:

### SAN DIEGO COMMUNITY COLLEGE DISTRICT CITY, MESA, AND MIRAMAR COLLEGES ASSOCIATE DEGREE COURSE OUTLINE

#### SECTION I

**SUBJECT AREA AND COURSE NUMBER:** Exercise Science 125B

**COURSE TITLE:**  
Aerobic Dance II

**Units:**  
0.5-1  
Grade Only

**CATALOG COURSE DESCRIPTION:**

This course provides students with knowledge and practice in beginning Aerobic Dance principles. Emphasis is placed on beginning Aerobic Dance technique, vocabulary, strength, and performance concepts. Other topics include Cardio Latin dance rhythms and styles, additional dance vocabulary, expanded use of weights, and sports nutrition. This course is the second in a series of four aerobic dance courses. It is designed for all students interested in Aerobics as a cardiovascular, movement-oriented sport.

**REQUISITES:**

**Advisory:**  
EXSC 125A with a grade of "C" or better, or equivalent  
**Limitation on Enrollment:**  
This course is not open to students with previous credit for PHYE 103X

**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:**

**TOTAL LAB HOURS:**  
32 - 54

**TOTAL CONTACT HOURS:**  
32 - 54

**OUTSIDE-OF-CLASS HOURS:**

**TOTAL STUDENT LEARNING HOURS:**  
32 - 54

**STUDENT LEARNING OBJECTIVES:**  
Upon successful completion of the course the student will be able to:

- All objectives are covered whether offered for .50 or 1.0 unit. When this course is offered for 1.0 unit, the additional time is utilized for skill development, and, enhanced cardiovascular fitness and muscular strength.**
1. Define and apply movement concepts and proper body alignment through the performance of Aerobic Dance movement techniques at a beginning level.
  2. Demonstrate beginning level strength and flexibility growth through application of warm-up, routines, repetitions, and floor exercises.
  3. Define and apply beginning Aerobic Dance vocabulary through the performance of combinations and floor exercises incorporating beginning level moves.
  4. Perform beginning floor exercises with proper alignment and technique.

5. Analyze and discuss the techniques of Aerobic Dance in terms of injury prevention
6. Define and apply the principles of light weight-training with 3-6 pound weights
7. Analyze the basics of proper nutrition for sports.

## SECTION II

### I. COURSE OUTLINE AND SCOPE:

#### A. Outline Of Topics:

The following topics are included in the framework of the course but are not intended as limits on content. The order of presentation and relative emphasis will vary with each instructor.

- I. Beginning level principles of body alignment
  - A. Parallel position
  - B. Turned out position.
- II. Beginning level arm positions
  - A. Standing
  - B. Movement combinations.
- III. Beginning level principles of movements
  - A. High impact
  - B. Low impact
  - C. Non-impact.
- IV. Beginning level principles of light weights (3-6 pounds)
  - A. Toning
  - B. Strength.
- V. Beginning level plies
  - A. First and second positions
  - B. Standing
  - C. Moving
  - D. Added arm positions.
- VI. Beginning level movement exercises
  - A. Leg lifts for line and strength building
    1. Front
    2. Side
    3. Back.
  - B. Sit-ups
  - C. Push-ups
  - D. Leg work
    1. Side
    2. Back/gluteals
    3. Front.
  - E. Torso work with weights.
- VII. Warm-up
- VIII. Center floor work for improving balance
- IX. Beginning stretch
  - A. Achilles
  - B. Hamstrings
  - C. Quads
  - D. Shoulders
  - E. Spine.
- X. Beginning strength exercises
  - A. Shoulders/arms
  - B. Abdominal
  - C. Lower body.
- XI. Vocabulary
  - A. Grapevine and double grapevine
  - B. Slides in all directions
  - C. Repeaters
  - D. Step-touch
  - E. Chasse
  - F. Pivot
  - G. Mombo
  - H. Knee lifts and kicks
  - I. V-step with V arm sequencing
  - J. Isolations
  - K. Hop
    1. Forward
    2. Back

5. Analyze and discuss the techniques of Aerobic Dance in terms of injury prevention.
6. Define and apply the principles of light weight-training with 3-6 pound weights.
7. Analyze the basics of proper nutrition for sports.
8. Demonstrate competency of Cardio Latin rhythms and style.

## SECTION II

### I. COURSE OUTLINE AND SCOPE:

#### A. Outline Of Topics:

The following topics are included in the framework of the course but are not intended as limits on content. The order of presentation and relative emphasis will vary with each instructor.

- I. Beginning level principles of body alignment
  - A. Parallel position
  - B. Turned out position.
- II. Beginning level arm positions
  - A. Standing
  - B. Movement combinations.
- III. Beginning level principles of movements
  - A. High impact
  - B. Low impact
  - C. Non-impact
  - D. Intensity/force.
- IV. Beginning level principles of light weights (3-6 pounds)
  - A. Toning
  - B. Strength.
- V. Beginning level plies
  - A. First and second positions
  - B. Standing
  - C. Moving
  - D. Added arm positions.
- VI. Beginning level movement exercises
  - A. Leg lifts for line and strength building
  - B. Sit-ups
  - C. Push-ups
  - D. Leg work
    1. Grapevine and double grapevine
    2. Slides in all directions
    3. Knee lifts and kicks
    4. V-step with V arm sequencing
    5. Hop
      - a. Forward
      - b. Back
      - c. Side to side.
  - E. Torso work with weights.
- VII. Warm-up
- VIII. Center floor work for improving balance
- IX. Beginning stretch
  - A. Achilles
  - B. Hamstrings
  - C. Quads
  - D. Shoulders
  - E. Spine.
- X. Beginning strength exercises
  - A. Shoulders/arms
  - B. Abdominal
  - C. Lower body
  - D. Upper back.
- XI. Injury prevention.
- XII. Nutrition.
- XIII. Muscle group identification.
- XIV. Cardio Latin Dance
  - A. Cardio Latin dance styles
    1. Salsa
    2. Cha Cha
    3. Mambo
    4. Samba.
  - B. Cardio Latin dance rhythms
    1. Shifting music accents
    2. Mixed meter

3. Side to side.

- L. Intensity/force
- M. Obliques
- N. Transverse abdominals
- O. Rectus abdominus
- P. Biceps
- Q. Triceps
- R. Deltoids
- S. Scapulae
- T. Pectorals
- U. Quadriceps
- V. Hamstrings

XII. Injury prevention

XIII. Nutrition.

**B. Reading Assignments:**

Reading assignments are required and may include, but are not limited to, the following:

- I. Textbook(s)
- II. Articles in fitness and health related magazines such as IDEA Today, Shape, or Prevention
- III. Instructor generated handouts on topics related to health and fundamental Aerobic Dance techniques.

**C. Writing Assignments:**

Writing assignments are required and may include, but are not limited to, the following:

- I. Fitness/nutrition journal
- II. Summaries of fitness or health related articles.

**D. Appropriate Outside Assignments:**

Outside assignments may include, but are not limited to, the following:

- I. Analysis of personal fitness log
- II. Attendance at local events and field trips
- III. Walking/jogging assignments on non-class days.

**E. Appropriate Assignments that Demonstrate Critical Thinking:**

Critical thinking assignments are required and may include, but are not limited to, the following:

- I. Define and design a safe and effective personal workout regime
- II. Discriminate between high and low impact activities
- III. Analyze and modify the workout to an appropriate personal fitness level.

**2. METHODS OF EVALUATION:**

A student's grade will be based on multiple measures of performance unless the course requires no grade. Multiple measures may include, but are not limited to, the following:

- I. Movement practicums
- II. Demonstration of beginning level skills and techniques
- III. Performance on objective examinations
- IV. Attendance and participation.

**3. METHODS OF INSTRUCTION:**

Methods of instruction may include, but are not limited to, the following:

- \* Distance Education (Fully online)
- \* Laboratory
- \* Other (Specify)
- \* Demonstration.

**4. REQUIRED TEXTS AND SUPPLIES:**

Textbooks may include, but are not limited to:

**TEXTBOOKS:**

1. Bishop, Jan G. *Fitness through Aerobics*, 9th ed. Benjamin Cummings, 2013, ISBN: 0321884523
2. Pryor, Esther and Minda G. Kraines. *Keep Moving: Fitness through Aerobics and Step*, 4th ed. McGraw-Hill, 2000, ISBN: 9780767412001

3. Flowing smooth movements
4. Percussive sharp movement
5. Rhythmic expression.

**B. Reading Assignments:**

Reading assignments are required and may include, but are not limited to, the following:

- I. Textbook(s)
- II. Articles in fitness and health related magazines such as IDEA Today, Shape, or Prevention
- III. Instructor generated handouts on topics related to health and fundamental Aerobic Dance techniques.

**C. Writing Assignments:**

Writing assignments are required and may include, but are not limited to, the following:

- I. Fitness/nutrition journal
- II. Summaries of fitness or health related articles.

**D. Appropriate Outside Assignments:**

Outside assignments may include, but are not limited to, the following:

- I. Analysis of personal fitness log
- II. Attendance at local events and field trips
- III. Walking/jogging assignments on non-class days.

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- I. Define and design a safe and effective personal workout regime
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- I. Movement practicums
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- III. Performance on objective examinations
- IV. Attendance and participation.

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Methods of instruction may include, but are not limited to, the following:

- \* Distance Education (Fully online)
- \* Laboratory
- \* Other (Specify)
- \* Demonstration.

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Textbooks may include, but are not limited to:

**TEXTBOOKS:**

1. Bishop, Jan G. *Fitness through Aerobics*, 9th ed. Benjamin Cummings, 2013, ISBN: 0321884523
2. Pryor, Esther and Minda G. Kraines. *Keep Moving: Fitness through Aerobics and Step*, 4th ed. McGraw-Hill, 2000, ISBN: 9780767412001
3. Stokes, Roberta, Sandra Schultz, and Bob Rothstein. *In Pursuit of Fitness*, 3rd ed. Hunter Textbooks, 2009, ISBN: 9780887253423

2000, ISBN: 9780767412001

3. Stokes, Roberta, Sandra Schultz, and Bob Rothstein. *In Pursuit of Fitness*. 3rd ed. Hunter Textbooks, 2009, ISBN: 9780887253423

**MANUALS:**

**PERIODICALS:**

1. IDEA Health and Fitness Association. *IDEA Fitness Journal*, Volume Current

**SOFTWARE:**

**SUPPLIES:**

1. Workout towel
2. Appropriate exercise clothing
3. Non-marking gym shoes

**ORIGINATOR:** Rod Porter

**CO-CONTRIBUTOR(S)** Duane Short  
**DATE:** 09/24/2013

Status: Active

Date Printed: 03/9/2023

**MANUALS:**

**PERIODICALS:**

1. IDEA Health and Fitness Association. *IDEA Fitness Journal*, Volume Current

**SOFTWARE:**

**SUPPLIES:**

1. Workout towel
2. Appropriate exercise clothing
3. Non-marking gym shoes

**ORIGINATOR:** Rod Porter

**ORIGINATION DATE:** 09/24/2013

**PROPOSAL ORIGINATOR:** Nathan Resch

**CO-CONTRIBUTOR(S)** Blythe Barton

**PROPOSAL DATE:** 11/14/2022

Status: Launched

Date Printed: 03/9/2023

# Previous Report

SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY , MESA AND MIRAMAR COLLEGES

Course Outline of Record:  
Curriculum Proposal Report

## SECTION I

- I. **Subject Area:** Exercise Science
- II. **Course Number:** 125B
- III. **Course Title:** Aerobic Dance II
- IV. **Disciplines (Instructor Minimum Qualifications):** Dance or Physical Education
- V.
- VI. **Family:** AEROBIC
- VII. **Current Short Title:** Aerobic Dance II
- VIII. **Course Is Active/Where?** CITY , MESA AND MIRAMAR
- IX. **Originating Campus:** MIRAMAR
- X. **Action Proposed:** Course Revision (May Include Activation)
- XI. **Distance Education Proposed At:** Mesa and City
- XII. **Proposal Originating Date:** 09/24/2013
- XIII. **Proposed Start Semester:** Fall 2014
- XIV. **Field Trip:** May be required
- XV. **Grading Option:** Grade Only
- XVI. **Current Short Description:** Beginning Aerobic Dance and movement for exercise.

## SECTION II

### COURSE ENROLLMENT INFORMATION

- I. **Requisites:**  
Advisory: EXSC 125A with a grade of "C" or better, or equivalent.  
Limitation on Enrollment:: This course is not open to students with previous credit for PHYE 103X
- II. **Current Degree Applicability:** Associate Degree Credit & transfer to CSU
- III. **Current Basic Skills Designation:** N - Not a Basic Skills Course
- IV. **Repeatability:** Course may be taken 1 time(s)
- V. **Course Equivalency:** Yes PHYE 103X
- VI. **Additional Information:**
- VII. **Additional Textbook Information:**

### COURSE ANALYSIS DATA

- I. **Reason for Proposed Action:** Subject indicator and course number change (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. UC Transfer Course List
- IV. **Proposed College/District Purpose:** 1. Graduation Requirement
- 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

# Current Report

SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY , MESA AND MIRAMAR COLLEGES

Course Outline of Record:  
Curriculum Proposal Report

## SECTION I

- I. **Subject Area:** Exercise Science
- II. **Course Number:** 125B
- III. **Course Title:** Aerobic Dance II
- IV. **Disciplines (Instructor Minimum Qualifications):** Dance or Physical Education
- V.
- VI. **Family:** AEROBIC
- VII. **Current Short Title:** Aerobic Dance II
- VIII. **Course Is Active/Where?** CITY , MESA AND MIRAMAR
- IX. **Originating Campus:** MESA
- X. **Action Proposed:** Course Revision (May Include Activation)
- XI. **Distance Education Proposed At:** Mesa and City
- XII. **Proposal Originating Date:** 11/14/2022
- XIII. **Proposed Start Semester:** Fall 2024
- XIV. **Field Trip:** May be required
- XV. **Grading Option:** Grade Only
- XVI. **Current Short Description:** Beginning Aerobic Dance and movement for exercise.

## SECTION II

### COURSE ENROLLMENT INFORMATION

- I. **Requisites:**  
Advisory: EXSC 125A with a grade of "C" or better, or equivalent.  
Limitation on Enrollment:: This course is not open to students with previous credit for PHYE 103X
- II. **Current Degree Applicability:** Associate Degree Credit & transfer to CSU
- III. **Current Basic Skills Designation:** N - Not a Basic Skills Course
- IV. **Repeatability:** Course may be taken 1 time(s)
- V. **Course Equivalency:** Yes PHYE 103X
- VI. **Additional Information:** This course requires students to analyze and utilize student learning objectives 1-8 such as demonstrate beginning level strength and flexibility growth through application of warm-up, routines, repetitions, and floor exercises. 32 hours of activity is required as a minimum for physiological adaptation and development of these skill-related outcomes.
- VII. **Additional Textbook Information:** Texts are most current editions - 11-2022.

### COURSE ANALYSIS DATA

- I. **Reason for Proposed Action:** Six yr review including: 1) added override hrs statement and objectives header, 2) updated descriptions, objectives and outlines, and 3) reviewed texts to verify 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. UC Transfer Course List
- IV. **Proposed College/District Purpose:** 1. Graduation Requirement
- V. **Extraordinary Cost to the College:** None.
- VI. **Library Resource Materials:** No new resources required.

### GENERAL EDUCATION ANALYSIS

CSU General Education:

**Other Graduation Requirement:**

Yes

**UC Transfer Course:**

Yes

**REQUISITES ANALYSIS**

Introductory level knowledge and skills in aerobic dance

- I. Course: EXSC 125A Define and apply basic movement concepts and proper body alignment through the performance of Aerobic Dance movement techniques at an introductory level
- II. Course: EXSC 125A Demonstrate strength and flexibility increases through daily application of warm-up, routines, repetitions, and floor exercises
- III. Course: EXSC 125A Define and utilize fundamental Aerobic Dance vocabulary in the performance of combinations and floor exercises
- IV. Course: EXSC 125A Perform basic floor exercises with proper alignment and technique
- V. Course: EXSC 125A Analyze and discuss the techniques of Aerobic Dance in terms of injury prevention

**SECTION III****COURSE DISTANCE EDUCATION INFORMATION**

- I. MESA
- II. Distance Education Methods of Instruction: 1. Fully Online
- III. Other Distance Education Methods:
- IV. Type and frequency of contact may include, but is not limited to:
  1. Announcements  
As needed
  2. Discussion Board  
At least weekly
  3. Email/Message System  
Frequent
  4. Synchronous or Asynchronous Video  
Frequent
  5. Telephone Contact  
As needed
- V. List of Techniques: In EXSC courses with laboratory component, content and student learning objectives will be delivered to students using both synchronous and asynchronous student-to-student and student-to-instructor contact which include video presentation, discussion boards, Zoom meetings, YouTube, email and telephone contact. Students will do presentations using power point or other modality, will do demonstrations via synchronous and asynchronous video platforms such as Zoom or YouTube, and will use activity-specific Apps available to the public. Online instruction includes regular student-to-student and instructor-to-student communication. Telephone calls between students and the instructor may be used to discuss questions and concerns throughout the course. E-mail may be used for asynchronous instructor-to-student and student-to-student communication. Chat rooms may be used for synchronous interaction between students and between the instructor and students. Threaded discussions may be used for instructor-to-student and student-to-student asynchronous group communication. Live-classroom may be used for synchronous online lectures, meetings and office hour meetings as appropriate. Video, audio, learning objects and archived live-classroom lectures may be included for students to interact with asynchronously where appropriate. Assignments and tests that will be used in the Distance Education course will be exactly the same as those in the traditional course. Students will submit all course work (tests and assignments) electronically to the instructor for grading.
- VI. How to Evaluate Students for Achieved Outcomes: The evaluation methods will mirror the on-campus course as specified in the course outline. The feedback on assignments and tests will be submitted electronically to the student.
- VII. Additional Resources/Materials/Information: SDCCD and DSPS personnel will provide all needed accommodations. DSPS will provide a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).
- VIII. Audio Visual Library Materials: NO
- IX. 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:

E Area E. Lifelong Learning and Self-Development

**Other Graduation Requirement:**

Yes

**UC Transfer Course:**

Yes

**REQUISITES ANALYSIS**

Introductory level knowledge and skills in aerobic dance

- I. Course: EXSC 125A Define and apply basic movement concepts and proper body alignment through the performance of Aerobic Dance movement techniques at a fundamental level.
- II. Course: EXSC 125A Demonstrate fundamental strength and flexibility increases through daily application of warm-up, routines, repetitions, and floor exercises.
- III. Course: EXSC 125A Define and utilize fundamental Aerobic Dance vocabulary in the performance of combinations and floor exercises.
- IV. Course: EXSC 125A Perform fundamental floor exercises with proper alignment and technique.
- V. Course: EXSC 125A Analyze and discuss the techniques of Aerobic Dance in terms of injury prevention.
- VI. Course: EXSC 125A Define and apply the principles of light weight-training with 2-5 pound weights.

**SECTION III****COURSE DISTANCE EDUCATION INFORMATION**

- I. MESA
- II. Distance Education Methods of Instruction: 1. Fully Online
- III. Other Distance Education Methods:
- IV. Type and frequency of contact may include, but is not limited to:
  1. Announcements  
As needed
  2. Discussion Board  
At least weekly
  3. Email/Message System  
Frequent
  4. Synchronous or Asynchronous Video  
Frequent
  5. Telephone Contact  
As needed
- V. List of Techniques: In EXSC courses with laboratory component, content and student learning objectives will be delivered to students using both synchronous and asynchronous student-to-student and student-to-instructor contact which include video presentation, discussion boards, Zoom meetings, YouTube, email and telephone contact. Students will do presentations using power point or other modality, will do demonstrations via synchronous and asynchronous video platforms such as Zoom or YouTube, and will use activity-specific Apps available to the public. Online instruction includes regular student-to-student and instructor-to-student communication. Telephone calls between students and the instructor may be used to discuss questions and concerns throughout the course. E-mail may be used for asynchronous instructor-to-student and student-to-student communication. Chat rooms may be used for synchronous interaction between students and between the instructor and students. Threaded discussions may be used for instructor-to-student and student-to-student asynchronous group communication. Live-classroom may be used for synchronous online lectures, meetings and office hour meetings as appropriate. Video, audio, learning objects and archived live-classroom lectures may be included for students to interact with asynchronously where appropriate. Assignments and tests that will be used in the Distance Education course will be exactly the same as those in the traditional course. Students will submit all course work (tests and assignments) electronically to the instructor for grading.
- VI. How to Evaluate Students for Achieved Outcomes: The evaluation methods will mirror the on-campus course as specified in the course outline. The feedback on assignments and tests will be submitted electronically to the student.
- VII. Additional Resources/Materials/Information: SDCCD and DSPS personnel will provide all needed accommodations. DSPS will provide a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).
- VIII. Audio Visual Library Materials: NO
- IX. CITY
- X. Distance Education Methods of Instruction: 1. Fully Online

1. Announcements  
weekly
2. Chat Rooms  
as assigned
3. Collaborative Web Documents  
as assigned
4. Conferencing  
as assigned
5. Discussion Board  
at least one (1) time during the term
6. Email/Message System  
as needed
7. Field Trips  
as assigned
8. Group Meetings  
as assigned
9. Individual Meetings  
as needed
10. Individualized Assignment Feedback  
as assigned
11. Synchronous or Asynchronous Video  
as assigned
12. Telephone Contact  
as needed

**XIII. List of Techniques:** Students interact with each other and the instructor in ways that mirror the traditional classroom; only the delivery system is altered. These methods include one-on-one communication with the instructor and with other students via 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/synchronous class discussion, guided workouts, and/or other assignments. When safe and appropriate, students have access to the aerobic dance gym, sound system, and aerobic dance equipment on campus. When access is not possible, exercises and assignments are adapted and modified for students to complete without campus access or without specific equipment (e.g. weights and resistance bands).

**XIV. How to Evaluate Students for Achieved Outcomes:** Multiple measures are used to assess student learning objectives. These include performance on objective examinations administered via the assessment tool, writing assignments, and/or group or individual projects posted to the discussion board or other online collaboration tool. Other measures may include documentation of a regular aerobic dance cardio routine, reflective journal entries on one's unique exercise regime, and/or analysis of aerobic dance skill sets, strategies, and/or techniques. Additional measures may include documentation of aerobic dance workout time and calories burned (via a personal fitness tracker, smartphone application, and/or non-electronic 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

- Upon completion, the student will be able to define and utilize fundamental Aerobic Dance vocabulary in the performance of combinations and floor exercises.

##### MESA

- Upon completion of this course students will be able to identify major muscle groups of the body, and demonstrate one strength and one stretch exercise for each major muscle group.
- Upon completion of this course students will be able to assess personal diet reflecting caloric intake and identify essential nutrients.
- Upon completion of this course students will be able to complete group choreography.

##### MIRAMAR

- Student outcome 1 Performance responsibility Students will be able to memorize and perform choreographed cardiovascular-based movement routines that vary from beginning to elevated levels of difficulty. Students may be

#### **XI. Other Distance Education Methods:**

#### **XII. Type and frequency of contact may include, but is not limited to:**

1. Announcements  
weekly
2. Chat Rooms  
as assigned
3. Collaborative Web Documents  
as assigned
4. Conferencing  
as assigned
5. Discussion Board  
at least one (1) time during the term
6. Email/Message System  
as needed
7. Field Trips  
as assigned
8. Group Meetings  
as assigned
9. Individual Meetings  
as needed
10. Individualized Assignment Feedback  
as assigned
11. Synchronous or Asynchronous Video  
as assigned
12. Telephone Contact  
as needed

**XIII. List of Techniques:** Students interact with each other and the instructor in ways that mirror the traditional classroom; only the delivery system is altered. These methods include one-on-one communication with the instructor and with other students via 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/synchronous class discussion, guided workouts, and/or other assignments. When safe and appropriate, students have access to the aerobic dance gym, sound system, and aerobic dance equipment on campus. When access is not possible, exercises and assignments are adapted and modified for students to complete without campus access or without specific equipment (e.g. weights and resistance bands).

**XIV. How to Evaluate Students for Achieved Outcomes:** Multiple measures are used to assess student learning objectives. These include performance on objective examinations administered via the assessment tool, writing assignments, and/or group or individual projects posted to the discussion board or other online collaboration tool. Other measures may include documentation of a regular aerobic dance cardio routine, reflective journal entries on one's unique exercise regime, and/or analysis of aerobic dance skill sets, strategies, and/or techniques. Additional measures may include documentation of aerobic dance workout time and calories burned (via a personal fitness tracker, smartphone application, and/or non-electronic 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

- Upon completion, the student will be able to define and utilize fundamental Aerobic Dance vocabulary in the performance of combinations and floor exercises.

##### MESA

- Upon completion of this course students will be able to identify major muscle groups of the body, and demonstrate one strength and one stretch exercise for each major muscle group.
- Upon completion of this course students will be able to assess personal diet reflecting caloric intake and identify essential nutrients.
- Upon completion of this course students will be able to complete group choreography.

##### MIRAMAR

tested on the performance of these routines for a mid-term and/or final grade.

- Students will be able to build and demonstrate progress with a strength-building routine that consists of a series of exercises, including push-ups and sit-ups. Students will be tested on progress at mid-term and final weeks.
- Students will be able to apply beginning aerobic dance movement concepts with proper body alignment.
- Students will be able to demonstrate strength and flexibility increases through daily application of warm-ups, mat exercises, repetitions, and balance work.
- Students will be able to analyze and discuss proper techniques for utilizing cardiovascular movement as a health-based program, in terms of injury prevention.
- Students will be able to analyze the basics of proper nutrition needed for engaging in most sports.
- Students will be able to define and apply the sound basics of light-weight training, using to 3-5 pound weights.

## SECTION V

### COURSE DATA ADMINISTRATION ELEMENTS

#### **I. Codes:**

**California Classification:** (Y Credit Course)

**TOP Code:** 0835.00 Physical Education

**SAM Code:** E - Non Occupational

**Course Prior to College Level (CB21):** Y - Not applicable. Level of course is not one of the levels listed above, may be above level A (transferable) or below level C (more than 3 levels below transfer level).

**Funding Agency Category (CB23):** Not Applicable (funding not used to develop course)

**Course Program Status (CB24):** Program-applicable

**Course Gen Education Status (CB25):**

**Course Support Course Status (CB26):**

**Major Restriction Code:** NONE

#### **II. Lab Units:** 0.50 - 1.00

**Total Units:** 0.5 - 1

**Lecture Hours Min:** 0.00 **Max:** 0.00

**Lab Hours Min:** 32.00 **Max:** 54.00

**Other Hours Min:** 0.00 **Max:** 0.00

**Total Contact Hours Min:** 32.00 **Max:** 54.00

**Outside-of-Class Hours Min:** 0.00 **Max:** 0.00

**Total Student Learning Hours Min:** 32.00 **Max:** 54.00

**FTEF Lecture Min:** 0.0000 **Max:** 0.0000

**FTEF Lab Min:** 0.1333 **Max:** 0.2000

**FTEF Total Min:** 0.1333 **Max:** 0.2000

#### **III. Last Time Pre/Co Requisite Update:** 05/07/2019

#### **IV. Last Outline Revision Date:** 11/14/2013

#### **V. CIC Approval:** 11/14/2013

#### **VI. BOT Approval:**

#### **VII. State Approval:**

#### **VIII. Revised State Approval:**

#### **IX. Course Approval Effective Date:** Fall 2014

## SECTION VI

### CREDIT FOR PRIOR LEARNING

- Student outcome 1 Performance responsibility Students will be able to memorize and perform choreographed cardiovascular-based movement routines that vary from beginning to elevated levels of difficulty. Students may be tested on the performance of these routines for a mid-term and/or final grade.
- Students will be able to build and demonstrate progress with a strength-building routine that consists of a series of exercises, including push-ups and sit-ups. Students will be tested on progress at mid-term and final weeks.
- Students will be able to apply beginning aerobic dance movement concepts with proper body alignment.
- Students will be able to demonstrate strength and flexibility increases through daily application of warm-ups, mat exercises, repetitions, and balance work.
- Students will be able to analyze and discuss proper techniques for utilizing cardiovascular movement as a health-based program, in terms of injury prevention.
- Students will be able to analyze the basics of proper nutrition needed for engaging in most sports.
- Students will be able to define and apply the sound basics of light-weight training, using to 3-5 pound weights.

## SECTION V

### COURSE DATA ADMINISTRATION ELEMENTS

#### **I. Codes:**

**California Classification:** (Y Credit Course)

**TOP Code:** 0835.00 Physical Education

**SAM Code:** E - Non Occupational

**Course Prior to College Level (CB21):** Y - Not applicable. Level of course is not one of the levels listed above, may be above level A (transferable) or below level C (more than 3 levels below transfer level).

**Funding Agency Category (CB23):** Not Applicable (funding not used to develop course)

**Course Program Status (CB24):** Program-applicable

**Course Gen Education Status (CB25):** Y = Not applicable

**Course Support Course Status (CB26):** N = Course is not a support course

**Major Restriction Code:** NONE

#### **II. Lab Units:** 0.50 - 1.00

**Total Units:** 0.5 - 1

**Lecture Hours Min:** 0.00 **Max:** 0.00

**Lab Hours Min:** 32.00 **Max:** 54.00

**Other Hours Min:** 0.00 **Max:** 0.00

**Total Contact Hours Min:** 32.00 **Max:** 54.00

**Outside-of-Class Hours Min:** 0.00 **Max:** 0.00

**Total Student Learning Hours Min:** 32.00 **Max:** 54.00

**FTEF Lecture Min:** 0.0000 **Max:** 0.0000

**FTEF Lab Min:** 0.1333 **Max:** 0.2000

**FTEF Total Min:** 0.1333 **Max:** 0.2000

#### **III. Last Time Pre/Co Requisite Update:** 11/14/2022

#### **IV. Last Outline Revision Date:** 11/14/2013

#### **V. CIC Approval:**

#### **VI. BOT Approval:**

#### **VII. State Approval:**

#### **VIII. Revised State Approval:**

#### **IX. Course Approval Effective Date:**

## SECTION VI

### CREDIT FOR PRIOR LEARNING

**SAN DIEGO COMMUNITY COLLEGE DISTRICT  
CITY, MESA, AND MIRAMAR COLLEGES  
ASSOCIATE DEGREE COURSE OUTLINE**

**SECTION I**

**SUBJECT AREA AND COURSE NUMBER:** Exercise Science 125C

**COURSE TITLE:**  
Aerobic Dance III

**Units:**  
0.5-1  
Grade Only

**CATALOG COURSE DESCRIPTION:**

This course provides students with knowledge and practice in intermediate level, complex forms of Aerobic Dance, its variations, and directional changes. Cardio Kickboxing technique and plyometric moves are added for a diverse, dynamic workout. Emphasis is placed on intermediate level Aerobic Dance technique, vocabulary, and performance concepts. This course is the third in a series of four aerobic dance courses. It is designed for all students interested in Aerobics as a cardiovascular, movement-oriented sport, and who have taken the beginning level version of this class.

**REQUISITES:**

**Advisory:**  
EXSC 125B with a grade of "C" or better, or equivalent

**Limitation on Enrollment:**

This course is not open to students with previous credit for PHYE 103Y

**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:**

**TOTAL LAB HOURS:**

32 - 54

**TOTAL CONTACT HOURS:**

32 - 54

**OUTSIDE-OF-CLASS HOURS:**

**TOTAL STUDENT LEARNING HOURS:**

32 - 54

**STUDENT LEARNING OBJECTIVES:**

Upon successful completion of the course the student will be able to:

**All objectives are covered whether offered for .50 or 1.0 unit. When this course is offered for 1.0 unit, the additional time is utilized for skill development, and, enhanced cardiovascular fitness and muscular strength.**

1. Define and apply movement concepts and proper body alignment through the performance of Aerobic Dance movement and Cardio Kickboxing techniques at an intermediate level.
2. Demonstrate increased strength and flexibility through application of intermediate level warm-ups, routines, repetitions, turns, and floor exercises.
3. Define and apply intermediate level Aerobic Dance and Cardio Kickboxing vocabulary through the performance of complex combinations and floor exercises.
4. Perform floor exercises with proper alignment and technique.
5. Analyze and discuss the techniques of Aerobic Dance in terms of injury prevention.
6. Define and apply the principles of light weight-training with 5-8 pound weights.
7. Demonstrate competency of Cardio Kick-Boxing upper and lower body exercises.

## **SECTION II**

### **1. COURSE OUTLINE AND SCOPE:**

#### **A. Outline Of Topics:**

The following topics are included in the framework of the course but are not intended as limits on content. The order of presentation and relative emphasis will vary with each instructor.

- I. Intermediate level principles of body alignment
  - A. Parallel position
  - B. Turned out position
  - C. Movement combinations
  - D. Turning.
- II. Intermediate level arm positions
  - A. Standing
  - B. Movement combinations.
- III. Intermediate level principles of movements
  - A. High impact
  - B. Low impact
  - C. Non-impact
  - D. Strength
  - E. Balance
  - F. Memorization
  - G. Intensity/force/resistance.
- IV. Intermediate level principles of light weights (5-8 pounds)
  - A. Toning
  - B. Strength.
- V. Intermediate level plies
  - A. First and second positions
  - B. Standing
  - C. Moving
  - D. Jumps.
- VI. Intermediate level movement exercises
  - A. Leg lifts (grand battement)
  - B. Sit-ups
  - C. Push-ups
  - D. Leg work
    1. Grapevine turns
    2. Grapevines on diagonals
    3. Step-touch plyometrics
    4. Pivot and pivot turns
    5. Repetitive patterns
    6. Diagonal directions
    7. Jumps

- 8. Squats
- 9. Moving lunges
- E. Torso work with weights.
- VII. Warm-up
- VIII. Concentrated center floor work for improving balance and coordination
- IX. Intermediate level stretch
  - A. Achilles
  - B. Hamstrings
  - C. Quads
  - D. Shoulders
  - E. Spine
  - F. Hips
  - G. Lower back.
- X. Intermediate strength exercises
  - A. Shoulders/arms with weights and bands
  - B. Abdominal
  - C. Lower body
  - D. Lower back
  - E. Glutes.
- XI. Injury prevention
- XII. Nutrition
- XIII. Muscle group identification
- XIV. Cardio Kickboxing
  - A. Upper body punching techniques
    - 1. Jab
    - 2. Cross
    - 3. Hook
    - 4. Uppercut
  - B. Lower body kicking techniques
    - 1. Front push kick
    - 2. Side push kick
    - 3. Back push kick
    - 4. Round house kick
    - 5. Hitch kick.

**B. Reading Assignments:**

Reading assignments are required and may include, but are not limited to, the following:

- I. Textbook(s)
- II. Articles in fitness and health related magazines such as IDEA Today, Shape, or Prevention
- III. Instructor generated handouts on topics related to health and intermediate Aerobic Dance techniques.

**C. Writing Assignments:**

Writing assignments are required and may include, but are not limited to, the following:

- I. Fitness/nutrition journal
- II. Summaries of fitness or health related articles.

**D. Appropriate Outside Assignments:**

Outside assignments may include, but are not limited to, the following:

- I. Analysis of personal fitness log
- II. Attendance at local events and field trips
- III. Walking/jogging assignments on non-class days.

**E. Appropriate Assignments that Demonstrate Critical Thinking:**

Critical thinking assignments are required and may include, but are not limited to, the following:

- I. Define and design a safe and effective personal workout regime
- II. Discriminate between high and low impact activities

- III. Analyze and modify the workout to an appropriate personal fitness level
- IV. Evaluate technique and combinations.

## 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. Intermediate movement practicums
- II. Demonstration of intermediate level skills techniques
- III. Performance on objective evaluations
- IV. Attendance and participation.

## 3. METHODS OF INSTRUCTION:

Methods of instruction may include, but are not limited to, the following:

- \* Distance Education (Fully online)
- \* Laboratory
- \* Other (Specify)
- \* Demonstration.

## 4. REQUIRED TEXTS AND SUPPLIES:

Textbooks may include, but are not limited to:

### TEXTBOOKS:

1. Bishop, Jan G. Fitness through Aerobics, 9th ed. Benjamin Cummings, 2013, ISBN: 0321884523
2. Pryor, Esther and Minda G. Kraines. Keep Moving: Fitness through Aerobics and Step, 4th ed. McGraw-Hill, 2000, ISBN: 9780767412001
3. Stokes, Roberta, Sandra Schultz, and Bob Rothstein. In Pursuit of Fitness, 3rd ed. Hunter Textbooks, 2009, ISBN: 9780887253423

### MANUALS:

### PERIODICALS:

1. IDEA Health and Fitness Association. *IDEA Fitness Journal*, Volume Current

### SOFTWARE:

### SUPPLIES:

1. Non-marking gym shoes
2. Workout towel
3. Appropriate exercise clothing

**ORIGINATOR:** Rod Porter  
**ORIGINATION DATE:** 09/24/2013  
**PROPOSAL ORIGINATOR:** Nathan Resch  
**CO-CONTRIBUTOR(S)** Blythe Barton  
**PROPOSAL DATE:** 11/14/2022

**SAN DIEGO COMMUNITY COLLEGE DISTRICT  
COURSE PROPOSAL IMPACT REPORT**

**COURSE TO BE PROPOSED: EXSC 125C**  
Aerobic Dance III

**ACTIVE/APPROVED COURSES IMPACTED:**

EXSC 125C Aerobic Dance III (29401)

Advisory

EXSC 125D (Active)

**ACTIVE/APPROVED/PROPOSED PROGRAMS IMPACTED:**

( City )

Aerobic Conditioning \*Active\*;  
**Certificate of Performance**

Select four (4) courses from the following:

( City )

Aerobic Conditioning \*Approved\*;  
**Certificate of Performance**

Select four (4) courses from the following:

( Miramar )

Exercise and Nutritional Sciences \*Active\*;  
**Associate of Science Degree**

Select at least one course and the remainder of units needed to meet the minimum of 18 from the following:

( Miramar )

Exercise and Nutritional Sciences \*Launched\*;  
**Associate of Science Degree**

Select at least one course and the remainder of units needed to meet the minimum of 18 from the following:

( Miramar )

Kinesiology \*Active\*;  
**Associate in Arts for Transfer Degree**

Dance

( Mesa )

Kinesiology \*Active\*;  
**Associate in Arts for Transfer Degree**

Fitness

( City )

Kinesiology \*Active\*;

**Associate in Arts for Transfer Degree**

Fitness

( Mesa )

Kinesiology \*Approved\*;

**Associate in Arts for Transfer Degree**

Fitness

( Mesa )

Kinesiology \*Active\*;

**Associate of Science Degree**

Select a minimum of one unit from Aerobics:

( Mesa )

Kinesiology \*Approved\*;

**Associate of Science Degree**

Select a minimum of one unit from Aerobics:

# SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY , MESA AND MIRAMAR COLLEGES

## Course Outline of Record: Curriculum Proposal Report

### SECTION I

- I. **Subject Area:** Exercise Science
- II. **Course Number:** 125C
- III. **Course Title:** Aerobic Dance III
- IV. **Disciplines (Instructor Minimum Qualifications):** Dance or Physical Education
- V.
- VI. **Family:** AEROBIC
- VII. **Current Short Title:** Aerobic Dance III
- VIII. **Course Is Active/Where?** CITY , MESA AND MIRAMAR
- IX. **Originating Campus:** MESA
- X. **Action Proposed:** Course Revision (May Include Activation)
- XI. **Distance Education Proposed At:** Mesa and City
- XII. **Proposal Originating Date:** 11/14/2022
- XIII. **Proposed Start Semester:** Fall 2024
- XIV. **Field Trip:** May be required
- XV. **Grading Option:** Grade Only
- XVI. **Current Short Description:** Intermediate Aerobic Dance and movement for exercise.

### SECTION II

#### COURSE ENROLLMENT INFORMATION

- I. **Requisites:**  
Advisory: EXSC 125B with a grade of "C" or better, or equivalent.  
Limitation on Enrollment:: This course is not open to students with previous credit for PHYE 103Y
- II. **Current Degree Applicability:** Associate Degree Credit & transfer to CSU
- III. **Current Basic Skills Designation:** N - Not a Basic Skills Course
- IV. **Repeatability:** Course may be taken 1 time(s)
- V. **Course Equivalency:** Yes PHYE 103Y
- VI. **Additional Information:** This course requires students to analyze and utilize student learning objectives 1-7 such as define and apply intermediate level Aerobic Dance and Cardio Kickboxing vocabulary through the performance of complex combinations and floor exercises. 32 hours of activity is required as a minimum for physiological adaptation and development of these skill-related outcomes.
- VII. **Additional Textbook Information:** Texts are most current editions - 11-2022.

#### COURSE ANALYSIS DATA

- I. **Reason for Proposed Action:** Six yr review including: 1) added override hrs statement and objectives header, 2) updated descriptions, objectives and outlines, and 3) reviewed texts to verify 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. UC Transfer Course List
- IV. **Proposed College/District Purpose:** 1. Graduation Requirement
- V. **Extraordinary Cost to the College:** None.
- VI. **Library Resource Materials:** No new resources required.

#### GENERAL EDUCATION ANALYSIS

##### **CSU General Education:**

E Area E. Lifelong Learning and Self-Development

##### **Other Graduation Requirement:**

Yes

**UC Transfer Course:**

Yes

**REQUISITES ANALYSIS**

**Beginning level knowledge and skills in aerobic dance**

- I. Course: EXSC 125B** Define and apply movement concepts and proper body alignment through the performance of Aerobic Dance movement techniques at a beginning level.
- II. Course: EXSC 125B** Demonstrate beginning level strength and flexibility growth through application of warm-up, routines, repetitions, and floor exercises.
- III. Course: EXSC 125B** Define and apply beginning Aerobic Dance vocabulary through the performance of combinations and floor exercises incorporating beginning level moves.
- IV. Course: EXSC 125B** Perform beginning floor exercises with proper alignment and technique.
- V. Course: EXSC 125B** Analyze and discuss the techniques of Aerobic Dance in terms of injury prevention.
- VI. Course: EXSC 125B** Define and apply the principles of light weight-training with 3-6 pound weights.
- VII. Course: EXSC 125B** Analyze the basics of proper nutrition for sports.

**SECTION III**

**COURSE DISTANCE EDUCATION INFORMATION**

- I. MESA**
- II. Distance Education Methods of Instruction:** 1. Fully Online
- III. Other Distance Education Methods:**
- IV. Type and frequency of contact may include, but is not limited to:**
  1. Announcements  
As needed
  2. Discussion Board  
At least weekly
  3. Email/Message System  
Frequent
  4. Synchronous or Asynchronous Video  
Frequent
  5. Telephone Contact  
As needed
- V. List of Techniques:** In EXSC courses with laboratory component, content and student learning objectives will be delivered to students using both synchronous and asynchronous student-to-student and student-to-instructor contact which include video presentation, discussion boards, Zoom meetings, YouTube, email and telephone contact. Students will do presentations using power point or other modality, will do demonstrations via synchronous and asynchronous video platforms such as Zoom or YouTube, and will use activity-specific Apps available to the public. Online instruction includes regular student-to-student and instructor-to-student communication. Telephone calls between students and the instructor may be used to discuss questions and concerns throughout the course. E-mail may be used for asynchronous instructor-to-student and student-to-student communication. Chat rooms may be used for synchronous interaction between students and between the instructor and students. Threaded discussions may be used for instructor-to-student and student-to-student asynchronous group communication. Live-classroom may be used for synchronous online lectures, meetings and office hour meetings as appropriate. Video, audio, learning objects and archived live-classroom lectures may be included for students to interact with asynchronously where appropriate. Assignments and tests that will be used in the Distance Education course will be exactly the same as those in the traditional course. Students will submit all course work (tests and assignments) electronically to the instructor for grading.
- VI. How to Evaluate Students for Achieved Outcomes:** The evaluation methods will mirror the on-campus course as specified in the course outline. The feedback on assignments and tests will be submitted electronically to the student.
- VII. Additional Resources/Materials/Information:** SDCCD and DSPS personnel will provide all needed accommodations. DSPS will provide a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).
- VIII. Audio Visual Library Materials:** NO

**IX. 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 assigned
3. Collaborative Web Documents  
    as assigned
4. Conferencing  
    as assigned
5. Discussion Board  
    at least one (1) time during the term
6. Email/Message System  
    as needed
7. Field Trips  
    as assigned
8. Group Meetings  
    as assigned
9. Individual Meetings  
    as needed
10. Individualized Assignment Feedback  
    as assigned
11. Synchronous or Asynchronous Video  
    as assigned
12. Telephone Contact  
    as needed

**XIII. List of Techniques:** Students interact with each other and the instructor in ways that mirror the traditional classroom; only the delivery system is altered. These methods include one-on-one communication with the instructor and with other students via 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/synchronous class discussion, guided workouts, and/or other assignments. When safe and appropriate, students have access to the aerobic dance gym, sound system, and aerobic dance equipment on campus. When access is not possible, exercises and assignments are adapted and modified for students to complete without campus access or without specific equipment (e.g. weights and resistance bands).

**XIV. How to Evaluate Students for Achieved Outcomes:** Multiple measures are used to assess student learning objectives. These include performance on objective examinations administered via the assessment tool, writing assignments, and/or group or individual projects posted to the discussion board or other online collaboration tool. Other measures may include documentation of a regular aerobic dance cardio routine, reflective journal entries on one's unique exercise regime, and/or analysis of aerobic dance skill sets, strategies, and/or techniques. Additional measures may include documentation of aerobic dance workout time and calories burned (via a personal fitness tracker, smartphone application, and/or non-electronic 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**

- Upon completion of the course the student will be able to demonstrate an increased or maintained cardiovascular fitness level through full participation in the aerobic segment of class at his/her appropriate level of cardiovascular training.

## MESA

- Explain mechanism of aerobic dance injuries and how to prevent injuries from occurring.
- Develop a weight training program to build endurance for aerobic dance.

## MIRAMAR

- Students will be able to memorize and perform choreographed cardiovascular-based movement routines of an intermediate level of difficulty. Students may be tested on the performance of these routines for a mid-term and/or final grade.
- Students will be able to build and demonstrate progress with a strength-building routine that consists of a series of exercises, including push-ups and sit-ups. Students will be tested on progress at mid-term and final weeks.
- Students will be able to apply intermediate aerobic dance movement concepts with proper body alignment, including turns, plyometrics, and directional changes.
- Students will be able to demonstrate strength and flexibility increases through daily application of warm-ups, intermediate-level mat exercises, repetitions, and balance work.
- Students will be able to analyze and discuss proper techniques for utilizing intermediate cardiovascular movement as a health-based program, in terms of injury prevention.
- Students will be able to analyze the basics of proper nutrition needed for engaging in most sports.
- Students will be able to define and apply the sound principles of light-weight training, using to 5-6 pound weights.

## SECTION V

### COURSE DATA ADMINISTRATION ELEMENTS

#### **I. Codes:**

**California Classification:** (Y Credit Course)

**TOP Code:** 0835.00 Physical Education

**SAM Code:** E - Non Occupational

**Course Prior to College Level (CB21):** Y - Not applicable. Level of course is not one of the levels listed above, may be above level A (transferable) or below level C (more than 3 levels below transfer level).

**Funding Agency Category (CB23):** Not Applicable (funding not used to develop course)

**Course Program Status (CB24):** Program-applicable

**Course Gen Education Status (CB25):** Y = Not applicable

**Course Support Course Status (CB26):** N = Course is not a support course

**Major Restriction Code:** NONE

#### **II. Lab Units:** 0.50 - 1.00

**Total Units:** 0.5 - 1

**Lecture Hours Min:** 0.00 **Max:** 0.00

**Lab Hours Min:** 32.00 **Max:** 54.00

**Other Hours Min:** 0.00 **Max:** 0.00

**Total Contact Hours Min:** 32.00 **Max:** 54.00

**Outside-of-Class Hours Min:** 0.00 **Max:** 0.00

**Total Student Learning Hours Min:** 32.00 **Max:** 54.00

**FTEF Lecture Min:** 0.0000 **Max:** 0.0000

**FTEF Lab Min:** 0.1333 **Max:** 0.2000

**FTEF Total Min:** 0.1333 **Max:** 0.2000

#### **III. Last Time Pre/Co Requisite Update:** 11/14/2022

#### **IV. Last Outline Revision Date:** 11/14/2013

#### **V. CIC Approval:**

#### **VI. BOT Approval:**

#### **VII. State Approval:**

#### **VIII. Revised State Approval:**

#### **IX. Course Approval Effective Date:**

## SECTION VI

### CREDIT FOR PRIOR LEARNING

## Previous Report

EXSC 125C

CIC Approval: 11/14/2013  
BOT APPROVAL:  
STATE APPROVAL:  
EFFECTIVE TERM: Fall 2014

### SAN DIEGO COMMUNITY COLLEGE DISTRICT CITY, MESA, AND MIRAMAR COLLEGES ASSOCIATE DEGREE COURSE OUTLINE

#### SECTION I

**SUBJECT AREA AND COURSE NUMBER:** Exercise Science 125C

**COURSE TITLE:**  
Aerobic Dance III

**Units:**  
0.5-1  
Grade Only

#### CATALOG COURSE DESCRIPTION:

This course provides beginning level students with knowledge and practice in intermediate level, complex forms of Aerobic Dance, its variations, and directional changes. Cardio Kickboxing technique and plyometric moves are added for a diverse, dynamic workout. Emphasis is placed on intermediate level Aerobic Dance technique, vocabulary, and performance concepts. This course is the third in a series of four aerobic dance courses. It is designed for all students interested in Aerobics as a cardiovascular, movement-oriented sport, and who have taken the beginning level version of this class.

#### REQUISITES:

**Advisory:**

EXSC 125B with a grade of "C" or better, or equivalent

**Limitation on Enrollment:**

This course is not open to students with previous credit for PHYE 103Y

#### 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:

**TOTAL LAB HOURS:**  
32 - 54

**TOTAL CONTACT HOURS:**  
32 - 54

#### OUTSIDE-OF-CLASS HOURS:

**TOTAL STUDENT LEARNING HOURS:**  
32 - 54

#### STUDENT LEARNING OBJECTIVES:

Upon successful completion of the course the student will be able to:

1. Define and apply movement concepts and proper body alignment through the performance of Aerobic Dance movement and Cardio Kickboxing techniques at an intermediate level
2. Demonstrate increased strength and flexibility through daily application of intermediate level warm-ups, routines, repetitions, turns, and floor exercises
3. Define and apply intermediate level Aerobic Dance and Cardio Kickboxing vocabulary through the performance of complex combinations and floor exercises

## Current Report

EXSC 125C

CIC Approval:  
BOT APPROVAL:  
STATE APPROVAL:  
EFFECTIVE TERM:

### SAN DIEGO COMMUNITY COLLEGE DISTRICT CITY, MESA, AND MIRAMAR COLLEGES ASSOCIATE DEGREE COURSE OUTLINE

#### SECTION I

**SUBJECT AREA AND COURSE NUMBER:** Exercise Science 125C

**COURSE TITLE:**  
Aerobic Dance III

**Units:**  
0.5-1  
Grade Only

#### CATALOG COURSE DESCRIPTION:

This course provides students with knowledge and practice in intermediate level, complex forms of Aerobic Dance, its variations, and directional changes. Cardio Kickboxing technique and plyometric moves are added for a diverse, dynamic workout. Emphasis is placed on intermediate level Aerobic Dance technique, vocabulary, and performance concepts. This course is the third in a series of four aerobic dance courses. It is designed for all students interested in Aerobics as a cardiovascular, movement-oriented sport, and who have taken the beginning level version of this class.

#### REQUISITES:

**Advisory:**

EXSC 125B with a grade of "C" or better, or equivalent

**Limitation on Enrollment:**

This course is not open to students with previous credit for PHYE 103Y

#### 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:

**TOTAL LAB HOURS:**  
32 - 54

**TOTAL CONTACT HOURS:**  
32 - 54

#### OUTSIDE-OF-CLASS HOURS:

**TOTAL STUDENT LEARNING HOURS:**  
32 - 54

#### STUDENT LEARNING OBJECTIVES:

Upon successful completion of the course the student will be able to:

- All objectives are covered whether offered for .50 or 1.0 unit. When this course is offered for 1.0 unit, the additional time is utilized for skill development, and, enhanced cardiovascular fitness and muscular strength.**
1. Define and apply movement concepts and proper body alignment through the performance of Aerobic Dance movement and Cardio Kickboxing techniques at an intermediate level.
  2. Demonstrate increased strength and flexibility through application of intermediate level warm-ups, routines, repetitions, turns, and floor exercises.

4. Perform floor exercises with proper alignment and technique
5. Analyze and discuss the techniques of Aerobic Dance in terms of injury prevention
6. Define and apply the principles of light weight-training with 5-8 pound weights.

3. Define and apply intermediate level Aerobic Dance and Cardio Kickboxing vocabulary through the performance of complex combinations and floor exercises.
4. Perform floor exercises with proper alignment and technique.
5. Analyze and discuss the techniques of Aerobic Dance in terms of injury prevention.
6. Define and apply the principles of light weight-training with 5-8 pound weights.
7. Demonstrate competency of Cardio Kick-Boxing upper and lower body exercises.

## SECTION II

### 1. COURSE OUTLINE AND SCOPE:

#### A. Outline Of Topics:

The following topics are included in the framework of the course but are not intended as limits on content. The order of presentation and relative emphasis will vary with each instructor.

- I. Intermediate level principles of body alignment
  - A. Parallel position
  - B. Turned out position
  - C. Movement combinations
  - D. Turning.
- II. Intermediate level arm positions
  - A. Standing
  - B. Movement combinations.
- III. Intermediate level principles of movements
  - A. High impact
  - B. Low impact
  - C. Non-impact
  - D. Strength
  - E. Balance
  - F. Memorization.
- IV. Intermediate level principles of light weights (5-8 pounds)
  - A. Toning
  - B. Strength.
- V. Intermediate level plies
  - A. First and second positions
  - B. Standing
  - C. Moving
  - D. Jumps.
- VI. Intermediate level movement exercises
  - A. Leg lifts (grand battement)
    1. Front
    2. Side
    3. Back
    4. Repetition.
  - B. Sit-ups
  - C. Push-ups
  - D. Leg work
    1. Side
    2. Back
    3. Front.
  - E. Torso work with weights.
- VII. Warm-up
- VIII. Concentrated center floor work for improving balance and coordination
- IX. Intermediate level stretch
  - A. Achilles
  - B. Hamstrings
  - C. Quads
  - D. Shoulders
  - E. Spine
  - F. Hips
  - G. Lower back.
- X. Intermediate strength exercises
  - A. Shoulders/arms with weights and bands
  - B. Abdominal
  - C. Lower body.
- XI. Vocabulary
  - A. Grapevine
    1. Grapevine turns
    2. Grapevines on diagonals
  - B. Slides

## SECTION II

### 1. COURSE OUTLINE AND SCOPE:

#### A. Outline Of Topics:

The following topics are included in the framework of the course but are not intended as limits on content. The order of presentation and relative emphasis will vary with each instructor.

- I. Intermediate level principles of body alignment
  - A. Parallel position
  - B. Turned out position
  - C. Movement combinations
  - D. Turning.
- II. Intermediate level arm positions
  - A. Standing
  - B. Movement combinations.
- III. Intermediate level principles of movements
  - A. High impact
  - B. Low impact
  - C. Non-impact
  - D. Strength
  - E. Balance
  - F. Memorization
  - G. Intensity/force/resistance.
- IV. Intermediate level principles of light weights (5-8 pounds)
  - A. Toning
  - B. Strength.
- V. Intermediate level plies
  - A. First and second positions
  - B. Standing
  - C. Moving
  - D. Jumps.
- VI. Intermediate level movement exercises
  - A. Leg lifts (grand battement)
  - B. Sit-ups
  - C. Push-ups
  - D. Leg work
    1. Grapevine turns
    2. Grapevines on diagonals
    3. Step-touch plyometrics
    4. Pivot and pivot turns
    5. Repetitive patterns
    6. Diagonal directions
    7. Jumps
    8. Squats
    9. Moving lunges
  - E. Torso work with weights.
- VII. Warm-up
- VIII. Concentrated center floor work for improving balance and coordination
- IX. Intermediate level stretch
  - A. Achilles
  - B. Hamstrings
  - C. Quads
  - D. Shoulders
  - E. Spine
  - F. Hips
  - G. Lower back.
- X. Intermediate strength exercises
  - A. Shoulders/arms with weights and bands
  - B. Abdominal
  - C. Lower body
  - D. Lower back
  - E. Glutes.
- XI. Injury prevention

- 1. Slide turns
- 2. All directions.
- C. Repeaters
- D. Step-touch
  - 1. All directions
  - 2. Step-touch plyometrics.
- E. Chasse
- F. Pivot and pivot turns
- G. Mombo
  - 1. Low impact
  - 2. High impact
  - 3. Mombo turns.
- H. Knee lifts
  - 1. Moving
  - 2. Kicks.
- I. V-step
  - 1. V-step turns
  - 2. Repetitive patterns.
- J. Isolations
- K. Hop
- L. Intensity/force/resistance
- M. Obliques
- N. Transverse abdominals
- O. Rectus abdominus
- P. Biceps
- Q. Triceps
- R. Deltoids
- S. Scapulae
- T. Boxing movements
  - 1. Jab
  - 2. Punch
  - 3. Cross-punch
  - 4. Cuff
  - 5. Uppercut
  - 6. Stationary and moving.
- U. Four-count kicks
  - 1. Front
  - 2. Side
  - 3. Back.
- V. Diagonal directions
- W. Jumps
- X. Squats
- Y. Moving lunges
- Z. Dips
- AA. Chest press
- AB. Shoulder press
- AC. Upright row
- AD. Lunge
- AE. Abductor
- AF. Adductor.
- XII. Injury prevention.

**B. Reading Assignments:**

Reading assignments are required and may include, but are not limited to, the following:

- I. Textbook(s)
- II. Articles in fitness and health related magazines such as IDEA Today, Shape, or Prevention
- III. Instructor generated handouts on topics related to health and intermediate Aerobic Dance techniques.

**C. Writing Assignments:**

Writing assignments are required and may include, but are not limited to, the following:

- I. Fitness/nutrition journal
- II. Summaries of fitness or health related articles.

**D. Appropriate Outside Assignments:**

Outside assignments may include, but are not limited to, the following:

- I. Analysis of personal fitness log
- II. Attendance at local events and field trips
- III. Walking/jogging assignments on non-class days.

- XII. Nutrition
- XIII. Muscle group identification
- XIV. Cardio Kickboxing
  - A. Upper body punching techniques
    - 1. Jab
    - 2. Cross
    - 3. Hook
    - 4. Uppercut
  - B. Lower body kicking techniques
    - 1. Front push kick
    - 2. Side push kick
    - 3. Back push kick
    - 4. Round house kick
    - 5. Hitch kick.

**B. Reading Assignments:**

Reading assignments are required and may include, but are not limited to, the following:

- I. Textbook(s)
- II. Articles in fitness and health related magazines such as IDEA Today, Shape, or Prevention
- III. Instructor generated handouts on topics related to health and intermediate Aerobic Dance techniques.

**C. Writing Assignments:**

Writing assignments are required and may include, but are not limited to, the following:

- I. Fitness/nutrition journal
- II. Summaries of fitness or health related articles.

**D. Appropriate Outside Assignments:**

Outside assignments may include, but are not limited to, the following:

- I. Analysis of personal fitness log
- II. Attendance at local events and field trips
- III. Walking/jogging assignments on non-class days.

**E. Appropriate Assignments that Demonstrate Critical Thinking:**

**E. Appropriate Assignments that Demonstrate Critical Thinking:**

Critical thinking assignments are required and may include, but are not limited to, the following:

- I. Define and design a safe and effective personal workout regime
- II. Discriminate between high and low impact activities
- III. Analyze and modify the workout to an appropriate personal fitness level
- IV. Evaluate technique and combinations.

**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. Intermediate movement practicums
- II. Demonstration of intermediate level skills techniques
- III. Performance on objective evaluations
- IV. Attendance and participation.

**3. METHODS OF INSTRUCTION:**

Methods of instruction may include, but are not limited to, the following:

- \* Distance Education (Fully online)
- \* Laboratory
- \* Other (Specify)
- \* Demonstration.

**4. REQUIRED TEXTS AND SUPPLIES:**

Textbooks may include, but are not limited to:

**TEXTBOOKS:**

1. Bishop, Jan G. *Fitness through Aerobics*, 9th ed. Benjamin Cummings, 2013, ISBN: 0321884523
2. Pryor, Esther and Minda G. Kraines. *Keep Moving: Fitness through Aerobics and Step*, 4th ed. McGraw-Hill, 2000, ISBN: 9780767412001
3. Stokes, Roberta, Sandra Schultz, and Bob Rothstein. *In Pursuit of Fitness*, 3rd ed. Hunter Textbooks, 2009, ISBN: 9780887253423

**MANUALS:**

**PERIODICALS:**

1. IDEA Health and Fitness Association. *IDEA Fitness Journal*, Volume Current

**SOFTWARE:**

**SUPPLIES:**

1. Non-marking gym shoes
2. Workout towel
3. Appropriate exercise clothing

**ORIGINATOR:** [Rod Porter](#)

**CO-CONTRIBUTOR(S)** [Duane Short](#)

**DATE:** 09/24/2013

Status: Active

Date Printed: 03/9/2023

Critical thinking assignments are required and may include, but are not limited to, the following:

- I. Define and design a safe and effective personal workout regime
- II. Discriminate between high and low impact activities
- III. Analyze and modify the workout to an appropriate personal fitness level
- IV. Evaluate technique and combinations.

**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. Intermediate movement practicums
- II. Demonstration of intermediate level skills techniques
- III. Performance on objective evaluations
- IV. Attendance and participation.

**3. METHODS OF INSTRUCTION:**

Methods of instruction may include, but are not limited to, the following:

- \* Distance Education (Fully online)
- \* Laboratory
- \* Other (Specify)
- \* Demonstration.

**4. REQUIRED TEXTS AND SUPPLIES:**

Textbooks may include, but are not limited to:

**TEXTBOOKS:**

1. Bishop, Jan G. *Fitness through Aerobics*, 9th ed. Benjamin Cummings, 2013, ISBN: 0321884523
2. Pryor, Esther and Minda G. Kraines. *Keep Moving: Fitness through Aerobics and Step*, 4th ed. McGraw-Hill, 2000, ISBN: 9780767412001
3. Stokes, Roberta, Sandra Schultz, and Bob Rothstein. *In Pursuit of Fitness*, 3rd ed. Hunter Textbooks, 2009, ISBN: 9780887253423

**MANUALS:**

**PERIODICALS:**

1. IDEA Health and Fitness Association. *IDEA Fitness Journal*, Volume Current

**SOFTWARE:**

**SUPPLIES:**

1. Non-marking gym shoes
2. Workout towel
3. Appropriate exercise clothing

**ORIGINATOR:** [Rod Porter](#)

**ORIGINATION DATE:** 09/24/2013

**PROPOSAL ORIGINATOR:** [Nathan Resch](#)

**CO-CONTRIBUTOR(S)** [Blythe Barton](#)

**PROPOSAL DATE:** 11/14/2022

Status: Launched

Date Printed: 03/9/2023

# Previous Report

SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY , MESA AND MIRAMAR COLLEGES

Course Outline of Record:  
Curriculum Proposal Report

## SECTION I

- I. **Subject Area:** Exercise Science
- II. **Course Number:** 125C
- III. **Course Title:** Aerobic Dance III
- IV. **Disciplines (Instructor Minimum Qualifications):** Dance or Physical Education
- V.
- VI. **Family:** AEROBIC
- VII. **Current Short Title:** Aerobic Dance III
- VIII. **Course Is Active/Where?** CITY , MESA AND MIRAMAR
- IX. **Originating Campus:** MIRAMAR
- X. **Action Proposed:** Course Revision (May Include Activation)
- XI. **Distance Education Proposed At:** Mesa and City
- XII. **Proposal Originating Date:** 09/24/2013
- XIII. **Proposed Start Semester:** Fall 2014
- XIV. **Field Trip:** May be required
- XV. **Grading Option:** Grade Only
- XVI. **Current Short Description:** Intermediate Aerobic Dance and movement for exercise.

## SECTION II

### COURSE ENROLLMENT INFORMATION

- I. **Requisites:**  
Advisory: EXSC 125B with a grade of "C" or better, or equivalent.  
Limitation on Enrollment: This course is not open to students with previous credit for PHYE 103Y
- II. **Current Degree Applicability:** Associate Degree Credit & transfer to CSU
- III. **Current Basic Skills Designation:** N - Not a Basic Skills Course
- IV. **Repeatability:** Course may be taken 1 time(s)
- V. **Course Equivalency:** Yes PHYE 103Y
- VI. **Additional Information:**
- VII. **Additional Textbook Information:**

### COURSE ANALYSIS DATA

- I. **Reason for Proposed Action:** Subject indicator and course number change. (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. UC Transfer Course List
- IV. **Proposed College/District Purpose:** 1. Graduation Requirement
- 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

# Current Report

SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY , MESA AND MIRAMAR COLLEGES

Course Outline of Record:  
Curriculum Proposal Report

## SECTION I

- I. **Subject Area:** Exercise Science
- II. **Course Number:** 125C
- III. **Course Title:** Aerobic Dance III
- IV. **Disciplines (Instructor Minimum Qualifications):** Dance or Physical Education
- V.
- VI. **Family:** AEROBIC
- VII. **Current Short Title:** Aerobic Dance III
- VIII. **Course Is Active/Where?** CITY , MESA AND MIRAMAR
- IX. **Originating Campus:** MESA
- X. **Action Proposed:** Course Revision (May Include Activation)
- XI. **Distance Education Proposed At:** Mesa and City
- XII. **Proposal Originating Date:** 11/14/2022
- XIII. **Proposed Start Semester:** Fall 2024
- XIV. **Field Trip:** May be required
- XV. **Grading Option:** Grade Only
- XVI. **Current Short Description:** Intermediate Aerobic Dance and movement for exercise.

## SECTION II

### COURSE ENROLLMENT INFORMATION

- I. **Requisites:**  
Advisory: EXSC 125B with a grade of "C" or better, or equivalent.  
Limitation on Enrollment: This course is not open to students with previous credit for PHYE 103Y
- II. **Current Degree Applicability:** Associate Degree Credit & transfer to CSU
- III. **Current Basic Skills Designation:** N - Not a Basic Skills Course
- IV. **Repeatability:** Course may be taken 1 time(s)
- V. **Course Equivalency:** Yes PHYE 103Y
- VI. **Additional Information:** This course requires students to analyze and utilize student learning objectives 1-7 such as define and apply intermediate level Aerobic Dance and Cardio Kickboxing vocabulary through the performance of complex combinations and floor exercises. 32 hours of activity is required as a minimum for physiological adaptation and development of these skill-related outcomes.
- VII. **Additional Textbook Information:** Texts are most current editions - 11-2022.

### COURSE ANALYSIS DATA

- I. **Reason for Proposed Action:** Six yr review including: 1) added override hrs statement and objectives header, 2) updated descriptions, objectives and outlines, and 3) reviewed texts to verify 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. UC Transfer Course List
- IV. **Proposed College/District Purpose:** 1. Graduation Requirement
- V. **Extraordinary Cost to the College:** None.
- VI. **Library Resource Materials:** No new resources required.

### GENERAL EDUCATION ANALYSIS

CSU General Education:

**Other Graduation Requirement:**

Yes

**UC Transfer Course:**

Yes

**REQUISITES ANALYSIS**

Beginning level knowledge and skills in aerobic dance

- I. Course: EXSC 125B Define and apply more evolved movement concepts and proper body alignment through the performance of Aerobic Dance movement techniques at a beginning level
- II. Course: EXSC 125B Demonstrate increased strength and flexibility through daily application of warm-up, routines, repetitions, and floor exercises
- III. Course: EXSC 125B Define and apply fundamental Aerobic Dance vocabulary through the performance of combinations and floor exercises incorporating more complex beginning level moves
- IV. Course: EXSC 125B Perform basic floor exercises with proper alignment and technique
- V. Course: EXSC 125B Analyze and discuss the techniques of Aerobic Dance in terms of injury prevention
- VI. Course: EXSC 125B Define and apply the principles of light weight-training with 3-6 pound weights

**SECTION III****COURSE DISTANCE EDUCATION INFORMATION**

- I. **MESA**
- II. **Distance Education Methods of Instruction:** 1. Fully Online
- III. **Other Distance Education Methods:**
- IV. **Type and frequency of contact may include, but is not limited to:**
  1. Announcements  
As needed
  2. Discussion Board  
At least weekly
  3. Email/Message System  
Frequent
  4. Synchronous or Asynchronous Video  
Frequent
  5. Telephone Contact  
As needed
- V. **List of Techniques:** In EXSC courses with laboratory component, content and student learning objectives will be delivered to students using both synchronous and asynchronous student-to-student and student-to- instructor contact which include video presentation, discussion boards, Zoom meetings, YouTube, email and telephone contact. Students will do presentations using power point or other modality, will do demonstrations via synchronous and asynchronous video platforms such as Zoom or YouTube, and will use activity-specific Apps available to the public. Online instruction includes regular student-to-student and instructor-to-student communication. Telephone calls between students and the instructor may be used to discuss questions and concerns throughout the course. E-mail may be used for asynchronous instructor-to-student and student-to-student communication. Chat rooms may be used for synchronous interaction between students and between the instructor and students. Threaded discussions may be used for instructor-to-student and student-to-student asynchronous group communication. Live-classroom may be used for synchronous online lectures, meetings and office hour meetings as appropriate. Video, audio, learning objects and archived live-classroom lectures may be included for students to interact with asynchronously where appropriate. Assignments and tests that will be used in the Distance Education course will be exactly the same as those in the traditional course. Students will submit all course work (tests and assignments) electronically to the instructor for grading.
- VI. **How to Evaluate Students for Achieved Outcomes:** The evaluation methods will mirror the on-campus course as specified in the course outline. The feedback on assignments and tests will be submitted electronically to the student.
- VII. **Additional Resources/Materials/Information:** SDCCD and DSPS personnel will provide all needed accommodations. DSPS will provide a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).
- VIII. **Audio Visual Library Materials:** NO
- IX. **CITY**
- X. **Distance Education Methods of Instruction:** 1. Fully Online
- XI. **Other Distance Education Methods:**

E Area E. Lifelong Learning and Self-Development

**Other Graduation Requirement:**

Yes

**UC Transfer Course:**

Yes

**REQUISITES ANALYSIS**

Beginning level knowledge and skills in aerobic dance

- I. Course: EXSC 125B Define and apply movement concepts and proper body alignment through the performance of Aerobic Dance movement techniques at a beginning level.
- II. Course: EXSC 125B Demonstrate beginning level strength and flexibility growth through application of warm-up, routines, repetitions, and floor exercises.
- III. Course: EXSC 125B Define and apply beginning Aerobic Dance vocabulary through the performance of combinations and floor exercises incorporating beginning level moves.
- IV. Course: EXSC 125B Perform beginning floor exercises with proper alignment and technique.
- V. Course: EXSC 125B Analyze and discuss the techniques of Aerobic Dance in terms of injury prevention.
- VI. Course: EXSC 125B Define and apply the principles of light weight-training with 3-6 pound weights.
- VII. Course: EXSC 125B Analyze the basics of proper nutrition for sports.

**SECTION III****COURSE DISTANCE EDUCATION INFORMATION**

- I. **MESA**
- II. **Distance Education Methods of Instruction:** 1. Fully Online
- III. **Other Distance Education Methods:**
- IV. **Type and frequency of contact may include, but is not limited to:**
  1. Announcements  
As needed
  2. Discussion Board  
At least weekly
  3. Email/Message System  
Frequent
  4. Synchronous or Asynchronous Video  
Frequent
  5. Telephone Contact  
As needed
- V. **List of Techniques:** In EXSC courses with laboratory component, content and student learning objectives will be delivered to students using both synchronous and asynchronous student-to-student and student-to- instructor contact which include video presentation, discussion boards, Zoom meetings, YouTube, email and telephone contact. Students will do presentations using power point or other modality, will do demonstrations via synchronous and asynchronous video platforms such as Zoom or YouTube, and will use activity-specific Apps available to the public. Online instruction includes regular student-to-student and instructor-to-student communication. Telephone calls between students and the instructor may be used to discuss questions and concerns throughout the course. E-mail may be used for asynchronous instructor-to-student and student-to-student communication. Chat rooms may be used for synchronous interaction between students and between the instructor and students. Threaded discussions may be used for instructor-to-student and student-to-student asynchronous group communication. Live-classroom may be used for synchronous online lectures, meetings and office hour meetings as appropriate. Video, audio, learning objects and archived live-classroom lectures may be included for students to interact with asynchronously where appropriate. Assignments and tests that will be used in the Distance Education course will be exactly the same as those in the traditional course. Students will submit all course work (tests and assignments) electronically to the instructor for grading.
- VI. **How to Evaluate Students for Achieved Outcomes:** The evaluation methods will mirror the on-campus course as specified in the course outline. The feedback on assignments and tests will be submitted electronically to the student.
- VII. **Additional Resources/Materials/Information:** SDCCD and DSPS personnel will provide all needed accommodations. DSPS will provide a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).
- VIII. **Audio Visual Library Materials:** NO
- IX. **CITY**

**XII. 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 one (1) time during the term
6. Email/Message System  
as needed
7. Field Trips  
as assigned
8. Group Meetings  
as assigned
9. Individual Meetings  
as needed
10. Individualized Assignment Feedback  
as assigned
11. Synchronous or Asynchronous Video  
as assigned
12. Telephone Contact  
as needed

**XIII. List of Techniques:** Students interact with each other and the instructor in ways that mirror the traditional classroom; only the delivery system is altered. These methods include one-on-one communication with the instructor and with other students via 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/synchronous class discussion, guided workouts, and/or other assignments. When safe and appropriate, students have access to the aerobic dance gym, sound system, and aerobic dance equipment on campus. When access is not possible, exercises and assignments are adapted and modified for students to complete without campus access or without specific equipment (e.g. weights and resistance bands).

**XIV. How to Evaluate Students for Achieved Outcomes:** Multiple measures are used to assess student learning objectives. These include performance on objective examinations administered via the assessment tool, writing assignments, and/or group or individual projects posted to the discussion board or other online collaboration tool. Other measures may include documentation of a regular aerobic dance cardio routine, reflective journal entries on one's unique exercise regime, and/or analysis of aerobic dance skill sets, strategies, and/or techniques. Additional measures may include documentation of aerobic dance workout time and calories burned (via a personal fitness tracker, smartphone application, and/or non-electronic 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**

- Upon completion of the course the student will be able to demonstrate an increased or maintained cardiovascular fitness level through full participation in the aerobic segment of class at his/her appropriate level of cardiovascular training.

**MESA**

- Explain mechanism of aerobic dance injuries and how to prevent injuries from occurring.
- Develop a weight training program to build endurance for aerobic dance.

**MIRAMAR**

- Students will be able to memorize and perform choreographed cardiovascular-based movement routines of an intermediate level of difficulty. Students may be tested on the performance of these routines for a mid-term and/or final grade.

**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 assigned
3. Collaborative Web Documents  
as assigned
4. Conferencing  
as assigned
5. Discussion Board  
at least one (1) time during the term
6. Email/Message System  
as needed
7. Field Trips  
as assigned
8. Group Meetings  
as assigned
9. Individual Meetings  
as needed
10. Individualized Assignment Feedback  
as assigned
11. Synchronous or Asynchronous Video  
as assigned
12. Telephone Contact  
as needed

**XIII. List of Techniques:** Students interact with each other and the instructor in ways that mirror the traditional classroom; only the delivery system is altered. These methods include one-on-one communication with the instructor and with other students via 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/synchronous class discussion, guided workouts, and/or other assignments. When safe and appropriate, students have access to the aerobic dance gym, sound system, and aerobic dance equipment on campus. When access is not possible, exercises and assignments are adapted and modified for students to complete without campus access or without specific equipment (e.g. weights and resistance bands).

**XIV. How to Evaluate Students for Achieved Outcomes:** Multiple measures are used to assess student learning objectives. These include performance on objective examinations administered via the assessment tool, writing assignments, and/or group or individual projects posted to the discussion board or other online collaboration tool. Other measures may include documentation of a regular aerobic dance cardio routine, reflective journal entries on one's unique exercise regime, and/or analysis of aerobic dance skill sets, strategies, and/or techniques. Additional measures may include documentation of aerobic dance workout time and calories burned (via a personal fitness tracker, smartphone application, and/or non-electronic 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**

- Upon completion of the course the student will be able to demonstrate an increased or maintained cardiovascular fitness level through full participation in the aerobic segment of class at his/her appropriate level of cardiovascular training.

**MESA**

- Explain mechanism of aerobic dance injuries and how to prevent injuries from occurring.
- Develop a weight training program to build endurance for aerobic dance.

**MIRAMAR**

- Students will be able to memorize and perform choreographed cardiovascular-based movement routines of an

- Students will be able to build and demonstrate progress with a strength-building routine that consists of a series of exercises, including push-ups and sit-ups. Students will be tested on progress at mid-term and final weeks.
- Students will be able to apply intermediate aerobic dance movement concepts with proper body alignment, including turns, plyometrics, and directional changes.
- Students will be able to demonstrate strength and flexibility increases through daily application of warm-ups, intermediate-level mat exercises, repetitions, and balance work.
- Students will be able to analyze and discuss proper techniques for utilizing intermediate cardiovascular movement as a health-based program, in terms of injury prevention.
- Students will be able to analyze the basics of proper nutrition needed for engaging in most sports.
- Students will be able to define and apply the sound principles of light-weight training, using to 5-6 pound weights.

## SECTION V

### COURSE DATA ADMINISTRATION ELEMENTS

#### I. Codes:

**California Classification:** (Y Credit Course)

**TOP Code:** 0835.00 Physical Education

**SAM Code:** E - Non Occupational

**Course Prior to College Level (CB21):** Y - Not applicable. Level of course is not one of the levels listed above, may be above level A (transferable) or below level C (more than 3 levels below transfer level).

**Funding Agency Category (CB23):** Not Applicable (funding not used to develop course)

**Course Program Status (CB24):** Program-applicable

**Course Gen Education Status (CB25):**

**Course Support Course Status (CB26):**

**Major Restriction Code:** NONE

#### II. Lab Units: 0.50 - 1.00

**Total Units:** 0.5 - 1

**Lecture Hours Min:** 0.00 **Max:** 0.00

**Lab Hours Min:** 32.00 **Max:** 54.00

**Other Hours Min:** 0.00 **Max:** 0.00

**Total Contact Hours Min:** 32.00 **Max:** 54.00

**Outside-of-Class Hours Min:** 0.00 **Max:** 0.00

**Total Student Learning Hours Min:** 32.00 **Max:** 54.00

**FTEF Lecture Min:** 0.0000 **Max:** 0.0000

**FTEF Lab Min:** 0.1333 **Max:** 0.2000

**FTEF Total Min:** 0.1333 **Max:** 0.2000

#### III. Last Time Pre/Co Requisite Update: 05/07/2019

#### IV. Last Outline Revision Date: 11/14/2013

#### V. CIC Approval: 11/14/2013

#### VI. BOT Approval:

#### VII. State Approval:

#### VIII. Revised State Approval:

#### IX. Course Approval Effective Date: Fall 2014

## SECTION VI

### CREDIT FOR PRIOR LEARNING

intermediate level of difficulty. Students may be tested on the performance of these routines for a mid-term and/or final grade.

- Students will be able to build and demonstrate progress with a strength-building routine that consists of a series of exercises, including push-ups and sit-ups. Students will be tested on progress at mid-term and final weeks.
- Students will be able to apply intermediate aerobic dance movement concepts with proper body alignment, including turns, plyometrics, and directional changes.
- Students will be able to demonstrate strength and flexibility increases through daily application of warm-ups, intermediate-level mat exercises, repetitions, and balance work.
- Students will be able to analyze and discuss proper techniques for utilizing intermediate cardiovascular movement as a health-based program, in terms of injury prevention.
- Students will be able to analyze the basics of proper nutrition needed for engaging in most sports.
- Students will be able to define and apply the sound principles of light-weight training, using to 5-6 pound weights.

## SECTION V

### COURSE DATA ADMINISTRATION ELEMENTS

#### I. Codes:

**California Classification:** (Y Credit Course)

**TOP Code:** 0835.00 Physical Education

**SAM Code:** E - Non Occupational

**Course Prior to College Level (CB21):** Y - Not applicable. Level of course is not one of the levels listed above, may be above level A (transferable) or below level C (more than 3 levels below transfer level).

**Funding Agency Category (CB23):** Not Applicable (funding not used to develop course)

**Course Program Status (CB24):** Program-applicable

**Course Gen Education Status (CB25):** Y = Not applicable

**Course Support Course Status (CB26):** N = Course is not a support course

**Major Restriction Code:** NONE

#### II. Lab Units: 0.50 - 1.00

**Total Units:** 0.5 - 1

**Lecture Hours Min:** 0.00 **Max:** 0.00

**Lab Hours Min:** 32.00 **Max:** 54.00

**Other Hours Min:** 0.00 **Max:** 0.00

**Total Contact Hours Min:** 32.00 **Max:** 54.00

**Outside-of-Class Hours Min:** 0.00 **Max:** 0.00

**Total Student Learning Hours Min:** 32.00 **Max:** 54.00

**FTEF Lecture Min:** 0.0000 **Max:** 0.0000

**FTEF Lab Min:** 0.1333 **Max:** 0.2000

**FTEF Total Min:** 0.1333 **Max:** 0.2000

#### III. Last Time Pre/Co Requisite Update: 11/14/2022

#### IV. Last Outline Revision Date: 11/14/2013

#### V. CIC Approval:

#### VI. BOT Approval:

#### VII. State Approval:

#### VIII. Revised State Approval:

#### IX. Course Approval Effective Date:

## SECTION VI

### CREDIT FOR PRIOR LEARNING

**SAN DIEGO COMMUNITY COLLEGE DISTRICT  
CITY, MESA, AND MIRAMAR COLLEGES  
ASSOCIATE DEGREE COURSE OUTLINE**

**SECTION I****SUBJECT AREA AND COURSE NUMBER:** Exercise Science 125D**COURSE TITLE:**

Aerobic Dance IV

**Units:**

0.5-1

Grade Only

**CATALOG COURSE DESCRIPTION:**

This course provides students with knowledge and practice in complex forms of advanced Aerobic Dance and its variations, such as Cardio Latin dance, Cardio Kickboxing, and Cardio Hip Hop styles and rhythms. Emphasis is placed on advanced levels of Aerobic Dance technique, vocabulary, and performance concepts. Other topics include advanced principles of body alignment such as movement combinations and jumps; advanced level plies such as sliding and jumping; and plyometrics. This course is the fourth in a series of four aerobic dance courses. It is designed for all students interested in Aerobics as a cardiovascular, movement-oriented sport, and who have taken the intermediate level version of this class.

**REQUISITES:****Advisory:**

EXSC 125C with a grade of "C" or better, or equivalent

**Limitation on Enrollment:**

This course is not open to students with previous credit for PHYE 103Z

**FIELD TRIP REQUIREMENTS:**

May be required

**TRANSFER APPLICABILITY:**

Associate Degree Credit &amp; transfer to CSU CSU General Education UC Transfer Course List

**CID:****TOTAL LECTURE HOURS:****TOTAL LAB HOURS:**

32 - 54

**TOTAL CONTACT HOURS:**

32 - 54

**OUTSIDE-OF-CLASS HOURS:****TOTAL STUDENT LEARNING HOURS:**

32 - 54

## STUDENT LEARNING OBJECTIVES:

Upon successful completion of the course the student will be able to:

**All objectives are covered whether offered for .50 or 1.0 unit. When this course is offered for 1.0 unit, the additional time is utilized for skill development, and, enhanced cardiovascular fitness and muscular strength.**

1. Define and apply movement concepts and proper body alignment through the performance of Aerobic Dance movement techniques and related Cardio movement forms at an advanced level.
2. Define and apply advanced Aerobic Dance vocabulary through the performance of complex combinations of Cardio Dance and floor exercises.
3. Demonstrate increased strength and flexibility through daily application of complex, advanced level warm-ups, routines, repetitions, and floor exercises.
4. Perform concentrated floor exercises with proper alignment and technique.
5. Analyze and discuss the techniques of Aerobic Dance in terms of injury prevention.
6. Define and apply the principles of weight-training with 5-10 pound weights.
7. Demonstrate competency of Cardio Hip Hop rhythms and style.

## SECTION II

### 1. COURSE OUTLINE AND SCOPE:

#### A. Outline Of Topics:

The following topics are included in the framework of the course but are not intended as limits on content. The order of presentation and relative emphasis will vary with each instructor.

- I. Advanced level principles of body alignment
  - A. Parallel position
  - B. Turned out position
  - C. Movement combinations
  - D. Jumps
- II. Advanced level arm positions
  - A. Standing and moving
  - B. Movement combinations
- III. Advanced level principles of movements
  - A. High impact
  - B. Low impact
  - C. Non-impact
  - D. Memorization
  - E. Intensity/force/resistance
- IV. Advanced level principles of light weights (5-10 pounds)
  - A. Toning
  - B. Strength
- V. Advanced level plies
  - A. First and second positions
  - B. Standing
  - C. Moving
  - D. Sliding
  - E. In squats
  - F. Jumping
- VI. Advanced level movement exercises
  - A. Leg lifts and knee lifts
    1. Standing
    2. Moving
  - B. Sit-ups
  - C. Push-ups
  - D. Leg work
    1. Side with resistance bands
    2. Back and gluteals
    3. Slides and slide turns

4. Repeaters - uptempo
5. Step-touch
6. All directions
7. In jumps
8. Kicks
9. V-step and V-step turns
10. Four-count kicks
11. Arabesque
12. Straddle step
- E. Torso work with weights
- VII. Warm-up combinations for memorization
- VIII. Concentrated center floor work for improving balance on one leg at a time
- IX. Advanced level stretch
  - A. Achilles
  - B. Hamstrings
  - C. Quads
  - D. Shoulders
  - E. Spine
  - F. Hips
  - G. Lower back
  - H. Feet and arches
- X. Advanced strength exercises
  - A. Shoulders/arms with weights and bands
  - B. Abdominal with and without weights
  - C. Lower body with and without weights and bands
  - D. Abduction
  - E. Adduction
  - F. Dips
  - G. Pull-backs
  - H. Overhead press
    - I. Shoulder press
    - J. Dead lift
  - K. Chest press
  - L. Upright row
  - M. Plyometrics
- XI. Injury prevention
- XII. Nutrition
- XIII. Muscle group identification
- XIV. Cardio Hip Hop
  - A. Cardio Hip Hop Rhythms
    1. Groove
    2. Rocking
    3. Syncopation
    4. Freestyle
  - B. Cardio Hip Hop Styles
    1. Breakin'
    2. Party Dances
    3. House

**B. Reading Assignments:**

Reading assignments are required and may include, but are not limited to, the following:

- I. Textbook(s)
- II. Articles in fitness and health related magazines such as IDEA Today, Shape, or Prevention
- III. Instructor generated handouts on topics related to health and intermediate Aerobic Dance techniques.

**C. Writing Assignments:**

Writing assignments are required and may include, but are not limited to, the following:

- I. Fitness/nutrition journal

II. Summaries of fitness or health related articles.

**D. Appropriate Outside Assignments:**

Outside assignments may include, but are not limited to, the following:

- I. Analysis of personal fitness log
- II. Attendance at local events and field trips
- III. Walking/jogging assignments on non-class days.

**E. Appropriate Assignments that Demonstrate Critical Thinking:**

Critical thinking assignments are required and may include, but are not limited to, the following:

- I. Define and design a safe and effective personal workout regime
- II. Analyze and modify the workout to an appropriate personal fitness level
- III. Evaluate technique and combinations.

**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. Advanced movement practicums
- II. Demonstration of advanced level skills techniques
- III. Performance on objective evaluations
- IV. Attendance and participation.

**3. METHODS OF INSTRUCTION:**

Methods of instruction may include, but are not limited to, the following:

- \* Distance Education (Fully online)
- \* Laboratory
- \* Other (Specify)
- \* Demonstration

**4. REQUIRED TEXTS AND SUPPLIES:**

Textbooks may include, but are not limited to:

**TEXTBOOKS:**

- 1. Bishop, Jan G. Fitness through Aerobics, 9th ed. Benjamin Cummings, 2013, ISBN: 0321884523
- 2. Pryor, Esther and Minda G. Kraines. Keep Moving: Fitness through Aerobics and Step, 4th ed. McGraw-Hill, 2000, ISBN: 9780767412001
- 3. Stokes, Roberta, Sandra Schultz, and Bob Rothstein. In Pursuit of Fitness, 3rd ed. Hunter Textbooks, 2009, ISBN: 9780887253423

**MANUALS:**

**PERIODICALS:**

- 1. IDEA Health and Fitness Association. *IDEA Fitness Journal*, Volume Current

**SOFTWARE:**

**SUPPLIES:**

- 1. Non-marking gym shoes
- 2. Workout towel
- 3. Appropriate exercise clothing

**ORIGINATOR:** Rod Porter  
**ORIGINATION DATE:** 09/24/2013  
**PROPOSAL ORIGINATOR:** Nathan Resch  
**CO-CONTRIBUTOR(S)** Blythe Barton  
**PROPOSAL DATE:** 11/14/2022

**SAN DIEGO COMMUNITY COLLEGE DISTRICT  
COURSE PROPOSAL IMPACT REPORT**

**COURSE TO BE PROPOSED: EXSC 125D  
Aerobic Dance IV**

**ACTIVE/APPROVED COURSES IMPACTED:**

EXSC 125D Aerobic Dance IV (29402)

**ACTIVE/APPROVED/PROPOSED PROGRAMS IMPACTED:**

( City )

Aerobic Conditioning \*Active\*;  
**Certificate of Performance**

Select four (4) courses from the following:

( City )

Aerobic Conditioning \*Approved\*;  
**Certificate of Performance**

Select four (4) courses from the following:

( Miramar )

Exercise and Nutritional Sciences \*Active\*;  
**Associate of Science Degree**

Select at least one course and the remainder of units needed to meet the minimum of 18 from the following:

( Miramar )

Exercise and Nutritional Sciences \*Launched\*;  
**Associate of Science Degree**

Select at least one course and the remainder of units needed to meet the minimum of 18 from the following:

( Miramar )

Kinesiology \*Active\*;  
**Associate in Arts for Transfer Degree**

Dance

( Mesa )

Kinesiology \*Active\*;  
**Associate in Arts for Transfer Degree**

Fitness

( City )

Kinesiology \*Active\*;  
**Associate in Arts for Transfer Degree**

Fitness

( Mesa )

Kinesiology \*Approved\*;  
**Associate in Arts for Transfer Degree**

Fitness

( Mesa )

Kinesiology \*Active\*;  
**Associate of Science Degree**

Select a minimum of one unit from Aerobics:

( Mesa )

Kinesiology \*Approved\*;  
**Associate of Science Degree**

Select a minimum of one unit from Aerobics:

# SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY , MESA AND MIRAMAR COLLEGES

## Course Outline of Record: Curriculum Proposal Report

### SECTION I

- I. **Subject Area:** Exercise Science
- II. **Course Number:** 125D
- III. **Course Title:** Aerobic Dance IV
- IV. **Disciplines (Instructor Minimum Qualifications):** Dance or Physical Education
- V.
- VI. **Family:** AEROBIC
- VII. **Current Short Title:** Aerobic Dance IV
- VIII. **Course Is Active/Where?** CITY , MESA AND MIRAMAR
- IX. **Originating Campus:** MESA
- X. **Action Proposed:** Course Revision (May Include Activation)
- XI. **Distance Education Proposed At:** Mesa and City
- XII. **Proposal Originating Date:** 11/14/2022
- XIII. **Proposed Start Semester:** Fall 2024
- XIV. **Field Trip:** May be required
- XV. **Grading Option:** Grade Only
- XVI. **Current Short Description:** Advanced Aerobic Dance and movement for exercise.

### SECTION II

#### COURSE ENROLLMENT INFORMATION

- I. **Requisites:**  
Advisory: EXSC 125C with a grade of "C" or better, or equivalent.  
Limitation on Enrollment:: This course is not open to students with previous credit for PHYE 103Z
- II. **Current Degree Applicability:** Associate Degree Credit & transfer to CSU
- III. **Current Basic Skills Designation:** N - Not a Basic Skills Course
- IV. **Repeatability:** Course may be taken 1 time(s)
- V. **Course Equivalency:** Yes PHYE 103Z
- VI. **Additional Information:** This course requires students to analyze and utilize student learning objectives 1-7 such as demonstrate competency of Cardio Hip Hop rhythms and style. 32 hours of activity is required as a minimum for physiological adaptation and development of these skill-related outcomes.
- VII. **Additional Textbook Information:** Texts are most current editions - 11-2022.

#### COURSE ANALYSIS DATA

- I. **Reason for Proposed Action:** Six yr review including: 1) added override hrs statement and objectives header, 2) updated descriptions, objectives and outlines, and 3) reviewed texts to verify 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. UC Transfer Course List
- IV. **Proposed College/District Purpose:** 1. Graduation Requirement
- V. **Extraordinary Cost to the College:** None.
- VI. **Library Resource Materials:** No new resources required.

#### GENERAL EDUCATION ANALYSIS

##### **CSU General Education:**

E Area E. Lifelong Learning and Self-Development

##### **Other Graduation Requirement:**

Yes

## UC Transfer Course:

Yes

## REQUISITES ANALYSIS

### Intermediate level knowledge and skills in aerobic dance

- I. **Course: EXSC 125C** Define and apply movement concepts and proper body alignment through the performance of Aerobic Dance movement and Cardio Kickboxing techniques at an intermediate level.
- II. **Course: EXSC 125C** Demonstrate increased strength and flexibility through application of intermediate level warm-ups, routines, repetitions, turns, and floor exercises.
- III. **Course: EXSC 125C** Define and apply intermediate level Aerobic Dance and Cardio Kickboxing vocabulary through the performance of complex combinations and floor exercises.
- IV. **Course: EXSC 125C** Perform floor exercises with proper alignment and technique.
- V. **Course: EXSC 125C** Analyze and discuss the techniques of Aerobic Dance in terms of injury prevention.
- VI. **Course: EXSC 125C** Define and apply the principles of light weight-training with 5-8 pound weights.

## SECTION III

### COURSE DISTANCE EDUCATION INFORMATION

- I. **MESA**
- II. **Distance Education Methods of Instruction:** 1. Fully Online
- III. **Other Distance Education Methods:**
- IV. **Type and frequency of contact may include, but is not limited to:**
  1. Announcements  
As needed
  2. Discussion Board  
At least weekly
  3. Email/Message System  
Frequent
  4. Synchronous or Asynchronous Video  
Frequent
  5. Telephone Contact  
As needed
- V. **List of Techniques:** In EXSC courses with laboratory component, content and student learning objectives will be delivered to students using both synchronous and asynchronous student-to-student and student-to-instructor contact which include video presentation, discussion boards, Zoom meetings, YouTube, email and telephone contact. Students will do presentations using power point or other modality, will do demonstrations via synchronous and asynchronous video platforms such as Zoom or YouTube, and will use activity-specific Apps available to the public. Online instruction includes regular student-to-student and instructor-to-student communication. Telephone calls between students and the instructor may be used to discuss questions and concerns throughout the course. E-mail may be used for asynchronous instructor-to-student and student-to-student communication. Chat rooms may be used for synchronous interaction between students and between the instructor and students. Threaded discussions may be used for instructor-to-student and student-to-student asynchronous group communication. Live-classroom may be used for synchronous online lectures, meetings and office hour meetings as appropriate. Video, audio, learning objects and archived live-classroom lectures may be included for students to interact with asynchronously where appropriate. Assignments and tests that will be used in the Distance Education course will be exactly the same as those in the traditional course. Students will submit all course work (tests and assignments) electronically to the instructor for grading.
- VI. **How to Evaluate Students for Achieved Outcomes:** The evaluation methods will mirror the on-campus course as specified in the course outline. The feedback on assignments and tests will be submitted electronically to the student.
- VII. **Additional Resources/Materials/Information:** SDCCD and DSPS personnel will provide all needed accommodations. DSPS will provide a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).
- VIII. **Audio Visual Library Materials:** NO
- IX. **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 assigned
3. Collaborative Web Documents  
    as assigned
4. Conferencing  
    as assigned
5. Discussion Board  
    at least one (1) time during the term
6. Email/Message System  
    as needed
7. Field Trips  
    as assigned
8. Group Meetings  
    as assigned
9. Individual Meetings  
    as needed
10. Individualized Assignment Feedback  
    as assigned
11. Synchronous or Asynchronous Video  
    as assigned
12. Telephone Contact  
    as needed

**XIII. List of Techniques:** Students interact with each other and the instructor in ways that mirror the traditional classroom; only the delivery system is altered. These methods include one-on-one communication with the instructor and with other students via 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/synchronous class discussion, guided workouts, and/or other assignments. When safe and appropriate, students have access to the aerobic dance gym, sound system, and aerobic dance equipment on campus. When access is not possible, exercises and assignments are adapted and modified for students to complete without campus access or without specific equipment (e.g. weights and resistance bands).

**XIV. How to Evaluate Students for Achieved Outcomes:** Multiple measures are used to assess student learning objectives. These include performance on objective examinations administered via the assessment tool, writing assignments, and/or group or individual projects posted to the discussion board or other online collaboration tool. Other measures may include documentation of a regular aerobic dance cardio routine, reflective journal entries on one's unique exercise regime, and/or analysis of aerobic dance skill sets, strategies, and/or techniques. Additional measures may include documentation of aerobic dance workout time and calories burned (via a personal fitness tracker, smartphone application, and/or non-electronic 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**

- Upon completion of the course the student will be able to create and implement an increased cardiovascular fitness level through full participation in the aerobic segment of class at his/her appropriate level of cardiovascular training.

**MESA**

**MIRAMAR**

- Students will be able to memorize and perform choreographed, advanced-level cardiovascular-based movement routine that involve turns, added are movements, directional changes, plyometrics, and dance. Students may be tested on the performance of these routines for mid-term and final grades.
- Students will be able to demonstrate advanced-level progress with a strength-building routine that consists of a series of exercises, including push-ups and sit-ups. Students will be tested on progress at mid-term and final weeks.
- Students will be able to apply advanced -level aerobic dance movement concepts with proper body alignment.
- Students will be able to demonstrate strength and flexibility increases through daily application of warm-ups, advanced mat exercises, repetitions, and balance work.
- Students will be able to analyze and discuss proper techniques for utilizing advanced-level cardiovascular movement as a health-based program, in terms of injury prevention.
- Students will be able to demonstrate proper form, strength gain, and technique with hand-held weights from 5-8 pounds.

## SECTION V

### COURSE DATA ADMINISTRATION ELEMENTS

#### **I. Codes:**

**California Classification:** (Y Credit Course)

**TOP Code:** 0835.00 Physical Education

**SAM Code:** E - Non Occupational

**Course Prior to College Level (CB21):** Y - Not applicable. Level of course is not one of the levels listed above, may be above level A (transferable) or below level C (more than 3 levels below transfer level).

**Funding Agency Category (CB23):** Not Applicable (funding not used to develop course)

**Course Program Status (CB24):** Program-applicable

**Course Gen Education Status (CB25):** Y = Not applicable

**Course Support Course Status (CB26):** N = Course is not a support course

**Major Restriction Code:** NONE

#### **II. Lab Units:** 0.50 - 1.00

**Total Units:** 0.5 - 1

**Lecture Hours Min:** 0.00 **Max:** 0.00

**Lab Hours Min:** 32.00 **Max:** 54.00

**Other Hours Min:** 0.00 **Max:**0.00

**Total Contact Hours Min:** 32.00 **Max:**54.00

**Outside-of-Class Hours Min:** 0.00 **Max:**0.00

**Total Student Learning Hours Min:** 32.00 **Max:** 54.00

**FTEF Lecture Min:** 0.0000 **Max:**0.0000

**FTEF Lab Min:** 0.1333 **Max:**0.2000

**FTEF Total Min:** 0.1333 **Max:**0.2000

#### **III. Last Time Pre/Co Requisite Update:** 11/14/2022

#### **IV. Last Outline Revision Date:** 11/14/2013

#### **V. CIC Approval:**

#### **VI. BOT Approval:**

#### **VII. State Approval:**

#### **VIII. Revised State Approval:**

#### **IX. Course Approval Effective Date:**

## SECTION VI

### CREDIT FOR PRIOR LEARNING

## Previous Report

EXSC 125D

CIC Approval: 11/14/2013  
BOT APPROVAL:  
STATE APPROVAL:  
EFFECTIVE TERM: Fall 2014

### SAN DIEGO COMMUNITY COLLEGE DISTRICT CITY, MESA, AND MIRAMAR COLLEGES ASSOCIATE DEGREE COURSE OUTLINE

#### SECTION I

**SUBJECT AREA AND COURSE NUMBER:** Exercise Science 125D

**COURSE TITLE:**  
Aerobic Dance IV

**Units:**  
0.5-1  
Grade Only

#### CATALOG COURSE DESCRIPTION:

This course provides intermediate level students with knowledge and practice in complex forms of advanced Aerobic Dance and its variations, such as Zumba and Cardio Kickboxing. Emphasis is placed on advanced levels of Aerobic Dance technique, vocabulary, and performance concepts. Other topics include advanced principles of body alignment such as movement combinations and jumps; advanced level plies such as sliding and jumping; and plyometrics. This course is the fourth in a series of four aerobic dance courses. It is designed for all students interested in Aerobics as a cardiovascular, movement-oriented sport, and who have taken the intermediate level version of this class.

#### REQUISITES:

**Advisory:**

EXSC 125C with a grade of "C" or better, or equivalent

**Limitation on Enrollment:**

This course is not open to students with previous credit for PHYE 103Z

#### 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:

#### TOTAL LAB HOURS:

32 - 54

#### TOTAL CONTACT HOURS:

32 - 54

#### OUTSIDE-OF-CLASS HOURS:

#### TOTAL STUDENT LEARNING HOURS:

32 - 54

#### STUDENT LEARNING OBJECTIVES:

Upon successful completion of the course the student will be able to:

1. Define and apply movement concepts and proper body alignment through the performance of Aerobic Dance movement techniques and related Cardio movement forms at an intermediate/advanced level
2. Define and apply advanced Aerobic Dance vocabulary through the performance of complex combinations of Dance, Zumba, Cardio Kickboxing, and floor exercises
3. Demonstrate increased strength and flexibility through daily application of complex, intermediate/advanced level

## Current Report

EXSC 125D

CIC Approval:  
BOT APPROVAL:  
STATE APPROVAL:  
EFFECTIVE TERM:

### SAN DIEGO COMMUNITY COLLEGE DISTRICT CITY, MESA, AND MIRAMAR COLLEGES ASSOCIATE DEGREE COURSE OUTLINE

#### SECTION I

**SUBJECT AREA AND COURSE NUMBER:** Exercise Science 125D

**COURSE TITLE:**  
Aerobic Dance IV

**Units:**  
0.5-1  
Grade Only

#### CATALOG COURSE DESCRIPTION:

This course provides students with knowledge and practice in complex forms of advanced Aerobic Dance and its variations, such as Cardio Latin dance, Cardio Kickboxing, and Cardio Hip Hop styles and rhythms. Emphasis is placed on advanced levels of Aerobic Dance technique, vocabulary, and performance concepts. Other topics include advanced principles of body alignment such as movement combinations and jumps; advanced level plies such as sliding and jumping; and plyometrics. This course is the fourth in a series of four aerobic dance courses. It is designed for all students interested in Aerobics as a cardiovascular, movement-oriented sport, and who have taken the intermediate level version of this class.

#### REQUISITES:

**Advisory:**

EXSC 125C with a grade of "C" or better, or equivalent

**Limitation on Enrollment:**

This course is not open to students with previous credit for PHYE 103Z

#### 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:

#### TOTAL LAB HOURS:

32 - 54

#### TOTAL CONTACT HOURS:

32 - 54

#### OUTSIDE-OF-CLASS HOURS:

#### TOTAL STUDENT LEARNING HOURS:

32 - 54

#### STUDENT LEARNING OBJECTIVES:

Upon successful completion of the course the student will be able to:

**All objectives are covered whether offered for .50 or 1.0 unit. When this course is offered for 1.0 unit, the additional time is utilized for skill development, and, enhanced cardiovascular fitness and muscular strength.**

1. Define and apply movement concepts and proper body alignment through the performance of Aerobic Dance movement techniques and related Cardio movement forms at an advanced level.
2. Define and apply advanced Aerobic Dance vocabulary through the performance of complex combinations of Cardio Dance and floor exercises.
3. Demonstrate increased strength and flexibility through daily application of complex, advanced level warm-ups,

warm-ups, routines, repetitions, and floor exercises

4. Perform concentrated floor exercises with proper alignment and technique

5. Analyze and discuss the techniques of Aerobic Dance in terms of injury prevention

6. Define and apply the principles of weight-training with 5-10 pound weights.

routines, repetitions, and floor exercises.

4. Perform concentrated floor exercises with proper alignment and technique.

5. Analyze and discuss the techniques of Aerobic Dance in terms of injury prevention.

6. Define and apply the principles of weight-training with 5-10 pound weights.

7. Demonstrate competency of Cardio Hip Hop rhythms and style.

## SECTION II

### I. COURSE OUTLINE AND SCOPE:

#### A. Outline Of Topics:

The following topics are included in the framework of the course but are not intended as limits on content. The order of presentation and relative emphasis will vary with each instructor.

- I. Advanced level principles of body alignment
  - A. Parallel position
  - B. Turned out position
  - C. Movement combinations
  - D. Jumps.
- II. Intermediate level arm positions
  - A. Standing and moving
  - B. Movement combinations.
- III. Advanced level principles of movements
  - A. High impact
  - B. Low impact
  - C. Non-impact
  - D. Cardio kickboxing
  - E. Zumba techniques
  - F. Memorization.
- IV. Advanced level principles of light weights (5-10 pounds)
  - A. Toning
  - B. Strength.
- V. Advanced level plies
  - A. First and second positions
  - B. Standing
  - C. Moving
  - D. Sliding
  - E. In squats
  - F. Jumping.
- VI. Intermediate level movement exercises
  - A. Leg lifts and knee lifts
    1. Standing
    2. Moving.
  - B. Sit-ups
  - C. Push-ups
  - D. Leg work
    1. Side with resistance bands
    2. Back and gluteals
    3. Front.
  - E. Torso work with weights.
- VII. Warm-up combinations for memorization
- VIII. Concentrated center floor work for improving balance on one leg at a time
- IX. Advanced level stretch
  - A. Achilles
  - B. Hamstrings
  - C. Quads
  - D. Shoulders
  - E. Spine
  - F. Hips
  - G. Lower back
  - H. Feet and arches.
- X. Advanced strength exercises
  - A. Shoulders/arms with weights and bands
  - B. Abdominal with and without weights
  - C. Lower body with and without weights and bands.
- XI. Vocabulary
  - A. Grapevine
    1. Double grapevine
    2. Grapevine turns

## SECTION II

### I. COURSE OUTLINE AND SCOPE:

#### A. Outline Of Topics:

The following topics are included in the framework of the course but are not intended as limits on content. The order of presentation and relative emphasis will vary with each instructor.

- I. Advanced level principles of body alignment
  - A. Parallel position
  - B. Turned out position
  - C. Movement combinations
  - D. Jumps
- II. Advanced level arm positions
  - A. Standing and moving
  - B. Movement combinations
- III. Advanced level principles of movements
  - A. High impact
  - B. Low impact
  - C. Non-impact
  - D. Memorization
  - E. Intensity/force/resistance
- IV. Advanced level principles of light weights (5-10 pounds)
  - A. Toning
  - B. Strength
- V. Advanced level plies
  - A. First and second positions
  - B. Standing
  - C. Moving
  - D. Sliding
  - E. In squats
  - F. Jumping
- VI. Advanced level movement exercises
  - A. Leg lifts and knee lifts
    1. Standing
    2. Moving
  - B. Sit-ups
  - C. Push-ups
  - D. Leg work
    1. Side with resistance bands
    2. Back and gluteals
    3. Slides and slide turns
    4. Repeaters - uptempo
    5. Step-touch
    6. All directions
    7. In jumps
    8. Kicks
    9. V-step and V-step turns
    10. Four-count kicks
    11. Arabesque
    12. Straddle step
  - E. Torso work with weights
- VII. Warm-up combinations for memorization
- VIII. Concentrated center floor work for improving balance on one leg at a time
- IX. Advanced level stretch
  - A. Achilles
  - B. Hamstrings
  - C. Quads
  - D. Shoulders
  - E. Spine
  - F. Hips
  - G. Lower back
  - H. Feet and arches
- X. Advanced strength exercises
  - A. Shoulders/arms with weights and bands

- 3. Grapevines on diagonals.
- B. Slides and slide turns
- C. Repeaters - uptempo
- D. Step-touch
  - 1. All directions
  - 2. In jumps.
- E. Chasse
- F. Pivot and pivot turns
- G. Mombo
  - 1. Low impact
  - 2. High impact
  - 3. Mombo turns.
- H. Kicks
- I. V-step and V-step turns
- J. Isolations
- K. Hop
- L. Intensity/force/resistance
- M. Obliques
- N. Transverse abdominals
- O. Rectus abdominus
- P. Biceps
- Q. Triceps
- R. Deltoids
- S. Scapulae
- T. Boxing movements
  - 1. Jab
  - 2. Punch
  - 3. Cross-punch
  - 4. Cuff
  - 5. Uppercut
  - 6. Stationary and moving.
- U. Four-count kicks
  - 1. Front
  - 2. Side
  - 3. Back.
- V. Diagonal directions
- W. Abduction
- X. Adduction
- Y. Dips
- Z. Pull-backs
- AA. Arabesque
- AB. Straddle step
- AC. Overhead press
- AD. Shoulder press
- AE. Dead lift
- AF. Chest press
- AG. Upright row
- AH. Plyometrics.
- XII. Injury prevention.

**B. Reading Assignments:**

Reading assignments are required and may include, but are not limited to, the following:

- I. Textbook(s)
- II. Articles in fitness and health related magazines such as IDEA Today, Shape, or Prevention
- III. Instructor generated handouts on topics related to health and intermediate Aerobic Dance techniques.

**C. Writing Assignments:**

Writing assignments are required and may include, but are not limited to, the following:

- I. Fitness/nutrition journal
- II. Summaries of fitness or health related articles.

**D. Appropriate Outside Assignments:**

Outside assignments may include, but are not limited to, the following:

- I. Analysis of personal fitness log
- II. Attendance at local events and field trips
- III. Walking/jogging assignments on non-class days.

**E. Appropriate Assignments that Demonstrate Critical Thinking:**

- B. Abdominal with and without weights
- C. Lower body with and without weights and bands
- D. Abduction
- E. Adduction
- F. Dips
- G. Pull-backs
- H. Overhead press
  - I. Shoulder press
  - J. Dead lift
- K. Chest press
- L. Upright row
- M. Plyometrics

XI. Injury prevention

XII. Nutrition

XIII. Muscle group identification

XIV. Cardio Hip Hop

A. Cardio Hip Hop Rhythms

- 1. Groove
- 2. Rocking
- 3. Syncopation
- 4. Freestyle

B. Cardio Hip Hop Styles

- 1. Breakin'
- 2. Party Dances
- 3. House

**B. Reading Assignments:**

Reading assignments are required and may include, but are not limited to, the following:

- I. Textbook(s)
- II. Articles in fitness and health related magazines such as IDEA Today, Shape, or Prevention
- III. Instructor generated handouts on topics related to health and intermediate Aerobic Dance techniques.

**C. Writing Assignments:**

Writing assignments are required and may include, but are not limited to, the following:

- I. Fitness/nutrition journal
- II. Summaries of fitness or health related articles.

**D. Appropriate Outside Assignments:**

Outside assignments may include, but are not limited to, the following:

- I. Analysis of personal fitness log
- II. Attendance at local events and field trips
- III. Walking/jogging assignments on non-class days.

**E. Appropriate Assignments that Demonstrate Critical Thinking:**

Critical thinking assignments are required and may include, but are not limited to, the following:

- I. Define and design a safe and effective personal workout regime

Critical thinking assignments are required and may include, but are not limited to, the following:

- I. Define and design a safe and effective personal workout regime
- II. Analyze and modify the workout to an appropriate personal fitness level
- III. Evaluate technique and combinations.

## 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. Advanced movement practicums
- II. Demonstration of advanced level skills techniques
- III. Performance on objective evaluations
- IV. Attendance and participation.

## 3. METHODS OF INSTRUCTION:

Methods of instruction may include, but are not limited to, the following:

- \* Distance Education (Fully online)
- \* Laboratory
- \* Other (Specify)
- \* Demonstration

## 4. REQUIRED TEXTS AND SUPPLIES:

Textbooks may include, but are not limited to:

### TEXTBOOKS:

1. Bishop, Jan G. *Fitness through Aerobics*, 9th ed. Benjamin Cummings, 2013, ISBN: 0321884523
2. Pryor, Esther and Minda G. Kraines. *Keep Moving: Fitness through Aerobics and Step*, 4th ed. McGraw-Hill, 2000, ISBN: 9780767412001
3. Stokes, Roberta, Sandra Schultz, and Bob Rothstein. *In Pursuit of Fitness*, 3rd ed. Hunter Textbooks, 2009, ISBN: 9780887253423

### MANUALS:

### PERIODICALS:

1. IDEA Health and Fitness Association. *IDEA Fitness Journal*, Volume Current

### SOFTWARE:

### SUPPLIES:

1. Non-marking gym shoes
2. Workout towel
3. Appropriate exercise clothing

**ORIGINATOR:** Rod Porter

**CO-CONTRIBUTOR(S)** Duane Short  
**DATE:** 09/24/2013

Status: Active

Date Printed: 03/9/2023

- II. Analyze and modify the workout to an appropriate personal fitness level
- III. Evaluate technique and combinations.

## 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. Advanced movement practicums
- II. Demonstration of advanced level skills techniques
- III. Performance on objective evaluations
- IV. Attendance and participation.

## 3. METHODS OF INSTRUCTION:

Methods of instruction may include, but are not limited to, the following:

- \* Distance Education (Fully online)
- \* Laboratory
- \* Other (Specify)
- \* Demonstration

## 4. REQUIRED TEXTS AND SUPPLIES:

Textbooks may include, but are not limited to:

### TEXTBOOKS:

1. Bishop, Jan G. *Fitness through Aerobics*, 9th ed. Benjamin Cummings, 2013, ISBN: 0321884523
2. Pryor, Esther and Minda G. Kraines. *Keep Moving: Fitness through Aerobics and Step*, 4th ed. McGraw-Hill, 2000, ISBN: 9780767412001
3. Stokes, Roberta, Sandra Schultz, and Bob Rothstein. *In Pursuit of Fitness*, 3rd ed. Hunter Textbooks, 2009, ISBN: 9780887253423

### MANUALS:

### PERIODICALS:

1. IDEA Health and Fitness Association. *IDEA Fitness Journal*, Volume Current

### SOFTWARE:

### SUPPLIES:

1. Non-marking gym shoes
2. Workout towel
3. Appropriate exercise clothing

**ORIGINATOR:** Rod Porter

**ORIGINATION DATE:** 09/24/2013

**PROPOSAL ORIGINATOR:** Nathan Resch

**CO-CONTRIBUTOR(S)** Blythe Barton

**PROPOSAL DATE:** 11/14/2022

Status: Launched

Date Printed: 03/9/2023

# Previous Report

SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY , MESA AND MIRAMAR COLLEGES

Course Outline of Record:  
Curriculum Proposal Report

## SECTION I

- I. **Subject Area:** Exercise Science
- II. **Course Number:** 125D
- III. **Course Title:** Aerobic Dance IV
- IV. **Disciplines (Instructor Minimum Qualifications):** Dance or Physical Education
- V.
- VI. **Family:** AEROBIC
- VII. **Current Short Title:** Aerobic Dance IV
- VIII. **Course Is Active/Where?** CITY , MESA AND MIRAMAR
- IX. **Originating Campus:** MIRAMAR
- X. **Action Proposed:** Course Revision (May Include Activation)
- XI. **Distance Education Proposed At:** Mesa and City
- XII. **Proposal Originating Date:** 09/24/2013
- XIII. **Proposed Start Semester:** Fall 2014
- XIV. **Field Trip:** May be required
- XV. **Grading Option:** Grade Only
- XVI. **Current Short Description:** Advanced Aerobic Dance and movement for exercise.

## SECTION II

### COURSE ENROLLMENT INFORMATION

- I. **Requisites:**  
Advisory: EXSC 125C with a grade of "C" or better, or equivalent.  
Limitation on Enrollment:: This course is not open to students with previous credit for PHYE 103Z
- II. **Current Degree Applicability:** Associate Degree Credit & transfer to CSU
- III. **Current Basic Skills Designation:** N - Not a Basic Skills Course
- IV. **Repeatability:** Course may be taken 1 time(s)
- V. **Course Equivalency:** Yes PHYE 103Z
- VI. **Additional Information:**

VII. **Additional Textbook Information:**

### COURSE ANALYSIS DATA

- I. **Reason for Proposed Action:** Subject indicator and course designator change (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. UC Transfer Course List
- IV. **Proposed College/District Purpose:** 1. Graduation Requirement
- 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

# Current Report

SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY , MESA AND MIRAMAR COLLEGES

Course Outline of Record:  
Curriculum Proposal Report

## SECTION I

- I. **Subject Area:** Exercise Science
- II. **Course Number:** 125D
- III. **Course Title:** Aerobic Dance IV
- IV. **Disciplines (Instructor Minimum Qualifications):** Dance or Physical Education
- V.
- VI. **Family:** AEROBIC
- VII. **Current Short Title:** Aerobic Dance IV
- VIII. **Course Is Active/Where?** CITY , MESA AND MIRAMAR
- IX. **Originating Campus:** MESA
- X. **Action Proposed:** Course Revision (May Include Activation)
- XI. **Distance Education Proposed At:** Mesa and City
- XII. **Proposal Originating Date:** 11/14/2022
- XIII. **Proposed Start Semester:** Fall 2024
- XIV. **Field Trip:** May be required
- XV. **Grading Option:** Grade Only
- XVI. **Current Short Description:** Advanced Aerobic Dance and movement for exercise.

## SECTION II

### COURSE ENROLLMENT INFORMATION

- I. **Requisites:**  
Advisory: EXSC 125C with a grade of "C" or better, or equivalent.  
Limitation on Enrollment:: This course is not open to students with previous credit for PHYE 103Z
- II. **Current Degree Applicability:** Associate Degree Credit & transfer to CSU
- III. **Current Basic Skills Designation:** N - Not a Basic Skills Course
- IV. **Repeatability:** Course may be taken 1 time(s)
- V. **Course Equivalency:** Yes PHYE 103Z
- VI. **Additional Information:** This course requires students to analyze and utilize student learning objectives 1-7 such as demonstrate competency of Cardio Hip Hop rhythms and style. 32 hours of activity is required as a minimum for physiological adaptation and development of these skill-related outcomes.
- VII. **Additional Textbook Information:** Texts are most current editions - 11-2022.

### COURSE ANALYSIS DATA

- I. **Reason for Proposed Action:** Six yr review including: 1) added override hrs statement and objectives header, 2) updated descriptions, objectives and outlines, and 3) reviewed texts to verify 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. UC Transfer Course List
- IV. **Proposed College/District Purpose:** 1. Graduation Requirement
- V. **Extraordinary Cost to the College:** None.
- VI. **Library Resource Materials:** No new resources required.

### GENERAL EDUCATION ANALYSIS

CSU General Education:  
E Area E. Lifelong Learning and Self-Development

**Other Graduation Requirement:**

Yes

**UC Transfer Course:**

Yes

**REQUISITES ANALYSIS**

Intermediate level knowledge and skills in aerobic dance

- I. Course: EXSC 125C Define and apply movement concepts and proper body alignment through the performance of Aerobic Dance movement and Cardio Kickboxing techniques at an intermediate level
- II. Course: EXSC 125C Demonstrate increased strength and flexibility through daily application of intermediate level warm-ups, routines, repetitions, turns, and floor exercises
- III. Course: EXSC 125C Define and apply intermediate level Aerobic Dance and Cardio Kickboxing vocabulary through the performance of complex combinations and floor exercises
- IV. Course: EXSC 125C Perform floor exercises with proper alignment and technique
- V. Course: EXSC 125C Analyze and discuss the techniques of Aerobic Dance in terms of injury prevention
- VI. Course: EXSC 125C Define and apply the principles of light weight-training with 5-8 pound weights.

**SECTION III****COURSE DISTANCE EDUCATION INFORMATION**

- I. **MESA**
- II. **Distance Education Methods of Instruction:** 1. Fully Online
- III. **Other Distance Education Methods:**
- IV. **Type and frequency of contact may include, but is not limited to:**
  - 1. Announcements  
As needed
  - 2. Discussion Board  
At least weekly
  - 3. Email/Message System  
Frequent
  - 4. Synchronous or Asynchronous Video  
Frequent
  - 5. Telephone Contact  
As needed
- V. **List of Techniques:** In EXSC courses with laboratory component, content and student learning objectives will be delivered to students using both synchronous and asynchronous student-to-student and student-to- instructor contact which include video presentation, discussion boards, Zoom meetings, YouTube, email and telephone contact. Students will do presentations using power point or other modality, will do demonstrations via synchronous and asynchronous video platforms such as Zoom or YouTube, and will use activity-specific Apps available to the public. Online instruction includes regular student-to-student and instructor-to-student communication. Telephone calls between students and the instructor may be used to discuss questions and concerns throughout the course. E-mail may be used for asynchronous instructor-to-student and student-to-student communication. Chat rooms may be used for synchronous interaction between students and between the instructor and students. Threaded discussions may be used for instructor-to-student and student-to-student asynchronous group communication. Live-classroom may be used for synchronous online lectures, meetings and office hour meetings as appropriate. Video, audio, learning objects and archived live-classroom lectures may be included for students to interact with asynchronously where appropriate. Assignments and tests that will be used in the Distance Education course will be exactly the same as those in the traditional course. Students will submit all course work (tests and assignments) electronically to the instructor for grading.
- VI. **How to Evaluate Students for Achieved Outcomes:** The evaluation methods will mirror the on-campus course as specified in the course outline. The feedback on assignments and tests will be submitted electronically to the student.
- VII. **Additional Resources/Materials/Information:** SDCCD and DSPS personnel will provide all needed accommodations. DSPS will provide a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).
- VIII. **Audio Visual Library Materials:** NO
- IX. **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:**

**Other Graduation Requirement:**

Yes

**UC Transfer Course:**

Yes

**REQUISITES ANALYSIS**

Intermediate level knowledge and skills in aerobic dance

- I. Course: EXSC 125C Define and apply movement concepts and proper body alignment through the performance of Aerobic Dance movement and Cardio Kickboxing techniques at an intermediate level.
- II. Course: EXSC 125C Demonstrate increased strength and flexibility through application of intermediate level warm-ups, routines, repetitions, turns, and floor exercises.
- III. Course: EXSC 125C Define and apply intermediate level Aerobic Dance and Cardio Kickboxing vocabulary through the performance of complex combinations and floor exercises.
- IV. Course: EXSC 125C Perform floor exercises with proper alignment and technique.
- V. Course: EXSC 125C Analyze and discuss the techniques of Aerobic Dance in terms of injury prevention.
- VI. Course: EXSC 125C Define and apply the principles of light weight-training with 5-8 pound weights.

**SECTION III****COURSE DISTANCE EDUCATION INFORMATION**

- I. **MESA**
- II. **Distance Education Methods of Instruction:** 1. Fully Online
- III. **Other Distance Education Methods:**
- IV. **Type and frequency of contact may include, but is not limited to:**
  - 1. Announcements  
As needed
  - 2. Discussion Board  
At least weekly
  - 3. Email/Message System  
Frequent
  - 4. Synchronous or Asynchronous Video  
Frequent
  - 5. Telephone Contact  
As needed
- V. **List of Techniques:** In EXSC courses with laboratory component, content and student learning objectives will be delivered to students using both synchronous and asynchronous student-to-student and student-to- instructor contact which include video presentation, discussion boards, Zoom meetings, YouTube, email and telephone contact. Students will do presentations using power point or other modality, will do demonstrations via synchronous and asynchronous video platforms such as Zoom or YouTube, and will use activity-specific Apps available to the public. Online instruction includes regular student-to-student and instructor-to-student communication. Telephone calls between students and the instructor may be used to discuss questions and concerns throughout the course. E-mail may be used for asynchronous instructor-to-student and student-to-student communication. Chat rooms may be used for synchronous interaction between students and between the instructor and students. Threaded discussions may be used for instructor-to-student and student-to-student asynchronous group communication. Live-classroom may be used for synchronous online lectures, meetings and office hour meetings as appropriate. Video, audio, learning objects and archived live-classroom lectures may be included for students to interact with asynchronously where appropriate. Assignments and tests that will be used in the Distance Education course will be exactly the same as those in the traditional course. Students will submit all course work (tests and assignments) electronically to the instructor for grading.
- VI. **How to Evaluate Students for Achieved Outcomes:** The evaluation methods will mirror the on-campus course as specified in the course outline. The feedback on assignments and tests will be submitted electronically to the student.
- VII. **Additional Resources/Materials/Information:** SDCCD and DSPS personnel will provide all needed accommodations. DSPS will provide a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).
- VIII. **Audio Visual Library Materials:** NO
- IX. **CITY**
- X. **Distance Education Methods of Instruction:** 1. Fully Online
- XI. **Other Distance Education Methods:**

1. Announcements  
weekly
2. Chat Rooms  
as assigned
3. Collaborative Web Documents  
as assigned
4. Conferencing  
as assigned
5. Discussion Board  
at least one (1) time during the term
6. Email/Message System  
as needed
7. Field Trips  
as assigned
8. Group Meetings  
as assigned
9. Individual Meetings  
as needed
10. Individualized Assignment Feedback  
as assigned
11. Synchronous or Asynchronous Video  
as assigned
12. Telephone Contact  
as needed

**XIII. List of Techniques:** Students interact with each other and the instructor in ways that mirror the traditional classroom; only the delivery system is altered. These methods include one-on-one communication with the instructor and with other students via 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/synchronous class discussion, guided workouts, and/or other assignments. When safe and appropriate, students have access to the aerobic dance gym, sound system, and aerobic dance equipment on campus. When access is not possible, exercises and assignments are adapted and modified for students to complete without campus access or without specific equipment (e.g. weights and resistance bands).

**XIV. How to Evaluate Students for Achieved Outcomes:** Multiple measures are used to assess student learning objectives. These include performance on objective examinations administered via the assessment tool, writing assignments, and/or group or individual projects posted to the discussion board or other online collaboration tool. Other measures may include documentation of a regular aerobic dance cardio routine, reflective journal entries on one's unique exercise regime, and/or analysis of aerobic dance skill sets, strategies, and/or techniques. Additional measures may include documentation of aerobic dance workout time and calories burned (via a personal fitness tracker, smartphone application, and/or non-electronic 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

- Upon completion of the course the student will be able to create and implement an increased cardiovascular fitness level through full participation in the aerobic segment of class at his/her appropriate level of cardiovascular training.

#### MESA

#### MIRAMAR

- Students will be able to memorize and perform choreographed, advanced-level cardiovascular-based movement routine that involve turns, added are movements, directional changes, plyometrics, and dance. Students may be tested on the performance of these routines for mid-term and final grades.
- Students will be able to demonstrate advanced-level progress with a strength-building routine that consists of a series of exercises, including push-ups and sit-ups. Students will be tested on progress at mid-term and final weeks.
- Students will be able to apply advanced -level aerobic dance movement concepts with proper body alignment.
- Students will be able to demonstrate strength and flexibility increases through daily application of warm-ups, advanced mat exercises, repetitions, and balance work.

#### **XII. 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 one (1) time during the term
6. Email/Message System  
as needed
7. Field Trips  
as assigned
8. Group Meetings  
as assigned
9. Individual Meetings  
as needed
10. Individualized Assignment Feedback  
as assigned
11. Synchronous or Asynchronous Video  
as assigned
12. Telephone Contact  
as needed

**XIII. List of Techniques:** Students interact with each other and the instructor in ways that mirror the traditional classroom; only the delivery system is altered. These methods include one-on-one communication with the instructor and with other students via 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/synchronous class discussion, guided workouts, and/or other assignments. When safe and appropriate, students have access to the aerobic dance gym, sound system, and aerobic dance equipment on campus. When access is not possible, exercises and assignments are adapted and modified for students to complete without campus access or without specific equipment (e.g. weights and resistance bands).

**XIV. How to Evaluate Students for Achieved Outcomes:** Multiple measures are used to assess student learning objectives. These include performance on objective examinations administered via the assessment tool, writing assignments, and/or group or individual projects posted to the discussion board or other online collaboration tool. Other measures may include documentation of a regular aerobic dance cardio routine, reflective journal entries on one's unique exercise regime, and/or analysis of aerobic dance skill sets, strategies, and/or techniques. Additional measures may include documentation of aerobic dance workout time and calories burned (via a personal fitness tracker, smartphone application, and/or non-electronic 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

- Upon completion of the course the student will be able to create and implement an increased cardiovascular fitness level through full participation in the aerobic segment of class at his/her appropriate level of cardiovascular training.

#### MESA

#### MIRAMAR

- Students will be able to memorize and perform choreographed, advanced-level cardiovascular-based movement routine that involve turns, added are movements, directional changes, plyometrics, and dance. Students may be tested on the performance of these routines for mid-term and final grades.
- Students will be able to demonstrate advanced-level progress with a strength-building routine that consists of a series of exercises, including push-ups and sit-ups. Students will be tested on progress at mid-term and final weeks.
- Students will be able to apply advanced -level aerobic dance movement concepts with proper body alignment.
- Students will be able to demonstrate strength and flexibility increases through daily application of warm-ups,

- Students will be able to analyze and discuss proper techniques for utilizing advanced-level cardiovascular movement as a health-based program, in terms of injury prevention.
- Students will be able to demonstrate proper form, strength gain, and technique with hand-held weights from 5-8 pounds.

## SECTION V

### COURSE DATA ADMINISTRATION ELEMENTS

#### I. Codes:

**California Classification:** (Y Credit Course)

**TOP Code:** 0835.00 Physical Education

**SAM Code:** E - Non Occupational

**Course Prior to College Level (CB21):** Y - Not applicable. Level of course is not one of the levels listed above, may be above level A (transferable) or below level C (more than 3 levels below transfer level).

**Funding Agency Category (CB23):** Not Applicable (funding not used to develop course)

**Course Program Status (CB24):** Program-applicable

**Course Gen Education Status (CB25):** Y = Not applicable

**Course Support Course Status (CB26):** N = Course is not a support course

**Major Restriction Code:** NONE

#### II. Lab Units: 0.50 - 1.00

**Total Units:** 0.5 - 1

**Lecture Hours Min:** 0.00 **Max:** 0.00

**Lab Hours Min:** 32.00 **Max:** 54.00

**Other Hours Min:** 0.00 **Max:** 0.00

**Total Contact Hours Min:** 32.00 **Max:** 54.00

**Outside-of-Class Hours Min:** 0.00 **Max:** 0.00

**Total Student Learning Hours Min:** 32.00 **Max:** 54.00

**FTEF Lecture Min:** 0.0000 **Max:** 0.0000

**FTEF Lab Min:** 0.1333 **Max:** 0.2000

**FTEF Total Min:** 0.1333 **Max:** 0.2000

#### III. Last Time Pre/Co Requisite Update: 05/07/2019

#### IV. Last Outline Revision Date: 11/14/2013

#### V. CIC Approval: 11/14/2013

#### VI. BOT Approval:

#### VII. State Approval:

#### VIII. Revised State Approval:

#### IX. Course Approval Effective Date: Fall 2014

## SECTION VI

### CREDIT FOR PRIOR LEARNING

advanced mat exercises, repetitions, and balance work.

- Students will be able to analyze and discuss proper techniques for utilizing advanced-level cardiovascular movement as a health-based program, in terms of injury prevention.
- Students will be able to demonstrate proper form, strength gain, and technique with hand-held weights from 5-8 pounds.

## SECTION V

### COURSE DATA ADMINISTRATION ELEMENTS

#### I. Codes:

**California Classification:** (Y Credit Course)

**TOP Code:** 0835.00 Physical Education

**SAM Code:** E - Non Occupational

**Course Prior to College Level (CB21):** Y - Not applicable. Level of course is not one of the levels listed above, may be above level A (transferable) or below level C (more than 3 levels below transfer level).

**Funding Agency Category (CB23):** Not Applicable (funding not used to develop course)

**Course Program Status (CB24):** Program-applicable

**Course Gen Education Status (CB25):** Y = Not applicable

**Course Support Course Status (CB26):** N = Course is not a support course

**Major Restriction Code:** NONE

#### II. Lab Units: 0.50 - 1.00

**Total Units:** 0.5 - 1

**Lecture Hours Min:** 0.00 **Max:** 0.00

**Lab Hours Min:** 32.00 **Max:** 54.00

**Other Hours Min:** 0.00 **Max:** 0.00

**Total Contact Hours Min:** 32.00 **Max:** 54.00

**Outside-of-Class Hours Min:** 0.00 **Max:** 0.00

**Total Student Learning Hours Min:** 32.00 **Max:** 54.00

**FTEF Lecture Min:** 0.0000 **Max:** 0.0000

**FTEF Lab Min:** 0.1333 **Max:** 0.2000

**FTEF Total Min:** 0.1333 **Max:** 0.2000

#### III. Last Time Pre/Co Requisite Update: 11/14/2022

#### IV. Last Outline Revision Date: 11/14/2013

#### V. CIC Approval:

#### VI. BOT Approval:

#### VII. State Approval:

#### VIII. Revised State Approval:

#### IX. Course Approval Effective Date:

## SECTION VI

### CREDIT FOR PRIOR LEARNING

**SAN DIEGO COMMUNITY COLLEGE DISTRICT  
CITY, MESA, AND MIRAMAR COLLEGES  
ASSOCIATE DEGREE COURSE OUTLINE**

**SECTION I**

**SUBJECT AREA AND COURSE NUMBER:** Geography 101L

**COURSE TITLE:**

Physical Geography Laboratory

**Units:**

1

Grade Only

**CATALOG COURSE DESCRIPTION:**

This course requires practical observations and applications of the geographic grid, atlases, and topographic maps, weather and climate, natural vegetation and soils, and landforms. This includes exercises in remote sensing and computer tools for data analysis, including Google Earth and Geographic Information Systems (GIS). This course is designed for students interested in geography, geology, or Earth science.

**REQUISITES:**

**Corequisite: Completion of or concurrent enrollment in:**

GEOG 101 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:**

GEOG 111

**TOTAL LECTURE HOURS:**

**TOTAL LAB HOURS:**

48 - 54

**TOTAL CONTACT HOURS:**

48 - 54

**OUTSIDE-OF-CLASS HOURS:**

**TOTAL STUDENT LEARNING HOURS:**

48 - 54

**STUDENT LEARNING OBJECTIVES:**

Upon successful completion of the course the student will be able to:

1. Explain the primary spatial aspects of Earth's natural spheres and interrelated cycles, including the

topics of weather and climate, climate change, water resources, soils, biota, landforms, and nature-society interactions.

2. Interpret, model and solve spatial quantitative problems through the organization and analysis of Earth science-related data.

3. Observe and identify the patterns of distribution and change in the Earth's weather and climate, water resources, soils, biota, landforms, and nature-society interactions.

4. Evaluate and explain the anthropogenic causes of climate change and its impacts on the biosphere, lithosphere, and hydrosphere.

5. Collect, organize, interpret, analyze, and communicate spatial data and information through the use of maps, charts, tables, diagrams, GIS, and remote sensing.

6. Synthesize spatial data and information by utilizing scientific inquiry and spatial analysis methods and instruments.

7. Recognize physical geography features in the field and collect fieldwork data.

8. Demonstrate through modeling, statistical analysis, and experiments, an understanding of the Earth as an integrated system, and how change in a single system, either through natural or human activities, can create change throughout the lithosphere, atmosphere, hydrosphere, and biosphere.

## **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. Earth-sun geometry
  - A. Seasons
  - B. Rotation
  - C. Revolution
  - D. Tilt
- II. Map interpretation and geotechnologies
  - A. Map interpretation
    1. The geographic grid
    2. Map projections
    3. Topographic maps
  - B. Geotechnologies
    1. Geographic information systems (GIS)
    2. Global positioning system (GPS)
    3. Remote sensing
- III. The atmosphere and hydrosphere
  - A. Solar radiation, temperature patterns, and Earth's energy budget
  - B. Layers of the atmosphere
  - C. Pressure, winds, and ocean currents
  - D. Atmospheric lifting mechanisms, moisture, and precipitation
  - E. Air masses, fronts, severe weather, and weather prediction
  - F. Climate classification
  - G. Global warming, the enhanced greenhouse effect, and climate change
  - H. The water cycle
- IV. Biogeography
  - A. Biogeochemical cycles
  - B. Soils
  - C. Spatial distribution of flora and fauna
  - D. Ecosystems and habitats
  - E. Ecological hotspots
  - F. Climate change impacts
  - G. Nature-society interactions
- V. The lithosphere and hydrosphere
  - A. The rock cycle and plate tectonics
    1. Earthquakes

2. Volcanoes
- B. Landform processes
  1. Weathering, erosion, and deposition
  2. Mass wasting
  3. Coastal and marine processes
  4. Glacial processes
  5. Fluvial processes
  6. Desert and aeolian processes
  7. Karst topography

**B. Reading Assignments:**

Reading assignments are required and may include, but are not limited to, the following:

- I. Laboratory manual.
- II. Reading assignments.
- III. A geographic atlas.
- IV. Instructor-prepared exercises and demonstrations.
- V. Textbook assignments.
- VI. Scientific journal articles.

**C. Writing Assignments:**

Writing assignments are required and may include, but are not limited to, the following:

- I. Laboratory exercises and reports.
- II. Field notes.
- III. Geographic journals.
- IV. Summative visual and written presentations.

**D. Appropriate Assignments that Demonstrate Critical Thinking:**

Critical thinking assignments are required and may include, but are not limited to, the following:

- I. Preparation of lab assignments and reports.
- II. Solve problems using spatial methods.
- III. Synthesize and interpret spatial data.
- IV. Create and interpret maps.
- V. Videos relating to the assigned exercises.
- VI. Online exercises.

**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. The assignment of a specific number of laboratory exercises, each worth a specific number of points.
- II. Objective tests or quizzes demonstrating a student's ability to solve spatially related problems.
- III. Oral reports and multi-media or video presentations.
- IV. In-person or online class participation.

**3. METHODS OF INSTRUCTION:**

Methods of instruction may include, but are not limited to, the following:

- \* Audio-Visual
- \* Collaborative Learning
- \* Distance Education (Fully online)
- \* Laboratory
- \* Other (Specify)
  - \* 1. Demonstration by the instructor in introducing laboratory exercises and in guiding student's through

the exercises.

- \* 2. Visual aids, such as slides, videos, DVDs, computer programs, CD-ROMs;
- \* 3. Review of completed exercises, quizzes, and tests;
- \* 4. Homework and extended class projects;
- \* 5. Field observation and field trips.

#### **4. REQUIRED TEXTS AND SUPPLIES:**

Textbooks may include, but are not limited to:

##### **TEXTBOOKS:**

1. Christopherson, Robert and Charles E. Thompson. Applied Physical Geography: Geosystems in the Laboratory, 10th ed. Pearson, 2017, ISBN: 9780134686363
2. Hess, Darrel. Physical Geography Laboratory Manual: A Landscape Appreciation, 12th ed. Prentice Hall, 2017, ISBN: 9780134561011
3. Lemke, Karen, Michael Ritter, and Neil Heywood. Physical Geography Lab Manual, McGraw-Hill, 2009, ISBN: 9780077276034
4. McNally, Rand. Goode's World Atlas, 23rd ed. Pearson, 2017, ISBN: 9780133864649
5. Ray, Waverly C. et al. Physical Geography Lab Manual, <http://cageoglab.populr.me/manual>. CC-BY-NC 4.0 license., 2020, ISBN: 0000000000000
6. Strahler, Alan H and Mark Potosnak. Laboratory Manual for Physical Geography, 2nd ed. Wiley Press, 2013, ISBN: 978118090541

##### **MANUALS:**

##### **PERIODICALS:**

##### **SOFTWARE:**

##### **SUPPLIES:**

1. Students may be required to purchase lab kits.
2. Appropriate laboratory manuals, atlases, and texts.
3. Mechanical graphite pencils, colored pencils, and erasers.
4. Rulers, drawing compass, protractors.
5. Index cards and construction paper.
6. Other supplies as required by the instructor.

**ORIGINATOR:** Lisa Chaddock

**ORIGINATION DATE:** 08/10/2020

**PROPOSAL ORIGINATOR:** Waverly Ray

**CO-CONTRIBUTOR(S)**

**PROPOSAL DATE:** 01/25/2023

**SAN DIEGO COMMUNITY COLLEGE DISTRICT  
COURSE PROPOSAL IMPACT REPORT**

**COURSE TO BE PROPOSED:** GEOG 101L  
Physical Geography Laboratory

**ACTIVE/APPROVED COURSES IMPACTED:**

GEOG 101L Physical Geography Laboratory (29504)

Advisory

RTVF 148 (Active)

**DISTRICT GENERAL EDUCATION:**

B2 Natural Sciences - Physical Sciences

**ACTIVE/APPROVED/PROPOSED PROGRAMS IMPACTED:**

( Mesa )

Anthropology \*Active\*;

**Associate in Arts for Transfer Degree**

Category C: Select One or Two of the Following Courses (3 units):

( 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 )

Geography \*Active\*;

**Associate in Arts for Transfer Degree**

Major Courses

( City )

Geography \*Active\*;

**Associate in Arts for Transfer Degree**

Major Courses

( Mesa )

Geography \*Active\*;

**Associate of Arts Degree**

Courses Required for the Major:

( City )  
Geography \*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

( Mesa )  
Physical Sciences \*Active\*;  
**Associate of Science Degree**

At least 3 units from the following:

( Mesa )  
Physical Sciences \*Launched\*;  
**Associate of Science Degree**

At least 3 units from the following:

( Mesa )  
Physical Sciences \*Active\*;  
**Certificate of Achievement**

At least 3 units from the following:

( Mesa )  
Physical Sciences \*Launched\*;  
**Certificate of Achievement**

At least 3 units from the following:

( Miramar )  
Social and Behavioral Sciences \*Active\*;  
**Associate of Arts Degree**

Select at least 12 units from the following Social and Behavioral Sciences core courses:

( Mesa )  
Sustainability \*Active\*;

**Associate of Arts Degree**

Select 3 - 5 units from the following:

( Mesa )

Sustainability \*Active\*;

**Certificate of Achievement**

SELECT THREE TO FIVE UNITS FROM THE FOLLOWING:

# SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY , MESA AND MIRAMAR COLLEGES

## Course Outline of Record: Curriculum Proposal Report

### SECTION I

- I. **Subject Area:** Geography
- II. **Course Number:** 101L
- III. **Course Title:** Physical Geography Laboratory
- IV. **Disciplines (Instructor Minimum Qualifications):** Geography
- V.
- VI. **Family:**
- VII. **Current Short Title:** Physical Geography Laboratory
- VIII. **Course Is Active/Where?**
- 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:** 01/25/2023
- XIII. **Proposed Start Semester:** Fall 2023
- XIV. **Field Trip:** May be required
- XV. **Grading Option:** Grade Only
- XVI. **Current Short Description:** Covers geographic grid, atlases, Google Earth, remote sensing and GIS, weather and climate, and soils, biomes and landforms.

### SECTION II

#### COURSE ENROLLMENT INFORMATION

- I. **Requisites:**  
Corequisite: Completion of or concurrent enrollment in: GEOG 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 classics/latest edition, 10/2021

#### COURSE ANALYSIS DATA

- I. **Reason for Proposed Action:** Revise Mesa Distance Ed to Fully Online with minor verbiage updates.
- 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:** None.
- 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**

**Knowledge of principles of Physical Geography: GEOG 101 pre-requisite or co-requisite required.**

- I. Course: GEOG 101** Diagram the Earth and its revolution around the Sun in order to explain the causes of the seasons.
- II. Course: GEOG 101** Explain how map projections result in different types of distortion.
- III. Course: GEOG 101** Diagram and explain the Earth's energy budget.
- IV. Course: GEOG 101** Diagram and explain the composition, temperature, and function layers of the atmosphere.
- V. Course: GEOG 101** Explain how the global atmospheric and oceanic circulations are generated.
- VI. Course: GEOG 101** Assess how heat, pressure, and water in the atmosphere influence the formation of air masses, fronts, and weather patterns.
- VII. Course: GEOG 101** Describe the processes of climate change and evaluate its effects on the Earth's four spheres.
- VIII. Course: GEOG 101** Analyze the hydrologic cycle as it relates to groundwater and surface water.
- IX. Course: GEOG 101** Analyze and interpret spatial patterns of climates, vegetation, soils, landforms, and water on the Earth's surface.
- X. Course: GEOG 101** Discuss the interconnections between humans and the environment.
- XI. Course: GEOG 101** Explain how plate tectonics and internal processes impact the surface of the Earth.
- XII. Course: GEOG 101** Explain how landforms are formed and changed by gravity, running water, ice, waves, and wind.
- XIII. Course: GEOG 101** Describe the process of soil formation and the geographic distribution of soils.
- XIV. Course: GEOG 101** Analyze and evaluate how the physical environment influences and interacts with biomes and ecosystems.
- XV. Course: GEOG 101** Explain how current environmental issues are connected to physical geography processes in the biosphere, lithosphere, atmosphere, and hydrosphere.
- XVI. Course: GEOG 101** Apply critical thinking and problem solving skills, including writing and diagramming, to physical geography topics.

**SECTION III**

**COURSE DISTANCE EDUCATION INFORMATION**

- I. MESA**
- II. Distance Education Methods of Instruction:** 1. Fully Online
- III. Other Distance Education Methods:**
- IV. Type and frequency of contact may include, but is not limited to:**
  - 1. Announcements  
As needed
  - 2. Chat Rooms  
As needed
  - 3. Collaborative Web Documents  
As needed
  - 4. Conferencing  
Frequent
  - Participant/s:** Faculty to Student/s , Among Students
  - 5. Discussion Board  
Once or twice per week
  - 6. Email/Message System  
Frequent
  - 7. Field Trips  
As required, May be required
  - 8. Individual Meetings  
As needed, may be held on campus or online
  - 9. Synchronous or Asynchronous Video

Frequent

- V. **List of Techniques:** Online instruction includes regular student-to-student and instructor-to-student communication. Telephone calls between students and the instructor may be used to discuss questions and concerns throughout the course. E-mail may be used for asynchronous instructor-to-student and student-to-student communication. Chat rooms may be used for synchronous interaction between students and between the instructor and students. Threaded discussions may be used for instructor-to-student and student-to-student asynchronous group communication. Live-classroom may be used for synchronous online lectures, meetings and office hour meetings as appropriate. Video, audio, learning objects and archived live-classroom lectures may be included for students to interact with asynchronously where appropriate. Assignments and tests that will be used in the Distance Education course will be exactly the same as those in the traditional course. Students will submit all course work (tests and assignments) electronically to the instructor for grading. Distance Education approval for this course is proposed as an emergency measure to be employed only during any prolonged period when direct classroom instruction is not possible (per title 5 - 5 CCR Â§ 58146).
- 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 lab exercises, assignments and tests will be submitted electronically to the students. Performance on timed lab exercises, online quizzes and tests. Performance on class participation through threaded discussions. Performance on written assignments analyzing a variety of topics related to Physical Geography.
- 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. Text alternatives for any non-text content; making it easier for users to see and hear content including separating foreground from background; making text content readable and understandable will be done. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). 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  
**Participant/s:** Faculty to Student/s
  2. Chat Rooms  
as needed
  3. Collaborative Web Documents  
as assigned  
**Participant/s:** Faculty to Student/s , Among Students
  4. Conferencing  
as assigned  
**Participant/s:** Faculty to Student/s
  5. Discussion Board  
at least one time during the term  
**Participant/s:** Among Students
  6. Email/Message System  
as needed  
**Participant/s:** Faculty to Student/s , Among Students
  7. Field Trips  
as assigned  
**Participant/s:** Faculty to Student/s , Among Students
  8. Group Meetings  
as assigned  
**Participant/s:** Faculty to Student/s , Among Students
  9. Individual Meetings  
as needed  
**Participant/s:** Faculty to Student/s
  10. Individualized Assignment Feedback  
as assigned  
**Participant/s:** Faculty to Student/s , Among Students
  11. Synchronous or Asynchronous Video

as assigned

**Participant/s:** Faculty to Student/s , Among Students

12. Telephone Contact

as needed

**Participant/s:** Faculty to Student/s

- 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 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, 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
- XVII. **MIRAMAR**
- XVIII. **Distance Education Methods of Instruction:** 1. Online-Emergency Only
- XIX. **Other Distance Education Methods:** Must include synchronous online video meetings during specific times designated in the class schedule.
- XX. **Type and frequency of contact may include, but is not limited to:**
1. Announcements  
weekly via the "announcements" tool or during the required synchronous portion of the class
  2. Collaborative Web Documents  
as assigned
  3. Conferencing  
as assigned
  4. Discussion Board  
as assigned
  5. Email/Message System  
as needed
  6. Individual Meetings  
as needed
  7. Individualized Assignment Feedback  
on all lab exercises as assigned
  8. Synchronous or Asynchronous Video  
Students are required to attend synchronous video meetings during times specified in the course schedule. During these meetings, the use of tools, such as Google Earth and Geographic Information Systems (GIS), will be demonstrated and lab exercises will be explained.
  9. Telephone Contact  
as needed
- XXI. **List of Techniques:** Students interact with each other and the instructor in ways that mirror the traditional classroom during the synchronous online video portion of the course. Other asynchronous methods include one-on-one communication with the instructor and with other students via email, the announcement system, the discussion board, or other tools. The use of tools, such as Google Earth and Geographic Information Systems (GIS), will be demonstrated during synchronous video meetings. Lab exercises will be explained during synchronous video meetings and students will complete them during the asynchronous portion of the course. Students may 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 are used to assess student learning objectives. These include performance on objective examinations administered via the assessment tool, lab exercises, 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**

- Write or speak about practical observations in Physical Geography, thereby addressing problems, formulating theses, making arguments, analyzing and weighing evidence, and deriving conclusions.
- Comprehend the primary spatial aspects of the earth's natural phenomena, including the topics of weather and climate, natural vegetation, soils and landforms.
- Students will apply through lab work the development of Geography 101 comprehension; this will be accomplished through oral or written exams
- Comprehend the primary spatial aspects of the earth's natural phenomena, including the topics of weather and climate, natural vegetation, soils and landforms.
- Think critically in reading, writing, and/or speaking about practical observations in Physical Geography, thereby identifying problems, theses, arguments, evidence and conclusions.
- Solve required problems using specific instruments and within a given timeframe.
- Solve required problems using specific instruments and within a given timeframe.
- Demonstrate an ability to understand applications and implications of technology and to use technology in ways appropriate to the situation. This outcome includes information competency skills.

**MESA**

- Write or speak about practical observations in Physical Geography, thereby addressing problems, formulating theses, making arguments, analyzing and weighing evidence, and deriving conclusions.
- Think critically in reading, writing, and/or speaking about practical observations in Physical Geography, thereby identifying problems, theses, arguments, evidence and conclusions.
- Demonstrate an ability to understand applications and implications of technology and to use technology in ways appropriate to the situation. This outcome includes information competency skills.

**MIRAMAR**

- Students will apply through lab work the development of Geography 101 comprehension; this will be accomplished through oral or written exams

**SECTION V**

**COURSE DATA ADMINISTRATION ELEMENTS**

**I. Codes:**

**California Classification:** (Y Credit Course)

**TOP Code:** 2206.00 Geography

**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: 01/25/2023**

**IV. Last Outline Revision Date: 02/24/2022**

**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

GEOG 101L

CIC Approval: 02/24/2022  
BOT APPROVAL:  
STATE APPROVAL:  
EFFECTIVE TERM: Fall 2023

### SAN DIEGO COMMUNITY COLLEGE DISTRICT CITY, MESA, AND MIRAMAR COLLEGES ASSOCIATE DEGREE COURSE OUTLINE

#### SECTION I

**SUBJECT AREA AND COURSE NUMBER:** Geography 101L

**COURSE TITLE:**

Physical Geography Laboratory

**Units:**  
1  
Grade Only

**CATALOG COURSE DESCRIPTION:**

This course requires practical observations and applications of the geographic grid, atlases, and topographic maps, weather and climate, natural vegetation and soils, and landforms. This includes exercises in remote sensing and computer tools for data analysis, including Google Earth and Geographic Information Systems (GIS). This course is designed for students interested in geography, geology, or Earth science.

**REQUISITES:**

**Corequisite: Completion of or concurrent enrollment in:**  
GEOG 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:**

GEOG 111

**TOTAL LECTURE HOURS:**

**TOTAL LAB HOURS:**  
48 - 54

**TOTAL CONTACT HOURS:**  
48 - 54

**OUTSIDE-OF-CLASS HOURS:**

**TOTAL STUDENT LEARNING HOURS:**  
48 - 54

**STUDENT LEARNING OBJECTIVES:**

Upon successful completion of the course the student will be able to:

1. Explain the primary spatial aspects of Earth's natural spheres and interrelated cycles, including the topics of weather and climate, climate change, water resources, soils, biota, landforms, and nature-society interactions.
2. Interpret, model and solve spatial quantitative problems through the organization and analysis of Earth science-related data.
3. Observe and identify the patterns of distribution and change in the Earth's weather and climate, water resources, soils, biota, landforms, and nature-society interactions.
4. Evaluate and explain the anthropogenic causes of climate change and its impacts on the biosphere, lithosphere, and hydrosphere.
5. Collect, organize, interpret, analyze, and communicate spatial data and information through the use of maps,

## Current Report

GEOG 101L

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:** Geography 101L

**COURSE TITLE:**

Physical Geography Laboratory

**Units:**  
1  
Grade Only

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This course requires practical observations and applications of the geographic grid, atlases, and topographic maps, weather and climate, natural vegetation and soils, and landforms. This includes exercises in remote sensing and computer tools for data analysis, including Google Earth and Geographic Information Systems (GIS). This course is designed for students interested in geography, geology, or Earth science.

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**Corequisite: Completion of or concurrent enrollment in:**  
GEOG 101 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:**

GEOG 111

**TOTAL LECTURE HOURS:**

**TOTAL LAB HOURS:**  
48 - 54

**TOTAL CONTACT HOURS:**  
48 - 54

**OUTSIDE-OF-CLASS HOURS:**

**TOTAL STUDENT LEARNING HOURS:**  
48 - 54

**STUDENT LEARNING OBJECTIVES:**

Upon successful completion of the course the student will be able to:

1. Explain the primary spatial aspects of Earth's natural spheres and interrelated cycles, including the topics of weather and climate, climate change, water resources, soils, biota, landforms, and nature-society interactions.
2. Interpret, model and solve spatial quantitative problems through the organization and analysis of Earth science-related data.
3. Observe and identify the patterns of distribution and change in the Earth's weather and climate, water resources, soils, biota, landforms, and nature-society interactions.
4. Evaluate and explain the anthropogenic causes of climate change and its impacts on the biosphere, lithosphere, and hydrosphere.
5. Collect, organize, interpret, analyze, and communicate spatial data and information through the use of maps, charts, tables, diagrams, GIS, and remote sensing.
6. Synthesize spatial data and information by utilizing scientific inquiry and spatial analysis methods and

charts, tables, diagrams, GIS, and remote sensing.

6. Synthesize spatial data and information by utilizing scientific inquiry and spatial analysis methods and instruments.

7. Recognize physical geography features in the field and collect fieldwork data.

8. Demonstrate through modeling, statistical analysis, and experiments, an understanding of the Earth as an integrated system, and how change in a single system, either through natural or human activities, can create change throughout the lithosphere, atmosphere, hydrosphere, and biosphere.

## 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. Earth-sun geometry

- A. Seasons
- B. Rotation
- C. Revolution
- D. Tilt

##### II. Map interpretation and geotechnologies

- A. Map interpretation
  1. The geographic grid
  2. Map projections
  3. Topographic maps
- B. Geotechnologies
  1. Geographic information systems (GIS)
  2. Global positioning system (GPS)
  3. Remote sensing

##### III. The atmosphere and hydrosphere

- A. Solar radiation temperature patterns and Earth's energy budget
- B. Layers of the atmosphere
- C. Pressure winds and ocean currents
- D. Atmospheric lifting mechanisms moisture and precipitation
- E. Air masses fronts severe weather and weather prediction
- F. Climate classification
- G. Global warming the enhanced greenhouse effect and climate change
- H. The water cycle

##### IV. Biogeography

- A. Biogeochemical cycles
- B. Soils
- C. Spatial distribution of flora and fauna
- D. Ecosystems and habitats
- E. Ecological hotspots
- F. Climate change impacts
- G. Nature-society interactions

##### V. The lithosphere and hydrosphere

- A. The rock cycle and plate tectonics
  1. Earthquakes
  2. Volcanoes
- B. Landform processes
  1. Weathering erosion and deposition
  2. Mass wasting
  3. Coastal and marine processes
  4. Glacial processes
  5. Fluvial processes
  6. Desert and aeolian processes
  7. Karst topography

#### B. Reading Assignments:

Reading assignments are required and may include, but are not limited to, the following:

- I. Laboratory manual.
- II. Reading assignments.
- III. A geographic atlas.
- IV. Instructor-prepared exercises and demonstrations.
- V. Textbook assignments.
- VI. Scientific journal articles.

#### C. Writing Assignments:

instruments.

7. Recognize physical geography features in the field and collect fieldwork data.

8. Demonstrate through modeling, statistical analysis, and experiments, an understanding of the Earth as an integrated system, and how change in a single system, either through natural or human activities, can create change throughout the lithosphere, atmosphere, hydrosphere, and biosphere.

## SECTION II

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  1. The geographic grid
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  1. Geographic information systems (GIS)
  2. Global positioning system (GPS)
  3. Remote sensing

##### III. The atmosphere and hydrosphere

- A. Solar radiation temperature patterns and Earth's energy budget
- B. Layers of the atmosphere
- C. Pressure winds and ocean currents
- D. Atmospheric lifting mechanisms moisture and precipitation
- E. Air masses fronts severe weather and weather prediction
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- III. A geographic atlas.
- IV. Instructor-prepared exercises and demonstrations.
- V. Textbook assignments.
- VI. Scientific journal articles.

#### C. Writing Assignments:

Writing assignments are required and may include, but are not limited to, the following:

Writing assignments are required and may include, but are not limited to, the following:

- I. Laboratory exercises and reports.
- II. Field notes.
- III. Geographic journals.
- IV. Summative visual and written presentations.

**D. Appropriate Assignments that Demonstrate Critical Thinking:**

Critical thinking assignments are required and may include, but are not limited to, the following:

- I. Preparation of lab assignments and reports.
- II. Solve problems using spatial methods.
- III. Synthesize and interpret spatial data.
- IV. Create and interpret maps.
- V. Videos relating to the assigned exercises.
- VI. Online exercises.

**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. The assignment of a specific number of laboratory exercises, each worth a specific number of points.
- II. Objective tests or quizzes demonstrating a student's ability to solve spatially related problems.
- III. Oral reports and multi-media or video presentations.
- IV. In-person or online class participation.

**3. METHODS OF INSTRUCTION:**

Methods of instruction may include, but are not limited to, the following:

- \* Audio-Visual
- \* Collaborative Learning
- \* Distance Education (Fully online)
- \* Laboratory
- \* Other (Specify)
- \* 1. Demonstration by the instructor in introducing laboratory exercises and in guiding student's through the exercises.
- \* 2. Visual aids, such as slides, videos, DVDs, computer programs, CD-ROMs;
- \* 3. Review of completed exercises, quizzes, and tests;
- \* 4. Homework and extended class projects;
- \* 5. Field observation and field trips.

**4. REQUIRED TEXTS AND SUPPLIES:**

Textbooks may include, but are not limited to:

**TEXTBOOKS:**

1. Christopherson, Robert and Charles E. Thompson. Applied Physical Geography: Geosystems in the Laboratory, 10th ed. Pearson, 2017, ISBN: 9780134686363
2. Hess, Darrel. Physical Geography Laboratory Manual: A Landscape Appreciation, 12th ed. Prentice Hall, 2017, ISBN: 9780134561011
3. Lemke, Karen, Michael Ritter, and Neil Heywood. Physical Geography Lab Manual, McGraw-Hill, 2009, ISBN: 9780077276034
4. McNally, Rand. Goode's World Atlas, 23rd ed. Pearson, 2017, ISBN: 9780133864649
5. Ray, Waverly C. et al. Physical Geography Lab Manual, <http://cageoglab.populr.me/manual>. CC-BY-NC 4.0 license., 2020, ISBN: 00000000000000
6. Strahler, Alan H and Mark Potosnak. Laboratory Manual for Physical Geography, 2nd ed. Wiley Press, 2013, ISBN: 978118090541

**MANUALS:**

**PERIODICALS:**

**SOFTWARE:**

**SUPPLIES:**

1. Appropriate laboratory manuals, atlases, and texts.
2. Mechanical graphite pencils, colored pencils, and erasers.

- I. Laboratory exercises and reports.
- II. Field notes.
- III. Geographic journals.
- IV. Summative visual and written presentations.

**D. Appropriate Assignments that Demonstrate Critical Thinking:**

Critical thinking assignments are required and may include, but are not limited to, the following:

- I. Preparation of lab assignments and reports.
- II. Solve problems using spatial methods.
- III. Synthesize and interpret spatial data.
- IV. Create and interpret maps.
- V. Videos relating to the assigned exercises.
- VI. Online exercises.

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- I. The assignment of a specific number of laboratory exercises, each worth a specific number of points.
- II. Objective tests or quizzes demonstrating a student's ability to solve spatially related problems.
- III. Oral reports and multi-media or video presentations.
- IV. In-person or online class participation.

**3. METHODS OF INSTRUCTION:**

Methods of instruction may include, but are not limited to, the following:

- \* Audio-Visual
- \* Collaborative Learning
- \* Distance Education (Fully online)
- \* Laboratory
- \* Other (Specify)
- \* 1. Demonstration by the instructor in introducing laboratory exercises and in guiding student's through the exercises.
- \* 2. Visual aids, such as slides, videos, DVDs, computer programs, CD-ROMs;
- \* 3. Review of completed exercises, quizzes, and tests;
- \* 4. Homework and extended class projects;
- \* 5. Field observation and field trips.

**4. REQUIRED TEXTS AND SUPPLIES:**

Textbooks may include, but are not limited to:

**TEXTBOOKS:**

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2. Hess, Darrel. Physical Geography Laboratory Manual: A Landscape Appreciation, 12th ed. Prentice Hall, 2017, ISBN: 9780134561011
3. Lemke, Karen, Michael Ritter, and Neil Heywood. Physical Geography Lab Manual, McGraw-Hill, 2009, ISBN: 9780077276034
4. McNally, Rand. Goode's World Atlas, 23rd ed. Pearson, 2017, ISBN: 9780133864649
5. Ray, Waverly C. et al. Physical Geography Lab Manual, <http://cageoglab.populr.me/manual>. CC-BY-NC 4.0 license., 2020, ISBN: 00000000000000
6. Strahler, Alan H and Mark Potosnak. Laboratory Manual for Physical Geography, 2nd ed. Wiley Press, 2013, ISBN: 978118090541

**MANUALS:**

**PERIODICALS:**

**SOFTWARE:**

**SUPPLIES:**

1. Students may be required to purchase lab kits.
2. Appropriate laboratory manuals, atlases, and texts.
3. Mechanical graphite pencils, colored pencils, and erasers.
4. Rulers, drawing compass, protractors.
5. Index cards and construction paper.
6. Other supplies as required by the instructor.

3. Rulers, drawing compass, protractors.
4. Index cards and construction paper.
5. Other supplies as required by the instructor.
6. Students may be required to purchase lab kits.

**ORIGINATOR:** Lisa Chaddock  
**ORINATION DATE:** 03/15/2011  
**PROPOSAL ORIGINATOR:** Lisa Chaddock  
**CO-CONTRIBUTOR(S)** Angela Testado,Elizabeth Norvell,Jennifer Boots,Waverly Ray  
**PROPOSAL DATE:** 08/10/2020

Status: Approved

Date Printed: 03/9/2023

**ORIGINATOR:** Lisa Chaddock  
**ORINATION DATE:** 08/10/2020  
**PROPOSAL ORIGINATOR:** Waverly Ray  
**CO-CONTRIBUTOR(S)**  
**PROPOSAL DATE:** 01/25/2023

Status: Launched

Date Printed: 03/9/2023

# Previous Report

SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY , MESA AND MIRAMAR COLLEGES

Course Outline of Record:  
Curriculum Proposal Report

## SECTION I

- I. **Subject Area:** Geography
- II. **Course Number:** 101L
- III. **Course Title:** Physical Geography Laboratory
- IV. **Disciplines (Instructor Minimum Qualifications):** Geography
- V.
- VI. **Family:**
- VII. **Current Short Title:** Physical Geography Laboratory
- VIII. **Course Is Active/Where?** CITY , MESA AND MIRAMAR
- IX. **Originating Campus:** CITY
- X. **Action Proposed:** Course Revision (May Include Activation)
- XI. **Distance Education Proposed At:** Mesa , City and Miramar
- XII. **Proposal Originating Date:** 08/10/2020
- XIII. **Proposed Start Semester:** Fall 2023
- XIV. **Field Trip:** May be required
- XV. **Grading Option:** Grade Only
- XVI. **Current Short Description:** Covers geographic grid, atlases, GIS, weather and climate, and soils and landforms.  
**Proposed Short Description:** Covers geographic grid, atlases, Google Earth, remote sensing and GIS, weather and climate, and soils, biomes and landforms.

## SECTION II

### COURSE ENROLLMENT INFORMATION

- I. **Requisites:**  
Corequisite: Completion of or concurrent enrollment in: GEOG 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 classics/latest edition, 10/2021

### COURSE ANALYSIS DATA

- I. **Reason for Proposed Action:** Six Year Review, and to update the course standards to include state-of-the-art scientific and technological advances, as well as to be in alignment with current CID course requirements. Revise catalog course description. Update textbooks (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 3. Major Requirement - Certificate of Achievement
- V. **Extraordinary Cost to the College:** not applicable.
- VI. **Library Resource Materials:** None needed..

### GENERAL EDUCATION ANALYSIS

**CSU General Education:**  
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:** Geography
- II. **Course Number:** 101L
- III. **Course Title:** Physical Geography Laboratory
- IV. **Disciplines (Instructor Minimum Qualifications):** Geography
- V.
- VI. **Family:**
- VII. **Current Short Title:** Physical Geography Laboratory
- VIII. **Course Is Active/Where?**
- 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:** 01/25/2023
- XIII. **Proposed Start Semester:** Fall 2023
- XIV. **Field Trip:** May be required
- XV. **Grading Option:** Grade Only
- XVI. **Current Short Description:** Covers geographic grid, atlases, Google Earth, remote sensing and GIS, weather and climate, and soils, biomes and landforms.

## SECTION II

### COURSE ENROLLMENT INFORMATION

- I. **Requisites:**  
Corequisite: Completion of or concurrent enrollment in: GEOG 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 classics/latest edition, 10/2021

### COURSE ANALYSIS DATA

- I. **Reason for Proposed Action:** Revise Mesa Distance Ed to Fully Online with minor verbiage updates.
- 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:** None.
- 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:**

**District General Education:**

B2 Natural Sciences - Physical Sciences

**IGETC:**

Area 5. Physical and Biological Sciences - 5C: Science Laboratory

**UC Transfer Course:**

Yes

**REQUISITES ANALYSIS**

Knowledge of principles of Physical Geography: GEOG 101 pre-requisite or co-requisite required.

**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. Chat Rooms  
As needed
3. Collaborative Web Documents  
As needed
4. Conferencing  
Frequent

**Participant/s:** Faculty to Student/s , Among Students

5. Discussion Board  
Once or twice per week
6. Email/Message System  
Frequent
7. Field Trips  
As required, May be required
8. Individual Meetings  
As needed, may be held on campus or online
9. Synchronous or Asynchronous Video  
Frequent

**V. List of Techniques:** 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. Distance Education approval for this course is proposed as an emergency measure to be employed only during any prolonged period when direct classroom instruction is not possible (per title 5 - 5 CCR Â§ 58146).

**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 lab exercises, assignments and tests will be submitted electronically to the students. Performance on timed lab exercises, online quizzes and tests. Performance on class participation through threaded discussions. Performance on written assignments analyzing a variety of topics related to Physical Geography.

**VII. Additional Resources/Materials/Information:** Additional Resources \* SDCCD and DSPS personnel will provide all needed accommodations. DSPS will provide a student in an online classroom with the same level of support as an on-campus student. Provide text alternatives for any non-text content; Make it easier for users to see and hear content including separating foreground from background; Make text content readable and understandable. Distance education techniques used in this course will be accessible to individuals with

B2 Natural Sciences - Physical Sciences

**IGETC:**

Area 5. Physical and Biological Sciences - 5C: Science Laboratory

**UC Transfer Course:**

Yes

**REQUISITES ANALYSIS**

Knowledge of principles of Physical Geography: GEOG 101 pre-requisite or co-requisite required.

- I. Course: GEOG 101 Diagram the Earth and its revolution around the Sun in order to explain the causes of the seasons.
- II. Course: GEOG 101 Explain how map projections result in different types of distortion.
- III. Course: GEOG 101 Diagram and explain the Earth's energy budget.
- IV. Course: GEOG 101 Diagram and explain the composition, temperature, and function layers of the atmosphere.
- V. Course: GEOG 101 Explain how the global atmospheric and oceanic circulations are generated.
- VI. Course: GEOG 101 Assess how heat, pressure, and water in the atmosphere influence the formation of air masses, fronts, and weather patterns.
- VII. Course: GEOG 101 Describe the processes of climate change and evaluate its effects on the Earth's four spheres.
- VIII. Course: GEOG 101 Analyze the hydrologic cycle as it relates to groundwater and surface water.
- IX. Course: GEOG 101 Analyze and interpret spatial patterns of climates, vegetation, soils, landforms, and water on the Earth's surface.
- X. Course: GEOG 101 Discuss the interconnections between humans and the environment.
- XI. Course: GEOG 101 Explain how plate tectonics and internal processes impact the surface of the Earth.
- XII. Course: GEOG 101 Explain how landforms are formed and changed by gravity, running water, ice, waves, and wind.
- XIII. Course: GEOG 101 Describe the process of soil formation and the geographic distribution of soils.
- XIV. Course: GEOG 101 Analyze and evaluate how the physical environment influences and interacts with biomes and ecosystems.
- XV. Course: GEOG 101 Explain how current environmental issues are connected to physical geography processes in the biosphere, lithosphere, atmosphere, and hydrosphere.
- XVI. Course: GEOG 101 Apply critical thinking and problem solving skills, including writing and diagramming, to physical geography topics.

**SECTION III****COURSE DISTANCE EDUCATION INFORMATION****I. MESA****II. Distance Education Methods of Instruction:** 1. Fully Online**III. Other Distance Education Methods:****IV. Type and frequency of contact may include, but is not limited to:**

1. Announcements  
As needed
2. Chat Rooms  
As needed
3. Collaborative Web Documents  
As needed
4. Conferencing  
Frequent

**Participant/s:** Faculty to Student/s , Among Students

5. Discussion Board  
Once or twice per week
6. Email/Message System  
Frequent
7. Field Trips  
As required, May be required
8. Individual Meetings  
As needed, may be held on campus or online
9. Synchronous or Asynchronous Video

disabilities (Sections 504 and 508 of the Rehabilitation Act). 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

**Participant/s:** Faculty to Student/s

2. Chat Rooms  
as needed

3. Collaborative Web Documents  
as assigned

**Participant/s:** Faculty to Student/s , Among Students

4. Conferencing  
as assigned

**Participant/s:** Faculty to Student/s

5. Discussion Board  
at least one time during the term

**Participant/s:** Among Students

6. Email/Message System  
as needed

**Participant/s:** Faculty to Student/s , Among Students

7. Field Trips  
as assigned

**Participant/s:** Faculty to Student/s , Among Students

8. Group Meetings  
as assigned

**Participant/s:** Faculty to Student/s , Among Students

9. Individual Meetings  
as needed

**Participant/s:** Faculty to Student/s

10. Individualized Assignment Feedback  
as assigned

**Participant/s:** Faculty to Student/s , Among Students

11. Synchronous or Asynchronous Video  
as assigned

**Participant/s:** Faculty to Student/s , Among Students

12. Telephone Contact  
as needed

**Participant/s:** Faculty to Student/s

**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 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, 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

**XVII. MIRAMAR**

**XVIII. Distance Education Methods of Instruction:** 1. Online-Emergency Only

**XIX. Other Distance Education Methods:** Must include synchronous online video meetings during specific times designated in the class schedule.

**XX. Type and frequency of contact may include, but is not limited to:**

1. Announcements  
weekly via the "announcements" tool or during the required synchronous portion of the class

**Frequent**

**V. List of Techniques:** Online instruction includes regular student-to-student and instructor-to-student communication. Telephone calls between students and the instructor may be used to discuss questions and concerns throughout the course. E-mail may be used for asynchronous instructor-to-student and student-to-student communication. Chat rooms may be used for synchronous interaction between students and between the instructor and students. Threaded discussions may be used for instructor-to-student and student-to-student asynchronous group communication. Live-classroom may be used for synchronous online lectures, meetings and office hour meetings as appropriate. Video, audio, learning objects and archived live-classroom lectures may be included for students to interact with asynchronously where appropriate. Assignments and tests that will be used in the Distance Education course will be exactly the same as those in the traditional course. Students will submit all course work (tests and assignments) electronically to the instructor for grading. Distance Education approval for this course is proposed as an emergency measure to be employed only during any prolonged period when direct classroom instruction is not possible (per title 5 - 5 CCR A§ 58146).

**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 lab exercises, assignments and tests will be submitted electronically to the students. Performance on timed lab exercises, online quizzes and tests. Performance on class participation through threaded discussions. Performance on written assignments analyzing a variety of topics related to Physical Geography.

**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. Text alternatives for any non-text content; making it easier for users to see and hear content including separating foreground from background; making text content readable and understandable will be done. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). 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

**Participant/s:** Faculty to Student/s

2. Chat Rooms  
as needed

3. Collaborative Web Documents  
as assigned

**Participant/s:** Faculty to Student/s , Among Students

4. Conferencing  
as assigned

**Participant/s:** Faculty to Student/s

5. Discussion Board  
at least one time during the term

**Participant/s:** Among Students

6. Email/Message System  
as needed

**Participant/s:** Faculty to Student/s , Among Students

7. Field Trips  
as assigned

**Participant/s:** Faculty to Student/s , Among Students

8. Group Meetings  
as assigned

**Participant/s:** Faculty to Student/s , Among Students

9. Individual Meetings  
as needed

**Participant/s:** Faculty to Student/s

10. Individualized Assignment Feedback  
as assigned

**Participant/s:** Faculty to Student/s , Among Students

11. Synchronous or Asynchronous Video  
as assigned

**Participant/s:** Faculty to Student/s , Among Students

12. Telephone Contact  
as needed

**Participant/s:** Faculty to Student/s

2. Collaborative Web Documents as assigned
3. Conferencing as assigned
4. Discussion Board as assigned
5. Email/Message System as needed
6. Individual Meetings as needed
7. Individualized Assignment Feedback on all lab exercises as assigned
8. Synchronous or Asynchronous Video  
Students are required to attend synchronous video meetings during times specified in the course schedule. During these meetings, the use of tools, such as Google Earth and Geographic Information Systems (GIS), will be demonstrated and lab exercises will be explained.
9. Telephone Contact as needed

**XXI. List of Techniques:** Students interact with each other and the instructor in ways that mirror the traditional classroom during the synchronous online video portion of the course. Other asynchronous methods include one-on-one communication with the instructor and with other students via email, the announcement system, the discussion board, or other tools. The use of tools, such as Google Earth and Geographic Information Systems (GIS), will be demonstrated during synchronous video meetings. Lab exercises will be explained during synchronous video meetings and students will complete them during the asynchronous portion of the course. Students may 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 are used to assess student learning objectives. These include performance on objective examinations administered via the assessment tool, lab exercises, 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

- Write or speak about practical observations in Physical Geography, thereby addressing problems, formulating theses, making arguments, analyzing and weighing evidence, and deriving conclusions.
- Comprehend the primary spatial aspects of the earth's natural phenomena, including the topics of weather and climate, natural vegetation, soils and landforms.
- Students will apply through lab work the development of Geography 101 comprehension; this will be accomplished through oral or written exams
- Comprehend the primary spatial aspects of the earth's natural phenomena, including the topics of weather and climate, natural vegetation, soils and landforms.
- Think critically in reading, writing, and/or speaking about practical observations in Physical Geography, thereby identifying problems, theses, arguments, evidence and conclusions.
- Solve required problems using specific instruments and within a given timeframe.
- Solve required problems using specific instruments and within a given timeframe.
- Demonstrate an ability to understand applications and implications of technology and to use technology in ways appropriate to the situation. This outcome includes information competency skills.

##### MESA

- Write or speak about practical observations in Physical Geography, thereby addressing problems, formulating theses, making arguments, analyzing and weighing evidence, and deriving conclusions.
- Think critically in reading, writing, and/or speaking about practical observations in Physical Geography, thereby identifying problems, theses, arguments, evidence and conclusions.
- Demonstrate an ability to understand applications and implications of technology and to use technology in ways appropriate to the situation. This outcome includes information competency skills.

##### MIRAMAR

- Students will apply through lab work the development of Geography 101 comprehension; this will be accomplished

**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 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, 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

#### XVII. MIRAMAR

**XVIII. Distance Education Methods of Instruction:** 1. Online-Emergency Only

**XIX. Other Distance Education Methods:** Must include synchronous online video meetings during specific times designated in the class schedule.

**XX. Type and frequency of contact may include, but is not limited to:**

1. Announcements  
weekly via the "announcements" tool or during the required synchronous portion of the class
2. Collaborative Web Documents as assigned
3. Conferencing as assigned
4. Discussion Board as assigned
5. Email/Message System as needed
6. Individual Meetings as needed
7. Individualized Assignment Feedback on all lab exercises as assigned
8. Synchronous or Asynchronous Video  
Students are required to attend synchronous video meetings during times specified in the course schedule. During these meetings, the use of tools, such as Google Earth and Geographic Information Systems (GIS), will be demonstrated and lab exercises will be explained.
9. Telephone Contact as needed

**XXI. List of Techniques:** Students interact with each other and the instructor in ways that mirror the traditional classroom during the synchronous online video portion of the course. Other asynchronous methods include one-on-one communication with the instructor and with other students via email, the announcement system, the discussion board, or other tools. The use of tools, such as Google Earth and Geographic Information Systems (GIS), will be demonstrated during synchronous video meetings. Lab exercises will be explained during synchronous video meetings and students will complete them during the asynchronous portion of the course. Students may 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 are used to assess student learning objectives. These include performance on objective examinations administered via the assessment tool, lab exercises, 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

through oral or written exams

## SECTION V

### COURSE DATA ADMINISTRATION ELEMENTS

#### I. Codes:

**California Classification:** (Y Credit Course)

**TOP Code:** 2206.00 Geography

**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: 08/10/2020

IV. Last Outline Revision Date: 02/24/2022

V. CIC Approval: 02/24/2022

VI. BOT Approval:

VII. State Approval:

VIII. Revised State Approval:

IX. Course Approval Effective Date: Fall 2023

## SECTION VI

### CREDIT FOR PRIOR LEARNING

- Write or speak about practical observations in Physical Geography, thereby addressing problems, formulating theses, making arguments, analyzing and weighing evidence, and deriving conclusions.
- Comprehend the primary spatial aspects of the earth's natural phenomena, including the topics of weather and climate, natural vegetation, soils and landforms.
- Students will apply through lab work the development of Geography 101 comprehension; this will be accomplished through oral or written exams
- Comprehend the primary spatial aspects of the earth's natural phenomena, including the topics of weather and climate, natural vegetation, soils and landforms.
- Think critically in reading, writing, and/or speaking about practical observations in Physical Geography, thereby identifying problems, theses, arguments, evidence and conclusions.
- Solve required problems using specific instruments and within a given timeframe.
- Solve required problems using specific instruments and within a given timeframe.
- Demonstrate an ability to understand applications and implications of technology and to use technology in ways appropriate to the situation. This outcome includes information competency skills.

## MESA

- Write or speak about practical observations in Physical Geography, thereby addressing problems, formulating theses, making arguments, analyzing and weighing evidence, and deriving conclusions.
- Think critically in reading, writing, and/or speaking about practical observations in Physical Geography, thereby identifying problems, theses, arguments, evidence and conclusions.
- Demonstrate an ability to understand applications and implications of technology and to use technology in ways appropriate to the situation. This outcome includes information competency skills.

## MIRAMAR

- Students will apply through lab work the development of Geography 101 comprehension; this will be accomplished through oral or written exams

## SECTION V

### COURSE DATA ADMINISTRATION ELEMENTS

#### I. Codes:

**California Classification:** (Y Credit Course)

**TOP Code:** 2206.00 Geography

**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: 01/25/2023

IV. Last Outline Revision Date: 02/24/2022

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 \*Launched\*;  
**Associate of Science Degree**

Courses Required for the Major:

( Mesa )

Physical Sciences \*Active\*;  
**Certificate of Achievement**

Courses Required for the Major:

( Mesa )

Physical Sciences \*Launched\*;  
**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

**SUBJECT AREA AND COURSE NUMBER:** Geology 101

**COURSE TITLE:**

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**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:**

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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.

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:

#### A. Outline Of Topics:

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  - D. Classification and identification
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  - A. Depositional environments
  - B. Sedimentary structures
  - C. Mineralogy and composition
  - D. Classification and identification
- VI. Metamorphic rocks
  - A. Metamorphism and metamorphic processes
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  - C. Classification and identification
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  - A. Relative dating
    1. Laws and principles of relative dating
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  - 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:

## 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:

Reading assignments are required and may include, but are not limited to, the following:

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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.

**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: 03/9/2023

**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: 03/9/2023

# 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

Course Outline of Record:  
Curriculum Proposal Report

## SECTION I

- I. **Subject Area:** Geology
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- 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  
MIRAMAR COLLEGE  
ASSOCIATE DEGREE COURSE OUTLINE**

**SECTION I****SUBJECT AREA AND COURSE NUMBER:** Music 205A**COURSE TITLE:**

Audio Production Projects I

**Units:**

3

Letter Grade or Pass/No Pass Option

**CATALOG COURSE DESCRIPTION:**

This course provides instruction in music technology applications. Students will do projects that develop skills in audio engineering and music production. Students will also create a portfolio of recordings and/or productions in a recording studio or home studio using music and audio technology equipment, applications, and techniques. Topics include recording studio technical skills; pre-production preparation; the recording and production process; mastering and mixing; and self and peer assessment. This course is intended for students majoring in audio production and engineering, those developing their own home studio, or anyone seeking employment in the audio industry.

**REQUISITES:****Prerequisite:**

MUSI 190 with a grade of "C" or better, or equivalent

**FIELD TRIP REQUIREMENTS:**

May be required

**TRANSFER APPLICABILITY:**

Associate Degree Credit &amp; 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. Apply technical skills in audio engineering including microphone techniques, multi-track recording, mixing and signal processing.
2. Demonstrate ability to combine digital and analog processes as needed.
3. Compare, contrast, select, and describe advantages of various recording and mixing.
4. Analyze and assess the success and quality in a self-critique of individual projects.

## **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. Recording studio technical abilities
  - A. Navigating technical manuals
  - B. Equipment operation
  - C. Assessing technical and artistic capabilities of recording studio equipment.
- II. Pre-production preparation
  - A. Aesthetic and technical considerations in style, media, and production environment
  - B. Recording music.
- III. Recording and production process
  - A. Applying recording studio equipment and resources to produce a rough mix
  - B. Additive multi-tracking (studio recording)
  - C. Live concert recording and basic post-production mixing.
- IV. Self and peer assessment
  - A. Compare, contrast and assess the success and quality of individual current and past projects.
  - B. Self-critique current projects

#### **B. Reading Assignments:**

Reading assignments are required and may include, but are not limited to, the following:

- I. Operation manuals of electronic music equipment
- II. On-line help of various equipment and music software programs
- III. Selected articles from music trade magazines such as Keyboard, MIX, and/or Electronic Musician
- IV. Appropriate readings from assigned text books.

#### **C. Writing Assignments:**

Writing assignments are required and may include, but are not limited to, the following:

- I. A written proposal of creative projects detailing content and planning
- II. A written report detailing objectives, procedures, and results of music projects
- III. Book reports and research papers about subjects related to the production of electronic music.

#### **D. Appropriate Outside Assignments:**

Outside assignments may include, but are not limited to, the following:

- I. Working on projects during open lab hours.
- II. Attending field trips to concerts and local engineering facilities.

#### **E. Appropriate Assignments that Demonstrate Critical Thinking:**

Critical thinking assignments are required and may include, but are not limited to, the following:

- I. Creatively applying technology to reach desired results
- II. Analyzing and evaluating the outcomes and success of individual projects
- III. Composing original music
- IV. Troubleshooting problems
- V. Extending application of technology and techniques beyond basic demonstrations in class.

## 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. Demonstrated success of projects as measured against project guidelines.
- II. Demonstrated quality of project presentation including discussion of aesthetic concerns, and demonstration of appropriate technical skills.
- III. Self-assessment.

## 3. METHODS OF INSTRUCTION:

Methods of instruction may include, but are not limited to, the following:

- \* Collaborative Learning
- \* Computer Assisted Instruction
- \* Distance Education (Partially online)
- \* Learning Modules
- \* Lecture
- \* Shadowing
- \* Other (Specify)
- \* Learning module "contracts" (that become effective project guidelines) are generated with individual student input.

## 4. REQUIRED TEXTS AND SUPPLIES:

Textbooks may include, but are not limited to:

### TEXTBOOKS:

1. Alten, Stanley. Audio in Media, 10th ed. Wadsworth, 2013, ISBN: 9781133307235
2. Moylan, William. Understanding and Crafting the Mix: The Art of Recording, 3rd ed. Focal Press, 2014, ISBN: 9780415842815
3. Newell, Philip. Recording Studio Design, 4th ed. Routledge, 1992, ISBN: 9781138936072

### MANUALS:

### PERIODICALS:

### SOFTWARE:

### SUPPLIES:

1. Stereo headphones.
2. Recordable media such as CDR, DVD-RAM, DAT tapes, minidisks, 1/2" analog tape, cassette tapes, flash drive.
3. Recordable media such as CDR, DVD-RAM, DAT tapes, minidisks, 1/2" analog tape, cassette tapes, flash drive.

**ORIGINATOR:** Dr. N. Scott Robinson

**ORIGINATION DATE:** 09/15/2021

**PROPOSAL ORIGINATOR:** Dr. N. Scott Robinson

**CO-CONTRIBUTOR(S)**

**PROPOSAL DATE:** 02/23/2023

**SAN DIEGO COMMUNITY COLLEGE DISTRICT  
COURSE PROPOSAL IMPACT REPORT**

**COURSE TO BE PROPOSED: MUSI 205A**  
Audio Production Projects I

**ACTIVE/APPROVED COURSES IMPACTED:**

MUSI 205A Audio Production Projects I (29548)

**ACTIVE/APPROVED/PROPOSED PROGRAMS IMPACTED:**

( **Miramar** )

Audio Production and Engineering \*Active\*;  
**Associate of Science Degree**

Courses required:

( **Miramar** )

Audio Production and Engineering \*Pending\*;  
**Associate of Science Degree**

Courses required:

( **Miramar** )

Audio Production and Engineering \*Active\*;  
**Certificate of Achievement**

Major Courses

( **Miramar** )

Audio Production and Engineering \*Pending\*;  
**Certificate of Achievement**

Major Courses

( **Miramar** )

Audio Production and Engineering \*Active\*;  
**Certificate of Performance**

Courses required:

( **Mesa** )

Music Composition \*Active\*;  
**Certificate of Achievement**

Major Courses

( **Mesa** )

Music Studies \*Active\*;  
**Associate of Arts Degree**

Select 15 units from the following:

( Mesa )

Music Studies \*Approved\*;  
**Associate of Arts Degree**

Select 15 units from the following:

( Mesa )

Music Studies \*Approved\*;  
**Associate of Arts Degree**

Select 15 units from the following:

( Mesa )

Music Technology \*Active\*;  
**Associate of Arts Degree**

Major Courses

( Mesa )

Music Technology \*Approved\*;  
**Associate of Arts Degree**

Major Courses

( Mesa )

Music Technology \*Approved\*;  
**Associate of Arts Degree**

Major Courses

( Mesa )

Music Technology \*Active\*;  
**Certificate of Achievement**

Major Courses

( Mesa )

Music Technology \*Approved\*;  
**Certificate of Achievement**

Major Courses

( Mesa )

Music Technology \*Approved\*;  
**Certificate of Achievement**

Major Courses

SAN DIEGO COMMUNITY COLLEGE DISTRICT

MIRAMAR COLLEGE

**Course Outline of Record:  
Curriculum Proposal Report**

**SECTION I**

- I. **Subject Area:** Music
- II. **Course Number:** 205A
- III. **Course Title:** Audio Production Projects I
- IV. **Disciplines (Instructor Minimum Qualifications):** Music
- V.
- VI. **Family:** NONE
- VII. **Current Short Title:** Audio Production Projects I
- VIII. **Course Is Active/Where?** MIRAMAR AND MESA
- IX. **Originating Campus:** MESA
- X. **Action Proposed:** Course Deactivation \*(Active at another College)\*
- XI. **Distance Education Proposed At:** Miramar
- XII. **Proposal Originating Date:** 02/23/2023
- 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:** Recording studio production.

**SECTION II**

**COURSE ENROLLMENT INFORMATION**

- I. **Requisites:**  
Prerequisite: MUSI 190 with a grade of "C" or better, or equivalent. Is a successor course in a discipline or cross-discipline sequence
- II. **Current Degree Applicability:** Associate Degree Credit & transfer to CSU
- III. **Current Basic Skills Designation:** N - Not a Basic Skills Course
- IV. **Repeatability:** Course may be taken 1 time(s)
- V. **Course Equivalency:** No
- VI. **Additional Information:**
- VII. **Additional Textbook Information:** All texts are latest editions

**COURSE ANALYSIS DATA**

- I. **Reason for Proposed Action:** Course deactivation at Mesa including removal of Mesa distance ed (active at Miramar).
- II. **How Does The Course Fit The College Mission?** 1. Transfer
- III. **Current Transfer Options:**
- IV. **Proposed College/District Purpose:** 1. Major Requirement - Certificate of Achievement 2. Major Requirement - Certificate of Performance 3. Major Requirement - Associate Degree
- V. **Extraordinary Cost to the College:** None.
- VI. **Library Resource Materials:** No new resources required.

**GENERAL EDUCATION ANALYSIS**

**REQUISITES ANALYSIS**

Working knowledge of electronic recording studio

**SECTION III**

**COURSE DISTANCE EDUCATION INFORMATION**

- I. **MIRAMAR**

- II. **Distance Education Methods of Instruction:** 1. Partially online only
- III. **Other Distance Education Methods:** At least 18 hours must be conducted in an in-person modality using the on-campus electronic music studio.
- IV. **Type and frequency of contact may include, but is not limited to:**
1. Announcements  
weekly via the "announcements" tool or during the in-person portion of the class
  2. Collaborative Web Documents  
as assigned
  3. Discussion Board  
as assigned
  4. Email/Message System  
as needed
  5. Group Meetings  
at least 18 hours must be conducted in an in-person modality
  6. Individual Meetings  
as needed
  7. Individualized Assignment Feedback  
as assigned
  8. Synchronous or Asynchronous Video  
as assigned
  9. Telephone Contact  
as needed
- V. **List of Techniques:** In the online portion of the course 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.
- 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, applied projects using the on-campus electronic music studio, 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 the in-person class. SDCCD and DSPS personnel provide all needed accommodations. DSPS provides a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).
- VIII. **Audio Visual Library Materials:** NO

## SECTION IV

### COURSE STUDENT LEARNING OUTCOME(S)

#### MIRAMAR

- Analyze and decide which technology to use in the completion of MUSIC 205A projects.

## SECTION V

### COURSE DATA ADMINISTRATION ELEMENTS

#### **I. Codes:**

**California Classification:** (Y Credit Course)

**TOP Code:** 1004.00 Music

**SAM Code:** E - Non Occupational

**Course Prior to College Level (CB21):** Y - Not applicable. Level of course is not one of the levels listed above, may be above level A (transferable) or below level C (more than 3 levels below transfer level).

**Funding Agency Category (CB23):** Not Applicable (funding not used to develop course)

**Course Program Status (CB24):** Program-applicable

**Course Gen Education Status (CB25):** Y = Not applicable

**Course Support Course Status (CB26):** N = Course is not a support course

**Major Restriction Code:** NONE

**II. Lect Units:** 3.00

**Total Units:** 3

**Lecture Hours Min:** 48.00 **Max:** 54.00

**Lab Hours Min:** 0.00 **Max:** 0.00

**Other Hours Min:** 0.00 **Max:**0.00

**Total Contact Hours Min:** 48.00 **Max:**54.00

**Outside-of-Class Hours Min:** 96.00 **Max:**108.00

**Total Student Learning Hours Min:** 144.00 **Max:** 162.00

**FTEF Lecture Min:** 0.2000 **Max:**

**FTEF Lab Min:** 0.0000 **Max:**

**FTEF Total Min:** 0.2000 **Max:**

**III. Last Time Pre/Co Requisite Update:** 02/23/2023

**IV. Last Outline Revision Date:** 12/09/2021

**V. CIC Approval:**

**VI. BOT Approval:**

**VII. State Approval:**

**VIII. Revised State Approval:**

**IX. Course Approval Effective Date:**

## SECTION VI

### CREDIT FOR PRIOR LEARNING

## Previous Report

MUSI 205A

CIC Approval: 12/09/2021  
BOT APPROVAL:  
STATE APPROVAL:  
EFFECTIVE TERM: Fall 2022

### SAN DIEGO COMMUNITY COLLEGE DISTRICT MESA, AND MIRAMAR COLLEGES ASSOCIATE DEGREE COURSE OUTLINE

#### SECTION I

**SUBJECT AREA AND COURSE NUMBER:** Music 205A

**COURSE TITLE:**

Audio Production Projects I

**Units:**

3

Letter Grade or Pass/No Pass Option

**CATALOG COURSE DESCRIPTION:**

This course provides instruction in music technology applications. Students will do projects that develop skills in audio engineering and music production. Students will also create a portfolio of recordings and/or productions in a recording studio or home studio using music and audio technology equipment, applications, and techniques. Topics include recording studio technical skills; pre-production preparation; the recording and production process; mastering and mixing; and self and peer assessment. This course is intended for students majoring in audio production and engineering, those developing their own home studio, or anyone seeking employment in the audio industry.

**REQUISITES:**

**Prerequisite:**

MUSI 190 with a grade of "C" or better, or equivalent

**FIELD TRIP REQUIREMENTS:**

May be required

**TRANSFER APPLICABILITY:**

Associate Degree Credit & transfer to CSU

**CID:**

**TOTAL LECTURE HOURS:**

48 - 54

**TOTAL LAB HOURS:**

**TOTAL CONTACT HOURS:**

48 - 54

**OUTSIDE-OF-CLASS HOURS:**

96 - 108

**TOTAL STUDENT LEARNING HOURS:**

144 - 162

**STUDENT LEARNING OBJECTIVES:**

Upon successful completion of the course the student will be able to:

1. Apply technical skills in audio engineering including microphone techniques, multi-track recording, mixing and signal processing.
2. Demonstrate ability to combine digital and analog processes as needed.
3. Compare, contrast, select, and describe advantages of various recording and mixing.
4. Analyze and assess the success and quality in a self-critique of individual projects.

## Current Report

MUSI 205A

CIC Approval:  
BOT APPROVAL:  
STATE APPROVAL:  
EFFECTIVE TERM:

### SAN DIEGO COMMUNITY COLLEGE DISTRICT MIRAMAR COLLEGE ASSOCIATE DEGREE COURSE OUTLINE

#### SECTION I

**SUBJECT AREA AND COURSE NUMBER:** Music 205A

**COURSE TITLE:**

Audio Production Projects I

**Units:**

3

Letter Grade or Pass/No Pass Option

**CATALOG COURSE DESCRIPTION:**

This course provides instruction in music technology applications. Students will do projects that develop skills in audio engineering and music production. Students will also create a portfolio of recordings and/or productions in a recording studio or home studio using music and audio technology equipment, applications, and techniques. Topics include recording studio technical skills; pre-production preparation; the recording and production process; mastering and mixing; and self and peer assessment. This course is intended for students majoring in audio production and engineering, those developing their own home studio, or anyone seeking employment in the audio industry.

**REQUISITES:**

**Prerequisite:**

MUSI 190 with a grade of "C" or better, or equivalent

**FIELD TRIP REQUIREMENTS:**

May be required

**TRANSFER APPLICABILITY:**

Associate Degree Credit & transfer to CSU

**CID:**

**TOTAL LECTURE HOURS:**

48 - 54

**TOTAL LAB HOURS:**

**TOTAL CONTACT HOURS:**

48 - 54

**OUTSIDE-OF-CLASS HOURS:**

96 - 108

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144 - 162

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Upon successful completion of the course the student will be able to:

1. Apply technical skills in audio engineering including microphone techniques, multi-track recording, mixing and signal processing.
2. Demonstrate ability to combine digital and analog processes as needed.
3. Compare, contrast, select, and describe advantages of various recording and mixing.
4. Analyze and assess the success and quality in a self-critique of individual projects.

#### SECTION II

## SECTION II

### 1. COURSE OUTLINE AND SCOPE:

#### A. Outline Of Topics:

The following topics are included in the framework of the course but are not intended as limits on content. The order of presentation and relative emphasis will vary with each instructor.

- I. Recording studio technical abilities
  - A. Navigating technical manuals
  - B. Equipment operation
  - C. Assessing technical and artistic capabilities of recording studio equipment.
- II. Pre-production preparation
  - A. Aesthetic and technical considerations in style media and production environment
  - B. Recording music.
- III. Recording and production process
  - A. Applying recording studio equipment and resources to produce a rough mix
  - B. Additive multi-tracking (studio recording)
  - C. Live concert recording and basic post-production mixing.
- IV. Self and peer assessment
  - A. Compare contrast and assess the success and quality of individual current and past projects.
  - B. Self-critique current projects

#### B. Reading Assignments:

Reading assignments are required and may include, but are not limited to, the following:

- I. Operation manuals of electronic music equipment
- II. On-line help of various equipment and music software programs
- III. Selected articles from music trade magazines such as Keyboard, MIX, and/or Electronic Musician
- IV. Appropriate readings from assigned text books.

#### C. Writing Assignments:

Writing assignments are required and may include, but are not limited to, the following:

- I. A written proposal of creative projects detailing content and planning
- II. A written report detailing objectives, procedures, and results of music projects
- III. Book reports and research papers about subjects related to the production of electronic music.

#### D. Appropriate Outside Assignments:

Outside assignments may include, but are not limited to, the following:

- I. Working on projects during open lab hours.
- II. Attending field trips to concerts and local engineering facilities.

#### E. Appropriate Assignments that Demonstrate Critical Thinking:

Critical thinking assignments are required and may include, but are not limited to, the following:

- I. Creatively applying technology to reach desired results
- II. Analyzing and evaluating the outcomes and success of individual projects
- III. Composing original music
- IV. Troubleshooting problems
- V. Extending application of technology and techniques beyond basic demonstrations in class.

### 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. Demonstrated success of projects as measured against project guidelines.
- II. Demonstrated quality of project presentation including discussion of aesthetic concerns, and demonstration of appropriate technical skills.
- III. Self-assessment.

### 3. METHODS OF INSTRUCTION:

Methods of instruction may include, but are not limited to, the following:

- \* Collaborative Learning
- \* Computer Assisted Instruction

### 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. Recording studio technical abilities
  - A. Navigating technical manuals
  - B. Equipment operation
  - C. Assessing technical and artistic capabilities of recording studio equipment.
- II. Pre-production preparation
  - A. Aesthetic and technical considerations in style media and production environment
  - B. Recording music.
- III. Recording and production process
  - A. Applying recording studio equipment and resources to produce a rough mix
  - B. Additive multi-tracking (studio recording)
  - C. Live concert recording and basic post-production mixing.
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  - A. Compare contrast and assess the success and quality of individual current and past projects.
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Writing assignments are required and may include, but are not limited to, the following:

- I. A written proposal of creative projects detailing content and planning
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- III. Book reports and research papers about subjects related to the production of electronic music.

#### D. Appropriate Outside Assignments:

Outside assignments may include, but are not limited to, the following:

- I. Working on projects during open lab hours.
- II. Attending field trips to concerts and local engineering facilities.

#### E. Appropriate Assignments that Demonstrate Critical Thinking:

Critical thinking assignments are required and may include, but are not limited to, the following:

- I. Creatively applying technology to reach desired results
- II. Analyzing and evaluating the outcomes and success of individual projects
- III. Composing original music
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- V. Extending application of technology and techniques beyond basic demonstrations in class.

### 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. Demonstrated success of projects as measured against project guidelines.
- II. Demonstrated quality of project presentation including discussion of aesthetic concerns, and demonstration of appropriate technical skills.
- III. Self-assessment.

### 3. METHODS OF INSTRUCTION:

Methods of instruction may include, but are not limited to, the following:

- \* Collaborative Learning
- \* Computer Assisted Instruction
- \* Distance Education (Partially online)
- \* Learning Modules
- \* Lecture

- \* Distance Education (Partially online)
- \* Learning Modules
- \* Lecture
- \* Shadowing
- \* Other (Specify)
- \* Learning module "contracts" (that become effective project guidelines) are generated with individual student input.

#### 4. REQUIRED TEXTS AND SUPPLIES:

Textbooks may include, but are not limited to:

##### TEXTBOOKS:

1. Alten, Stanley. Audio in Media, 10th ed. Wadsworth, 2013, ISBN: 9781133307235
2. Moylan, William. Understanding and Crafting the Mix: The Art of Recording, 3rd ed. Focal Press, 2014, ISBN: 9780415842815
3. Newell, Philip. Recording Studio Design, 4th ed. Routledge, 1992, ISBN: 9781138936072

##### MANUALS:

##### PERIODICALS:

##### SOFTWARE:

##### SUPPLIES:

1. Stereo headphones.
2. Recordable media such as CDR, DVD-RAM, DAT tapes, minidisks, 1/2" analog tape, cassette tapes, flash drive.
3. Recordable media such as CDR, DVD-RAM, DAT tapes, minidisks, 1/2" analog tape, cassette tapes, flash drive.

**ORIGINATOR:** Dr. N. Scott Robinson

**CO-CONTRIBUTOR(S)**

**DATE:** 09/15/2021

Status: Active

Date Printed: 03/9/2023

- \* Shadowing
- \* Other (Specify)
- \* Learning module "contracts" (that become effective project guidelines) are generated with individual student input.

#### 4. REQUIRED TEXTS AND SUPPLIES:

Textbooks may include, but are not limited to:

##### TEXTBOOKS:

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2. Moylan, William. Understanding and Crafting the Mix: The Art of Recording, 3rd ed. Focal Press, 2014, ISBN: 9780415842815
3. Newell, Philip. Recording Studio Design, 4th ed. Routledge, 1992, ISBN: 9781138936072

##### MANUALS:

##### PERIODICALS:

##### SOFTWARE:

##### SUPPLIES:

1. Stereo headphones.
2. Recordable media such as CDR, DVD-RAM, DAT tapes, minidisks, 1/2" analog tape, cassette tapes, flash drive.
3. Recordable media such as CDR, DVD-RAM, DAT tapes, minidisks, 1/2" analog tape, cassette tapes, flash drive.

**ORIGINATOR:** Dr. N. Scott Robinson

**ORIGINATION DATE:** 09/15/2021

**PROPOSAL ORIGINATOR:** Dr. N. Scott Robinson

**CO-CONTRIBUTOR(S)**

**PROPOSAL DATE:** 02/23/2023

Status: Launched

Date Printed: 03/9/2023

# Previous Report

SAN DIEGO COMMUNITY COLLEGE DISTRICT

MESA AND MIRAMAR COLLEGES

Course Outline of Record:  
Curriculum Proposal Report

## SECTION I

- I. **Subject Area:** Music
- II. **Course Number:** 205A
- III. **Course Title:** Audio Production Projects I
- IV. **Disciplines (Instructor Minimum Qualifications):** Music
- V.
- VI. **Family:** NONE
- VII. **Current Short Title:** Projects in Electronic Music I **Proposed Short Title:** Audio Production Projects I
- VIII. **Course Is Active/Where?** MESA AND MIRAMAR
- IX. **Originating Campus:** MESA
  - X. **Action Proposed:** Course Revision (May Include Activation)
- XI. **Distance Education Proposed At:** Miramar and Mesa
- XII. **Proposal Originating Date:** 09/15/2021
- XIII. **Proposed Start Semester:** Fall 2022
- XIV. **Field Trip:** May be required
- XV. **Grading Option:** Letter Grade or Pass/No Pass Option
- XVI. **Current Short Description:** Electronic music studio portfolio production.  
**Proposed Short Description:** Recording studio production.

## SECTION II

### COURSE ENROLLMENT INFORMATION

- I. **Requisites:**  
Prerequisite: MUSI 190 with a grade of "C" or better, or equivalent. Is a successor course in a discipline or cross-discipline sequence
- II. **Current Degree Applicability:** Associate Degree Credit & transfer to CSU
- III. **Current Basic Skills Designation:** N - Not a Basic Skills Course
- IV. **Repeatability:** Course may be taken 1 time(s)
- V. **Course Equivalency:** No
- VI. **Additional Information:**
- VII. **Additional Textbook Information:** All texts are latest editions

### COURSE ANALYSIS DATA

- I. **Reason for Proposed Action:** Six yr review including: 1) revise from lecture/lab format (2.5 and .5 units respectively) to lecture only, 2) remove Family, 3) title and description change, and 4) review & update texts for currency. NOTE: Dean noted inaccuracies on IS Screen. Courses moved forward per District. IS Screen needs to be checked for accuracy - lecture only, 3 units and .2 FTEF. (Course revision is for six year review.)
- II. **How Does The Course Fit The College Mission?** 1. Transfer
- III. **Current Transfer Options:**
- IV. **Proposed College/District Purpose:** 1. Major Requirement - Associate Degree 2. Major Requirement - Certificate of Achievement 3. Major Requirement - Certificate of Performance
- V. **Extraordinary Cost to the College:** None.
- VI. **Library Resource Materials:** No new resources required.

### GENERAL EDUCATION ANALYSIS

### REQUISITES ANALYSIS

# Current Report

SAN DIEGO COMMUNITY COLLEGE DISTRICT

MIRAMAR COLLEGE

Course Outline of Record:  
Curriculum Proposal Report

## SECTION I

- I. **Subject Area:** Music
- II. **Course Number:** 205A
- III. **Course Title:** Audio Production Projects I
- IV. **Disciplines (Instructor Minimum Qualifications):** Music
- V.
- VI. **Family:** NONE
- VII. **Current Short Title:** Audio Production Projects I
- VIII. **Course Is Active/Where?** MIRAMAR AND MESA
- IX. **Originating Campus:** MESA
  - X. **Action Proposed:** Course Deactivation \*(Active at another College)\*
- XI. **Distance Education Proposed At:** Miramar
- XII. **Proposal Originating Date:** 02/23/2023
- 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:** Recording studio production.

## SECTION II

### COURSE ENROLLMENT INFORMATION

- I. **Requisites:**  
Prerequisite: MUSI 190 with a grade of "C" or better, or equivalent. Is a successor course in a discipline or cross-discipline sequence
- II. **Current Degree Applicability:** Associate Degree Credit & transfer to CSU
- III. **Current Basic Skills Designation:** N - Not a Basic Skills Course
- IV. **Repeatability:** Course may be taken 1 time(s)
- V. **Course Equivalency:** No
- VI. **Additional Information:**
- VII. **Additional Textbook Information:** All texts are latest editions

### COURSE ANALYSIS DATA

- I. **Reason for Proposed Action:** Course deactivation at Mesa including removal of Mesa distance ed (active at Miramar).
- II. **How Does The Course Fit The College Mission?** 1. Transfer
- III. **Current Transfer Options:**
- IV. **Proposed College/District Purpose:** 1. Major Requirement - Certificate of Achievement 2. Major Requirement - Certificate of Performance 3. Major Requirement - Associate Degree
- V. **Extraordinary Cost to the College:** None.
- VI. **Library Resource Materials:** No new resources required.

### GENERAL EDUCATION ANALYSIS

### REQUISITES ANALYSIS

Working knowledge of electronic recording studio

## Working knowledge of electronic recording studio

- I. Course: MUSI 190 Follow security and scheduling procedures and cooperate with personnel responsible for an electronic music studio.
- II. Course: MUSI 190 Operate the basic equipment found in an electronic music studio.
- III. Course: MUSI 190 Explain how various electronic analog and digital instruments interface.
- IV. Course: MUSI 190 Produce music utilizing the basic equipment found in an electronic music studio.
- V. Course: MUSI 190 Consult technical manuals for reference.

## SECTION III

### COURSE DISTANCE EDUCATION INFORMATION

#### I. MESA

II. Distance Education Methods of Instruction: 1. Online-Emergency Only

III. Other Distance Education Methods:

IV. Type and frequency of contact may include, but is not limited to:

1. Announcements

As needed

Participant/s: Faculty to Student/s

2. Discussion Board

At least weekly

Participant/s: Faculty to Student/s , Among Students

3. Email/Message System

As needed

Participant/s: Faculty to Student/s , Among Students

4. Synchronous or Asynchronous Video

Weekly

Participant/s: Faculty to Student/s , Among Students

5. Telephone Contact

As needed

Participant/s: Faculty to Student/s , Among Students

V. List of Techniques: Online instruction includes regular student-to-student and instructor-to-student communication. Telephone calls between students and the instructor may be used to discuss questions and concerns throughout the course. E-mail may be used for asynchronous instructor-to-student and student-to-student communication. Chat rooms may be used for synchronous interaction between students and between the instructor and students. Threaded discussions may be used for instructor-to-student and student-to-student asynchronous group communication. Live-classroom may be used for synchronous online lectures, meetings and office hour meetings as appropriate. Video, audio, learning objects and archived live-classroom lectures may be included for students to interact with asynchronously where appropriate. Assignments and tests that will be used in the Distance Education course will be exactly the same as those in the traditional course. Students will submit all course work (tests and assignments) electronically to the instructor for grading. For Lecture-Lab and Lab courses, all students are expected to show progress at each class for lab assignments. Students will submit audio-visual recordings via free online file transfer software weekly for each class showing their progress in the assigned material.

VI. How to Evaluate Students for Achieved Outcomes: The evaluation methods will mirror the on-campus course as specified in the course outline. The feedback on assignments and tests will be submitted electronically to the student.

VII. Additional Resources/Materials/Information: SDCCD and DSPS personnel will provide all needed accommodations. DSPS will provide a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).

VIII. Audio Visual Library Materials: NO

IX. MIRAMAR

## SECTION III

### COURSE DISTANCE EDUCATION INFORMATION

#### I. MIRAMAR

II. Distance Education Methods of Instruction: 1. Partially online only

III. Other Distance Education Methods: At least 18 hours must be conducted in an in-person modality using the on-campus electronic music studio.

IV. Type and frequency of contact may include, but is not limited to:

1. Announcements

weekly via the "announcements" tool or during the in-person portion of the class

2. Collaborative Web Documents

as assigned

3. Discussion Board

as assigned

4. Email/Message System

as needed

5. Group Meetings

at least 18 hours must be conducted in an in-person modality

6. Individual Meetings

as needed

7. Individualized Assignment Feedback

as assigned

8. Synchronous or Asynchronous Video

as assigned

9. Telephone Contact

as needed

V. List of Techniques: In the online portion of the course 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.

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, applied projects using the on-campus electronic music studio, 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 the in-person class. SDCCD and DSPS personnel provide all needed accommodations. DSPS provides a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).

VIII. Audio Visual Library Materials: NO

X. **Distance Education Methods of Instruction:** 1. Partially online only

XI. **Other Distance Education Methods:** At least 18 hours must be conducted in an in-person modality using the on-campus electronic music studio.

XII. **Type and frequency of contact may include, but is not limited to:**

1. Announcements  
weekly via the "announcements" tool or during the in-person portion of the class
2. Collaborative Web Documents  
as assigned
3. Discussion Board  
as assigned
4. Email/Message System  
as needed
5. Group Meetings  
at least 18 hours must be conducted in an in-person modality
6. Individual Meetings  
as needed
7. Individualized Assignment Feedback  
as assigned
8. Synchronous or Asynchronous Video  
as assigned
9. Telephone Contact  
as needed

XIII. **List of Techniques:** In the online portion of the course students interact with each other and the instructor in ways that mirror the traditional classroom; only the delivery system is altered. These methods include one-on-one communication with the instructor and with other students via email, the announcement system, the discussion board, or other tools. Students also demonstrate an understanding and integration of course concepts via research assignments, problem sets, group projects, asynchronous class discussion, and/or other assignments.

XIV. **How to Evaluate Students for Achieved Outcomes:** Multiple measures are used to assess student learning objectives. These include performance on objective examinations administered via the assessment tool, writing assignments, applied projects using the on-campus electronic music studio, and/or group or individual projects posted to the discussion board or other online collaboration tool.

XV. **Additional Resources/Materials/Information:** Materials posted online are consistent with those required for the in-person class. SDCCD and DSPS personnel provide all needed accommodations. DSPS provides a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).

XVI. **Audio Visual Library Materials:** NO

#### SECTION IV

##### COURSE STUDENT LEARNING OUTCOME(S)

###### MESA

- Students will create a portfolio of music projects that demonstrate the knowledge, skills, and abilities to work with and produce music within a variety of music-production environments.
- Students will apply technical skills in audio engineering including microphone techniques, multi-track recording, signal processing, and session documentation.

###### MIRAMAR

- Analyze and decide which technology to use in the completion of MUSIC 205A projects.

#### SECTION V

##### COURSE DATA ADMINISTRATION ELEMENTS

###### **I. Codes:**

**California Classification:** (Y Credit Course)

**TOP Code:** 1004.00 Music

**SAM Code:** E - Non Occupational

**Course Prior to College Level (CB21):** Y - Not applicable. Level of course is not one of the levels listed above,

#### SECTION IV

##### COURSE STUDENT LEARNING OUTCOME(S)

###### MIRAMAR

- Analyze and decide which technology to use in the completion of MUSIC 205A projects.

#### SECTION V

##### COURSE DATA ADMINISTRATION ELEMENTS

###### **I. Codes:**

**California Classification:** (Y Credit Course)

**TOP Code:** 1004.00 Music

**SAM Code:** E - Non Occupational

**Course Prior to College Level (CB21):** Y - Not applicable. Level of course is not one of the levels listed above, may be above level A (transferable) or below level C (more than 3 levels below transfer level).

**Funding Agency Category (CB23):** Not Applicable (funding not used to develop course)

**Course Program Status (CB24):** Program-applicable

**Course Gen Education Status (CB25):** Y = Not applicable

**Course Support Course Status (CB26):** N = Course is not a support course

**Major Restriction Code:** NONE

###### **II. Lect Units:** 3.00

**Total Units:** 3

**Lecture Hours Min:** 48.00 **Max:** 54.00

**Lab Hours Min:** 0.00 **Max:** 0.00

**Other Hours Min:** 0.00 **Max:** 0.00

**Total Contact Hours Min:** 48.00 **Max:** 54.00

**Outside-of-Class Hours Min:** 96.00 **Max:** 108.00

**Total Student Learning Hours Min:** 144.00 **Max:** 162.00

**FTEF Lecture Min:** 0.2000 **Max:**

**FTEF Lab Min:** 0.0000 **Max:**

**FTEF Total Min:** 0.2000 **Max:**

**III. Last Time Pre/Co Requisite Update:** 02/23/2023

**IV. Last Outline Revision Date:** 12/09/2021

**V. CIC Approval:**

**VI. BOT Approval:**

**VII. State Approval:**

**VIII. Revised State Approval:**

**IX. Course Approval Effective Date:**

#### SECTION VI

##### CREDIT FOR PRIOR LEARNING

may be above level A (transferable) or below level C (more than 3 levels below transfer level).

Funding Agency Category (CB23): Not Applicable (funding not used to develop course)

Course Program Status (CB24): Program-applicable

Course Gen Education Status (CB25): Y = Not applicable

Course Support Course Status (CB26): N = Course is not a support course

Major Restriction Code: NONE

II. Lect Units: 3.00

Total Units: 3

Lecture Hours Min: 48.00 Max: 54.00

Lab Hours Min: 0.00 Max: 0.00

Other Hours Min: 0.00 Max:0.00

Total Contact Hours Min: 48.00 Max:54.00

Outside-of-Class Hours Min: 96.00 Max:108.00

Total Student Learning Hours Min: 144.00 Max: 162.00

FTEF Lecture Min: 0.2000 Max:

FTEF Lab Min: 0.0000 Max:

FTEF Total Min: 0.2000 Max:

III. Last Time Pre/Co Requisite Update: 09/15/2021

IV. Last Outline Revision Date: 12/09/2021

V. CIC Approval: 12/09/2021

VI. BOT Approval:

VII. State Approval:

VIII. Revised State Approval:

IX. Course Approval Effective Date: Fall 2022

## SECTION VI

### CREDIT FOR PRIOR LEARNING

**SAN DIEGO COMMUNITY COLLEGE DISTRICT  
MIRAMAR COLLEGE  
ASSOCIATE DEGREE COURSE OUTLINE**

**SECTION I****SUBJECT AREA AND COURSE NUMBER:** Music 205B**COURSE TITLE:**

Audio Production Projects II

**Units:**

3

Letter Grade or Pass/No Pass Option

**CATALOG COURSE DESCRIPTION:**

This course is a continuation of instruction in audio and music technology applications. Students will do projects that further refine their technical skills in audio and music productions. Students will also expand on a portfolio of audio and music recordings and productions in a recording studio or home studio using audio and music technology equipment, applications, and techniques. Topics include advanced recording studio technical skills; pre-production preparation; the recording and production process in a variety of contexts; mastering and mixing; portfolio development; and self and peer assessment. This course is intended for students majoring in audio production and engineering, those developing their own home studio, or anyone seeking employment in the audio industry.

**REQUISITES:****Prerequisite:**

MUSI 190 with a grade of "C" or better, or equivalent

**Advisory:**

MUSI 150A with a grade of "C" or better, or equivalent

**FIELD TRIP REQUIREMENTS:**

May be required

**TRANSFER APPLICABILITY:**

Associate Degree Credit &amp; transfer to CSU

**CID:****TOTAL LECTURE HOURS:**

48 - 54

**TOTAL LAB HOURS:****TOTAL CONTACT HOURS:**

48 - 54

**OUTSIDE-OF-CLASS HOURS:**

96 - 108

**TOTAL STUDENT LEARNING HOURS:**

**STUDENT LEARNING OBJECTIVES:**

Upon successful completion of the course the student will be able to:

1. Apply advanced technical skills in audio engineering, including microphone techniques, multi-track recording, mixing, and signal processing.
2. Demonstrate ability to combine digital and analog processes, as needed.
3. Compare, contrast, select and describe advantages of various recording, and mixing strategies as they apply to different media environments.
4. Analyze, critique and assess the success and quality of both individual and peer projects.
5. Create a portfolio of music projects that demonstrate the knowledge, skills, and abilities to work with and produce music within a variety of music-production environments
6. Employ advanced technical skills in post-production.

**SECTION II**

**1. COURSE OUTLINE AND SCOPE:**

**A. Outline Of Topics:**

The following topics are included in the framework of the course but are not intended as limits on content. The order of presentation and relative emphasis will vary with each instructor.

- I. Advanced Recording Studio technical abilities.
  - A. Navigating and using technical manuals as a resource.
  - B. Equipment operation and application at an advanced and independent level.
  - C. Assessing the technical and artistic capabilities of recording studio equipment.
- II. Pre-Production preparation.
  - A. Aesthetic and technical considerations in style, format and the final listening experience.
  - B. Advanced recording of music.
- III. Recording and production process.
  - A. Recording musicians performing student work.
  - B. Application of the equipment and resources of the recording studio to produce a rough mix
  - C. Live concert recording and basic post-production mixing
  - D. Generating a Master CD recording
  - E. Achieving and evaluating the same musical goals with different technology.
- IV. Portfolio development
  - A. Analyzing the aesthetic effect of track order
  - B. Establishing a completed portfolio project order.
  - C. Generating a combined project portfolio "master."
- V. Self and Peer Assessment.
  - A. Compare, contrast and assess the success and quality of individual current and past projects.
  - B. Self-critique current projects.

**B. Reading Assignments:**

Reading assignments are required and may include, but are not limited to, the following:

- I. Operation manuals of electronic music equipment
- II. On-line help of various equipment and music software programs
- III. Selected articles from music trade magazines such as Keyboard, MIX, and/or Electronic Musician
- IV. Appropriate readings from assigned text books.

**C. Writing Assignments:**

Writing assignments are required and may include, but are not limited to, the following:

- I. A written proposal of creative projects detailing content and planning at an advanced level.
- II. A written report detailing objectives, procedures and results of music projects.
- III. Book reports and research papers about subjects related to the production of electronic music.

**D. Appropriate Outside Assignments:**

Outside assignments may include, but are not limited to, the following:

- I. Working on projects during open lab hours.
- II. Preparing a portfolio that includes the various projects completed during the semester.
- III. Attending field trips to concerts and local engineering facilities.

**E. Appropriate Assignments that Demonstrate Critical Thinking:**

Critical thinking assignments are required and may include, but are not limited to, the following:

- I. Creatively applying technology to reach desired results
- II. Analyzing and evaluating the outcomes and success of individual projects
- III. Composing original music
- IV. Troubleshooting problems
- V. Extending application of technology and techniques beyond basic demonstrations in class.

**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. Demonstrated success of projects as measured against project guidelines.
- II. Demonstrated quality of project presentation including discussion of aesthetic concerns, and demonstration of appropriate technical skills.
- III. Self-assessment.
- IV. Demonstrated quality and success of final portfolio.

**3. METHODS OF INSTRUCTION:**

Methods of instruction may include, but are not limited to, the following:

- \* Collaborative Learning
- \* Computer Assisted Instruction
- \* Distance Education (Partially online)
- \* Learning Modules
- \* Lecture
- \* Shadowing
- \* Other (Specify)
- \* Learning module "contracts" (that become effective project guidelines) are generated with individual student input.

**4. REQUIRED TEXTS AND SUPPLIES:**

Textbooks may include, but are not limited to:

**TEXTBOOKS:**

1. Alten, Stanley. Audio in Media, 9th ed. Wadsworth, 2013, ISBN: 9781133307235
2. Moylan, William. Understanding and Crafting the Mix: The Art of Recording, 3rd ed. Focal Press, 2014, ISBN: 9780415842815
3. Newell, Philip. Recording Studio Design, 4th ed. Routledge, 2017, ISBN: 9781138936072

**MANUALS:**

**PERIODICALS:**

**SOFTWARE:**

**SUPPLIES:**

1. Recordable media such as CDR, DVD-RAM, DAT tapes, minidisks, 1/2" analog tape, cassette tapes,

flash drive.  
2. Stereo headphones.

**ORIGINATOR:** Dr. N. Scott Robinson  
**ORIGINATION DATE:** 09/15/2021  
**PROPOSAL ORIGINATOR:** Dr. N. Scott Robinson  
**CO-CONTRIBUTOR(S)**  
**PROPOSAL DATE:** 02/23/2023

**SAN DIEGO COMMUNITY COLLEGE DISTRICT  
COURSE PROPOSAL IMPACT REPORT**

**COURSE TO BE PROPOSED: MUSI 205B**  
Audio Production Projects II

**ACTIVE/APPROVED COURSES IMPACTED:**

MUSI 205B Audio Production Projects II (29549)

**ACTIVE/APPROVED/PROPOSED PROGRAMS IMPACTED:**

( **Miramar** )

Audio Production and Engineering \*Active\*;  
**Associate of Science Degree**

Courses required:

( **Miramar** )

Audio Production and Engineering \*Pending\*;  
**Associate of Science Degree**

Courses required:

( **Miramar** )

Audio Production and Engineering \*Active\*;  
**Certificate of Achievement**

Major Courses

( **Miramar** )

Audio Production and Engineering \*Pending\*;  
**Certificate of Achievement**

Major Courses

( **Miramar** )

Audio Production and Engineering \*Active\*;  
**Certificate of Performance**

Courses required:

( **Mesa** )

Music Composition \*Active\*;  
**Certificate of Achievement**

Major Courses

( **Mesa** )

Music Studies \*Active\*;  
**Associate of Arts Degree**

Select 15 units from the following:

( Mesa )

Music Studies \*Approved\*;  
**Associate of Arts Degree**

Select 15 units from the following:

( Mesa )

Music Studies \*Approved\*;  
**Associate of Arts Degree**

Select 15 units from the following:

( Mesa )

Music Technology \*Active\*;  
**Associate of Arts Degree**

Major Courses

( Mesa )

Music Technology \*Approved\*;  
**Associate of Arts Degree**

Major Courses

( Mesa )

Music Technology \*Approved\*;  
**Associate of Arts Degree**

Major Courses

( Mesa )

Music Technology \*Active\*;  
**Certificate of Achievement**

Major Courses

( Mesa )

Music Technology \*Approved\*;  
**Certificate of Achievement**

Major Courses

( Mesa )

Music Technology \*Approved\*;  
**Certificate of Achievement**

Major Courses

SAN DIEGO COMMUNITY COLLEGE DISTRICT

MIRAMAR COLLEGE

**Course Outline of Record:  
Curriculum Proposal Report**

**SECTION I**

- I. **Subject Area:** Music
- II. **Course Number:** 205B
- III. **Course Title:** Audio Production Projects II
- IV. **Disciplines (Instructor Minimum Qualifications):** Music
- V.
- VI. **Family:** NONE
- VII. **Current Short Title:** Audio Production Projects II
- VIII. **Course Is Active/Where?** MESA AND MIRAMAR
- IX. **Originating Campus:** MESA
- X. **Action Proposed:** Course Deactivation \*(Active at another College)\*
- XI. **Distance Education Proposed At:** Miramar
- XII. **Proposal Originating Date:** 02/23/2023
- 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:** Advanced recording studio production.

**SECTION II**

**COURSE ENROLLMENT INFORMATION**

- I. **Requisites:**
  - Prerequisite: MUSI 190 with a grade of "C" or better, or equivalent. Is a successor course in a discipline or cross-discipline sequence
  - Advisory: MUSI 150A 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 edition

**COURSE ANALYSIS DATA**

- I. **Reason for Proposed Action:** Deactivation at Mesa including removal of Mesa distance ed.
- II. **How Does The Course Fit The College Mission?** 1. Transfer
- III. **Current Transfer Options:**
- IV. **Proposed College/District Purpose:** 1. Major Requirement - Associate Degree 2. Major Requirement - Certificate of Achievement 3. Major Requirement - Certificate of Performance
- V. **Extraordinary Cost to the College:** None.
- VI. **Library Resource Materials:** No new resources required.

**GENERAL EDUCATION ANALYSIS**

**REQUISITES ANALYSIS**

**Working knowledge of electronic music studio**

**Able to read and write musical notation**

**SECTION III**

**COURSE DISTANCE EDUCATION INFORMATION**

- I. **MIRAMAR**
- II. **Distance Education Methods of Instruction:** 1. Partially online only
- III. **Other Distance Education Methods:** At least 18 hours must be conducted in an in-person modality using the on-campus electronic music studio.
- IV. **Type and frequency of contact may include, but is not limited to:**
  1. Announcements  
weekly via the "announcements" tool or during the in-person portion of the class
  2. Collaborative Web Documents  
as assigned
  3. Discussion Board  
as assigned
  4. Email/Message System  
as needed
  5. Group Meetings  
at least 18 hours must be conducted in an in-person modality
  6. Individual Meetings  
as needed
  7. Individualized Assignment Feedback  
as assigned
  8. Synchronous or Asynchronous Video  
as assigned
  9. Telephone Contact  
as needed
- V. **List of Techniques:** In the online portion of the course 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.
- 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, applied projects using the on-campus electronic music studio, 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 the in-person class. SDCCD and DSPPS personnel provide all needed accommodations. DSPPS 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

## **SECTION IV**

### **COURSE STUDENT LEARNING OUTCOME(S)**

#### **MIRAMAR**

- To analyze and decide which technology to use in the completion of MUSIC 205B projects.

## **SECTION V**

### **COURSE DATA ADMINISTRATION ELEMENTS**

#### **I. Codes:**

**California Classification:** (Y Credit Course)

**TOP Code:** 1004.00 Music

**SAM Code:** E - Non Occupational

**Course Prior to College Level (CB21):** Y - Not applicable. Level of course is not one of the levels listed above, may be above level A (transferable) or below level C (more than 3 levels below transfer level).

**Funding Agency Category (CB23):** Not Applicable (funding not used to develop course)

**Course Program Status (CB24):** Program-applicable  
**Course Gen Education Status (CB25):** Y = Not applicable  
**Course Support Course Status (CB26):** N = Course is not a support course  
**Major Restriction Code:** NONE

**II. Lect Units:** 3.00

**Total Units:** 3

**Lecture Hours Min:** 48.00 **Max:** 54.00

**Lab Hours Min:** 0.00 **Max:** 0.00

**Other Hours Min:** 0.00 **Max:** 0.00

**Total Contact Hours Min:** 48.00 **Max:** 54.00

**Outside-of-Class Hours Min:** 96.00 **Max:** 108.00

**Total Student Learning Hours Min:** 144.00 **Max:** 162.00

**FTEF Lecture Min:** 0.2000 **Max:**

**FTEF Lab Min:** 0.0000 **Max:**

**FTEF Total Min:** 0.2000 **Max:**

**III. Last Time Pre/Co Requisite Update:** 02/23/2023

**IV. Last Outline Revision Date:** 12/09/2021

**V. CIC Approval:**

**VI. BOT Approval:**

**VII. State Approval:**

**VIII. Revised State Approval:**

**IX. Course Approval Effective Date:**

## SECTION VI

### CREDIT FOR PRIOR LEARNING

MUSI 205B

### Previous Report

CIC Approval: 12/09/2021  
BOT APPROVAL:  
STATE APPROVAL:  
EFFECTIVE TERM: Fall 2022

**SAN DIEGO COMMUNITY COLLEGE DISTRICT  
MESA, AND MIRAMAR COLLEGES  
ASSOCIATE DEGREE COURSE OUTLINE**

#### SECTION I

**SUBJECT AREA AND COURSE NUMBER:** Music 205B

**COURSE TITLE:**

Audio Production Projects II

**Units:**

3

Letter Grade or Pass/No Pass Option

**CATALOG COURSE DESCRIPTION:**

This course is a continuation of instruction in audio and music technology applications. Students will do projects that further refine their technical skills in audio and music productions. Students will also expand on a portfolio of audio and music recordings and productions in a recording studio or home studio using audio and music technology equipment, applications, and techniques. Topics include advanced recording studio technical skills; pre-production preparation; the recording and production process in a variety of contexts; mastering and mixing; portfolio development; and self and peer assessment. This course is intended for students majoring in audio production and engineering, those developing their own home studio, or anyone seeking employment in the audio industry.

**REQUISITES:**

**Prerequisite:**

MUSI 190 with a grade of "C" or better, or equivalent

**Advisory:**

MUSI 150A with a grade of "C" or better, or equivalent

**FIELD TRIP REQUIREMENTS:**

May be required

**TRANSFER APPLICABILITY:**

Associate Degree Credit & transfer to CSU

**CID:**

**TOTAL LECTURE HOURS:**

48 - 54

**TOTAL LAB HOURS:**

**TOTAL CONTACT HOURS:**

48 - 54

**OUTSIDE-OF-CLASS HOURS:**

96 - 108

**TOTAL STUDENT LEARNING HOURS:**

144 - 162

**STUDENT LEARNING OBJECTIVES:**

Upon successful completion of the course the student will be able to:

1. Apply advanced technical skills in audio engineering, including microphone techniques, multi-track recording, mixing, and signal processing.
2. Demonstrate ability to combine digital and analog processes, as needed.
3. Compare, contrast, select and describe advantages of various recording, and mixing strategies as they apply to

### Current Report

MUSI 205B

CIC Approval:  
BOT APPROVAL:  
STATE APPROVAL:  
EFFECTIVE TERM:

**SAN DIEGO COMMUNITY COLLEGE DISTRICT  
MIRAMAR COLLEGE  
ASSOCIATE DEGREE COURSE OUTLINE**

#### SECTION I

**SUBJECT AREA AND COURSE NUMBER:** Music 205B

**COURSE TITLE:**

Audio Production Projects II

**Units:**

3

Letter Grade or Pass/No Pass Option

**CATALOG COURSE DESCRIPTION:**

This course is a continuation of instruction in audio and music technology applications. Students will do projects that further refine their technical skills in audio and music productions. Students will also expand on a portfolio of audio and music recordings and productions in a recording studio or home studio using audio and music technology equipment, applications, and techniques. Topics include advanced recording studio technical skills; pre-production preparation; the recording and production process in a variety of contexts; mastering and mixing; portfolio development; and self and peer assessment. This course is intended for students majoring in audio production and engineering, those developing their own home studio, or anyone seeking employment in the audio industry.

**REQUISITES:**

**Prerequisite:**

MUSI 190 with a grade of "C" or better, or equivalent

**Advisory:**

MUSI 150A with a grade of "C" or better, or equivalent

**FIELD TRIP REQUIREMENTS:**

May be required

**TRANSFER APPLICABILITY:**

Associate Degree Credit & transfer to CSU

**CID:**

**TOTAL LECTURE HOURS:**

48 - 54

**TOTAL LAB HOURS:**

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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. Apply advanced technical skills in audio engineering, including microphone techniques, multi-track recording, mixing, and signal processing.
2. Demonstrate ability to combine digital and analog processes, as needed.
3. Compare, contrast, select and describe advantages of various recording, and mixing strategies as they apply to different media environments.
4. Analyze, critique and assess the success and quality of both individual and peer projects.

different media environments.

4. Analyze, critique and assess the success and quality of both individual and peer projects.
5. Create a portfolio of music projects that demonstrate the knowledge, skills, and abilities to work with and produce music within a variety of music-production environments
6. Employ advanced technical skills in post-production.

## SECTION II

### I. COURSE OUTLINE AND SCOPE:

#### A. Outline Of Topics:

The following topics are included in the framework of the course but are not intended as limits on content. The order of presentation and relative emphasis will vary with each instructor.

- I. Advanced Recording Studio technical abilities.
  - A. Navigating and using technical manuals as a resource.
  - B. Equipment operation and application at an advanced and independent level.
  - C. Assessing the technical and artistic capabilities of recording studio equipment.
- II. Pre-Production preparation.
  - A. Aesthetic and technical considerations in style format and the final listening experience.
  - B. Advanced recording of music.
- III. Recording and production process.
  - A. Recording musicians performing student work.
  - B. Application of the equipment and resources of the recording studio to produce a rough mix
  - C. Live concert recording and basic post-production mixing
  - D. Generating a Master CD recording
  - E. Achieving and evaluating the same musical goals with different technology.
- IV. Portfolio development
  - A. Analyzing the aesthetic effect of track order
  - B. Establishing a completed portfolio project order.
  - C. Generating a combined project portfolio "master."
- V. Self and Peer Assessment.
  - A. Compare contrast and assess the success and quality of individual current and past projects.
  - B. Self-critique current projects.

#### B. Reading Assignments:

Reading assignments are required and may include, but are not limited to, the following:

- I. Operation manuals of electronic music equipment
- II. On-line help of various equipment and music software programs
- III. Selected articles from music trade magazines such as Keyboard, MIX, and/or Electronic Musician
- IV. Appropriate readings from assigned text books.

#### C. Writing Assignments:

Writing assignments are required and may include, but are not limited to, the following:

- I. A written proposal of creative projects detailing content and planning at an advanced level.
- II. A written report detailing objectives, procedures and results of music projects.
- III. Book reports and research papers about subjects related to the production of electronic music.

#### D. Appropriate Outside Assignments:

Outside assignments may include, but are not limited to, the following:

- I. Working on projects during open lab hours.
- II. Preparing a portfolio that includes the various projects completed during the semester.
- III. Attending field trips to concerts and local engineering facilities.

#### E. Appropriate Assignments that Demonstrate Critical Thinking:

Critical thinking assignments are required and may include, but are not limited to, the following:

- I. Creatively applying technology to reach desired results
- II. Analyzing and evaluating the outcomes and success of individual projects
- III. Composing original music
- IV. Troubleshooting problems
- V. Extending application of technology and techniques beyond basic demonstrations in class.

## 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:

5. Create a portfolio of music projects that demonstrate the knowledge, skills, and abilities to work with and produce music within a variety of music-production environments
6. Employ advanced technical skills in post-production.

## SECTION II

### I. COURSE OUTLINE AND SCOPE:

#### A. Outline Of Topics:

The following topics are included in the framework of the course but are not intended as limits on content. The order of presentation and relative emphasis will vary with each instructor.

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  - C. Assessing the technical and artistic capabilities of recording studio equipment.
- II. Pre-Production preparation.
  - A. Aesthetic and technical considerations in style format and the final listening experience.
  - B. Advanced recording of music.
- III. Recording and production process.
  - A. Recording musicians performing student work.
  - B. Application of the equipment and resources of the recording studio to produce a rough mix
  - C. Live concert recording and basic post-production mixing
  - D. Generating a Master CD recording
  - E. Achieving and evaluating the same musical goals with different technology.
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  - A. Analyzing the aesthetic effect of track order
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Critical thinking assignments are required and may include, but are not limited to, the following:

- I. Creatively applying technology to reach desired results
- II. Analyzing and evaluating the outcomes and success of individual projects
- III. Composing original music
- IV. Troubleshooting problems
- V. Extending application of technology and techniques beyond basic demonstrations in class.

## 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:

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- I. Demonstrated success of projects as measured against project guidelines.
- II. Demonstrated quality of project presentation including discussion of aesthetic concerns, and demonstration of appropriate technical skills.
- III. Self-assessment.
- IV. Demonstrated quality and success of final portfolio.

### 3. METHODS OF INSTRUCTION:

Methods of instruction may include, but are not limited to, the following:

- \* Collaborative Learning
- \* Computer Assisted Instruction
- \* Distance Education (Partially online)
- \* Learning Modules
- \* Lecture
- \* Shadowing
- \* Other (Specify)
- \* Learning module "contracts" (that become effective project guidelines) are generated with individual student input.

### 4. REQUIRED TEXTS AND SUPPLIES:

Textbooks may include, but are not limited to:

#### TEXTBOOKS:

1. Alten, Stanley. Audio in Media, 9th ed. Wadsworth, 2013, ISBN: 9781133307235
2. Moylan, William. Understanding and Crafting the Mix: The Art of Recording, 3rd ed. Focal Press, 2014, ISBN: 9780415842815
3. Newell, Philip. Recording Studio Design, 4th ed. Routledge, 2017, ISBN: 9781138936072

#### MANUALS:

#### PERIODICALS:

#### SOFTWARE:

#### SUPPLIES:

1. Recordable media such as CDR, DVD-RAM, DAT tapes, minidisks, 1/2" analog tape, cassette tapes, flash drive.
2. Stereo headphones.

**ORIGINATOR:** Dr. N. Scott Robinson

**CO-CONTRIBUTOR(S)**  
**DATE:** 09/15/2021

Status: Active

Date Printed: 03/9/2023

- II. Demonstrated quality of project presentation including discussion of aesthetic concerns, and demonstration of appropriate technical skills.
- III. Self-assessment.
- IV. Demonstrated quality and success of final portfolio.

### 3. METHODS OF INSTRUCTION:

Methods of instruction may include, but are not limited to, the following:

- \* Collaborative Learning
- \* Computer Assisted Instruction
- \* Distance Education (Partially online)
- \* Learning Modules
- \* Lecture
- \* Shadowing
- \* Other (Specify)
- \* Learning module "contracts" (that become effective project guidelines) are generated with individual student input.

### 4. REQUIRED TEXTS AND SUPPLIES:

Textbooks may include, but are not limited to:

#### TEXTBOOKS:

1. Alten, Stanley. Audio in Media, 9th ed. Wadsworth, 2013, ISBN: 9781133307235
2. Moylan, William. Understanding and Crafting the Mix: The Art of Recording, 3rd ed. Focal Press, 2014, ISBN: 9780415842815
3. Newell, Philip. Recording Studio Design, 4th ed. Routledge, 2017, ISBN: 9781138936072

#### MANUALS:

#### PERIODICALS:

#### SOFTWARE:

#### SUPPLIES:

1. Recordable media such as CDR, DVD-RAM, DAT tapes, minidisks, 1/2" analog tape, cassette tapes, flash drive.
2. Stereo headphones.

**ORIGINATOR:** Dr. N. Scott Robinson

**ORIGINATION DATE:** 09/15/2021

**PROPOSAL ORIGINATOR:** Dr. N. Scott Robinson

**CO-CONTRIBUTOR(S)**

**PROPOSAL DATE:** 02/23/2023

Status: Launched

Date Printed: 03/9/2023

# Previous Report

SAN DIEGO COMMUNITY COLLEGE DISTRICT

MESA AND MIRAMAR COLLEGES

Course Outline of Record:  
Curriculum Proposal Report

## SECTION I

- I. **Subject Area:** Music
- II. **Course Number:** 205B
- III. **Course Title:** Audio Production Projects II
- IV. **Disciplines (Instructor Minimum Qualifications):** Music
- V.
- VI. **Family:** NONE
- VII. **Current Short Title:** Projects Electronic Music II **Proposed Short Title:** Audio Production Projects II
- VIII. **Course Is Active/Where?** MESA AND MIRAMAR
- IX. **Originating Campus:** MESA
- X. **Action Proposed:** Course Revision (May Include Activation)
- XI. **Distance Education Proposed At:** Miramar and Mesa
- XII. **Proposal Originating Date:** 09/15/2021
- XIII. **Proposed Start Semester:** Fall 2022
- XIV. **Field Trip:** May be required
- XV. **Grading Option:** Letter Grade or Pass/No Pass Option
- XVI. **Current Short Description:** Adv electronic music production.  
**Proposed Short Description:** Advanced recording studio production.

## SECTION II

### COURSE ENROLLMENT INFORMATION

- I. **Requisites:**  
Prerequisite: MUSI 190 with a grade of "C" or better, or equivalent. Is a successor course in a discipline or cross-discipline sequence  
Advisory: MUSI 150A 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 edition

### COURSE ANALYSIS DATA

- I. **Reason for Proposed Action:** Six yr review including: 1) revise from lecture/lab format (2.5 and .5 units respectively) to lecture only, 2) remove Family, 3) title and description change, and 4) review & update texts for currency. NOTE: Dean noted inaccuracies on IS Screen. Courses moved forward per District. IS Screen needs to be checked for accuracy - lecture only, 3 units and .2 FTEF. (Course revision is for six year review.)
- II. **How Does The Course Fit The College Mission?** 1. Transfer
- III. **Current Transfer Options:**
- IV. **Proposed College/District Purpose:** 1. Major Requirement - Associate Degree 2. Major Requirement - Certificate of Achievement 3. Major Requirement - Certificate of Performance
- V. **Extraordinary Cost to the College:** None.
- VI. **Library Resource Materials:** No new resources required.

### GENERAL EDUCATION ANALYSIS

# Current Report

SAN DIEGO COMMUNITY COLLEGE DISTRICT

MIRAMAR COLLEGE

Course Outline of Record:  
Curriculum Proposal Report

## SECTION I

- I. **Subject Area:** Music
- II. **Course Number:** 205B
- III. **Course Title:** Audio Production Projects II
- IV. **Disciplines (Instructor Minimum Qualifications):** Music
- V.
- VI. **Family:** NONE
- VII. **Current Short Title:** Audio Production Projects II
- VIII. **Course Is Active/Where?** MESA AND MIRAMAR
- IX. **Originating Campus:** MESA
- X. **Action Proposed:** Course Deactivation \*(Active at another College)\*
- XI. **Distance Education Proposed At:** Miramar
- XII. **Proposal Originating Date:** 02/23/2023
- 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:** Advanced recording studio production.

## SECTION II

### COURSE ENROLLMENT INFORMATION

- I. **Requisites:**  
Prerequisite: MUSI 190 with a grade of "C" or better, or equivalent. Is a successor course in a discipline or cross-discipline sequence  
Advisory: MUSI 150A 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 edition

### COURSE ANALYSIS DATA

- I. **Reason for Proposed Action:** Deactivation at Mesa including removal of Mesa distance ed.
- II. **How Does The Course Fit The College Mission?** 1. Transfer
- III. **Current Transfer Options:**
- IV. **Proposed College/District Purpose:** 1. Major Requirement - Associate Degree 2. Major Requirement - Certificate of Achievement 3. Major Requirement - Certificate of Performance
- V. **Extraordinary Cost to the College:** None.
- VI. **Library Resource Materials:** No new resources required.

### GENERAL EDUCATION ANALYSIS

### REQUISITES ANALYSIS

Working knowledge of electronic music studio

## REQUISITES ANALYSIS

### Working knowledge of electronic music studio

- I. Course: MUSI 190 Follow security and scheduling procedures and cooperate with personnel responsible for an electronic music studio.
- II. Course: MUSI 190 Operate the basic equipment found in an electronic music studio.
- III. Course: MUSI 190 Explain how various electronic analog and digital instruments interface.
- IV. Course: MUSI 190 Produce music utilizing the basic equipment found in an electronic music studio.
- V. Course: MUSI 190 Consult technical manuals for reference.

### Able to read and write musical notation

- I. Course: MUSI 150A Identify and notate music notation symbols for rhythm and pitch.
- II. Course: MUSI 150A Write and recognize major, minor, and chromatic scales.
- III. Course: MUSI 150A Write and recognize intervals.
- IV. Course: MUSI 150A Identify and notate triads.
- V. Course: MUSI 150A Recognize musical directions for navigation, dynamics, and tempo.

## SECTION III

### COURSE DISTANCE EDUCATION INFORMATION

#### I. MESA

#### II. Distance Education Methods of Instruction: 1. Online-Emergency Only

#### III. Other Distance Education Methods:

#### IV. Type and frequency of contact may include, but is not limited to:

##### 1. Announcements

As needed

**Participant/s:** Faculty to Student/s

##### 2. Discussion Board

Weekly

**Participant/s:** Faculty to Student/s , Among Students

##### 3. Email/Message System

As needed

**Participant/s:** Faculty to Student/s , Among Students

##### 4. Synchronous or Asynchronous Video

Weekly

**Participant/s:** Faculty to Student/s , Among Students

##### 5. Telephone Contact

As needed

**Participant/s:** Faculty to Student/s , Among Students

- V. **List of Techniques:** Online instruction includes regular student-to-student and instructor-to-student communication. Telephone calls between students and the instructor may be used to discuss questions and concerns throughout the course. E-mail may be used for asynchronous instructor-to-student and student-to-student communication. Chat rooms may be used for synchronous interaction between students and between the instructor and students. Threaded discussions may be used for instructor-to-student and student-to-student asynchronous group communication. Live-classroom may be used for synchronous online lectures, meetings and office hour meetings as appropriate. Video, audio, learning objects and archived live-classroom lectures may be included for students to interact with asynchronously where appropriate. Assignments and tests that will be used in the Distance Education course will be exactly the same as those in the traditional course. Students will submit all course work (tests and assignments) electronically to the instructor for grading. For Lecture-Lab and Lab courses, all students are expected to show progress at each class for lab assignments. Students will submit audio-visual recordings via free online file transfer software weekly for each class showing their progress in the assigned material.

- VI. **How to Evaluate Students for Achieved Outcomes:** The evaluation methods will mirror the on-campus course as specified in the course outline. The feedback on assignments and tests will be submitted electronically to the student.

### Able to read and write musical notation

## SECTION III

### COURSE DISTANCE EDUCATION INFORMATION

#### I. MIRAMAR

#### II. Distance Education Methods of Instruction: 1. Partially online only

#### III. Other Distance Education Methods: At least 18 hours must be conducted in an in-person modality using the on-campus electronic music studio.

#### IV. Type and frequency of contact may include, but is not limited to:

##### 1. Announcements

weekly via the "announcements" tool or during the in-person portion of the class

##### 2. Collaborative Web Documents

as assigned

##### 3. Discussion Board

as assigned

##### 4. Email/Message System

as needed

##### 5. Group Meetings

at least 18 hours must be conducted in an in-person modality

##### 6. Individual Meetings

as needed

##### 7. Individualized Assignment Feedback

as assigned

##### 8. Synchronous or Asynchronous Video

as assigned

##### 9. Telephone Contact

as needed

- V. **List of Techniques:** In the online portion of the course 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.

- 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, applied projects using the on-campus electronic music studio, 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 the in-person class. SDCCD and DSPS personnel provide all needed accommodations. DSPS provides a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).

- VIII. **Audio Visual Library Materials:** NO

**VII. Additional Resources/Materials/Information:** SDCCD and DSPS personnel will provide all needed accommodations. DSPS will provide a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).

**VIII. Audio Visual Library Materials:** NO

**IX. MIRAMAR**

**X. Distance Education Methods of Instruction:** 1. Partially online only

**XI. Other Distance Education Methods:** At least 18 hours must be conducted in an in-person modality using the on-campus electronic music studio.

**XII. Type and frequency of contact may include, but is not limited to:**

1. Announcements  
weekly via the "announcements" tool or during the in-person portion of the class
2. Collaborative Web Documents  
as assigned
3. Discussion Board  
as assigned
4. Email/Message System  
as needed
5. Group Meetings  
at least 18 hours must be conducted in an in-person modality
6. Individual Meetings  
as needed
7. Individualized Assignment Feedback  
as assigned
8. Synchronous or Asynchronous Video  
as assigned
9. Telephone Contact  
as needed

**XIII. List of Techniques:** In the online portion of the course students interact with each other and the instructor in ways that mirror the traditional classroom; only the delivery system is altered. These methods include one-on-one communication with the instructor and with other students via email, the announcement system, the discussion board, or other tools. Students also demonstrate an understanding and integration of course concepts via research assignments, problem sets, group projects, asynchronous class discussion, and/or other assignments.

**XIV. How to Evaluate Students for Achieved Outcomes:** Multiple measures are used to assess student learning objectives. These include performance on objective examinations administered via the assessment tool, writing assignments, applied projects using the on-campus electronic music studio, and/or group or individual projects posted to the discussion board or other online collaboration tool.

**XV. Additional Resources/Materials/Information:** Materials posted online are consistent with those required for the in-person class. SDCCD and DSPS personnel provide all needed accommodations. DSPS provides a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).

**XVI. Audio Visual Library Materials:** NO

#### SECTION IV

##### COURSE STUDENT LEARNING OUTCOME(S)

###### MESA

- Students will compare, contrast, select and describe advantages of various recording, mixing and mastering strategies as they apply to different media environments.
- Students will apply advanced technical skills in audio engineering, including microphone techniques, multi-track recording, signal processing and session documentation.

###### MIRAMAR

- To analyze and decide which technology to use in the completion of MUSIC 205B projects.

#### SECTION IV

##### COURSE STUDENT LEARNING OUTCOME(S)

###### MIRAMAR

- To analyze and decide which technology to use in the completion of MUSIC 205B projects.

#### SECTION V

##### COURSE DATA ADMINISTRATION ELEMENTS

###### **I. Codes:**

**California Classification:** (Y Credit Course)

**TOP Code:** 1004.00 Music

**SAM Code:** E - Non Occupational

**Course Prior to College Level (CB21):** Y - Not applicable. Level of course is not one of the levels listed above, may be above level A (transferable) or below level C (more than 3 levels below transfer level).

**Funding Agency Category (CB23):** Not Applicable (funding not used to develop course)

**Course Program Status (CB24):** Program-applicable

**Course Gen Education Status (CB25):** Y = Not applicable

**Course Support Course Status (CB26):** N = Course is not a support course

**Major Restriction Code:** NONE

###### **II. Lect Units:** 3.00

**Total Units:** 3

**Lecture Hours Min:** 48.00 **Max:** 54.00

**Lab Hours Min:** 0.00 **Max:** 0.00

**Other Hours Min:** 0.00 **Max:** 0.00

**Total Contact Hours Min:** 48.00 **Max:** 54.00

**Outside-of-Class Hours Min:** 96.00 **Max:** 108.00

**Total Student Learning Hours Min:** 144.00 **Max:** 162.00

**FTEF Lecture Min:** 0.2000 **Max:**

**FTEF Lab Min:** 0.0000 **Max:**

**FTEF Total Min:** 0.2000 **Max:**

**III. Last Time Pre/Co Requisite Update:** 02/23/2023

**IV. Last Outline Revision Date:** 12/09/2021

**V. CIC Approval:**

**VI. BOT Approval:**

**VII. State Approval:**

**VIII. Revised State Approval:**

**IX. Course Approval Effective Date:**

#### SECTION VI

##### CREDIT FOR PRIOR LEARNING

## SECTION V

### COURSE DATA ADMINISTRATION ELEMENTS

#### I. Codes:

California Classification: (Y Credit Course)

TOP Code: 1004.00 Music

SAM Code: E - Non Occupational

Course Prior to College Level (CB21): Y - Not applicable. Level of course is not one of the levels listed above, may be above level A (transferable) or below level C (more than 3 levels below transfer level).

Funding Agency Category (CB23): Not Applicable (funding not used to develop course)

Course Program Status (CB24): Program-applicable

Course Gen Education Status (CB25): Y = Not applicable

Course Support Course Status (CB26): N = Course is not a support course

Major Restriction Code: NONE

#### II. Lect Units: 3.00

Total Units: 3

Lecture Hours Min: 48.00 Max: 54.00

Lab Hours Min: 0.00 Max: 0.00

Other Hours Min: 0.00 Max: 0.00

Total Contact Hours Min: 48.00 Max: 54.00

Outside-of-Class Hours Min: 96.00 Max: 108.00

Total Student Learning Hours Min: 144.00 Max: 162.00

FTEF Lecture Min: 0.2000 Max:

FTEF Lab Min: 0.0000 Max:

FTEF Total Min: 0.2000 Max:

#### III. Last Time Pre/Co Requisite Update: 09/15/2021

#### IV. Last Outline Revision Date: 12/09/2021

#### V. CIC Approval: 12/09/2021

#### VI. BOT Approval:

#### VII. State Approval:

#### VIII. Revised State Approval:

#### IX. Course Approval Effective Date: Fall 2022

## 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:** Real Estate 120**COURSE TITLE:**  
Real Estate Practice**Units:**  
3  
Grade Only**CATALOG COURSE DESCRIPTION:**

This course examines the principles of real estate practice as they pertain to day-to-day operations in a real estate office. Topics include listings, valuations, prospecting, selling, financing, exchanges, taxation, and specialized brokerage operations. Professional and ethical activities are stressed. This course applies toward the State's educational requirements for both the broker's and the real estate salesperson's examination. This course is intended for current or future real estate professionals.

**REQUISITES:**

NONE

**FIELD TRIP REQUIREMENTS:**

May be required

**TRANSFER APPLICABILITY:**

Associate Degree Credit &amp; 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 real estate industry and identify licensing and continuing education requirements
2. Explain real estate law and California Department of Real Estate (DRE) regulations

3. Identify agency issues and describe the duties of an agent
4. Describe and analyze the operation of a real estate office using specific examples
5. Dramatize how to properly and professionally service a seller and their property
6. Distinguish between a consultant-approach versus a sales-approach to prospecting and servicing clients
7. Compare and contrast a variety of real estate advertising methods
8. Illustrate how to properly and professionally service a buyer
9. Compose a purchase contract (deposit receipt)
10. Identify disclosures required by statute and recommended by industry
11. Describe and explain the operation and services provided by escrow and title companies
12. Distinguish among real estate finance instruments, compare various loan programs, and explain the roles of the Real Estate Settlement Procedures Act (RESPA), Regulation Z and foreclosure
13. Identify basic federal and state tax laws and issues and describe §1031 exchanges and Private Annuity Trusts
14. Identify and explain the principal parts of a basic residential lease.
15. Describe the impact of implicit, explicit and system bias on consumers.
16. Recognize and describe actionable steps to addressing one's own implicit biases.

## **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. Real estate industry and the real estate licensee
  - A. Trade and professional associations
  - B. DRE
  - C. California Real Estate Commissioner
  - D. State Real Estate Advisory Commission
  - E. License examination content.
- II. Real estate law and regulations of the commissioner
  - A. Common real estate law violations
  - B. Business and Professions code and DRE Regulations.
- III. Real estate agency
  - A. Definitions of broker and salesperson
  - B. Creation of agency
  - C. Types of agents and agency
  - D. Actual and ostensible agency
  - E. Subagents and dual agency
  - F. Authority of the agent
  - G. Duties
    1. Agent and principal
    2. Agent and third parties
    3. Principal and third parties.
  - H. Right of agent to compensation
    - I. Termination of agency
    - J. Agency disclosure law.
- IV. The real estate office
  - A. Basic company forms
  - B. Real estate office personnel
  - C. Broker and salespersons
  - D. Training program
  - E. Costs of operating
  - F. Maintaining trust fund records
  - G. Physical features
  - H. Real estate office computers
    - I. Real estate franchising.

- V. Advertising
  - A. A-I-D-A (attention-interest-detail-action) approach
  - B. Direct result marketing
  - C. Areas of advertising
  - D. General advertising
  - E. Classified advertising
  - F. Advertising costs
  - G. 800 numbers
  - H. Answering ad calls
    - I. Automated call capture technology
    - J. Laws regarding advertising, including Do No Call List
  - K. Scripts.
- VI. Prospecting and listing
  - A. Consultant-based versus sales-based approach
  - B. Prospecting for buyers and sellers
  - C. Cultivating referrals
  - D. Prospecting at the open house
  - E. Listing contracts (including Buyer Broker Agreement)
  - F. Types of listings
  - G. Analysis of the listing form
  - H. Obtaining the listing and creating a listing presentation
    - I. Listing presentation
    - J. Seller's Net Sheet
  - K. Comparative market analysis
  - L. Title company resources
  - M. Farming.
- VII. Selling and marketing techniques
  - A. Selling real estate
  - B. Servicing the seller
  - C. Areas of sales preference
  - D. Reasons for sale or purchase
  - E. Press releases
  - F. Presale preparation
  - G. Qualifying the prospective buyer
  - H. Showing the property
    - I. Following the inspection
    - J. Points to emphasize to the buyer
  - K. Obtaining the offer.
- VIII. The offer and purchase contract
  - A. Servicing the buyer
  - B. The offer and purchase contract
  - C. Disclosures
  - D. The deposit receipt
  - E. Electronic versus in-person delivery
  - F. Preparing the deposit receipt
  - G. Presenting the offer
  - H. Counter offers
    - I. Rejecting the offer
    - J. Contingent offers
  - K. Removing all contingencies
  - L. Non-performance
  - M. Notice to perform
  - N. Option to purchase real estate.
- IX. Escrow and title insurance
  - A. Escrow defined
  - B. Essentials of a valid escrow
  - C. The escrow agent
  - D. Termination of escrow
  - E. Differing escrow practices
  - F. Division of escrow charges

- G. Checklist for real estate transactions
- H. Chronological steps in the escrow
  - I. Escrow problem and statement
  - J. Title insurance
  - K. Types of policies
  - L. Additional title company protections.
- X. Real estate finance--instruments of finance
  - A. The promissory note
  - B. Trust deeds and mortgages
  - C. Foreclosure
  - D. Trustee's sale and judicial foreclosure
  - E. Second trust deeds and mortgages
  - F. Effects and incidents of security arrangements
  - G. Creative financing (seller carry-back)
  - H. Truth-in-Lending Law (Regulation Z)
    - I. RESPA
    - J. Sources of funds - lenders
    - K. Appraisal.
- XI. Taxation
  - A. Federal tax issues
  - B. Property tax issues
  - C. Foreign Investment in Real Property Tax Act (FIRPTA) withholdings
  - D. §1031 Exchange
  - E. Mello-roos
  - F. Private annuity trust.
- XII. Property management
  - A. Residential lease forms
  - B. Security deposit issues
  - C. Fair housing.
- XIII. Implicit bias
  - A. Implicit bias, explicit bias and systemic bias
  - B. Historical and social impacts of those biases
  - C. Impact of implicit, explicit, and system bias on consumers
  - D. Recognition and actionable steps to address one's own implicit biases.

**B. Reading Assignments:**

Reading assignments are required and may include, but are not limited to, the following:

- I. Assigned text book(s)
- II. Instructor-supplied handouts
- III. Websites related to realty, including Realtors' websites, such as Realty Times or Inman News.

**C. Writing Assignments:**

Writing assignments are required and may include, but are not limited to, the following:

- I. Short essays addressing quantitative and qualitative problems related to daily practices in the real estate industry
- II. Composition of real estate advertising and paperwork related to representing both buyers and sellers.

**D. Appropriate Outside Assignments:**

Outside assignments may include, but are not limited to, the following:

- I. Reading and writing assignments
- II. Research and preparation for in-class role-play assignments related to daily activities in a real estate office
- III. Problem-solving assignments related to real estate law, financing, advertising, tax issues, and/or lease agreements.

**E. Appropriate Assignments that Demonstrate Critical Thinking:**

Critical thinking assignments are required and may include, but are not limited to, the following:

- I. Solving problems that commonly arise in the process of running a real estate office, representing buyers and sellers, and dealing with loan processors
- II. Critiquing one's own performance as well as other students' performance in role-play situations related to the real estate industry.

**2. METHODS OF EVALUATION:**

A student's grade will be based on multiple measures of performance unless the course requires no grade. Multiple measures may include, but are not limited to, the following:

- I. Performance on objective examinations
- II. Performance on in-class role-play assignments
- III. Performance on written assignments
- IV. Performance on homework assignments
- V. Performance in class discussion.

**3. METHODS OF INSTRUCTION:**

Methods of instruction may include, but are not limited to, the following:

- \* Audio-Visual
- \* Collaborative Learning
- \* Distance Education (Fully online)
- \* Lecture
- \* Lecture Discussion
- \* Other (Specify)
  - \* A. Role play
  - \* B. Guest speakers
  - \* C. Field trips
  - \* D. Directed study.

**4. REQUIRED TEXTS AND SUPPLIES:**

Textbooks may include, but are not limited to:

**TEXTBOOKS:**

- 1. Herd, Robert L. and Bruce A. Southstone. California Real Estate Practice, 3rd ed. OnCourse Learning Corporation, 2015, ISBN: 9781629800165
- 2. Pivar, William H., et al. California Real Estate Practice, 10th ed. Dearborn Financial Publishing, 2019, ISBN: 9781475485387

**MANUALS:**

**PERIODICALS:**

**SOFTWARE:**

**SUPPLIES:**

**ORIGINATOR:** Lee Steidel

**ORIGINATION DATE:** 08/03/2017

**PROPOSAL ORIGINATOR:** Eduardo Landeros

**CO-CONTRIBUTOR(S)**

**PROPOSAL DATE:** 12/08/2022

**SAN DIEGO COMMUNITY COLLEGE DISTRICT  
COURSE PROPOSAL IMPACT REPORT**

**COURSE TO BE PROPOSED:** REAL 120 Real  
Estate Practice

**ACTIVE/APPROVED COURSES IMPACTED:**

REAL 120 Real Estate Practice (29447)

**ACTIVE/APPROVED/PROPOSED PROGRAMS IMPACTED:**

( **Miramar** )

Financial Services \*Active\*;  
**Associate of Science Degree**

Select at least three units from the following:

( **City** )

Real Estate \*Active\*;  
**Associate of Science Degree**

Additional Real Estate Courses Required:

( **City** )

Real Estate \*Approved\*;  
**Associate of Science Degree**

Additional Real Estate Courses Required:

( **Mesa** )

Real Estate \*Active\*;  
**Associate of Science Degree**

Courses Required for the Major:

( **Mesa** )

Real Estate \*Pending\*;  
**Associate of Science Degree**

Courses Required for the Major:

( **City** )

Real Estate Broker \*Active\*;  
**Certificate of Achievement**

Courses Required for the Major:

( **City** )

Real Estate Salesperson\* \*Active\*;  
**Certificate of Performance**

Courses:

# SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY , MESA AND MIRAMAR COLLEGES

## Course Outline of Record: Curriculum Proposal Report

### SECTION I

- I. **Subject Area:** Real Estate
- II. **Course Number:** 120
- III. **Course Title:** Real Estate Practice
- IV. **Disciplines (Instructor Minimum Qualifications):** Real Estate
- V.
- VI. **Family:**
- VII. **Current Short Title:** Real Estate Practice
- 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:**
- XII. **Proposal Originating Date:** 12/08/2022
- XIII. **Proposed Start Semester:** Fall 2023
- XIV. **Field Trip:** May be required
- XV. **Grading Option:** Grade Only
- XVI. **Current Short Description:** Principles of real estate practice as they pertain to day-to-day operations in a real estate office.

### 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 are most current editions - 12-2022.

#### COURSE ANALYSIS DATA

- I. **Reason for Proposed Action:** Six yr review including: 1) update DE from Online Course to Fully Online and current verbiage, 2) add specific references to Implicit Bias in objectives and outlines, and 3) update texts for currency. (Course revision is for six year review.)
- II. **How Does The Course Fit The College Mission?** 1. Transfer 2. Vocational/Occupational
- III. **Current Transfer Options:**
- IV. **Proposed College/District Purpose:** 1. Major Requirement - Associate Degree 2. Major Requirement - Certificate of Achievement 3. Major Requirement - Certificate of Performance
- V. **Extraordinary Cost to the College:** N/A.
- VI. **Library Resource Materials:** No new resources required.

#### GENERAL EDUCATION ANALYSIS

#### REQUISITES ANALYSIS

### SECTION III

#### COURSE DISTANCE EDUCATION INFORMATION

- I. **CITY**
- II. **Distance Education Methods of Instruction:** 1. On-line course

III. **Other Distance Education Methods:**

IV. **Type and frequency of contact may include, but is not limited to:**

1. Chat Rooms  
As needed.
2. E-mail  
As needed.
3. Field Trips  
May be required.
4. Individual Meetings  
As needed.
5. Review Sessions  
As needed.
6. Telephone Contact  
As needed.
7. Threaded Conferencing  
Daily, weekly and/or as needed.
8. Voice Mail  
As needed.

V. **List of Techniques:** Testing, homework assignments and/or field trips. Consistent attendance and communication with instructor will be required. Distance education techniques used in this course will be accessible. Requests for technology accommodations will be met by working with the Adaptive Technology Specialist.

VI. **How to Evaluate Students for Achieved Outcomes:** Students will be graded on homework assignments, quizzes, mid-term and final examinations.

VII. **Additional Resources/Materials/Information:** Distance education techniques used in this course will be accessible. Requests for technology accommodations will be met by working with the Adaptive Technology Specialist. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). 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. Announcements  
as requested by student
3. Discussion Board  
and/or - weekly  
**Participant/s:** Faculty to Student/s , Among Students
4. Email/Message System  
as needed  
**Participant/s:** Faculty to Student/s , Among Students
5. Individual Meetings  
as requested by student  
**Participant/s:** Faculty to Student/s , Among Students
6. Synchronous or Asynchronous Video  
and/or Discussion Board - weekly  
**Participant/s:** Faculty to Student/s , Among Students
7. 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. Testing, homework assignments, case studies, projects, papers and/or field trips. Consistent attendance and communication with instructor will be required. Electronic lecture, discussion board, chat rooms and email. 1. Individual meetings during online office hours by use of discussion board, chat room, and/or email. 2. Orientation sessions at the beginning of the semester. 3. Discussion board group meetings and chat rooms available for study groups. 4. Discussion board review sessions for questions and answers on a daily basis. 5. E-mail daily. 6. Telephone contact as often as initiated by students.

- XIV. **How to Evaluate Students for Achieved Outcomes:** Timed online object examinations and/or quizzes that test for definitions and real estate practice concepts. Review of case studies that explain the significance of real estate practice. Assignment and appraisal of student written assignments, homework, cases and/or projects.
- 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. Solutions to problems and handouts that explain and illustrate concepts and principles. The instructor may use the internet to post web sites that students can access for relevant reading. All delivery methods used will be accessible to individuals with disabilities. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). 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. On-line course
- XIX. **Other Distance Education Methods:**
- XX. **Type and frequency of contact may include, but is not limited to:**
1. Chat Rooms  
as needed for group assignments
  2. E-mail  
available daily
  3. Field Trips  
as assigned
  4. Individual Meetings  
during online office hours as posted in the syllabus
  5. Telephone Contact  
as needed
  6. Threaded Conferencing  
weekly
- 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 and other students via e-mail, the discussion board, and the chat room. In addition, students will participate in individual and group projects and discussion via the discussion board and chat rooms. Research will be conducted via the web and/or local libraries, and students will be required to assess and evaluate the information they obtain. Students will also demonstrate an understanding and integration of course concepts via research assignments, group projects, asynchronous class discussion, and/or other assignments.
- 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 web sites that students can access for relevant reading. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).
- XXIV. **Audio Visual Library Materials:** NO

## **SECTION IV**

### **COURSE STUDENT LEARNING OUTCOME(S)**

#### **CITY**

- Prepare for career success by analyzing the day-to-day operations of a real estate office including listings, valuations, prospecting, selling, and specialized brokerage operations.

#### **MESA**

- Identify and apply real estate business ethics from the Realtor Code of Ethics and explain ethics violations
- Create a digital listing presentation and apply modern selling techniques.
- Analyze sources of potential listings and apply the use of a CMA in obtaining a listing.

#### **MIRAMAR**

- Exhibit understanding of the real estate career, teams and partnerships, business plan, goal setting, broker/salesperson relationship, professional designations, ethics, business and professions code, antidiscrimination legislation, mandatory disclosures.
- Explain prospecting process, working with buyers and sellers techniques, advertising and marketing techniques.
- Demonstrate knowledge of effective purchase contract, negotiations and single and multiple counteroffers, escrow timeline, estimate of closing costs, financing process, title insurance, life of escrow.
- Describe the listing preparation and presentation, agreement types, servicing, modifications, and release of contract; real estate financing, and taxation issues.

## SECTION V

### COURSE DATA ADMINISTRATION ELEMENTS

#### I. Codes:

**California Classification:** (Y Credit Course)

**TOP Code:** 0511.00 Real Estate

**SAM Code:** B - Advanced Occupational

**Course Prior to College Level (CB21):** Y - Not applicable. Level of course is not one of the levels listed above, may be above level A (transferable) or below level C (more than 3 levels below transfer level).

**Funding Agency Category (CB23):** Not Applicable (funding not used to develop course)

**Course Program Status (CB24):** Program-applicable

**Course Gen Education Status (CB25):** Y = Not applicable

**Course Support Course Status (CB26):** N = Course is not a support course

**Major Restriction Code:** 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**

REAL 120

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:** Real Estate 120

**COURSE TITLE:**  
Real Estate Practice

**Units:**  
3  
Grade Only

**CATALOG COURSE DESCRIPTION:**

This course examines the principles of real estate practice as they pertain to day-to-day operations in a real estate office. Topics include listings, valuations, prospecting, selling, financing, exchanges, taxation, and specialized brokerage operations. Professional and ethical activities are stressed. This course applies toward the State's educational requirements for both the broker's and the real estate salesperson's examination. This course is intended for current or future real estate professionals.

**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 real estate industry and identify licensing and continuing education requirements
2. Explain real estate law and California Department of Real Estate (DRE) regulations
3. Identify agency issues and describe the duties of an agent
4. Describe and analyze the operation of a real estate office using specific examples
5. Dramatize how to properly and professionally service a seller and their property
6. Distinguish between a consultant-approach versus a sales-approach to prospecting and servicing clients
7. Compare and contrast a variety of real estate advertising methods
8. Illustrate how to properly and professionally service a buyer
9. Compose a purchase contract (deposit receipt)

**Current Report**

REAL 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:** Real Estate 120

**COURSE TITLE:**  
Real Estate Practice

**Units:**  
3  
Grade Only

**CATALOG COURSE DESCRIPTION:**

This course examines the principles of real estate practice as they pertain to day-to-day operations in a real estate office. Topics include listings, valuations, prospecting, selling, financing, exchanges, taxation, and specialized brokerage operations. Professional and ethical activities are stressed. This course applies toward the State's educational requirements for both the broker's and the real estate salesperson's examination. This course is intended for current or future real estate professionals.

**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:**

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**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 real estate industry and identify licensing and continuing education requirements
2. Explain real estate law and California Department of Real Estate (DRE) regulations
3. Identify agency issues and describe the duties of an agent
4. Describe and analyze the operation of a real estate office using specific examples
5. Dramatize how to properly and professionally service a seller and their property
6. Distinguish between a consultant-approach versus a sales-approach to prospecting and servicing clients
7. Compare and contrast a variety of real estate advertising methods
8. Illustrate how to properly and professionally service a buyer
9. Compose a purchase contract (deposit receipt)
10. Identify disclosures required by statute and recommended by industry
11. Describe and explain the operation and services provided by escrow and title companies

10. Identify disclosures required by statute and recommended by industry
11. Describe and explain the operation and services provided by escrow and title companies
12. Distinguish among real estate finance instruments, compare various loan programs, and explain the roles of the Real Estate Settlement Procedures Act (RESPA), Regulation Z and foreclosure
13. Identify basic federal and state tax laws and issues and describe Å§1031 exchanges and Private Annuity Trusts
14. Identify and explain the principal parts of a basic residential lease.

12. Distinguish among real estate finance instruments, compare various loan programs, and explain the roles of the Real Estate Settlement Procedures Act (RESPA), Regulation Z and foreclosure
13. Identify basic federal and state tax laws and issues and describe Å§1031 exchanges and Private Annuity Trusts
14. Identify and explain the principal parts of a basic residential lease.
15. Describe the impact of implicit, explicit and system bias on consumers.
16. Recognize and describe actionable steps to addressing oneâ€™s own implicit biases.

## 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. Real estate industry and the real estate licensee
  - A. Trade and professional associations
  - B. DRE
  - C. California Real Estate Commissioner
  - D. State Real Estate Advisory Commission
  - E. License examination content.
- II. Real estate law and regulations of the commissioner
  - A. Common real estate law violations
  - B. Business and Professions code and DRE Regulations.
- III. Real estate agency
  - A. Definitions of broker and salesperson
  - B. Creation of agency
  - C. Types of agents and agency
  - D. Actual and ostensible agency
  - E. Subagents and dual agency
  - F. Authority of the agent
  - G. Duties
    1. Agent and principal
    2. Agent and third parties
    3. Principal and third parties.
  - H. Right of agent to compensation
  - I. Termination of agency
  - J. Agency disclosure law.
- IV. The real estate office
  - A. Basic company forms
  - B. Real estate office personnel
  - C. Broker and salespersons
  - D. Training program
  - E. Costs of operating
  - F. Maintaining trust fund records
  - G. Physical features
  - H. Real estate office computers
  - I. Real estate franchising.
- V. Advertising
  - A. A-I-D-A (attention-interest-detail-action) approach
  - B. Direct result marketing
  - C. Areas of advertising
  - D. General advertising
  - E. Classified advertising
  - F. Advertising costs
  - G. 800 numbers
  - H. Answering ad calls
    - I. Automated call capture technology
  - J. Laws regarding advertising including Do No Call List
  - K. Scripts.
- VI. Prospecting and listing
  - A. Consultant-based versus sales-based approach
  - B. Prospecting for buyers and sellers
  - C. Cultivating referrals
  - D. Prospecting at the open house
  - E. Listing contracts (including Buyer Broker Agreement)
  - F. Types of listings
  - G. Analysis of the listing form
  - H. Obtaining the listing and creating a listing presentation

## SECTION II

### 1. COURSE OUTLINE AND SCOPE:

#### A. Outline Of Topics:

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  - C. Cultivating referrals
  - D. Prospecting at the open house
  - E. Listing contracts (including Buyer Broker Agreement)
  - F. Types of listings
  - G. Analysis of the listing form
  - H. Obtaining the listing and creating a listing presentation
    - I. Listing presentation
    - J. Seller's Net Sheet

- I. Listing presentation
- J. Seller's Net Sheet
- K. Comparative market analysis
- L. Title company resources
- M. Farming.
- VII. Selling and marketing techniques
  - A. Selling real estate
  - B. Servicing the seller
  - C. Areas of sales preference
  - D. Reasons for sale or purchase
  - E. Press releases
  - F. Presale preparation
  - G. Qualifying the prospective buyer
  - H. Showing the property
  - I. Following the inspection
  - J. Points to emphasize to the buyer
  - K. Obtaining the offer.
- VIII. The offer and purchase contract
  - A. Servicing the buyer
  - B. The offer and purchase contract
  - C. Disclosures
  - D. The deposit receipt
  - E. Electronic versus in-person delivery
  - F. Preparing the deposit receipt
  - G. Presenting the offer
  - H. Counter offers
  - I. Rejecting the offer
  - J. Contingent offers
  - K. Removing all contingencies
  - L. Non-performance
  - M. Notice to perform
  - N. Option to purchase real estate.
- IX. Escrow and title insurance
  - A. Escrow defined
  - B. Essentials of a valid escrow
  - C. The escrow agent
  - D. Termination of escrow
  - E. Differing escrow practices
  - F. Division of escrow charges
  - G. Checklist for real estate transactions
  - H. Chronological steps in the escrow
  - I. Escrow problem and statement
  - J. Title insurance
  - K. Types of policies
  - L. Additional title company protections.
- X. Real estate finance--instruments of finance
  - A. The promissory note
  - B. Trust deeds and mortgages
  - C. Foreclosure
  - D. Trustee's sale and judicial foreclosure
  - E. Second trust deeds and mortgages
  - F. Effects and incidents of security arrangements
  - G. Creative financing (seller carry-back)
  - H. Truth-in-Lending Law (Regulation Z)
  - I. RESPA
  - J. Sources of funds - lenders
  - K. Appraisal.
- XI. Taxation
  - A. Federal tax issues
  - B. Property tax issues
  - C. Foreign Investment in Real Property Tax Act (FIRPTA) withholdings
  - D. §1031 Exchange
  - E. Mello-roos
  - F. Private annuity trust.
- XII. Property management
  - A. Residential lease forms
  - B. Security deposit issues
  - C. Fair housing.

- K. Comparative market analysis
- L. Title company resources
- M. Farming.
- VII. Selling and marketing techniques
  - A. Selling real estate
  - B. Servicing the seller
  - C. Areas of sales preference
  - D. Reasons for sale or purchase
  - E. Press releases
  - F. Presale preparation
  - G. Qualifying the prospective buyer
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  - J. Points to emphasize to the buyer
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  - C. Disclosures
  - D. The deposit receipt
  - E. Electronic versus in-person delivery
  - F. Preparing the deposit receipt
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  - H. Counter offers
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  - F. Division of escrow charges
  - G. Checklist for real estate transactions
  - H. Chronological steps in the escrow
  - I. Escrow problem and statement
  - J. Title insurance
  - K. Types of policies
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  - A. The promissory note
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  - D. Trustee's sale and judicial foreclosure
  - E. Second trust deeds and mortgages
  - F. Effects and incidents of security arrangements
  - G. Creative financing (seller carry-back)
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- XI. Taxation
  - A. Federal tax issues
  - B. Property tax issues
  - C. Foreign Investment in Real Property Tax Act (FIRPTA) withholdings
  - D. §1031 Exchange
  - E. Mello-roos
  - F. Private annuity trust.
- XII. Property management
  - A. Residential lease forms
  - B. Security deposit issues
  - C. Fair housing.
- XIII. Implicit bias
  - A. Implicit bias explicit bias and systemic bias
  - B. Historical and social impacts of those biases
  - C. Impact of implicit explicit and system bias on consumers
  - D. Recognition and actionable steps to address one's own implicit biases.

## B. Reading Assignments:

Reading assignments are required and may include, but are not limited to, the following:

- I. Assigned text book(s)
- II. Instructor-supplied handouts
- III. Websites related to realty, including Realtors' websites, such as Realty Times or Inman News.

## C. Writing Assignments:

Writing assignments are required and may include, but are not limited to, the following:

- I. Short essays addressing quantitative and qualitative problems related to daily practices in the real estate industry
- II. Composition of real estate advertising and paperwork related to representing both buyers and sellers.

## D. Appropriate Outside Assignments:

Outside assignments may include, but are not limited to, the following:

- I. Reading and writing assignments
- II. Research and preparation for in-class role-play assignments related to daily activities in a real estate office
- III. Problem-solving assignments related to real estate law, financing, advertising, tax issues, and/or lease agreements.

## E. Appropriate Assignments that Demonstrate Critical Thinking:

Critical thinking assignments are required and may include, but are not limited to, the following:

- I. Solving problems that commonly arise in the process of running a real estate office, representing buyers and sellers, and dealing with loan processors
- II. Critiquing one's own performance as well as other students' performance in role-play situations related to the real estate industry.

## 2. METHODS OF EVALUATION:

A student's grade will be based on multiple measures of performance unless the course requires no grade. Multiple measures may include, but are not limited to, the following:

- I. Performance on objective examinations
- II. Performance on in-class role-play assignments
- III. Performance on written assignments
- IV. Performance on homework assignments
- V. Performance in class discussion.

## 3. METHODS OF INSTRUCTION:

Methods of instruction may include, but are not limited to, the following:

- \* Audio-Visual
- \* Collaborative Learning
- \* Distance Education (Fully online)
- \* Lecture
- \* Lecture Discussion
- \* Other (Specify)
- \* A. Role play
- \* B. Guest speakers
- \* C. Field trips
- \* D. Directed study.

## 4. REQUIRED TEXTS AND SUPPLIES:

Textbooks may include, but are not limited to:

### TEXTBOOKS:

1. Herd, Robert L. and Bruce A. Southstone. California Real Estate Practice, 3rd ed. OnCourse Learning Corporation, 2015, ISBN: 9781629800165
2. Pivar, William H., et al. California Real Estate Practice, 9th ed. Dearborn Financial Publishing, 2016, ISBN: 9781475435757

### MANUALS:

## B. Reading Assignments:

Reading assignments are required and may include, but are not limited to, the following:

- I. Assigned text book(s)
- II. Instructor-supplied handouts
- III. Websites related to realty, including Realtors' websites, such as Realty Times or Inman News.

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Writing assignments are required and may include, but are not limited to, the following:

- I. Short essays addressing quantitative and qualitative problems related to daily practices in the real estate industry
- II. Composition of real estate advertising and paperwork related to representing both buyers and sellers.

## D. Appropriate Outside Assignments:

Outside assignments may include, but are not limited to, the following:

- I. Reading and writing assignments
- II. Research and preparation for in-class role-play assignments related to daily activities in a real estate office
- III. Problem-solving assignments related to real estate law, financing, advertising, tax issues, and/or lease agreements.

## E. Appropriate Assignments that Demonstrate Critical Thinking:

Critical thinking assignments are required and may include, but are not limited to, the following:

- I. Solving problems that commonly arise in the process of running a real estate office, representing buyers and sellers, and dealing with loan processors
- II. Critiquing one's own performance as well as other students' performance in role-play situations related to the real estate industry.

## 2. METHODS OF EVALUATION:

A student's grade will be based on multiple measures of performance unless the course requires no grade. Multiple measures may include, but are not limited to, the following:

- I. Performance on objective examinations
- II. Performance on in-class role-play assignments
- III. Performance on written assignments
- IV. Performance on homework assignments
- V. Performance in class discussion.

## 3. METHODS OF INSTRUCTION:

Methods of instruction may include, but are not limited to, the following:

- \* Audio-Visual
- \* Collaborative Learning
- \* Distance Education (Fully online)
- \* Lecture
- \* Lecture Discussion
- \* Other (Specify)
- \* A. Role play
- \* B. Guest speakers
- \* C. Field trips
- \* D. Directed study.

## 4. REQUIRED TEXTS AND SUPPLIES:

Textbooks may include, but are not limited to:

### TEXTBOOKS:

1. Herd, Robert L. and Bruce A. Southstone. California Real Estate Practice, 3rd ed. OnCourse Learning Corporation, 2015, ISBN: 9781629800165
2. Pivar, William H., et al. California Real Estate Practice, 10th ed. Dearborn Financial Publishing, 2019, ISBN: 9781475485387

### MANUALS:

### PERIODICALS:

### SOFTWARE:

**PERIODICALS:**

**SOFTWARE:**

**SUPPLIES:**

**ORIGINATOR:** Lee Steidel

**CO-CONTRIBUTOR(S)**

**DATE:** 08/03/2017

Status: Active

Date Printed: 03/9/2023

**SUPPLIES:**

**ORIGINATOR:** Lee Steidel

**ORIGINATION DATE:** 08/03/2017

**PROPOSAL ORIGINATOR:** Eduardo Landeros

**CO-CONTRIBUTOR(S)**

**PROPOSAL DATE:** 12/08/2022

Status: Launched

Date Printed: 03/9/2023

# Previous Report

SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY , MESA AND MIRAMAR COLLEGES

Course Outline of Record:  
Curriculum Proposal Report

## SECTION I

- I. **Subject Area:** Real Estate
- II. **Course Number:** 120
- III. **Course Title:** Real Estate Practice
- IV. **Disciplines (Instructor Minimum Qualifications):** Real Estate
- V.
- VI. **Family:**
- VII. **Current Short Title:** Real Estate Practice
- 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:**
- XII. **Proposal Originating Date:** 08/03/2017
- XIII. **Proposed Start Semester:** Fall 2019
- XIV. **Field Trip:** May be required
- XV. **Grading Option:** Grade Only
- XVI. **Current Short Description:** Principles of real estate practice as they pertain to day-to-day operations in a real estate office.

## 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 are most current editions.

### COURSE ANALYSIS DATA

- I. **Reason for Proposed Action:** Two year review including revision to course description, requisite analysis and review/update of texts. (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 3. Major Requirement - Certificate of Performance
- V. **Extraordinary Cost to the College:** N/A.
- VI. **Library Resource Materials:** .

### GENERAL EDUCATION ANALYSIS

### REQUISITES ANALYSIS

## SECTION III

### COURSE DISTANCE EDUCATION INFORMATION

# Current Report

SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY , MESA AND MIRAMAR COLLEGES

Course Outline of Record:  
Curriculum Proposal Report

## SECTION I

- I. **Subject Area:** Real Estate
- II. **Course Number:** 120
- III. **Course Title:** Real Estate Practice
- IV. **Disciplines (Instructor Minimum Qualifications):** Real Estate
- V.
- VI. **Family:**
- VII. **Current Short Title:** Real Estate Practice
- 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:**
- XII. **Proposal Originating Date:** 12/08/2022
- XIII. **Proposed Start Semester:** Fall 2023
- XIV. **Field Trip:** May be required
- XV. **Grading Option:** Grade Only
- XVI. **Current Short Description:** Principles of real estate practice as they pertain to day-to-day operations in a real estate office.

## 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 are most current editions - 12-2022.

### COURSE ANALYSIS DATA

- I. **Reason for Proposed Action:** Six yr review including: 1) update DE from Online Course to Fully Online and current verbiage, 2) add specific references to Implicit Bias in objectives and outlines, and 3) update texts for currency. (Course revision is for six year review.)
- II. **How Does The Course Fit The College Mission?** 1. Transfer 2. Vocational/Occupational
- III. **Current Transfer Options:**
- IV. **Proposed College/District Purpose:** 1. Major Requirement - Associate Degree 2. Major Requirement - Certificate of Achievement 3. Major Requirement - Certificate of Performance
- V. **Extraordinary Cost to the College:** N/A.
- VI. **Library Resource Materials:** No new resources required.

### GENERAL EDUCATION ANALYSIS

### REQUISITES ANALYSIS

## SECTION III

## COURSE DISTANCE EDUCATION INFORMATION

### **I. CITY**

**II. Distance Education Methods of Instruction:** 1. On-line course

**III. Other Distance Education Methods:**

**IV. Type and frequency of contact may include, but is not limited to:**

1. Chat Rooms  
As needed.
2. E-mail  
As needed.
3. Field Trips  
May be required.
4. Individual Meetings  
As needed.
5. Review Sessions  
As needed.
6. Telephone Contact  
As needed.
7. Threaded Conferencing  
Daily, weekly and/or as needed.
8. Voice Mail  
As needed.

**V. List of Techniques:** Testing, homework assignments and/or field trips. Consistent attendance and communication with instructor will be required. Distance education techniques used in this course will be accessible. Requests for technology accommodations will be met by working with the Adaptive Technology Specialist.

**VI. How to Evaluate Students for Achieved Outcomes:** Students will be graded on homework assignments, quizzes, mid-term and final examinations.

**VII. Additional Resources/Materials/Information:** Distance education techniques used in this course will be accessible. Requests for technology accommodations will be met by working with the Adaptive Technology Specialist. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).

**VIII. Audio Visual Library Materials:** NO

**IX. MESA**

**X. Distance Education Methods of Instruction:** 1. On-line course

**XI. Other Distance Education Methods:** Not applicable.

**XII. Type and frequency of contact may include, but is not limited to:**

1. Chat Rooms  
as requested by student.
2. E-mail  
on a daily basis.
3. Field Trips  
may be required.
4. Individual Meetings  
as requested by student.
5. Orientation Sessions  
may be required.
6. Review Sessions  
as requested by student.
7. Telephone Contact  
as initiated by student.

**XIII. List of Techniques:** Testing, homework assignments, case studies, projects, papers and/or field trips. Consistent attendance and communication with instructor will be required. Electronic lecture, discussion board, chat rooms and email. 1. Individual meetings during online office hours by use of discussion board, chat room, and/or email. 2. Orientation sessions at the beginning of the semester. 3. Discussion board group meetings and chat rooms available for study groups. 4. Discussion board review sessions for questions and answers on a daily basis. 5. E-mail daily. 6. Telephone contact as often as initiated by students.

### **I. CITY**

**II. Distance Education Methods of Instruction:** 1. On-line course

**III. Other Distance Education Methods:**

**IV. Type and frequency of contact may include, but is not limited to:**

1. Chat Rooms  
As needed.
2. E-mail  
As needed.
3. Field Trips  
May be required.
4. Individual Meetings  
As needed.
5. Review Sessions  
As needed.
6. Telephone Contact  
As needed.
7. Threaded Conferencing  
Daily, weekly and/or as needed.
8. Voice Mail  
As needed.

**V. List of Techniques:** Testing, homework assignments and/or field trips. Consistent attendance and communication with instructor will be required. Distance education techniques used in this course will be accessible. Requests for technology accommodations will be met by working with the Adaptive Technology Specialist.

**VI. How to Evaluate Students for Achieved Outcomes:** Students will be graded on homework assignments, quizzes, mid-term and final examinations.

**VII. Additional Resources/Materials/Information:** Distance education techniques used in this course will be accessible. Requests for technology accommodations will be met by working with the Adaptive Technology Specialist. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). 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. Announcements  
as requested by student
3. Discussion Board  
and/or - weekly  
**Participant/s:** Faculty to Student/s , Among Students
4. Email/Message System  
as needed  
**Participant/s:** Faculty to Student/s , Among Students
5. Individual Meetings  
as requested by student  
**Participant/s:** Faculty to Student/s , Among Students
6. Synchronous or Asynchronous Video  
and/or Discussion Board - weekly  
**Participant/s:** Faculty to Student/s , Among Students
7. 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. Testing, homework assignments, case studies, projects, papers and/or field trips. Consistent attendance and communication with instructor will be required. Electronic lecture, discussion board, chat rooms and email. 1. Individual meetings during online office hours by use of discussion board, chat room, and/or email. 2. Orientation sessions at the beginning of the semester. 3. Discussion board group meetings and chat rooms available for study groups. 4. Discussion board review sessions for questions and answers on a daily basis. 5. E-mail daily. 6. Telephone contact as often as initiated by students.

**XIV. How to Evaluate Students for Achieved Outcomes:** Timed online object examinations and/or quizzes that test for

**XIV. How to Evaluate Students for Achieved Outcomes:** Timed online object examinations and/or quizzes that test for definitions and real estate practice concepts. Review of case studies that explain the significance of real estate practice. Assignment and appraisal of student written assignments, homework, cases and/or projects.

**XV. Additional Resources/Materials/Information:** Solutions to problems and handouts that explain and illustrate concepts and principles. The instructor may use the internet to post web sites that students can access for relevant reading. All delivery methods used will be accessible to individuals with disabilities. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). 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. On-line course

**XIX. Other Distance Education Methods:**

**XX. Type and frequency of contact may include, but is not limited to:**

1. Chat Rooms  
as needed for group assignments
2. E-mail  
available daily
3. Field Trips  
as assigned
4. Individual Meetings  
during online office hours as posted in the syllabus
5. Telephone Contact  
as needed
6. Threaded Conferencing  
weekly

**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 and other students via e-mail, the discussion board, and the chat room. In addition, students will participate in individual and group projects and discussion via the discussion board and chat rooms. Research will be conducted via the web and/or local libraries, and students will be required to assess and evaluate the information they obtain. Students will also demonstrate an understanding and integration of course concepts via research assignments, group projects, asynchronous class discussion, and/or other assignments.

**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 web sites that students can access for relevant reading. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).

**XXIV. Audio Visual Library Materials:** NO

#### **COURSE STUDENT LEARNING OUTCOME(S)**

##### **CITY**

- Prepare for career success by analyzing the day-to-day operations of a real estate office including listings, valuations, prospecting, selling, and specialized brokerage operations.

##### **MESA**

- Identify and apply real estate business ethics from the Realtor Code of Ethics and explain ethics violations
- Create a digital listing presentation and apply modern selling techniques.
- Analyze sources of potential listings and apply the use of a CMA in obtaining a listing.

##### **MIRAMAR**

- Exhibit understanding of the real estate career, teams and partnerships, business plan, goal setting, broker/salesperson relationship, professional designations, ethics, business and professions code, antidiscrimination legislation, mandatory disclosures.
- Explain prospecting process, working with buyers and sellers techniques, advertising and marketing techniques.
- Demonstrate knowledge of effective purchase contract, negotiations and single and multiple counteroffers, escrow timeline, estimate of closing costs, financing process, title insurance, life of escrow.
- Describe the listing preparation and presentation, agreement types, servicing, modifications, and release of contract; real estate financing, and taxation issues.

definitions and real estate practice concepts. Review of case studies that explain the significance of real estate practice. Assignment and appraisal of student written assignments, homework, cases and/or projects.

**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. Solutions to problems and handouts that explain and illustrate concepts and principles. The instructor may use the internet to post web sites that students can access for relevant reading. All delivery methods used will be accessible to individuals with disabilities. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). 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. On-line course

**XIX. Other Distance Education Methods:**

**XX. Type and frequency of contact may include, but is not limited to:**

1. Chat Rooms  
as needed for group assignments
2. E-mail  
available daily
3. Field Trips  
as assigned
4. Individual Meetings  
during online office hours as posted in the syllabus
5. Telephone Contact  
as needed
6. Threaded Conferencing  
weekly

**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 and other students via e-mail, the discussion board, and the chat room. In addition, students will participate in individual and group projects and discussion via the discussion board and chat rooms. Research will be conducted via the web and/or local libraries, and students will be required to assess and evaluate the information they obtain. Students will also demonstrate an understanding and integration of course concepts via research assignments, group projects, asynchronous class discussion, and/or other assignments.

**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 web sites that students can access for relevant reading. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).

**XXIV. Audio Visual Library Materials:** NO

#### **SECTION IV**

##### **COURSE STUDENT LEARNING OUTCOME(S)**

##### **CITY**

- Prepare for career success by analyzing the day-to-day operations of a real estate office including listings, valuations, prospecting, selling, and specialized brokerage operations.

##### **MESA**

- Identify and apply real estate business ethics from the Realtor Code of Ethics and explain ethics violations
- Create a digital listing presentation and apply modern selling techniques.
- Analyze sources of potential listings and apply the use of a CMA in obtaining a listing.

##### **MIRAMAR**

- Exhibit understanding of the real estate career, teams and partnerships, business plan, goal setting, broker/salesperson relationship, professional designations, ethics, business and professions code, antidiscrimination legislation, mandatory disclosures.
- Explain prospecting process, working with buyers and sellers techniques, advertising and marketing techniques.
- Demonstrate knowledge of effective purchase contract, negotiations and single and multiple counteroffers, escrow timeline, estimate of closing costs, financing process, title insurance, life of escrow.

## SECTION V

### COURSE DATA ADMINISTRATION ELEMENTS

#### I. Codes:

**California Classification:** (Y Credit Course)

**TOP Code:** 0511.00 Real Estate

**SAM Code:** B - Advanced Occupational

**Course Prior to College Level (CB21):** Y - Not applicable. Level of course is not one of the levels listed above, may be above level A (transferable) or below level C (more than 3 levels below transfer level).

**Funding Agency Category (CB23):** Not Applicable (funding not used to develop course)

**Course Program Status (CB24):** Program-applicable

**Course Gen Education Status (CB25):** Y

**Course Support Course Status (CB26):** N

**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

- Describe the listing preparation and presentation, agreement types, servicing, modifications, and release of contract; real estate financing, and taxation issues.

## SECTION V

### COURSE DATA ADMINISTRATION ELEMENTS

#### I. Codes:

**California Classification:** (Y Credit Course)

**TOP Code:** 0511.00 Real Estate

**SAM Code:** B - Advanced Occupational

**Course Prior to College Level (CB21):** Y - Not applicable. Level of course is not one of the levels listed above, may be above level A (transferable) or below level C (more than 3 levels below transfer level).

**Funding Agency Category (CB23):** Not Applicable (funding not used to develop course)

**Course Program Status (CB24):** Program-applicable

**Course Gen Education Status (CB25):** Y = Not applicable

**Course Support Course Status (CB26):** N = Course is not a support course

**Major Restriction Code:** 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:** Spanish 101**COURSE TITLE:**

First Course in Spanish

**Units:**

5

Letter Grade or Pass/No Pass Option

**CATALOG COURSE DESCRIPTION:**

This interactive course introduces students to the Spanish language and the cultures of the Spanish speaking world. Students use basic Spanish language structures and vocabulary to speak, listen, read, and write in cultural context at the novice level. This course is intended for all students interested in gaining proficiency in the Spanish language for academic purposes and/or personal enrichment.

**REQUISITES:****Advisory:**

ENGL 043 with a grade of "C" or better, or equivalent or Milestone W40

**Limitation on Enrollment:**

This course is not open to students with previous credit for or concurrent enrollment in SPAN 100

**FIELD TRIP REQUIREMENTS:**

May be required

**TRANSFER APPLICABILITY:**

Associate Degree Credit &amp; transfer to CSU CSU General Education IGETC UC Transfer Course List

**CID:**

SPAN 100

**TOTAL LECTURE HOURS:**

80 - 90

**TOTAL LAB HOURS:****TOTAL CONTACT HOURS:**

80 - 90

**OUTSIDE-OF-CLASS HOURS:**

160 - 180

**TOTAL STUDENT LEARNING HOURS:**

240 - 270

**STUDENT LEARNING OBJECTIVES:**

Upon successful completion of the course the student will be able to:

1. Identify sound and meaning in Spanish at an introductory novice level.
2. Pronounce Spanish words accurately.
3. Use basic Spanish grammatical structures, vocabulary, and idiomatic expressions to describe daily life situations and routines, extend greetings and farewells, express feelings and preferences, talk about simple situations and events in the past, and obtain information about people, places and things.
4. Distinguish between informal and formal address in Spain and throughout the Hispano-American world.
5. Compare and contrast topics in Hispano-American and Spanish history, geography, art, music, and general culture in written and spoken Spanish at the introductory novice level.
6. Recognize spoken Spanish at the introductory novice level.

## **SECTION II**

### **1. COURSE OUTLINE AND SCOPE:**

#### **A. Outline Of Topics:**

The following topics are included in the framework of the course but are not intended as limits on content. The order of presentation and relative emphasis will vary with each instructor.

- I. Spanish sound system
  - A. Pronunciation of vowels and consonants
  - B. Proper accentuation and intonation
  - C. Word linking and language rhythm.
- II. Basic Spanish vocabulary for effective communication
  - A. Cognate interpretation
  - B. Interrogative words
  - C. Numbers 0-1000
  - D. Days of the week, months, seasons, and dates
  - E. Classmates and friends
  - F. Telling time
  - G. Academic life
  - H. Colors
    - I. Family members
    - J. Pastimes and sports
  - K. Food and beverage
  - L. Expressions of courtesy/greetings
  - M. Identifying self and others
  - N. Places in the city
  - O. Travel and vacation
  - P. Clothing and shopping
  - Q. Demonstrative adjectives
  - R. Health professionals and occupations
  - S. Ordinal numbers
- III. Spanish grammatical structures
  - A. Subject verb agreement
  - B. Subject pronouns
  - C. Nouns and articles
  - D. Question formation
  - E. Present tense of regular verbs
  - F. Expressing negation
  - G. Present tense of irregular verbs
  - H. Verb form "hay"
    - I. Definite and indefinite articles
    - J. Gender and plural of nouns
    - K. Contractions "al" and "del"
    - L. Agreement of adjectives
    - M. Possessive adjectives/descriptive adjectives
    - N. Personal "a"

- O. Present tense of stem-changing verbs
- P. Difference between "ser" and "estar"
- Q. Present progressive tense
- R. Demonstrative adjectives and pronouns
- S. Verbs with irregular "yo" form
- T. "Estar" with conditions and emotions
- U. Direct object nouns and pronouns
- V. Saber y conocer
- W. Indirect object pronouns
- X. Preterite tense of regular verbs
- IV. Basic Spanish idiomatic expressions
  - A. Greetings
  - B. Farewells
  - C. Introductions
  - D. Weather
  - E. "Tener" idioms
  - F. "Estar" idioms
  - G. Courtesy
- V. Hispano-American and Spanish history, geography, and culture
  - A. Informal vs. formal address
  - B. Etiquette of meeting and greeting others
  - C. Etiquette of farewells
  - D. Education
  - E. Gestures
  - F. Sports and leisure
  - G. Table manners and mealtime
  - H. Metric system
  - I. Maps
  - J. Climate variations
  - K. Family life
  - L. Music
  - M. Holidays
  - N. Current events
  - O. History
  - P. Personal space.

**B. Reading Assignments:**

Reading assignments are required and may include, but are not limited to, the following:

- I. Course textbook and/or workbook.
- II. Instructor-distributed Spanish language handouts related to basic Spanish grammatical structures and vocabulary.
- III. Spanish language advertisements, announcements, menus, invitations, and other documents related to daily life situations and customs.
- IV. Short readings from periodicals, magazines, or the Internet closely related to customs, traditions, daily life, music, and history throughout Spain and Hispano-America.
- V. Short readings related to Hispano-American cultural or historical events in the community.

**C. Writing Assignments:**

Writing assignments are required and may include, but are not limited to, the following:

- I. Exercises from the text, workbook, or instructor that require the student to distinguish, differentiate, and categorize Spanish vocabulary and grammar.
- II. Organized and sequenced paragraphs and documents in Spanish, such as postcards, letters, dramas, and dialogues.
- III. Brief responses to various prompts in Spanish.
- IV. Original Spanish language scripts for oral presentation(s).

**D. Appropriate Outside Assignments:**

Outside assignments may include, but are not limited to, the following:

- I. Reading, writing, and listening comprehension assignments.
- II. Vocabulary memorization.
- III. Viewing of assigned/recommended media materials.
- IV. Application of Spanish language structures and vocabulary via computer software, the Internet, or word processing.
- V. Field trips to Spanish or Hispano-American cultural and social exhibits/events.

**E. Appropriate Assignments that Demonstrate Critical Thinking:**

Critical thinking assignments are required and may include, but are not limited to, the following:

- I. Application of Spanish language structures, vocabulary, and culture to communicate personal experiences in writing.
- II. Original role-playing skits integrating language structures, vocabulary, and culture resulting in an oral presentation.
- III. Exercises related to locating, understanding, and interpreting written and oral information via video or Internet and responding appropriately in writing or orally.

**2. METHODS OF EVALUATION:**

A student's grade will be based on multiple measures of performance unless the course requires no grade. Multiple measures may include, but are not limited to, the following:

- I. Quizzes and examinations (chapter and comprehensive final).
- II. Writing assignments that test the application and integration of Spanish language structures, vocabulary, and culture.
- III. Chapter or unit exercises.
- IV. Internet activities that require students to analyze and compare daily life activities and customs in their own culture with those found in Spain and Hispano-America.
- V. Computer-assisted learning and word processing activities relevant to Spanish structures, vocabulary, and culture.
- VI. Class participation, including individual, pair, or group activities, presentations, and role-plays.

**3. METHODS OF INSTRUCTION:**

Methods of instruction may include, but are not limited to, the following:

- \* Audio-Visual
- \* Collaborative Learning
- \* Computer Assisted Instruction
- \* Discussion Seminar
- \* Distance Education (Fully online)
- \* Lecture
- \* Other (Specify)
- \* Guest Speaker(s)
- \* Field Trip(s)

**4. REQUIRED TEXTS AND SUPPLIES:**

Textbooks may include, but are not limited to:

**TEXTBOOKS:**

1. Blanco, José A. Vistas: Introducción a La Lengua Española, 4th ed. Vista Higher Learning, 2012, ISBN: 9781617672118
2. Dorwick, Thalia, et al. Puntos de Partida: An Invitation to Spanish, 9th ed. McGraw Hill, 2011, ISBN: 9780073385419
3. Kendris, Christopher and Theodore Kendris. 501 Spanish Verbs, 9th ed. Barron's Educational Series, 2020, ISBN: 9781506260600

4. Schmitt, Conrad J. Schaum's Outline of Spanish Grammar, 7th ed. McGraw-Hill, 2019, ISBN: 9781506260600

5. Zayan-Bazan, Eduardo. Arriba: Comunicacion y Cultura, 7th ed. Pearsin, 2019, ISBN: 9780135223550

**MANUALS:**

**PERIODICALS:**

**SOFTWARE:**

**SUPPLIES:**

**ORIGINATOR:** Alison Primoza

**ORIGINATION DATE:** 12/14/2020

**PROPOSAL ORIGINATOR:** Alison Primoza

**CO-CONTRIBUTOR(S)** Philippe Patto, Virginia Naters

**PROPOSAL DATE:** 01/06/2023

**SAN DIEGO COMMUNITY COLLEGE DISTRICT  
COURSE PROPOSAL IMPACT REPORT**

**COURSE TO BE PROPOSED:** SPAN 101 First  
Course in Spanish

**ACTIVE/APPROVED COURSES IMPACTED:**

SPAN 101 First Course in Spanish (29451)

Prerequisite

SPAN 102 (Active)

SPAN 125 (Active)

SPAN 125 (Approved)

Advisory

RTVF 144 (Active)

**DISTRICT GENERAL EDUCATION:**

C Humanities

**ACTIVE/APPROVED/PROPOSED PROGRAMS IMPACTED:**

( City )

Art History \*Active\*;

**Associate in Arts for Transfer Degree**

Select one course (three to five semester units) if not selected above from the following:

( Mesa )

Chicana and Chicano Studies \*Active\*;

**Associate of Arts Degree**

Select three to five units (one course) from the following:

( Mesa )

Chicana and Chicano Studies \*Approved\*;

**Associate of Arts Degree**

Select three to five units (one course) from the following:

( Mesa )

Economics \*Active\*;

**Associate in Arts for Transfer Degree**

Category A: SELECT ONE COURSE FROM THE FOLLOWING (3-5 UNITS):

( Mesa )

History \*Active\*;

**Associate in Arts for Transfer Degree**

Category B1: Select one of the following courses or any course not selected in Category A (3-5 units):

( Miramar )

History \*Active\*;

**Associate in Arts for Transfer Degree**

Select one of the following courses: (It is recommended that students select courses that meet lower division major preparation requirements for their transfer university; a Spanish course is strongly recommended for students planning to transfer to San Diego State University)

( **Miramar** )

Honors Global Competencies \*Approved\*;

**Certificate of Achievement**

LANGUAGES - SELECT 5 UNITS FROM THE FOLLOWING

( **Mesa** )

Honors Global Competencies \*Active\*;

**Certificate of Achievement**

Languages Select 5 units from the following:

( **Mesa** )

Honors Global Competencies \*Launched\*;

**Certificate of Achievement**

Languages Select 5 units from the following:

( **Miramar** )

Honors Global Competencies Certificate\* \*Active\*;

**Certificate of Performance**

Select 3-5 units from the following introductory or higher level foreign languages:

( **City** )

Liberal Arts and Sciences: Language Arts and Humanities \*Active\*;

**Associate of Arts Degree**

Major Courses

( **City** )

Liberal Arts and Sciences: Language Arts and Humanities \*Approved\*;

**Associate of Arts Degree**

Major Courses

( **City** )

Liberal Arts and Sciences: Language Arts and Humanities \*Approved\*;

**Associate of Arts Degree**

Major Courses

( **Mesa** )

Liberal Arts and Sciences: Language Arts and Humanities - World Languages \*Pending\*;

**Associate of Arts Degree**

Major Courses

( Mesa )  
Liberal Arts and Sciences: Language Arts and Humanities - World Languages \*Pending\*;  
**Associate of Arts Degree**

Select 3-5 units of additional coursework.

( Mesa )  
Liberal Arts and Sciences: Language Arts and Humanities-Chinese \*Active\*;  
**Associate of Arts Degree**

Select a minimum of 3 units:

( Mesa )  
Liberal Arts and Sciences: Language Arts and Humanities-French \*Active\*;  
**Associate of Arts Degree**

Select a minimum of 3 units:

( Mesa )  
Liberal Arts and Sciences: Language Arts and Humanities-German \*Active\*;  
**Associate of Arts Degree**

Select a minimum of 3 units:

( Mesa )  
Liberal Arts and Sciences: Language Arts and Humanities-Italian \*Active\*;  
**Associate of Arts Degree**

Select a minimum of 3 units

( Mesa )  
Liberal Arts and Sciences: Language Arts and Humanities-Japanese \*Active\*;  
**Associate of Arts Degree**

Select a minimum of 3 units:

( Mesa )  
Liberal Arts and Sciences: Language Arts and Humanities-Russian \*Active\*;  
**Associate of Arts Degree**

Select a minimum of 3 units:

( Mesa )  
Liberal Arts and Sciences: Language Arts and Humanities-Spanish \*Active\*;  
**Associate of Arts Degree**

Major Courses

( Mesa )  
Liberal Arts and Sciences: Language Arts and Humanities-Vietnamese \*Active\*;  
**Associate of Arts Degree**

Select a minimum of 3 units:

( Mesa )  
Liberal Arts and Sciences: Language Arts and Humanities-Vietnamese \*Approved\*;

## Associate of Arts Degree

Select a minimum of 3 units:

( Mesa )

Philosophy \*Active\*;

**Associate in Arts for Transfer Degree**

CATEGORY B: SELECT FROM THE FOLLOWING COURSES OR ANY COURSE(S) NOT SELECTED IN THE CORE OR CATEGORY A (9-11 UNITS)

( Miramar )

Philosophy \*Active\*;

**Associate in Arts for Transfer Degree**

Select 1 course (3 units minimum) from the following:

( Miramar )

Philosophy \*Approved\*;

**Associate in Arts for Transfer Degree**

Select 1 course (3 units minimum) not already selected above from the following:

( Miramar )

Spanish \*Active\*;

**Associate in Arts for Transfer Degree**

Major Courses

( City )

Spanish \*Active\*;

**Associate in Arts for Transfer Degree**

Major Courses

( Mesa )

Spanish \*Active\*;

**Associate in Arts for Transfer Degree**

Major Courses

( Mesa )

Spanish \*Approved\*;

**Associate in Arts for Transfer Degree**

Major Courses

( City )

Spanish \*Active\*;

**Associate of Arts Degree**

Courses Required for the Major:

( Miramar )

World Language Studies \*Active\*;

**Associate of Arts Degree**

Select one language course sequence:

# SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY , MESA AND MIRAMAR COLLEGES

## Course Outline of Record: Curriculum Proposal Report

### SECTION I

- I. **Subject Area:** Spanish
- II. **Course Number:** 101
- III. **Course Title:** First Course in Spanish
- IV. **Disciplines (Instructor Minimum Qualifications):** Foreign Languages
- V.
- VI. **Family:**
- VII. **Current Short Title:** First Course in Spanish
- VIII. **Course Is Active/Where?** CITY , MESA AND MIRAMAR
- IX. **Originating Campus:** MESA
- X. **Action Proposed:** Course Revision (May Include Activation)
- XI. **Distance Education Proposed At:** Mesa , Miramar and City
- XII. **Proposal Originating Date:** 01/06/2023
- XIII. **Proposed Start Semester:** Summer 2023
- XIV. **Field Trip:** May be required
- XV. **Grading Option:** Letter Grade or Pass/No Pass Option
- XVI. **Current Short Description:** First course in Spanish language.

### SECTION II

#### COURSE ENROLLMENT INFORMATION

- I. **Requisites:**  
Advisory: ENGL 043 with a grade of "C" or better, or equivalent. or Milestone W40  
Limitation on Enrollment:: This course is not open to students with previous credit for or concurrent enrollment in SPAN 100
- 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 SPAN 101 + 102 = SPAN 100
- VI. **Additional Information:**
- VII. **Additional Textbook Information:** Text are most current editions.

#### COURSE ANALYSIS DATA

- I. **Reason for Proposed Action:** Revise Distance Ed for all three campuses from Hybrid to Fully Online, and removed Hybrid Only from Methods of Instruction.
- 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 4. Major Requirement - Certificate of Performance
- V. **Extraordinary Cost to the College:** No new costs.
- VI. **Library Resource Materials:** No new resources required.

#### GENERAL EDUCATION ANALYSIS

##### **CSU General Education:**

C2 Area C. Arts and Humanities - Humanities (Literature, Philosophy, Languages Other than English)

##### **District General Education:**

C Humanities

**IGETC:**

Area 6. Languages other than English (UC Requirement Only) - 6A: Languages Other Than English

**UC Transfer Course:**

Yes

**REQUISITES ANALYSIS**

**Able to read and write at pre-college level**

- I. Course: ENGL 043 Read pre-college and basic college level texts for the purposes of writing and class discussion.**
- II. Course: ENGL 043 Practice and apply appropriate strategies from the writing process including pre-writing, composing, revising, and editing techniques.**
- III. Course: ENGL 043 Plan and write sentences, paragraphs, and basic compositions (which may include short essays) for a total of 2,500-3,000 graded words that are clear, unified, and purposeful on personal and non-personal or abstract topics.**
- IV. Course: ENGL 043 Produce in-class paragraphs and basic compositions that demonstrate organizing, composing, revising, and editing skills.**
- V. Course: ENGL 043 Practice and apply appropriate mechanical and grammatical structures in the production and editing of sentences, paragraphs, and basic compositions.**
- VI. Course: ENGL 043 Apply critical thinking in reading, writing, and class discussion.**
- VII. Course: ENGL 043 Employ study skills and habits necessary for further academic success.**

**SECTION III****COURSE DISTANCE EDUCATION INFORMATION****I. MESA**

**II. Distance Education Methods of Instruction:** 1. Fully Online

**III. Other Distance Education Methods:**

**IV. Type and frequency of contact may include, but is not limited to:**

1. Announcements

As needed

**Participant/s:** Faculty to Student/s

2. Chat Rooms

May be used as needed

**Participant/s:** Faculty to Student/s , Among Students

3. Discussion Board

and/or Synchronous or Asynchronous Video - At least weekly

**Participant/s:** Faculty to Student/s , Among Students

4. Group Meetings

In person frequently and online as needed

**Participant/s:** Faculty to Student/s , Among Students

5. Individual Meetings

As needed

**Participant/s:** Faculty to Student/s , Among Students

6. Synchronous or Asynchronous Video

and/or Discussion Board - At least weekly

**Participant/s:** Faculty to Student/s , Among Students

7. Telephone Contact

As needed

**Participant/s:** Faculty to Student/s , Among Students

**V. List of Techniques:** Because these are language courses, all courses provide extensive opportunities for student-to-student and student-to-professor oral interactions. Online instruction includes regular student-to-student and instructor-to-student communication. Announcements will be used as needed by the instructor. 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 or discussion boards may be used for synchronous or asynchronous 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. Students will have opportunities to receive instructor and peer feedback both in person and online.

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. Computer access with video and audio capabilities is available on campus for students as needed. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). 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

**Participant/s:** Faculty to Student/s

2. Chat Rooms  
as needed

**Participant/s:** Faculty to Student/s

3. Collaborative Web Documents  
as assigned

**Participant/s:** Faculty to Student/s , Among Students

4. Conferencing  
as assigned

**Participant/s:** Faculty to Student/s

5. Discussion Board  
at least 5 times during the term

**Participant/s:** Among Students

6. Email/Message System  
as needed

**Participant/s:** Faculty to Student/s , Among Students

7. Field Trips  
as assigned

**Participant/s:** Faculty to Student/s , Among Students

8. Group Meetings  
as assigned

**Participant/s:** Faculty to Student/s , Among Students

9. Individual Meetings  
as needed

**Participant/s:** Faculty to Student/s

10. Individualized Assignment Feedback  
as assigned

**Participant/s:** Faculty to Student/s , Among Students

11. Synchronous or Asynchronous Video  
as assigned

**Participant/s:** Faculty to Student/s , Among Students

XIII. **List of Techniques:** Students engage in regular and effective interaction with each other and the instructor in ways that mirror the traditional classrooms; only the delivery system is altered. These methods include one-on-one communication with the instructor and with other students via e-mail, the announcement system, the discussion board, or other tools. Students also demonstrate an understanding and integration of course concepts via research assignments, problem sets, group projects, asynchronous class discussion, and/or other assignments. Online techniques, which allow for conveying content effectively, include instructor-led, short presentations, followed by small group student-led interactions where immediate feedback is provided by peers as well as the instructor joining

the group. The online format lowers the students' affective filters, thus encouraging additional conversation and collaborative practice with the target language. The feedback that students receive from peers and the instructor allow for effective language instruction, acquisition, learning, and practice in a variety of online formats.

XIV. **How to Evaluate Students for Achieved Outcomes:** Multiple measures are used to assess student learning objectives. Some of the evaluations are assessed in a traditional, on-campus or online format. 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. During online sessions, students engage in multiple low-stakes assessments, some of which focus on cultural awareness, pronunciation, grammar, comprehension (reading, listening), and production (speaking, writing). Students are also evaluated on online interactions, getting feedback and then recording interactions again, thus allowing the instructor to provide more frequent and detailed feedback. Multiple individual projects as well as a minimum of one group project are assigned during the semester.

XV. **Additional Resources/Materials/Information:** Materials posted online are consistent with those required for campus based class. SDCCD and DSPS personnel provide all needed accommodations. DSPS provides a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).

XVI. **Audio Visual Library Materials:** NO

XVII. **MIRAMAR**

XVIII. **Distance Education Methods of Instruction:** 1. Fully Online

XIX. **Other Distance Education Methods:** All online instructional hours will be delivered synchronously.

XX. **Type and frequency of contact may include, but is not limited to:**

1. Announcements

weekly via the "announcements" tool or during the in-person or synchronous video portion of the course

**Participant/s:** Faculty to Student/s

2. Conferencing

as assigned

3. Discussion Board

as assigned

**Participant/s:** Faculty to Student/s , Among Students

4. Email/Message System

as needed

**Participant/s:** Faculty to Student/s , Among Students

5. Field Trips

as assigned

6. Group Meetings

as appropriate

**Participant/s:** Faculty to Student/s , Among Students

7. Individual Meetings

as needed

8. Individualized Assignment Feedback

as assigned

9. Synchronous or Asynchronous Video

all online instruction must be conducted in a synchronous video format

**Participant/s:** Faculty to Student/s , Among Students

10. Telephone Contact

as needed

**Participant/s:** Faculty to Student/s , Among Students

XXI. **List of Techniques:** Students interact with each other and the instructor in ways that mirror the traditional classroom; only the delivery system is via synchronous online video conferencing instead of in-person communication. Students may also interact with each other and the instructor via email, the announcement system, the discussion board, or other tools. Students also demonstrate an understanding and integration of course concepts via research assignments, writing exercises, class discussion, and/or other assignments.

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.

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**

- Compare and contrast topics in Hispano-American and Spanish history, geography, art, music, and general culture in written and spoken Spanish at the introductory novice level.
- Recognize spoken Spanish at the introductory novice level.
- Student will demonstrate the use of basic Spanish grammatical structures, vocabulary, and idiomatic expressions to describe daily life situations and routines, extend greetings and farewells, express feelings and preferences, talk about simple situations and events in the past, and obtain information about people, places and things.
- Student will identify Hispanic traditions and customs
- Students will demonstrate noun and adjective agreement in written exams and oral presentations.
- Students will identify the difference between the verbs ser and estar. They will be able to conjugate the verbs properly at sentence and paragraph level.

**MESA**

- Compare and contrast topics in Hispano-American and Spanish history, geography, art, music, and general culture in written and spoken Spanish at the introductory novice level.
- Communicate in a meaningful context in the Spanish language at the novice-low to novice-mid level on the ACTFL proficiency scale.
- SLO #1 The student can describe himself/herself in a 100-word paragraph. The student can answer the following four questions in the paragraph, using connecting words such as *and*, *with*, and *from*. The student can include prepositional phrases and/or complements to answer Questions 3-4. 1. name, origin, physical and mental characteristics, using the verbs *ser* and *tener*. 2. current feelings and mental and physical state, using the verbs *estar* and *tener*. 3. four likes, using the verb *gustar*. 4. everyday activities, using eight verbs in the present tense in first person singular.
- Communicate in a meaningful context in the Spanish language at the novice-low to novice-mid level on the ACTFL proficiency scale.
- Recognize spoken Spanish at the introductory novice level.
- Explain or analyze the nature of language through comparisons of the Spanish language and their own.
- Explain or analyze the nature of language through comparisons of the Spanish language and their own.
- Demonstrate knowledge of and sensitivity to aspects of behavior, attitudes, and customs of Spanish-speaking countries.
- Demonstrate knowledge of and sensitivity to aspects of behavior, attitudes, and customs of Spanish-speaking countries.
- Student will demonstrate the use of basic Spanish grammatical structures, vocabulary, and idiomatic expressions to describe daily life situations and routines, extend greetings and farewells, express feelings and preferences, talk about simple situations and events in the past, and obtain information about people, places and things.
- Student will identify Hispanic traditions and customs
- Connect with the global community through study and acquisition of the Spanish language and creative forms of expression.
- Connect with the global community through study and acquisition of the Spanish language and creative forms of expression.
- Students will demonstrate noun and adjective agreement in written exams and oral presentations.
- Students will identify the difference between the verbs ser and estar. They will be able to conjugate the verbs properly at sentence and paragraph level.

**MIRAMAR**

- SLO #1 The student can describe himself/herself in a 100-word paragraph. The student can answer the following four questions in the paragraph, using connecting words such as *and*, *with*, and *from*. The student can include prepositional phrases and/or complements to answer Questions 3-4. 1. name, origin, physical and mental characteristics, using the verbs *ser* and *tener*. 2. current feelings and mental and physical

state, using the verbs "estar" and "tener". 3. four likes, using the verb "gustar". 4. everyday activities, using eight verbs in the present tense in first person singular.

## **SECTION V**

### **COURSE DATA ADMINISTRATION ELEMENTS**

#### **I. Codes:**

**California Classification:** (Y Credit Course)

**TOP Code:** 1105.00 Spanish

**SAM Code:** E - Non Occupational

**Course Prior to College Level (CB21):** Y - Not applicable. Level of course is not one of the levels listed above, may be above level A (transferable) or below level C (more than 3 levels below transfer level).

**Funding Agency Category (CB23):** Not Applicable (funding not used to develop course)

**Course Program Status (CB24):** Program-applicable

**Course Gen Education Status (CB25):** Y = Not applicable

**Course Support Course Status (CB26):** N = Course is not a support course

**Major Restriction Code:** NONE

#### **II. Lect Units: 5.00**

**Total Units:** 5

**Lecture Hours Min:** 80.00 **Max:** 90.00

**Lab Hours Min:** 0.00 **Max:** 0.00

**Other Hours Min:** 0.00 **Max:** 0.00

**Total Contact Hours Min:** 80.00 **Max:** 90.00

**Outside-of-Class Hours Min:** 160.00 **Max:** 180.00

**Total Student Learning Hours Min:** 240.00 **Max:** 270.00

**FTEF Lecture Min:** 0.3333 **Max:**

**FTEF Lab Min:** 0.0000 **Max:**

**FTEF Total Min:** 0.3333 **Max:**

#### **III. Last Time Pre/Co Requisite Update:** 01/06/2023

#### **IV. Last Outline Revision Date:** 04/08/2021

#### **V. CIC Approval:**

#### **VI. BOT Approval:**

#### **VII. State Approval:**

#### **VIII. Revised State Approval:**

#### **IX. Course Approval Effective Date:**

## **SECTION VI**

### **CREDIT FOR PRIOR LEARNING**

## Previous Report

SPAN 101

CIC Approval: 04/08/2021  
BOT APPROVAL:  
STATE APPROVAL:  
EFFECTIVE TERM: Spring 2022

### SAN DIEGO COMMUNITY COLLEGE DISTRICT CITY, MESA, AND MIRAMAR COLLEGES ASSOCIATE DEGREE COURSE OUTLINE

#### SECTION I

**SUBJECT AREA AND COURSE NUMBER:** Spanish 101

**COURSE TITLE:**

First Course in Spanish

**Units:**

5

Letter Grade or Pass/No Pass Option

**CATALOG COURSE DESCRIPTION:**

This interactive course introduces students to the Spanish language and the cultures of the Spanish speaking world. Students use basic Spanish language structures and vocabulary to speak, listen, read, and write in cultural context at the novice level. This course is intended for all students interested in gaining proficiency in the Spanish language for academic purposes and/or personal enrichment.

**REQUISITES:**

**Advisory:**

ENGL 043 with a grade of "C" or better, or equivalent or Milestone W40

**Limitation on Enrollment:**

This course is not open to students with previous credit for or concurrent enrollment in SPAN 100

**FIELD TRIP REQUIREMENTS:**

May be required

**TRANSFER APPLICABILITY:**

Associate Degree Credit & transfer to CSU CSU General Education IGETC UC Transfer Course List

**CID:**

SPAN 100

**TOTAL LECTURE HOURS:**

80 - 90

**TOTAL LAB HOURS:**

**TOTAL CONTACT HOURS:**

80 - 90

**OUTSIDE-OF-CLASS HOURS:**

160 - 180

**TOTAL STUDENT LEARNING HOURS:**

240 - 270

**STUDENT LEARNING OBJECTIVES:**

Upon successful completion of the course the student will be able to:

1. Identify sound and meaning in Spanish at an introductory novice level.
2. Pronounce Spanish words accurately.
3. Use basic Spanish grammatical structures, vocabulary, and idiomatic expressions to describe daily life situations and routines, extend greetings and farewells, express feelings and preferences, talk about simple situations and events in the past, and obtain information about people, places and things.
4. Distinguish between informal and formal address in Spain and throughout the Hispano-American world.

## Current Report

SPAN 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

**SUBJECT AREA AND COURSE NUMBER:** Spanish 101

**COURSE TITLE:**

First Course in Spanish

**Units:**

5

Letter Grade or Pass/No Pass Option

**CATALOG COURSE DESCRIPTION:**

This interactive course introduces students to the Spanish language and the cultures of the Spanish speaking world. Students use basic Spanish language structures and vocabulary to speak, listen, read, and write in cultural context at the novice level. This course is intended for all students interested in gaining proficiency in the Spanish language for academic purposes and/or personal enrichment.

**REQUISITES:**

**Advisory:**

ENGL 043 with a grade of "C" or better, or equivalent or Milestone W40

**Limitation on Enrollment:**

This course is not open to students with previous credit for or concurrent enrollment in SPAN 100

**FIELD TRIP REQUIREMENTS:**

May be required

**TRANSFER APPLICABILITY:**

Associate Degree Credit & transfer to CSU CSU General Education IGETC UC Transfer Course List

**CID:**

SPAN 100

**TOTAL LECTURE HOURS:**

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**OUTSIDE-OF-CLASS HOURS:**

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**STUDENT LEARNING OBJECTIVES:**

Upon successful completion of the course the student will be able to:

1. Identify sound and meaning in Spanish at an introductory novice level.
2. Pronounce Spanish words accurately.
3. Use basic Spanish grammatical structures, vocabulary, and idiomatic expressions to describe daily life situations and routines, extend greetings and farewells, express feelings and preferences, talk about simple situations and events in the past, and obtain information about people, places and things.
4. Distinguish between informal and formal address in Spain and throughout the Hispano-American world.
5. Compare and contrast topics in Hispano-American and Spanish history, geography, art, music, and general culture in written and spoken Spanish at the introductory novice level.

5. Compare and contrast topics in Hispano-American and Spanish history, geography, art, music, and general culture in written and spoken Spanish at the introductory novice level.
6. Recognize spoken Spanish at the introductory novice level.

6. Recognize spoken Spanish at the introductory novice level.

## SECTION II

### I. COURSE OUTLINE AND SCOPE:

#### A. Outline Of Topics:

The following topics are included in the framework of the course but are not intended as limits on content. The order of presentation and relative emphasis will vary with each instructor.

- I. Spanish sound system
  - A. Pronunciation of vowels and consonants
  - B. Proper accentuation and intonation
  - C. Word linking and language rhythm.
- II. Basic Spanish vocabulary for effective communication
  - A. Cognate interpretation
  - B. Interrogative words
  - C. Numbers 0-1000
  - D. Days of the week months seasons and dates
  - E. Classmates and friends
  - F. Telling time
  - G. Academic life
  - H. Colors
    - I. Family members
    - J. Pastimes and sports
    - K. Food and beverage
    - L. Expressions of courtesy/greetings
    - M. Identifying self and others
    - N. Places in the city
    - O. Travel and vacation
    - P. Clothing and shopping
    - Q. Demonstrative adjectives
    - R. Health professionals and occupations
    - S. Ordinal numbers
- III. Spanish grammatical structures
  - A. Subject verb agreement
  - B. Subject pronouns
  - C. Nouns and articles
  - D. Question formation
  - E. Present tense of regular verbs
  - F. Expressing negation
  - G. Present tense of irregular verbs
  - H. Verb form "hay"
    - I. Definite and indefinite articles
    - J. Gender and plural of nouns
    - K. Contractions "al" and "del"
    - L. Agreement of adjectives
    - M. Possessive adjectives/descriptive adjectives
    - N. Personal "a"
    - O. Present tense of stem-changing verbs
    - P. Difference between "ser" and "estar"
    - Q. Present progressive tense
    - R. Demonstrative adjectives and pronouns
    - S. Verbs with irregular "yo" form
    - T. "Estar" with conditions and emotions
    - U. Direct object nouns and pronouns
    - V. Saber y conocer
    - W. Indirect object pronouns
    - X. Preterite tense of regular verbs
- IV. Basic Spanish idiomatic expressions
  - A. Greetings
  - B. Farewells
  - C. Introductions
  - D. Weather
  - E. "Tener" idioms
  - F. "Estar" idioms
  - G. Courtesy
- V. Hispano-American and Spanish history geography and culture
  - A. Informal vs. formal address
  - B. Etiquette of meeting and greeting others

## 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. Spanish sound system
  - A. Pronunciation of vowels and consonants
  - B. Proper accentuation and intonation
  - C. Word linking and language rhythm.
- II. Basic Spanish vocabulary for effective communication
  - A. Cognate interpretation
  - B. Interrogative words
  - C. Numbers 0-1000
  - D. Days of the week months seasons and dates
  - E. Classmates and friends
  - F. Telling time
  - G. Academic life
  - H. Colors
    - I. Family members
    - J. Pastimes and sports
    - K. Food and beverage
    - L. Expressions of courtesy/greetings
    - M. Identifying self and others
    - N. Places in the city
    - O. Travel and vacation
    - P. Clothing and shopping
    - Q. Demonstrative adjectives
    - R. Health professionals and occupations
    - S. Ordinal numbers
- III. Spanish grammatical structures
  - A. Subject verb agreement
  - B. Subject pronouns
  - C. Nouns and articles
  - D. Question formation
  - E. Present tense of regular verbs
  - F. Expressing negation
  - G. Present tense of irregular verbs
  - H. Verb form "hay"
    - I. Definite and indefinite articles
    - J. Gender and plural of nouns
    - K. Contractions "al" and "del"
    - L. Agreement of adjectives
    - M. Possessive adjectives/descriptive adjectives
    - N. Personal "a"
    - O. Present tense of stem-changing verbs
    - P. Difference between "ser" and "estar"
    - Q. Present progressive tense
    - R. Demonstrative adjectives and pronouns
    - S. Verbs with irregular "yo" form
    - T. "Estar" with conditions and emotions
    - U. Direct object nouns and pronouns
    - V. Saber y conocer
    - W. Indirect object pronouns
    - X. Preterite tense of regular verbs
- IV. Basic Spanish idiomatic expressions
  - A. Greetings
  - B. Farewells
  - C. Introductions
  - D. Weather
  - E. "Tener" idioms
  - F. "Estar" idioms
  - G. Courtesy
- V. Hispano-American and Spanish history geography and culture
  - A. Informal vs. formal address
  - B. Etiquette of meeting and greeting others
  - C. Etiquette of farewells

- C. Etiquette of farewells
- D. Education
- E. Gestures
- F. Sports and leisure
- G. Table manners and mealtime
- H. Metric system
- I. Maps
- J. Climate variations
- K. Family life
- L. Music
- M. Holidays
- N. Current events
- O. History
- P. Personal space.

**B. Reading Assignments:**

Reading assignments are required and may include, but are not limited to, the following:

- I. Course textbook and/or workbook.
- II. Instructor-distributed Spanish language handouts related to basic Spanish grammatical structures and vocabulary.
- III. Spanish language advertisements, announcements, menus, invitations, and other documents related to daily life situations and customs.
- IV. Short readings from periodicals, magazines, or the Internet closely related to customs, traditions, daily life, music, and history throughout Spain and Hispano-America.
- V. Short readings related to Hispano-American cultural or historical events in the community.

**C. Writing Assignments:**

Writing assignments are required and may include, but are not limited to, the following:

- I. Exercises from the text, workbook, or instructor that require the student to distinguish, differentiate, and categorize Spanish vocabulary and grammar.
- II. Organized and sequenced paragraphs and documents in Spanish, such as postcards, letters, dramas, and dialogues.
- III. Brief responses to various prompts in Spanish.
- IV. Original Spanish language scripts for oral presentation(s).

**D. Appropriate Outside Assignments:**

Outside assignments may include, but are not limited to, the following:

- I. Reading, writing, and listening comprehension assignments.
- II. Vocabulary memorization.
- III. Viewing of assigned/recommended media materials.
- IV. Application of Spanish language structures and vocabulary via computer software, the Internet, or word processing.
- V. Field trips to Spanish or Hispano-American cultural and social exhibits/events.

**E. Appropriate Assignments that Demonstrate Critical Thinking:**

Critical thinking assignments are required and may include, but are not limited to, the following:

- I. Application of Spanish language structures, vocabulary, and culture to communicate personal experiences in writing.
- II. Original role-playing skits integrating language structures, vocabulary, and culture resulting in an oral presentation.
- III. Exercises related to locating, understanding, and interpreting written and oral information via video or Internet and responding appropriately in writing or orally.

**2. METHODS OF EVALUATION:**

A student's grade will be based on multiple measures of performance unless the course requires no grade. Multiple measures may include, but are not limited to, the following:

- I. Quizzes and examinations (chapter and comprehensive final).
- II. Writing assignments that test the application and integration of Spanish language structures, vocabulary, and culture.
- III. Chapter or unit exercises.
- IV. Internet activities that require students to analyze and compare daily life activities and customs in their own culture with those found in Spain and Hispano-America.
- V. Computer-assisted learning and word processing activities relevant to Spanish structures, vocabulary, and culture.
- VI. Class participation, including individual, pair, or group activities, presentations, and role-plays.

- D. Education
- E. Gestures
- F. Sports and leisure
- G. Table manners and mealtime
- H. Metric system
- I. Maps
- J. Climate variations
- K. Family life
- L. Music
- M. Holidays
- N. Current events
- O. History
- P. Personal space.

**B. Reading Assignments:**

Reading assignments are required and may include, but are not limited to, the following:

- I. Course textbook and/or workbook.
- II. Instructor-distributed Spanish language handouts related to basic Spanish grammatical structures and vocabulary.
- III. Spanish language advertisements, announcements, menus, invitations, and other documents related to daily life situations and customs.
- IV. Short readings from periodicals, magazines, or the Internet closely related to customs, traditions, daily life, music, and history throughout Spain and Hispano-America.
- V. Short readings related to Hispano-American cultural or historical events in the community.

**C. Writing Assignments:**

Writing assignments are required and may include, but are not limited to, the following:

- I. Exercises from the text, workbook, or instructor that require the student to distinguish, differentiate, and categorize Spanish vocabulary and grammar.
- II. Organized and sequenced paragraphs and documents in Spanish, such as postcards, letters, dramas, and dialogues.
- III. Brief responses to various prompts in Spanish.
- IV. Original Spanish language scripts for oral presentation(s).

**D. Appropriate Outside Assignments:**

Outside assignments may include, but are not limited to, the following:

- I. Reading, writing, and listening comprehension assignments.
- II. Vocabulary memorization.
- III. Viewing of assigned/recommended media materials.
- IV. Application of Spanish language structures and vocabulary via computer software, the Internet, or word processing.
- V. Field trips to Spanish or Hispano-American cultural and social exhibits/events.

**E. Appropriate Assignments that Demonstrate Critical Thinking:**

Critical thinking assignments are required and may include, but are not limited to, the following:

- I. Application of Spanish language structures, vocabulary, and culture to communicate personal experiences in writing.
- II. Original role-playing skits integrating language structures, vocabulary, and culture resulting in an oral presentation.
- III. Exercises related to locating, understanding, and interpreting written and oral information via video or Internet and responding appropriately in writing or orally.

**2. METHODS OF EVALUATION:**

A student's grade will be based on multiple measures of performance unless the course requires no grade. Multiple measures may include, but are not limited to, the following:

- I. Quizzes and examinations (chapter and comprehensive final).
- II. Writing assignments that test the application and integration of Spanish language structures, vocabulary, and culture.
- III. Chapter or unit exercises.
- IV. Internet activities that require students to analyze and compare daily life activities and customs in their own culture with those found in Spain and Hispano-America.
- V. Computer-assisted learning and word processing activities relevant to Spanish structures, vocabulary, and culture.
- VI. Class participation, including individual, pair, or group activities, presentations, and role-plays.

**3. METHODS OF INSTRUCTION:**

Methods of instruction may include, but are not limited to, the following:

### 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 (Hybrid only)
- \* Lecture
- \* Other (Specify)
- \* Guest speaker(s)
- \* Field trip(s)

### 4. REQUIRED TEXTS AND SUPPLIES:

Textbooks may include, but are not limited to:

#### TEXTBOOKS:

1. Blanco, Jos   A. Vistas: Introducci  n a La Lengua Espa  ola, 4th ed. Vista Higher Learning, 2012, ISBN: 9781617672118
2. Dorwick, Thalia, et al. Puntos de Partida: An Invitation to Spanish, 9th ed. McGraw Hill, 2011, ISBN: 9780073385419
3. Kendris, Christopher and Theodore Kendris. 501 Spanish Verbs, 9th ed. Barron's Educational Series, 2020, ISBN: 9781506260600
4. Schmitt, Conrad J. Schaum's Outline of Spanish Grammar, 7th ed. McGraw-Hill, 2019, ISBN: 9781506260600
5. Zayan-Bazan, Eduardo. Arriba: Comunicacion y Cultura, 7th ed. Pearsin, 2019, ISBN: 9780135223550

#### MANUALS:

#### PERIODICALS:

#### SOFTWARE:

#### SUPPLIES:

**ORIGINATOR:** Alison Primoza

**CO-CONTRIBUTOR(S)**  
**DATE:** 12/14/2020

Status: Active

Date Printed: 03/9/2023

- \* Audio-Visual
- \* Collaborative Learning
- \* Computer Assisted Instruction
- \* Discussion Seminar
- \* Distance Education (Fully online)
- \* Lecture
- \* Other (Specify)
- \* Guest Speaker(s)
- \* Field Trip(s)

### 4. REQUIRED TEXTS AND SUPPLIES:

Textbooks may include, but are not limited to:

#### TEXTBOOKS:

1. Blanco, Jos   A. Vistas: Introducci  n a La Lengua Espa  ola, 4th ed. Vista Higher Learning, 2012, ISBN: 9781617672118
2. Dorwick, Thalia, et al. Puntos de Partida: An Invitation to Spanish, 9th ed. McGraw Hill, 2011, ISBN: 9780073385419
3. Kendris, Christopher and Theodore Kendris. 501 Spanish Verbs, 9th ed. Barron's Educational Series, 2020, ISBN: 9781506260600
4. Schmitt, Conrad J. Schaum's Outline of Spanish Grammar, 7th ed. McGraw-Hill, 2019, ISBN: 9781506260600
5. Zayan-Bazan, Eduardo. Arriba: Comunicacion y Cultura, 7th ed. Pearsin, 2019, ISBN: 9780135223550

#### MANUALS:

#### PERIODICALS:

#### SOFTWARE:

#### SUPPLIES:

**ORIGINATOR:** Alison Primoza

**ORIGINATION DATE:** 12/14/2020

**PROPOSAL ORIGINATOR:** Alison Primoza

**CO-CONTRIBUTOR(S)** Philippe Patto, Virginia Naters

**PROPOSAL DATE:** 01/06/2023

Status: Launched

Date Printed: 03/9/2023

# Previous Report

SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY , MESA AND MIRAMAR COLLEGES

Course Outline of Record:  
Curriculum Proposal Report

## SECTION I

- I. **Subject Area:** Spanish
- II. **Course Number:** 101
- III. **Course Title:** First Course in Spanish
- IV. **Disciplines (Instructor Minimum Qualifications):** Foreign Languages
- V.
- VI. **Family:**
- VII. **Current Short Title:** First Course in Spanish
- VIII. **Course Is Active/Where?** CITY , MESA AND MIRAMAR
- IX. **Originating Campus:** MESA
- X. **Action Proposed:** Course Revision (May Include Activation)
- XI. **Distance Education Proposed At:** City , Mesa and Miramar
- XII. **Proposal Originating Date:** 12/14/2020
- XIII. **Proposed Start Semester:** Spring 2022
- XIV. **Field Trip:** May be required
- XV. **Grading Option:** Letter Grade or Pass/No Pass Option
- XVI. **Current Short Description:** First course in Spanish language.

## SECTION II

### COURSE ENROLLMENT INFORMATION

- I. **Requisites:**  
Advisory: ENGL 043 with a grade of "C" or better, or equivalent. or Milestone W40  
Limitation on Enrollment:: This course is not open to students with previous credit for or concurrent enrollment in SPAN 100
- 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 SPAN 101 + 102 = SPAN 100
- VI. **Additional Information:**
- VII. **Additional Textbook Information:** Text are most current editions.

### COURSE ANALYSIS DATA

- I. **Reason for Proposed Action:** Six yr review including text review and update 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 3. Major Requirement - Certificate of Achievement 4. Major Requirement - Certificate of Performance
- V. **Extraordinary Cost to the College:** No new costs.
- VI. **Library Resource Materials:** No new resources required.

### GENERAL EDUCATION ANALYSIS

#### CSU General Education:

C2 Area C. Arts and Humanities - Humanities (Literature, Philosophy, Languages Other than English)

#### District General Education:

# Current Report

SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY , MESA AND MIRAMAR COLLEGES

Course Outline of Record:  
Curriculum Proposal Report

## SECTION I

- I. **Subject Area:** Spanish
- II. **Course Number:** 101
- III. **Course Title:** First Course in Spanish
- IV. **Disciplines (Instructor Minimum Qualifications):** Foreign Languages
- V.
- VI. **Family:**
- VII. **Current Short Title:** First Course in Spanish
- VIII. **Course Is Active/Where?** CITY , MESA AND MIRAMAR
- IX. **Originating Campus:** MESA
- X. **Action Proposed:** Course Revision (May Include Activation)
- XI. **Distance Education Proposed At:** Mesa , Miramar and City
- XII. **Proposal Originating Date:** 01/06/2023
- XIII. **Proposed Start Semester:** Summer 2023
- XIV. **Field Trip:** May be required
- XV. **Grading Option:** Letter Grade or Pass/No Pass Option
- XVI. **Current Short Description:** First course in Spanish language.

## SECTION II

### COURSE ENROLLMENT INFORMATION

- I. **Requisites:**  
Advisory: ENGL 043 with a grade of "C" or better, or equivalent. or Milestone W40  
Limitation on Enrollment:: This course is not open to students with previous credit for or concurrent enrollment in SPAN 100
- 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 SPAN 101 + 102 = SPAN 100
- VI. **Additional Information:**
- VII. **Additional Textbook Information:** Text are most current editions.

### COURSE ANALYSIS DATA

- I. **Reason for Proposed Action:** Revise Distance Ed for all three campuses from Hybrid to Fully Online, and removed Hybrid Only from Methods of Instruction.
- 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 4. Major Requirement - Certificate of Performance
- V. **Extraordinary Cost to the College:** No new costs.
- VI. **Library Resource Materials:** No new resources required.

### GENERAL EDUCATION ANALYSIS

#### CSU General Education:

C2 Area C. Arts and Humanities - Humanities (Literature, Philosophy, Languages Other than English)

#### District General Education:

**IGETC:**

Area 6. Languages other than English (UC Requirement Only) - 6A: Languages Other Than English

**UC Transfer Course:**

Yes

**REQUISITES ANALYSIS**

Able to read and write at pre-college level

- I. Course: ENGL 043 Read pre-college and basic college level texts for the purposes of writing and class discussion.
- II. Course: ENGL 043 Practice and apply appropriate strategies from the writing process including pre-writing, composing, revising, and editing techniques.
- III. Course: ENGL 043 Plan and write sentences, paragraphs, and basic compositions (which may include short essays) for a total of 2,500-3,000 graded words that are clear, unified, and purposeful on personal and non-personal or abstract topics.
- IV. Course: ENGL 043 Produce in-class paragraphs and basic compositions that demonstrate organizing, composing, revising, and editing skills.
- V. Course: ENGL 043 Practice and apply appropriate mechanical and grammatical structures in the production and editing of sentences, paragraphs, and basic compositions.
- VI. Course: ENGL 043 Apply critical thinking in reading, writing, and class discussion.
- VII. Course: ENGL 043 Employ study skills and habits necessary for further academic success.

**SECTION III****COURSE DISTANCE EDUCATION INFORMATION****I. MESA****II. Distance Education Methods of Instruction:** 1. Hybrid only**III. Other Distance Education Methods:****IV. Type and frequency of contact may include, but is not limited to:**

1. Chat Rooms  
Frequent
2. E-mail  
Frequent
3. Group Meetings  
In person frequently and online as needed
4. Individual Meetings  
As needed
5. Telephone Contact  
As needed
6. Threaded Conferencing  
At least once a semester

**V. List of Techniques:** Fifty-one percent (51%) or more of instruction will be taught in a traditional, on-campus format. All chapter exams and final will be administered on campus. The online format will include frequent interaction with the instructor via, threaded conferencing, e-mail, and telephone contact as needed. Other assessments such as quizzes and assignments may be administered online. Videos of lecture material may be used online to supplement on-campus lectures.

**IGETC:**

Area 6. Languages other than English (UC Requirement Only) - 6A: Languages Other Than English

**UC Transfer Course:**

Yes

**REQUISITES ANALYSIS**

Able to read and write at pre-college level

- I. Course: ENGL 043 Read pre-college and basic college level texts for the purposes of writing and class discussion.
- II. Course: ENGL 043 Practice and apply appropriate strategies from the writing process including pre-writing, composing, revising, and editing techniques.
- III. Course: ENGL 043 Plan and write sentences, paragraphs, and basic compositions (which may include short essays) for a total of 2,500-3,000 graded words that are clear, unified, and purposeful on personal and non-personal or abstract topics.
- IV. Course: ENGL 043 Produce in-class paragraphs and basic compositions that demonstrate organizing, composing, revising, and editing skills.
- V. Course: ENGL 043 Practice and apply appropriate mechanical and grammatical structures in the production and editing of sentences, paragraphs, and basic compositions.
- VI. Course: ENGL 043 Apply critical thinking in reading, writing, and class discussion.
- VII. Course: ENGL 043 Employ study skills and habits necessary for further academic success.

**SECTION III****COURSE DISTANCE EDUCATION INFORMATION****I. MESA****II. Distance Education Methods of Instruction:** 1. Fully Online**III. Other Distance Education Methods:****IV. Type and frequency of contact may include, but is not limited to:**

1. Announcements  
As needed  
**Participant/s:** Faculty to Student/s
2. Chat Rooms  
May be used as needed  
**Participant/s:** Faculty to Student/s , Among Students
3. Discussion Board  
and/or Synchronous or Asynchronous Video - At least weekly  
**Participant/s:** Faculty to Student/s , Among Students
4. Group Meetings  
In person frequently and online as needed  
**Participant/s:** Faculty to Student/s , Among Students
5. Individual Meetings  
As needed  
**Participant/s:** Faculty to Student/s , Among Students
6. Synchronous or Asynchronous Video  
and/or Discussion Board - At least weekly  
**Participant/s:** Faculty to Student/s , Among Students
7. Telephone Contact  
As needed  
**Participant/s:** Faculty to Student/s , Among Students

**V. List of Techniques:** Because these are language courses, all courses provide extensive opportunities for student-to-student and student-to-professor oral interactions. Online instruction includes regular student-to-student and instructor-to-student communication. Announcements will be used as needed by the instructor. 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 or discussion boards may be used for synchronous or asynchronous 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

**VI. How to Evaluate Students for Achieved Outcomes:** Fifty-one percent (51%) or more of the evaluation will be assessed in a traditional, on-campus format. All chapter exams and final will be administered on campus. Other assessments such as quizzes and assignments may be administered online. Students will have opportunities to receive instructor and peer feedback both in person and online.

**VII. Additional Resources/Materials/Information:** Computer access with video and audio capabilities is available on campus for students as needed. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). 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. Hybrid only

**XI. Other Distance Education Methods:**

**XII. Type and frequency of contact may include, but is not limited to:**

1. Chat Rooms  
Frequent
2. E-mail  
Frequent
3. Group Meetings  
In person frequently and online as needed
4. Individual Meetings  
As needed
5. Telephone Contact  
As needed
6. Threaded Conferencing  
At least once a semester

**XIII. List of Techniques:** Fifty-one percent (51%) or more of instruction will be taught in a traditional, on-campus format. All chapter exams and final will be administered on campus. The online format will include frequent interaction with the instructor via, threaded conferencing, e-mail, and telephone contact as needed. Other assessments such as quizzes and assignments may be administered online. Videos of lecture material may be used online to supplement on-campus lectures.

**XIV. How to Evaluate Students for Achieved Outcomes:** Fifty-one percent (51%) or more of the evaluation will 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. Students will have opportunities to receive instructor and peer feedback both in person and online.

**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. Computer access with video and audio capabilities is available on campus for students as needed. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). 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  
**Participant/s:** Faculty to Student/s
2. Chat Rooms  
as needed  
**Participant/s:** Faculty to Student/s
3. Collaborative Web Documents  
as assigned  
**Participant/s:** Faculty to Student/s , Among Students
4. Conferencing  
as assigned  
**Participant/s:** Faculty to Student/s
5. Discussion Board  
at least 5 times during the term  
**Participant/s:** Among Students
6. Email/Message System  
as needed  
**Participant/s:** Faculty to Student/s , Among Students
7. Field Trips  
as assigned  
**Participant/s:** Faculty to Student/s , Among Students
8. Group Meetings  
as assigned  
**Participant/s:** Faculty to Student/s , Among Students
9. Individual Meetings  
as needed  
**Participant/s:** Faculty to Student/s
10. Individualized Assignment Feedback  
as assigned  
**Participant/s:** Faculty to Student/s , Among Students
11. Synchronous or Asynchronous Video  
as assigned  
**Participant/s:** Faculty to Student/s , Among Students

**XIII. List of Techniques:** Students engage in regular and effective interaction with each other and the instructor in ways that mirror the traditional classrooms; only the delivery system is altered. These methods include one-on-one communication with the instructor and with other students via e-mail, the announcement system, the discussion board, or other tools. Students also demonstrate an understanding and integration of course concepts via research assignments, problem sets, group projects, asynchronous class discussion, and/or other assignments. Online techniques, which allow for conveying content effectively, include instructor-led, short presentations, followed by small group student-led interactions where immediate feedback is provided by peers as well as the instructor joining the group. The online format lowers the students' affective filters, thus encouraging additional conversation and collaborative practice with the target language. The feedback that students receive from peers and the instructor allow for effective language instruction, acquisition, learning, and practice in a variety of online formats.

**XIV. How to Evaluate Students for Achieved Outcomes:** Multiple measures are used to assess student learning objectives. Some of the evaluations are assessed in a traditional, on-campus or online format. These include performance on objective examinations administered via the assessment tool, writing assignments, and/or group or

assessed in a traditional, on-campus format. All chapter exams and final will be administered on campus. Other assessments such as quizzes and assignments may be administered online. Students will have opportunities to receive instructor and peer feedback both in person and online.

**XV. Additional Resources/Materials/Information:** Computer access with video and audio capabilities is available on campus for students as needed. Distance education techniques used in this course will be accessible to individuals with disabilities. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). 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. Hybrid only

**XIX. Other Distance Education Methods:** At least 50% of the in-class time must be conducted in person, while the other 50% must be conducted via synchronous video. During emergency periods of campus closure only, 100% of the time must be conducted via synchronous video.

**XX. Type and frequency of contact may include, but is not limited to:**

1. Announcements  
weekly via the announcements tool or during the in-person or synchronous video portion of the course
2. Conferencing  
as assigned
3. Discussion Board  
as assigned
4. Email/Message System  
as needed
5. Field Trips  
as assigned
6. Group Meetings  
at least 50% of the in-class time must be conducted in person; during emergency periods of campus closure only, this time may be conducted via synchronous online video conferencing
7. Individual Meetings  
as needed
8. Individualized Assignment Feedback  
as assigned
9. Synchronous or Asynchronous Video  
all online instruction must be conducted in a synchronous video format
10. Telephone Contact  
as needed

**XXI. List of Techniques:** Students interact with each other and the instructor in ways that mirror the traditional classroom; only the delivery system is via synchronous online video conferencing instead of in-person communication. Students may also interact with each other and the instructor via email, the announcement system, the discussion board, or other tools. Students also demonstrate an understanding and integration of course concepts via research assignments, writing exercises, class discussion, and/or other assignments.

**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.

**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).
- Students will demonstrate the use of basic Spanish grammatical structures, vocabulary, and idiomatic expressions to

**XXIV. Audio Visual Library Materials:** NO

- Student will identify Hispanic traditions and customs

individual projects posted to the discussion board or other online collaboration tool. During online sessions, students engage in multiple low-stakes assessments, some of which focus on cultural awareness, pronunciation, grammar, comprehension (reading, listening), and production (speaking, writing). Students are also evaluated on online interactions, getting feedback and then recording interactions again, thus allowing the instructor to provide more frequent and detailed feedback. Multiple individual projects as well as a minimum of one group project are assigned during the semester.

**XV. Additional Resources/Materials/Information:** Materials posted online are consistent with those required for campus based class. SDCCD and DSPS personnel provide all needed accommodations. DSPS provides a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).

**XVI. Audio Visual Library Materials:** NO

**XVII. MIRAMAR**

**XVIII. Distance Education Methods of Instruction:** 1. Fully Online

**XIX. Other Distance Education Methods:** All online instructional hours will be delivered synchronously.

**XX. Type and frequency of contact may include, but is not limited to:**

1. Announcements  
weekly via the announcements tool or during the in-person or synchronous video portion of the course  
**Participant/s:** Faculty to Student/s
2. Conferencing  
as assigned
3. Discussion Board  
as assigned  
**Participant/s:** Faculty to Student/s , Among Students
4. Email/Message System  
as needed  
**Participant/s:** Faculty to Student/s , Among Students
5. Field Trips  
as assigned
6. Group Meetings  
as appropriate  
**Participant/s:** Faculty to Student/s , Among Students
7. Individual Meetings  
as needed
8. Individualized Assignment Feedback  
as assigned
9. Synchronous or Asynchronous Video  
all online instruction must be conducted in a synchronous video format  
**Participant/s:** Faculty to Student/s , Among Students
10. Telephone Contact  
as needed  
**Participant/s:** Faculty to Student/s , Among Students

**XXI. List of Techniques:** Students interact with each other and the instructor in ways that mirror the traditional classroom; only the delivery system is via synchronous online video conferencing instead of in-person communication. Students may also interact with each other and the instructor via email, the announcement system, the discussion board, or other tools. Students also demonstrate an understanding and integration of course concepts via research assignments, writing exercises, class discussion, and/or other assignments.

**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.

**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

- Students will demonstrate noun and adjective agreement in written exams and oral presentations.
- Students will identify the difference between the verbs ser and estar. They will be able to conjugate the verbs properly at sentence and paragraph level.

## MESA

- Compare and contrast topics in Hispano-American and Spanish history, geography, art, music, and general culture in written and spoken Spanish at the introductory novice level.
- Communicate in a meaningful context in the Spanish language at the novice-low to novice-mid level on the ACTFL proficiency scale.
- SLO #1 The student can describe himself/herself in a 100-word paragraph. The student can answer the following four questions in the paragraph, using connecting words such as *and*, *with*, and *from*. The student can include prepositional phrases and/or complements to answer Questions 3-4. 1. name, origin, physical and mental characteristics, using the verbs *es* and *tiene*. 2. current feelings and mental and physical state, using the verbs *está* and *está*. 3. four likes, using the verb *le gusta*. 4. everyday activities, using eight verbs in the present tense in first person singular.
- Communicate in a meaningful context in the Spanish language at the novice-low to novice-mid level on the ACTFL proficiency scale.
- Recognize spoken Spanish at the introductory novice level.
- Explain or analyze the nature of language through comparisons of the Spanish language and their own.
- Explain or analyze the nature of language through comparisons of the Spanish language and their own.
- Demonstrate knowledge of and sensitivity to aspects of behavior, attitudes, and customs of Spanish-speaking countries.
- Demonstrate knowledge of and sensitivity to aspects of behavior, attitudes, and customs of Spanish-speaking countries.
- Student will demonstrate the use of basic Spanish grammatical structures, vocabulary, and idiomatic expressions to describe daily life situations and routines, extend greetings and farewells, express feelings and preferences, talk about simple situations and events in the past, and obtain information about people, places and things.
- Student will identify Hispanic traditions and customs
- Connect with the global community through study and acquisition of the Spanish language and creative forms of expression.
- Connect with the global community through study and acquisition of the Spanish language and creative forms of expression.
- Students will demonstrate noun and adjective agreement in written exams and oral presentations.
- Students will identify the difference between the verbs ser and estar. They will be able to conjugate the verbs properly at sentence and paragraph level.

## MIRAMAR

- SLO #1 The student can describe himself/herself in a 100-word paragraph. The student can answer the following four questions in the paragraph, using connecting words such as *and*, *with*, and *from*. The student can include prepositional phrases and/or complements to answer Questions 3-4. 1. name, origin, physical and mental characteristics, using the verbs *es* and *tiene*. 2. current feelings and mental and physical state, using the verbs *está* and *está*. 3. four likes, using the verb *le gusta*. 4. everyday activities, using eight verbs in the present tense in first person singular.

## SECTION V

### COURSE DATA ADMINISTRATION ELEMENTS

#### **I. Codes:**

**California Classification:** (Y Credit Course)

**TOP Code:** 1105.00 Spanish

**SAM Code:** E - Non Occupational

**Course Prior to College Level (CB21):** Y - Not applicable. Level of course is not one of the levels listed above, may be above level A (transferable) or below level C (more than 3 levels below transfer level).

**Funding Agency Category (CB23):** Not Applicable (funding not used to develop course)

**Course Program Status (CB24):** Program-applicable

**Course Gen Education Status (CB25):** Y = Not applicable

**Course Support Course Status (CB26):** N = Course is not a support course

**Major Restriction Code:** NONE

#### **II. Lect Units:** 5.00

**Total Units:** 5

**Lecture Hours Min:** 80.00 **Max:** 90.00

**Lab Hours Min:** 0.00 **Max:** 0.00

**Other Hours Min:** 0.00 **Max:** 0.00

**Total Contact Hours Min:** 80.00 **Max:** 90.00

## COURSE STUDENT LEARNING OUTCOME(S)

### CITY

- Compare and contrast topics in Hispano-American and Spanish history, geography, art, music, and general culture in written and spoken Spanish at the introductory novice level.
- Recognize spoken Spanish at the introductory novice level.
- Student will demonstrate the use of basic Spanish grammatical structures, vocabulary, and idiomatic expressions to describe daily life situations and routines, extend greetings and farewells, express feelings and preferences, talk about simple situations and events in the past, and obtain information about people, places and things.
- Student will identify Hispanic traditions and customs
- Students will demonstrate noun and adjective agreement in written exams and oral presentations.
- Students will identify the difference between the verbs ser and estar. They will be able to conjugate the verbs properly at sentence and paragraph level.

### MESA

- Compare and contrast topics in Hispano-American and Spanish history, geography, art, music, and general culture in written and spoken Spanish at the introductory novice level.
- Communicate in a meaningful context in the Spanish language at the novice-low to novice-mid level on the ACTFL proficiency scale.
- SLO #1 The student can describe himself/herself in a 100-word paragraph. The student can answer the following four questions in the paragraph, using connecting words such as *and*, *with*, and *from*. The student can include prepositional phrases and/or complements to answer Questions 3-4. 1. name, origin, physical and mental characteristics, using the verbs *es* and *tiene*. 2. current feelings and mental and physical state, using the verbs *está* and *está*. 3. four likes, using the verb *le gusta*. 4. everyday activities, using eight verbs in the present tense in first person singular.
- Communicate in a meaningful context in the Spanish language at the novice-low to novice-mid level on the ACTFL proficiency scale.
- Recognize spoken Spanish at the introductory novice level.
- Explain or analyze the nature of language through comparisons of the Spanish language and their own.
- Explain or analyze the nature of language through comparisons of the Spanish language and their own.
- Demonstrate knowledge of and sensitivity to aspects of behavior, attitudes, and customs of Spanish-speaking countries.
- Demonstrate knowledge of and sensitivity to aspects of behavior, attitudes, and customs of Spanish-speaking countries.
- Student will demonstrate the use of basic Spanish grammatical structures, vocabulary, and idiomatic expressions to describe daily life situations and routines, extend greetings and farewells, express feelings and preferences, talk about simple situations and events in the past, and obtain information about people, places and things.
- Student will identify Hispanic traditions and customs
- Connect with the global community through study and acquisition of the Spanish language and creative forms of expression.
- Connect with the global community through study and acquisition of the Spanish language and creative forms of expression.
- Students will demonstrate noun and adjective agreement in written exams and oral presentations.
- Students will identify the difference between the verbs ser and estar. They will be able to conjugate the verbs properly at sentence and paragraph level.

### MIRAMAR

- SLO #1 The student can describe himself/herself in a 100-word paragraph. The student can answer the following four questions in the paragraph, using connecting words such as *and*, *with*, and *from*. The student can include prepositional phrases and/or complements to answer Questions 3-4. 1. name, origin, physical and mental characteristics, using the verbs *es* and *tiene*. 2. current feelings and mental and physical state, using the verbs *está* and *está*. 3. four likes, using the verb *le gusta*. 4. everyday activities, using eight verbs in the present tense in first person singular.

## SECTION V

### COURSE DATA ADMINISTRATION ELEMENTS

#### **I. Codes:**

**California Classification:** (Y Credit Course)

**TOP Code:** 1105.00 Spanish

**SAM Code:** E - Non Occupational

**Course Prior to College Level (CB21):** Y - Not applicable. Level of course is not one of the levels listed above, may be above level A (transferable) or below level C (more than 3 levels below transfer level).

**Funding Agency Category (CB23):** Not Applicable (funding not used to develop course)

**Outside-of-Class Hours Min:** 160.00 **Max:**180.00  
**Total Student Learning Hours Min:** 240.00 **Max:** 270.00  
**FTEF Lecture Min:** 0.3333 **Max:**  
**FTEF Lab Min:** 0.0000 **Max:**  
**FTEF Total Min:** 0.3333 **Max:**

**III. Last Time Pre/Co Requisite Update:** 12/14/2020

**IV. Last Outline Revision Date:** 04/08/2021

**V. CIC Approval:** 04/08/2021

**VI. BOT Approval:**

**VII. State Approval:**

**VIII. Revised State Approval:**

**IX. Course Approval Effective Date:** Spring 2022

#### SECTION VI

#### CREDIT FOR PRIOR LEARNING

**Course Program Status (CB24):** Program-applicable  
**Course Gen Education Status (CB25):** Y = Not applicable  
**Course Support Course Status (CB26):** N = Course is not a support course  
**Major Restriction Code:** NONE

**II. Lect Units:** 5.00

**Total Units:** 5

**Lecture Hours Min:** 80.00 **Max:** 90.00

**Lab Hours Min:** 0.00 **Max:** 0.00

**Other Hours Min:** 0.00 **Max:**0.00

**Total Contact Hours Min:** 80.00 **Max:**90.00

**Outside-of-Class Hours Min:** 160.00 **Max:**180.00

**Total Student Learning Hours Min:** 240.00 **Max:** 270.00

**FTEF Lecture Min:** 0.3333 **Max:**

**FTEF Lab Min:** 0.0000 **Max:**

**FTEF Total Min:** 0.3333 **Max:**

**III. Last Time Pre/Co Requisite Update:** 01/06/2023

**IV. Last Outline Revision Date:** 04/08/2021

**V. CIC Approval:**

**VI. BOT Approval:**

**VII. State Approval:**

**VIII. Revised State Approval:**

**IX. Course Approval Effective Date:**

#### SECTION VI

#### CREDIT FOR PRIOR LEARNING

# CITY - ACCOUNTING - ASSOCIATE OF SCIENCE DEGREE

## PROPOSAL INFORMATION

**Action Proposed:**Program Revision

**Proposal Originator:**Tania Mustafa

**Origination**

**Date:**09/01/2022

**Proposed Start:**Fall 2024

**Need for Proposal:**

Revise program and award descriptions and career options. Remove ACCT 102, ACCT 150, BUSE 92, CBTE 140, CBTE 143, and CBTE 180 from courses required for the major. Revise heading for required electives. Remove ACCT 270 from required electives. Add ACCT 102, ACCT 150, and CBTE 143 to required electives. Remove recommended electives. Revise total units.

**Attached Documents:**

[Archive COCI Approval Letter 04-09-2013](#)

[COE LMI 09-2021](#)

[Regional Consortium Recommendation\\_2022-12-09](#)

[Regional Consortium Recommendation Minutes](#)

[LMI OccProfile SOC13-2011](#)

[LMI OccProfile SOC43-4041](#)

[LMI OccProfile SOC13-2051](#)

[LMI OccProfile SOC13-2099](#)

[LMI OccProfile SOC13-2052](#)

[Narrative\\_FA2024\\_2023-03-06](#)

[Advisory Board Minutes](#)

## PROGRAM & AWARD INFORMATION

**Award Description:**

The Associate Degree in Accounting prepares students for entry into the field of accounting. The associate degree provides students with basic accounting skills necessary to be successful in the accounting industry. Students who successfully complete the degree have the skill set necessary for the following careers: accounting clerk, accounts payable/receivable specialist, claims clerk, payroll clerk, bookkeeper, accounting technician, tax preparer, tax aid, financial management assistant, or comparable positions. This degree is intended for students majoring in accounting, and students looking to update their accounting skills.

**Program Description:**

Accounting is fundamental to the operation of all businesses. Studying accounting prepares students for many diverse career opportunities in the field of accounting. The Accounting program at San Diego City College offers certificates of performance, certificates of achievement, and an associate degree in the field of accounting and financial management. The program is designed to provide fundamental skills for individuals planning to enter the field of accounting. Possible entry-level jobs for this program include accounting clerk, accounts payable/receivable specialist, claims clerk, payroll clerk, bookkeeper, accounting technician, tax preparer, tax aid, financial management assistant, or comparable positions. Coursework offered by the program prepares students for transfer to a four-year institution, while providing foundational skills to obtain entry-level positions,

enhance existing job competencies, and prepare for the Certified Public Accountant (CPA) and Certified Management Accountant (CMA) licenses.

**Program Goals:**

This section is no longer updated in CurricUNET.

**Program Emphasis:**

**Career Options:**

Some careers in accounting require education beyond the associate degree. Examples of careers in accounting include: bookkeeper, accounting clerk, accounting assistant, bill and accounts collector, billing clerk, payroll clerk, data entry clerk, bank teller, data-entry specialist, etc.

**COURSES REQUIRED FOR THE MAJOR:** **UNITS**

ACCT 116A	Financial Accounting *Approved*	4
ACCT 116B	Managerial Accounting *Approved*	4
BUSE 119	Business Communications *Active*	3

**COMPLETE A MINIMUM OF SEVEN (7) UNITS FROM THE FOLLOWING:** **UNITS**

ACCT 102	Basic Accounting *Active*	3
ACCT 119	Accounting Ethics *Active*	3
ACCT 120	Federal Income Tax *Active*	3
ACCT 121	California Income Tax *Active*	1
ACCT 125	Government & Not-for-Profit Accounting *Active*	3
ACCT 128A	Recordkeeping *Active*	1.5
ACCT 128B	Payroll *Active*	1.5
ACCT 135	Principles of Auditing *Active*	3
ACCT 150	Computer Accounting Applications *Active*	3
BUSE 101	Business Mathematics *Active*	3
BUSE 120	Personal Financial Management *Launched*	3
CBTE 143	Intermediate Microsoft Excel *Active*	3

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Total Units 18

**DATES & CODES**

**CIC Approval:**

**Board Approval:**

**State Approval:**

**TOP Code:** 0502.00

**State Approval (Unique) Code:** 05225

Subject Area: Accounting  
Program Area: Business Studies

Report Run: 03/09/2023 1:08 PM  
Program ID: 4433

## Previous Report

### CITY - ACCOUNTING - ASSOCIATE OF SCIENCE DEGREE

#### PROPOSAL INFORMATION

**Action Proposed:**Program Revision

**Proposal Originator:**Shana Carr

**Origination  
Date:**07/19/2017

**Proposed Start:**Fall 2019

**Need for Proposal:**

Revamp the AS degree to meet the needs of the accounting profession with a more focused curriculum. Re-titled award from "Small Business Accounting" to "Accounting." Remove ACCT 120, ACCT 121, ACCT 128A, ACCT 128B, BIOL 101, BUSE 101, ENGL 101, BUSE 140, CISC 181, ECON 120, PHIL 102B, and COMS 180 from courses required for the major. Add BUSE 092, have BUSE 119 as an option, and add the options of CBTE 143 and CBTE 180 to courses required for the major. Remove BUSE 270, BUSE 245C, and BUSE 277C from required electives. Add ACCT 119, ACCT 120, ACCT 121, ACCT 125, ACCT 128A, ACCT 128B, ACCT 134, BUSE 101 and BUSE 120 as required electives. Add BUSE 140 and CISC 181 as recommended electives.

#### PROGRAM & AWARD INFORMATION

**Award Description:**

The Accounting associate degree prepares students for entrance into the accounting field. The degree provides students with basic accounting skills necessary to be successful in the industry. This degree is intended for students majoring in accounting, and students looking to update their accounting skill set.

**Award Notes:**

Prepare students for careers in accounting by providing entry-level accounting skills training.

Program SLO: Apply and perform basic accounting skills in an accounting profession.

For a current list of articulated courses to CSU or UC business major visit [www.assist.org](http://www.assist.org). Additional general education and graduation requirements for the associate degree are listed in the Academic Requirements section of the catalog. Students interested in careers as professional accountants should select the Business Studies San Diego State University Transfer Option. THE ASSOCIATE DEGREE REQUIRES A MINIMUM OF 60 UNITS.

**Program Description:**

N/A

**Program Goals:**

N/A

**Program Emphasis:**

**Career Options:**

Students who successfully complete the degree have the skill set necessary for the following careers:

Accounting Clerk

## Current Report

### CITY - ACCOUNTING - ASSOCIATE OF SCIENCE DEGREE

#### PROPOSAL INFORMATION

**Action Proposed:**Program Revision

**Proposal Originator:**Tania Mustafa

**Origination  
Date:**09/01/2022

**Proposed Start:**Fall 2024

**Need for Proposal:**

Revise program and award descriptions and career options. Remove ACCT 102, ACCT 150, BUSE 92, CBTE 140, CBTE 143, and CBTE 180 from courses required for the major. Revise heading for required electives. Remove ACCT 270 from required electives. Add ACCT 102, ACCT 150, and CBTE 143 to required electives. Remove recommended electives. Revise total units.

**Attached Documents:**

[Archive COCI Approval Letter 04-09-2013](#)

[COE LMI 09-2021](#)

[Regional Consortium Recommendation\\_2022-12-09](#)

[Regional Consortium Recommendation Minutes](#)

[LMI OccProfile SOC13-2011](#)

[LMI OccProfile SOC43-4041](#)

[LMI OccProfile SOC13-2051](#)

[LMI OccProfile SOC13-2099](#)

[LMI OccProfile SOC13-2052](#)

[Narrative\\_FA2024\\_2023-03-06](#)

[Advisory Board Minutes](#)

#### PROGRAM & AWARD INFORMATION

**Award Description:**

The Associate Degree in Accounting prepares students for entry into the field of accounting. The associate degree provides students with basic accounting skills necessary to be successful in the accounting industry. Students who successfully complete the degree have the skill set necessary for the following careers: accounting clerk, accounts payable/receivable specialist, claims clerk, payroll clerk, bookkeeper, accounting technician, tax preparer, tax aid, financial management assistant, or comparable positions. This degree is intended for students majoring in accounting, and students looking to update their accounting skills.

**Award Notes:**

**Program Description:**

Accounting is fundamental to the operation of all businesses. Studying accounting prepares students for many diverse career opportunities in the field of accounting. The Accounting program at San Diego City College offers certificates of performance, certificates of achievement, and an associate degree in the field of accounting and financial management. The program is designed to provide fundamental skills for individuals planning to enter the field of accounting. Possible entry-level jobs for this program include accounting clerk, accounts payable/receivable specialist, claims clerk, payroll clerk, bookkeeper, accounting technician, tax preparer, tax aid, financial management assistant, or comparable positions. Coursework offered by the program prepares students for transfer

Accounts Payable Specialists  
 Bookkeeping  
 Payroll Clerk  
 Accounting Technicians  
 Tax Aides  
 Financial Management Assistants

<b>COURSES REQUIRED FOR THE MAJOR:</b>		<b>UNITS</b>
ACCT 102	Basic Accounting *Active*	3
ACCT 116A	Financial Accounting *Active*	4
ACCT 116B	Managerial Accounting *Active*	4
ACCT 150	Computer Accounting Applications *Active*	3
BUSE 092	Introduction to Business Communication *Active*	3
or BUSE 119	Business Communications *Active*	3
CBTE 140	Beginning Microsoft Excel *Active*	2
or CBTE 143	Intermediate Microsoft Excel *Active*	3
or CBTE 180	Microsoft Office *Active*	3

<b>COMPLETE 6 UNITS FROM:</b>		<b>UNITS</b>
ACCT 119	Accounting Ethics *Active*	3
ACCT 120	Federal Income Tax *Active*	3
ACCT 121	California Income Tax *Active*	1
ACCT 125	Government & Not-for-Profit Accounting *Active*	3
ACCT 128A	Recordkeeping *Active*	1.5
ACCT 128B	Payroll *Active*	1.5
ACCT 135	Principles of Auditing *Active*	3
ACCT 270	Accounting Internship / Work Experience *Active*	1 - 4
BUSE 101	Business Mathematics *Active*	3
BUSE 120	Principles of Money Management *Active*	3

Total Units 25 - 26

<b>RECOMMENDED ELECTIVES:</b>		<b>UNITS</b>
BUSE 140	Business Law and the Legal Environment *Active*	3
CISC 181	Principles of Information Systems *Active*	4

### **DATES & CODES**

**CIC Approval:** 12/14/2017  
**Board Approval:** 01/25/2018  
**State Approval:** 07/31/2018

**TOP Code:** 0502.00  
**State Approval (Unique) Code:** 05225

Subject Area: Accounting  
 Program Area: Business Studies

Report Run: 03/09/2023 1:08 PM  
 Program ID: 3471

to a four-year institution, while providing foundational skills to obtain entry-level positions, enhance existing job competencies, and prepare for the Certified Public Accountant (CPA) and Certified Management Accountant (CMA) licenses.

**Program Goals:**  
 This section is no longer updated in CurricUNET.

**Program Emphasis:**

**Career Options:**  
 Some careers in accounting require education beyond the associate degree. Examples of careers in accounting include: bookkeeper, accounting clerk, accounting assistant, bill and accounts collector, billing clerk, payroll clerk, data entry clerk, bank teller, data-entry specialist, etc.

<b>COURSES REQUIRED FOR THE MAJOR:</b>		<b>UNITS</b>
ACCT 116A	Financial Accounting *Approved*	4
ACCT 116B	Managerial Accounting *Approved*	4
BUSE 119	Business Communications *Active*	3

<b>COMPLETE A MINIMUM OF SEVEN (7) UNITS FROM THE FOLLOWING:</b>		<b>UNITS</b>
ACCT 102	Basic Accounting *Active*	3
ACCT 119	Accounting Ethics *Active*	3
ACCT 120	Federal Income Tax *Active*	3
ACCT 121	California Income Tax *Active*	1
ACCT 125	Government & Not-for-Profit Accounting *Active*	3
ACCT 128A	Recordkeeping *Active*	1.5
ACCT 128B	Payroll *Active*	1.5
ACCT 135	Principles of Auditing *Active*	3
ACCT 150	Computer Accounting Applications *Active*	3
BUSE 101	Business Mathematics *Active*	3
BUSE 120	Personal Financial Management *Launched*	3
CBTE 143	Intermediate Microsoft Excel *Active*	3

Total Units 18

### **DATES & CODES**

**CIC Approval:**  
**Board Approval:** TOP Code: 0502.00  
**State Approval:** State Approval (Unique) Code: 05225

Subject Area: Accounting  
 Program Area: Business Studies

Report Run: 03/09/2023 1:08 PM  
 Program ID: 4433

## Previous Report

### CITY - ACCOUNTING - ASSOCIATE OF SCIENCE DEGREE

#### PROPOSAL INFORMATION

**Action Proposed:**Program Revision

**Proposal Originator:**Shana Carr

**Origination  
Date:**07/19/2017

**Proposed Start:**Fall 2019

**Need for Proposal:**

Revamp the AS degree to meet the needs of the accounting profession with a more focused curriculum. Re-titled award from "Small Business Accounting" to "Accounting." Remove ACCT 120, ACCT 121, ACCT 128A, ACCT 128B, BIOL 101, BUSE 101, ENGL 101, BUSE 140, CISC 181, ECON 120, PHIL 102B, and COMS 180 from courses required for the major. Add BUSE 092, have BUSE 119 as an option, and add the options of CBTE 143 and CBTE 180 to courses required for the major. Remove BUSE 270, BUSE 245C, and BUSE 277C from required electives. Add ACCT 119, ACCT 120, ACCT 121, ACCT 125, ACCT 128A, ACCT 128B, ACCT 134, BUSE 101 and BUSE 120 as required electives. Add BUSE 140 and CISC 181 as recommended electives.

#### PROGRAM & AWARD INFORMATION

**Award Description:**

The Accounting associate degree prepares students for entrance into the accounting field. The degree provides students with basic accounting skills necessary to be successful in the industry. This degree is intended for students majoring in accounting, and students looking to update their accounting skill set.

**Award Notes:**

Prepare students for careers in accounting by providing entry-level accounting skills training.

Program SLO: Apply and perform basic accounting skills in an accounting profession.

For a current list of articulated courses to CSU or UC business major visit [www.assist.org](http://www.assist.org). Additional general education and graduation requirements for the associate degree are listed in the Academic Requirements section of the catalog. Students interested in careers as professional accountants should select the Business Studies San Diego State University Transfer Option. THE ASSOCIATE DEGREE REQUIRES A MINIMUM OF 60 UNITS.

**Program Description:**

N/A

**Program Goals:**

N/A

**Program Emphasis:**

**Career Options:**

Students who successfully complete the degree have the skill set necessary for the following careers:

Accounting Clerk

## Current Report

### CITY - ACCOUNTING - ASSOCIATE OF SCIENCE DEGREE

#### PROPOSAL INFORMATION

**Action Proposed:**Program Revision

**Proposal Originator:**Tania Mustafa

**Origination  
Date:**09/01/2022

**Proposed Start:**Fall 2024

**Need for Proposal:**

Revise program and award descriptions and career options. Remove ACCT 102, ACCT 150, BUSE 92, CBTE 140, CBTE 143, and CBTE 180 from courses required for the major. Revise heading for required electives. Remove ACCT 270 from required electives. Add ACCT 102, ACCT 150, and CBTE 143 to required electives. Remove recommended electives. Revise total units.

**Attached Documents:**

[Archive COCI Approval Letter 04-09-2013](#)

[COE LMI 09-2021](#)

[Regional Consortium Recommendation\\_2022-12-09](#)

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[LMI OccProfile SOC13-2011](#)

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[LMI OccProfile SOC13-2099](#)

[LMI OccProfile SOC13-2052](#)

[Narrative\\_FA2024\\_2023-03-06](#)

[Advisory Board Minutes](#)

#### PROGRAM & AWARD INFORMATION

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Accounting is fundamental to the operation of all businesses. Studying accounting prepares students for many diverse career opportunities in the field of accounting. The Accounting program at San Diego City College offers certificates of performance, certificates of achievement, and an associate degree in the field of accounting and financial management. The program is designed to provide fundamental skills for individuals planning to enter the field of accounting. Possible entry-level jobs for this program include accounting clerk, accounts payable/receivable specialist, claims clerk, payroll clerk, bookkeeper, accounting technician, tax preparer, tax aid, financial management assistant, or comparable positions. Coursework offered by the program prepares students for transfer

Accounts Payable Specialists  
 Bookkeeping  
 Payroll Clerk  
 Accounting Technicians  
 Tax Aides  
 Financial Management Assistants

<b>COURSES REQUIRED FOR THE MAJOR:</b>		<b>UNITS</b>
ACCT 102	Basic Accounting *Active*	3
ACCT 116A	Financial Accounting *Active*	4
ACCT 116B	Managerial Accounting *Active*	4
ACCT 150	Computer Accounting Applications *Active*	3
BUSE 092	Introduction to Business Communication *Active*	3
or BUSE 119	Business Communications *Active*	3
CBTE 140	Beginning Microsoft Excel *Active*	2
or CBTE 143	Intermediate Microsoft Excel *Active*	3
or CBTE 180	Microsoft Office *Active*	3

<b>COMPLETE 6 UNITS FROM:</b>		<b>UNITS</b>
ACCT 119	Accounting Ethics *Active*	3
ACCT 120	Federal Income Tax *Active*	3
ACCT 121	California Income Tax *Active*	1
ACCT 125	Government & Not-for-Profit Accounting *Active*	3
ACCT 128A	Recordkeeping *Active*	1.5
ACCT 128B	Payroll *Active*	1.5
ACCT 135	Principles of Auditing *Active*	3
ACCT 270	Accounting Internship / Work Experience *Active*	1 - 4
BUSE 101	Business Mathematics *Active*	3
BUSE 120	Principles of Money Management *Active*	3

Total Units 25 - 26

<b>RECOMMENDED ELECTIVES:</b>		<b>UNITS</b>
BUSE 140	Business Law and the Legal Environment *Active*	3
CISC 181	Principles of Information Systems *Active*	4

**DATES & CODES**

**CIC Approval:** 12/14/2017  
**Board Approval:** 01/25/2018  
**State Approval:** 07/31/2018

**TOP Code:** 0502.00  
**State Approval (Unique) Code:** 05225

Subject Area: Accounting  
 Program Area: Business Studies

Report Run: 03/09/2023 1:08 PM  
 Program ID: 3471

to a four-year institution, while providing foundational skills to obtain entry-level positions, enhance existing job competencies, and prepare for the Certified Public Accountant (CPA) and Certified Management Accountant (CMA) licenses.

**Program Goals:**  
 This section is no longer updated in CurricUNET.

**Program Emphasis:**

**Career Options:**  
 Some careers in accounting require education beyond the associate degree. Examples of careers in accounting include: bookkeeper, accounting clerk, accounting assistant, bill and accounts collector, billing clerk, payroll clerk, data entry clerk, bank teller, data-entry specialist, etc.

<b>COURSES REQUIRED FOR THE MAJOR:</b>		<b>UNITS</b>
ACCT 116A	Financial Accounting *Approved*	4
ACCT 116B	Managerial Accounting *Approved*	4
BUSE 119	Business Communications *Active*	3

<b>COMPLETE A MINIMUM OF SEVEN (7) UNITS FROM THE FOLLOWING:</b>		<b>UNITS</b>
ACCT 102	Basic Accounting *Active*	3
ACCT 119	Accounting Ethics *Active*	3
ACCT 120	Federal Income Tax *Active*	3
ACCT 121	California Income Tax *Active*	1
ACCT 125	Government & Not-for-Profit Accounting *Active*	3
ACCT 128A	Recordkeeping *Active*	1.5
ACCT 128B	Payroll *Active*	1.5
ACCT 135	Principles of Auditing *Active*	3
ACCT 150	Computer Accounting Applications *Active*	3
BUSE 101	Business Mathematics *Active*	3
BUSE 120	Personal Financial Management *Launched*	3
CBTE 143	Intermediate Microsoft Excel *Active*	3

Total Units 18

**DATES & CODES**

**CIC Approval:**  
**Board Approval:**  
**State Approval:**

**TOP Code:** 0502.00  
**State Approval (Unique) Code:** 05225

Subject Area: Accounting  
 Program Area: Business Studies

Report Run: 03/09/2023 1:08 PM  
 Program ID: 4433

# MESA - ANTHROPOLOGY - ASSOCIATE OF ARTS DEGREE

## PROPOSAL INFORMATION

**Action Proposed:**Program Revision

**Proposal Originator:**Jennifer Sime

**Origination**

**Date:**12/14/2022

**Proposed Start:**Fall 2024

**Need for Proposal:**

Program revision to remove ANTH 106, ANTH 120, ANTH 200 & ANTH 210 - courses being deactivated and not offered recently at Mesa.

**Attached Documents:**

[Anthropology Assist](#)

[Anthropology AA Narrative](#)

## PROGRAM & AWARD INFORMATION

**Award Description:**

The Associate of Arts Degree in Anthropology provides students with a unique understanding of humanity through the examination of the variation of human social lives, cultures and biology across the globe. The Associate of Arts Degree in Anthropology is well-suited for students who wish to transfer and major or minor in anthropology or related areas.

**Award Notes:**

Although no course in a foreign language is specified a minimal familiarity with one foreign language is desirable. The particular language should be selected in consultation with the Behavioral Science Department anthropologists.

**Program Description:**

Anthropology is the study of what it means to be human, with a worldwide perspective and a time depth of millions of years. It encompasses five sub-fields of cultural anthropology, biological anthropology, archaeology, linguistic anthropology, and applied anthropology.

The study of anthropology prepares students to better understand themselves in their own sociocultural context, better understand and communicate across cultural boundaries, and prepare for careers involving social interaction and policy (EG, business, education, environmental protection and cultural resource management, health, law, and religion).

Students planning a major in anthropology should prepare themselves with undergraduate courses which complement that major. An undergraduate major in anthropology is not intended to be a training program, since professional anthropologists draw their experiences from a variety of academic backgrounds and personal experiences. It is recommended that a student who plans an anthropology major consult one of the anthropologists on the faculty for advice on courses that will be most valuable. For all students, anthropology will provide a unique cross-cultural understanding of other peoples. It is a program suited for transfer students who wish to major or minor in anthropology.

**Program Goals:**

Use an anthropological framework to think critically in reading, writing, and/or speaking, thereby interpreting relevant problems, theses, arguments and evidence to draw and defend rational conclusions.

Effectively communicate employing anthropological perspectives while recognizing and respecting potential differences in worldview.

Articulate the varieties of biological and cultural adaptations and demonstrate an understanding of cultural diversity.

Articulate ability to understand one's role in local and global society, take responsibility for one's own actions, and make ethical decisions in complex situations.

Collect data and engage with research through appropriate use of an array of scholarly sources and through discipline -specific technologies and frameworks.

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The study of anthropology prepares students to better understand themselves in their own sociocultural context, better understand and communicate across cultural boundaries, and prepare for careers involving social interaction and policy (EG, business, education, environmental protection and cultural resource management, health, law, and religion).

### **Career Options:**

It is recommended that a student who plans an anthropology major consult one of the anthropologists on the faculty for advice on courses that will be most valuable for various career options. The undergraduate major in anthropology is not intended to be a training program, since professional anthropologists draw their experiences from a variety of academic backgrounds and personal experiences.

<b>COURSES REQUIRED FOR THE MAJOR:</b>		<b>UNITS</b>
ANTH 102	Introduction to Biological Anthropology *Active*	3
ANTH 103	Introduction to Cultural Anthropology *Active*	3
ANTH 107	Introduction to Archaeology *Active*	3

<b>SELECT A MINIMUM OF NINE UNITS FROM THE FOLLOWING:</b>		<b>UNITS</b>
ANTH 104	Laboratory in Biological Anthropology *Active*	1
ANTH 110	Anthropology of Magic, Witchcraft, and Religion *Active*	3
ANTH 117	Anthropology of Gender and Sexuality *Active*	3
ANTH 130	Bones: Human Osteology *Active*	3
ANTH 140	Primatology *Active*	3
ANTH 205	Introduction to Medical Anthropology *Active*	3
ANTH 215	Cultures of Latin America *Active*	3

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Total Units	18
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## **DATES & CODES**

**CIC Approval:**

**Board Approval:**

**State Approval:**

**TOP Code:** 2202.00

**State Approval (Unique) Code:** 05366

Subject Area: Anthropology  
Program Area: Anthropology

Report Run: 03/09/2023 1:08 PM  
Program ID: 4487

## Previous Report

### MESA - ANTHROPOLOGY - ASSOCIATE OF ARTS DEGREE

#### PROPOSAL INFORMATION

**Action Proposed:**Program Revision

**Proposal Originator:**Ryan Mongelluzzo

**Origination  
Date:**02/18/2020

**Proposed Start:**Fall 2022

**Need for Proposal:**

Program revision: 1) add ANTH 130 & ANTH 140 (course activations approved 10/10/2019), and 2) remove Recommended Electives

**Attached Documents:**

[Anthropology Assist](#)

[Anthropology Narrative](#)

#### PROGRAM & AWARD INFORMATION

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## Current Report

### MESA - ANTHROPOLOGY - ASSOCIATE OF ARTS DEGREE

#### PROPOSAL INFORMATION

**Action Proposed:**Program Revision

**Proposal Originator:**Jennifer Sime

**Origination  
Date:**12/14/2022

**Proposed Start:**Fall 2024

**Need for Proposal:**

Program revision to remove ANTH 106, ANTH 120, ANTH 200 & ANTH 210 - courses being deactivated and not offered recently at Mesa.

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#### PROGRAM & AWARD INFORMATION

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<b>COURSES REQUIRED FOR THE MAJOR:</b>		<b>UNITS</b>
ANTH 102	Introduction to Biological Anthropology *Active*	3
ANTH 103	Introduction to Cultural Anthropology *Active*	3
ANTH 107	Introduction to Archaeology *Active*	3

<b>SELECT A MINIMUM OF NINE UNITS FROM THE FOLLOWING:</b>		<b>UNITS</b>
ANTH 104	Laboratory in Biological Anthropology *Active*	1
ANTH 106	World Prehistory *Active*	3
ANTH 110	Anthropology of Magic, Witchcraft, and Religion *Active*	3
ANTH 117	Anthropology of Gender and Sexuality *Active*	3
ANTH 120	Archaeological Artifact Analysis *Active*	3
ANTH 130	Bones: Human Osteology *Active*	3
ANTH 140	Primatology *Active*	3
ANTH 200	Introduction to North American Indians *Active*	3
ANTH 205	Introduction to Medical Anthropology *Active*	3
ANTH 210	Introduction to California Indians *Active*	3
ANTH 215	Cultures of Latin America *Active*	3

Total Units 18

**DATES & CODES**

**CIC Approval:** 02/25/2021

**Board Approval:** 03/25/2021

**State Approval:** 05/04/2021

**TOP Code:** 2202.00

**State Approval (Unique) Code:** 05366

Subject Area: Anthropology  
Program Area: Anthropology

Report Run: 03/09/2023 1:08 PM  
Program ID: 4130

Effectively communicate employing anthropological perspectives while recognizing and respecting potential differences in worldview.

Articulate the varieties of biological and cultural adaptations and demonstrate an understanding of cultural diversity.

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ANTH 110	Anthropology of Magic, Witchcraft, and Religion *Active*	3
ANTH 117	Anthropology of Gender and Sexuality *Active*	3
ANTH 130	Bones: Human Osteology *Active*	3
ANTH 140	Primatology *Active*	3
ANTH 205	Introduction to Medical Anthropology *Active*	3
ANTH 215	Cultures of Latin America *Active*	3

Total Units 18

**DATES & CODES**

**CIC Approval:**

**Board Approval:**

**State Approval:**

**TOP Code:** 2202.00

**State Approval (Unique) Code:** 05366

Subject Area: Anthropology  
Program Area: Anthropology

Report Run: 03/09/2023 1:08 PM  
Program ID: 4487

## Previous Report

### MESA - ANTHROPOLOGY - ASSOCIATE OF ARTS DEGREE

#### PROPOSAL INFORMATION

**Action Proposed:**Program Revision

**Proposal Originator:**Ryan Mongelluzzo

**Origination  
Date:**02/18/2020

**Proposed Start:**Fall 2022

**Need for Proposal:**

Program revision: 1) add ANTH 130 & ANTH 140 (course activations approved 10/10/2019), and 2) remove Recommended Electives

**Attached Documents:**

[Anthropology Assist](#)

[Anthropology Narrative](#)

#### PROGRAM & AWARD INFORMATION

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## Current Report

### MESA - ANTHROPOLOGY - ASSOCIATE OF ARTS DEGREE

#### PROPOSAL INFORMATION

**Action Proposed:**Program Revision

**Proposal Originator:**Jennifer Sime

**Origination  
Date:**12/14/2022

**Proposed Start:**Fall 2024

**Need for Proposal:**

Program revision to remove ANTH 106, ANTH 120, ANTH 200 & ANTH 210 - courses being deactivated and not offered recently at Mesa.

**Attached Documents:**

[Anthropology Assist](#)

[Anthropology AA Narrative](#)

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<b>COURSES REQUIRED FOR THE MAJOR:</b>		<b>UNITS</b>
ANTH 102	Introduction to Biological Anthropology *Active*	3
ANTH 103	Introduction to Cultural Anthropology *Active*	3
ANTH 107	Introduction to Archaeology *Active*	3

<b>SELECT A MINIMUM OF NINE UNITS FROM THE FOLLOWING:</b>		<b>UNITS</b>
ANTH 104	Laboratory in Biological Anthropology *Active*	1
ANTH 106	World Prehistory *Active*	3
ANTH 110	Anthropology of Magic, Witchcraft, and Religion *Active*	3
ANTH 117	Anthropology of Gender and Sexuality *Active*	3
ANTH 120	Archaeological Artifact Analysis *Active*	3
ANTH 130	Bones: Human Osteology *Active*	3
ANTH 140	Primatology *Active*	3
ANTH 200	Introduction to North American Indians *Active*	3
ANTH 205	Introduction to Medical Anthropology *Active*	3
ANTH 210	Introduction to California Indians *Active*	3
ANTH 215	Cultures of Latin America *Active*	3

Total Units 18

**DATES & CODES**

**CIC Approval:** 02/25/2021

**Board Approval:** 03/25/2021

**State Approval:** 05/04/2021

**TOP Code:** 2202.00

**State Approval (Unique) Code:** 05366

Subject Area: Anthropology  
Program Area: Anthropology

Report Run: 03/09/2023 1:08 PM  
Program ID: 4130

Effectively communicate employing anthropological perspectives while recognizing and respecting potential differences in worldview.

Articulate the varieties of biological and cultural adaptations and demonstrate an understanding of cultural diversity.

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<b>COURSES REQUIRED FOR THE MAJOR:</b>		<b>UNITS</b>
ANTH 102	Introduction to Biological Anthropology *Active*	3
ANTH 103	Introduction to Cultural Anthropology *Active*	3
ANTH 107	Introduction to Archaeology *Active*	3

<b>SELECT A MINIMUM OF NINE UNITS FROM THE FOLLOWING:</b>		<b>UNITS</b>
ANTH 104	Laboratory in Biological Anthropology *Active*	1
ANTH 110	Anthropology of Magic, Witchcraft, and Religion *Active*	3
ANTH 117	Anthropology of Gender and Sexuality *Active*	3
ANTH 130	Bones: Human Osteology *Active*	3
ANTH 140	Primatology *Active*	3
ANTH 205	Introduction to Medical Anthropology *Active*	3
ANTH 215	Cultures of Latin America *Active*	3

Total Units 18

**DATES & CODES**

**CIC Approval:**

**Board Approval:**

**State Approval:**

**TOP Code:** 2202.00

**State Approval (Unique) Code:** 05366

Subject Area: Anthropology  
Program Area: Anthropology

Report Run: 03/09/2023 1:08 PM  
Program ID: 4487

# MESA - CHEMISTRY - CERTIFICATE OF ACHIEVEMENT

## PROPOSAL INFORMATION

**Action Proposed:**Program Revision

**Proposal Originator:**Paula Gustin

**Origination**

**Date:**01/11/2023

**Proposed Start:**Fall 2024

### Need for Proposal:

Award revisions - Remove MATH 141 option in "Plus 15 units...", and add MATH 141A and MATH 141B options.

### Attached Documents:

[CHEM CA Narrative](#)

[ASSIST - SDSU Chemistry](#)

[ASSIST SDSU Math](#)

[ASSIST SDSU Physics](#)

## PROGRAM & AWARD INFORMATION

### Award Description:

### Program Description:

Upon completion of the required pattern of Chemistry courses and other degree graduation requirements an Associate in Science Degree in Chemistry will be granted. A certificate program is also offered in Chemistry.

### Program Goals:

This program serves the students to transfer to four-year colleges and to acquire the necessary skills for employment as technicians.

### Program Emphasis:

The Chemistry Program permits the student to fulfill the lower division chemistry for transfer programs to four-year institutions as well as to acquire the necessary skills for employment in chemistry.

### Career Options:

Careers in chemistry include "traditional" activities (e.g. analysis, synthesis), interdisciplinary fields (e.g. materials, biophysics), and related professions such as medicine, patent law, education, technical writing, art conservation, forensic science and many others.

## COURSES REQUIRED FOR THE MAJOR:

## UNITS

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
CHEM 231	Organic Chemistry I - Lecture *Active*	3
CHEM 231L	Organic Chemistry I - Laboratory *Active*	2
CHEM 251	Quantitative Analytical Chemistry *Active*	5

## PLUS FIFTEEN UNITS SELECTED FROM THE FOLLOWING:

## UNITS

MATH 141A	Precalculus I *Launched*	4
or MATH 141B	Precalculus II *Launched*	4
or MATH 150	Calculus with Analytic Geometry I *Active*	5
or MATH 151	Calculus with Analytic Geometry II *Active*	4

or	MATH 252	Calculus with Analytic Geometry III *Active*	4
or	PHYS 195	Mechanics *Active*	5
or	PHYS 196	Electricity and Magnetism *Active*	5
or	PHYS 197	Waves, Optics and Modern Physics *Active*	5

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Total Units 35

## **DATES & CODES**

**CIC Approval:**

**Board Approval:**

**State Approval:**

**TOP Code:** 1905.00

**State Approval (Unique) Code:** 05359

Subject Area: Chemistry

Program Area: Physical Sciences

Report Run: 03/09/2023 1:08 PM

Program ID: 4492

## Previous Report

### MESA - CHEMISTRY - CERTIFICATE OF ACHIEVEMENT

#### PROPOSAL INFORMATION

**Action Proposed:**Program Revision

**Proposal Originator:**Seung (Kai) Wong

**Origination  
Date:**03/22/2006

**Proposed Start:**Fall 2007

**Need for Proposal:**

Many physics courses have been re-numbered or removed. We want the program pages in the catalog to reflect these changes. For the physics programs, the required courses for major listed in the current catalog have prerequisites that appear as electives. These electives are now grouped with the required courses, and the recommended electives are eliminated.

**Attached Documents:**

[Catalog Changes](#)

#### PROGRAM & AWARD INFORMATION

**Award Description:**

**Award Notes:**

**Program Description:**

Upon completion of the required pattern of Chemistry courses and other degree graduation requirements an Associate in Science Degree in Chemistry will be granted. A certificate program is also offered in Chemistry.

**Program Goals:**

This program serves the students to transfer to four-year colleges and to acquire the necessary skills for employment as technicians.

**Program Emphasis:**

The Chemistry Program permits the student to fulfill the lower division chemistry for transfer programs to four-year institutions as well as to acquire the necessary skills for employment in chemistry.

**Career Options:**

Careers in chemistry include "traditional" activities (e.g. analysis, synthesis), interdisciplinary fields (e.g. materials, biophysics), and related professions such as medicine, patent law, education, technical writing, art conservation, forensic science and many others.

#### COURSES REQUIRED FOR THE MAJOR:

		UNITS
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
CHEM 231	Organic Chemistry I - Lecture *Active*	3
CHEM 231L	Organic Chemistry I - Laboratory *Active*	2
CHEM 251	Quantitative Analytical Chemistry *Active*	5

#### PLUS FIFTEEN UNITS SELECTED FROM THE FOLLOWING:

		UNITS
MATH 141	Precalculus *Active*	5
or MATH 150	Calculus with Analytic Geometry I *Active*	5

## Current Report

### MESA - CHEMISTRY - CERTIFICATE OF ACHIEVEMENT

#### PROPOSAL INFORMATION

**Action Proposed:**Program Revision

**Proposal Originator:**Paula Gustin

**Origination  
Date:**01/11/2023

**Proposed Start:**Fall 2024

**Need for Proposal:**

Award revisions - Remove MATH 141 option in "Plus 15 units...", and add MATH 141A and MATH 141B options.

**Attached Documents:**

[CHEM CA Narrative](#)

[ASSIST - SDSU Chemistry](#)

[ASSIST SDSU Math](#)

[ASSIST SDSU Physics](#)

#### PROGRAM & AWARD INFORMATION

**Award Description:**

**Award Notes:**

**Program Description:**

Upon completion of the required pattern of Chemistry courses and other degree graduation requirements an Associate in Science Degree in Chemistry will be granted. A certificate program is also offered in Chemistry.

**Program Goals:**

This program serves the students to transfer to four-year colleges and to acquire the necessary skills for employment as technicians.

**Program Emphasis:**

The Chemistry Program permits the student to fulfill the lower division chemistry for transfer programs to four-year institutions as well as to acquire the necessary skills for employment in chemistry.

**Career Options:**

Careers in chemistry include "traditional" activities (e.g. analysis, synthesis), interdisciplinary fields (e.g. materials, biophysics), and related professions such as medicine, patent law, education, technical writing, art conservation, forensic science and many others.

#### COURSES REQUIRED FOR THE MAJOR:

		UNITS
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
CHEM 231	Organic Chemistry I - Lecture *Active*	3
CHEM 231L	Organic Chemistry I - Laboratory *Active*	2
CHEM 251	Quantitative Analytical Chemistry *Active*	5

#### PLUS FIFTEEN UNITS SELECTED FROM THE FOLLOWING:

		UNITS
MATH 141A	Precalculus I *Launched*	4
or MATH 141B	Precalculus II *Launched*	4

or MATH 151	Calculus with Analytic Geometry II *Active*	4
or MATH 252	Calculus with Analytic Geometry III *Active*	4
or PHYS 195	Mechanics *Active*	5
or PHYS 196	Electricity and Magnetism *Active*	5
or PHYS 197	Waves, Optics and Modern Physics *Active*	5

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Total Units 35

### **DATES & CODES**

**CIC Approval:**

**Board Approval:**

**State Approval:** 01/01/1970

**TOP Code:** 1905.00

**State Approval (Unique) Code:** 05359

Subject Area: Chemistry

Program Area: Physical Sciences

Report Run: 03/09/2023 1:08 PM

Program ID: 1674

or MATH 150	Calculus with Analytic Geometry I *Active*	5
or MATH 151	Calculus with Analytic Geometry II *Active*	4
or MATH 252	Calculus with Analytic Geometry III *Active*	4
or PHYS 195	Mechanics *Active*	5
or PHYS 196	Electricity and Magnetism *Active*	5
or PHYS 197	Waves, Optics and Modern Physics *Active*	5

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Total Units 35

### **DATES & CODES**

**CIC Approval:**

**Board Approval:**

**State Approval:**

**TOP Code:** 1905.00

**State Approval (Unique) Code:** 05359

Subject Area: Chemistry

Program Area: Physical Sciences

Report Run: 03/09/2023 1:08 PM

Program ID: 4492

## Previous Report

### MESA - CHEMISTRY - CERTIFICATE OF ACHIEVEMENT

#### PROPOSAL INFORMATION

**Action Proposed:**Program Revision

**Proposal Originator:**Seung (Kai) Wong

**Origination  
Date:**03/22/2006

**Proposed Start:**Fall 2007

**Need for Proposal:**

Many physics courses have been re-numbered or removed. We want the program pages in the catalog to reflect these changes. For the physics programs, the required courses for major listed in the current catalog have prerequisites that appear as electives. These electives are now grouped with the required courses, and the recommended electives are eliminated.

**Attached Documents:**

[Catalog Changes](#)

#### PROGRAM & AWARD INFORMATION

**Award Description:**

**Award Notes:**

**Program Description:**

Upon completion of the required pattern of Chemistry courses and other degree graduation requirements an Associate in Science Degree in Chemistry will be granted. A certificate program is also offered in Chemistry.

**Program Goals:**

This program serves the students to transfer to four-year colleges and to acquire the necessary skills for employment as technicians.

**Program Emphasis:**

The Chemistry Program permits the student to fulfill the lower division chemistry for transfer programs to four-year institutions as well as to acquire the necessary skills for employment in chemistry.

**Career Options:**

Careers in chemistry include "traditional" activities (e.g. analysis, synthesis), interdisciplinary fields (e.g. materials, biophysics), and related professions such as medicine, patent law, education, technical writing, art conservation, forensic science and many others.

#### COURSES REQUIRED FOR THE MAJOR:

		UNITS
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
CHEM 231	Organic Chemistry I - Lecture *Active*	3
CHEM 231L	Organic Chemistry I - Laboratory *Active*	2
CHEM 251	Quantitative Analytical Chemistry *Active*	5

#### PLUS FIFTEEN UNITS SELECTED FROM THE FOLLOWING:

		UNITS
MATH 141	Precalculus *Active*	5
or MATH 150	Calculus with Analytic Geometry I *Active*	5

## Current Report

### MESA - CHEMISTRY - CERTIFICATE OF ACHIEVEMENT

#### PROPOSAL INFORMATION

**Action Proposed:**Program Revision

**Proposal Originator:**Paula Gustin

**Origination  
Date:**01/11/2023

**Proposed Start:**Fall 2024

**Need for Proposal:**

Award revisions - Remove MATH 141 option in "Plus 15 units...", and add MATH 141A and MATH 141B options.

**Attached Documents:**

[CHEM CA Narrative](#)

[ASSIST - SDSU Chemistry](#)

[ASSIST SDSU Math](#)

[ASSIST SDSU Physics](#)

#### PROGRAM & AWARD INFORMATION

**Award Description:**

**Award Notes:**

**Program Description:**

Upon completion of the required pattern of Chemistry courses and other degree graduation requirements an Associate in Science Degree in Chemistry will be granted. A certificate program is also offered in Chemistry.

**Program Goals:**

This program serves the students to transfer to four-year colleges and to acquire the necessary skills for employment as technicians.

**Program Emphasis:**

The Chemistry Program permits the student to fulfill the lower division chemistry for transfer programs to four-year institutions as well as to acquire the necessary skills for employment in chemistry.

**Career Options:**

Careers in chemistry include "traditional" activities (e.g. analysis, synthesis), interdisciplinary fields (e.g. materials, biophysics), and related professions such as medicine, patent law, education, technical writing, art conservation, forensic science and many others.

#### COURSES REQUIRED FOR THE MAJOR:

		UNITS
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
CHEM 231	Organic Chemistry I - Lecture *Active*	3
CHEM 231L	Organic Chemistry I - Laboratory *Active*	2
CHEM 251	Quantitative Analytical Chemistry *Active*	5

#### PLUS FIFTEEN UNITS SELECTED FROM THE FOLLOWING:

		UNITS
MATH 141A	Precalculus I *Launched*	4
or MATH 141B	Precalculus II *Launched*	4

or MATH 151	Calculus with Analytic Geometry II *Active*	4
or MATH 252	Calculus with Analytic Geometry III *Active*	4
or PHYS 195	Mechanics *Active*	5
or PHYS 196	Electricity and Magnetism *Active*	5
or PHYS 197	Waves, Optics and Modern Physics *Active*	5

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Total Units 35

### DATES & CODES

**CIC Approval:**

**Board Approval:**

**State Approval:** 01/01/1970

**TOP Code:** 1905.00

**State Approval (Unique) Code:** 05359

Subject Area: Chemistry

Program Area: Physical Sciences

Report Run: 03/09/2023 1:08 PM

Program ID: 1674

or MATH 150	Calculus with Analytic Geometry I *Active*	5
or MATH 151	Calculus with Analytic Geometry II *Active*	4
or MATH 252	Calculus with Analytic Geometry III *Active*	4
or PHYS 195	Mechanics *Active*	5
or PHYS 196	Electricity and Magnetism *Active*	5
or PHYS 197	Waves, Optics and Modern Physics *Active*	5

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Total Units 35

### DATES & CODES

**CIC Approval:**

**Board Approval:**

**State Approval:**

**TOP Code:** 1905.00

**State Approval (Unique) Code:** 05359

Subject Area: Chemistry

Program Area: Physical Sciences

Report Run: 03/09/2023 1:08 PM

Program ID: 4492

# CITY - FUNDAMENTALS OF ECONOMICS - CERTIFICATE OF PERFORMANCE

## PROPOSAL INFORMATION

**Action Proposed:**New Program

**Proposal Originator:**Tania Mustafa

**Origination**

**Date:**09/01/2022

**Proposed Start:**Fall 2024

### **Need for Proposal:**

The new Certificate of Performance in Fundamentals of Economics is designed to provide students a comprehensive introduction to the field of economics. This award supports the college's mission of student success by offering a launch board to completing a certificate and/or degree and increasing the college's transfer rates to a university. The program will be a new section in the catalog; a Nuventive PSLOs PDF will be provided upon request. Proposed with TOP Code 2204.00 Economics and CIP Code: 45.0601 Economics, General.

### **Attached Documents:**

[LMI SOC19-3011](#)

[LMI SOC15-2041](#)

[SDCC to UCSD AAD - Economics](#)

[Advisory Board Meeting Minutes\\_2022](#)

[Narrative\\_FA2024\\_2023-03-08](#)

## PROGRAM & AWARD INFORMATION

### **Award Description:**

This Certificate of Performance in Economics provides students the opportunity to learn core concepts and gain insight into the field of economics as well as serves as a stepping stone toward higher academic degrees in the field of economics. ECON 120 and ECON 121 provides students a comprehensive introduction to the field of economics and fulfills the lower division general education requirements for the CSU GE Breadth pattern, IGETC pattern, and SDCCD General Education requirement for an associate degree.

### **Award Notes:**

This program is not eligible for federal financial aid in accordance with Federal regulations.

The Certificate of Performance is a departmental award that does not appear on the student's transcript. All courses must be completed within the San Diego Community College District.

### **Program Description:**

In a world with limited resources, economists study how individuals, businesses, and nations choose to allocate those resources. Industries with the highest levels of employment for economists include: government, banking and finance, research and development, legal services, professional associations, labor unions, and political organizations. Consulting is also a popular career option for skilled economists.

The Economics program at San Diego City College offers the Fundamentals of Economics Certificate of Performance and an Associate in Arts in Economics for Transfer Degree. The Fundamentals of Economics Certificate of Performance is designed to provide a comprehensive introduction to the field of economics and lead students to the Associate in

Arts in Economics for Transfer Degree. Coursework offered by the program provides a general knowledge about the creation and consumption of products and services and how individuals, businesses, and governments decide what to spend their money on.

**Program Goals:**

This section is no longer updated in CurricUNET.

**Program Emphasis:**

**Career Options:**

Most careers related to the field of economics require education beyond the associate degree and some may require a graduate degree. However, earning a certificate or an associate degree in economics can boost employability in many fields offering jobs such as: data analyst, accountant, financial consultant, financial planner, program manager, management consultant, political scientist, financial risk specialist, etc.

<b>COURSES REQUIRED FOR THE MAJOR:</b>		<b>UNITS</b>
ECON 120	Principles of Macroeconomics *Active*	3
ECON 121	Principles of Microeconomics *Active*	3

*ECON 120 and ECON 121 fulfills the lower division general education requirements for the CSU GE Breadth pattern, IGETC pattern, and SDCCD General Education requirement for an associate degree.*

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Total Units	6
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**DATES & CODES**

**CIC Approval:**

**Board Approval:**

**State Approval:**

**TOP Code:** 2204.00

**State Approval (Unique) Code:**

Subject Area: Economics  
Program Area: Business Studies

Report Run: 03/09/2023 1:08 PM  
Program ID: 4430

# CITY - FUNDAMENTALS OF ECONOMICS - CERTIFICATE OF PERFORMANCE

## PROPOSAL INFORMATION

**Action Proposed:**New Program

**Proposal Originator:**Tania Mustafa

**Origination**

**Date:**09/01/2022

**Proposed Start:**Fall 2024

### **Need for Proposal:**

The new Certificate of Performance in Fundamentals of Economics is designed to provide students a comprehensive introduction to the field of economics. This award supports the college's mission of student success by offering a launch board to completing a certificate and/or degree and increasing the college's transfer rates to a university. The program will be a new section in the catalog; a Nuventive PSLOs PDF will be provided upon request. Proposed with TOP Code 2204.00 Economics and CIP Code: 45.0601 Economics, General.

### **Attached Documents:**

[LMI SOC19-3011](#)

[LMI SOC15-2041](#)

[SDCC to UCSD AAD - Economics](#)

[Advisory Board Meeting Minutes\\_2022](#)

[Narrative\\_FA2024\\_2023-03-08](#)

## PROGRAM & AWARD INFORMATION

### **Award Description:**

This Certificate of Performance in Economics provides students the opportunity to learn core concepts and gain insight into the field of economics as well as serves as a stepping stone toward higher academic degrees in the field of economics. ECON 120 and ECON 121 provides students a comprehensive introduction to the field of economics and fulfills the lower division general education requirements for the CSU GE Breadth pattern, IGETC pattern, and SDCCD General Education requirement for an associate degree.

### **Award Notes:**

This program is not eligible for federal financial aid in accordance with Federal regulations.

The Certificate of Performance is a departmental award that does not appear on the student's transcript. All courses must be completed within the San Diego Community College District.

### **Program Description:**

In a world with limited resources, economists study how individuals, businesses, and nations choose to allocate those resources. Industries with the highest levels of employment for economists include: government, banking and finance, research and development, legal services, professional associations, labor unions, and political organizations. Consulting is also a popular career option for skilled economists.

The Economics program at San Diego City College offers the Fundamentals of Economics Certificate of Performance and an Associate in Arts in Economics for Transfer Degree. The Fundamentals of Economics Certificate of Performance is designed to provide a comprehensive introduction to the field of economics and lead students to the Associate in

Arts in Economics for Transfer Degree. Coursework offered by the program provides a general knowledge about the creation and consumption of products and services and how individuals, businesses, and governments decide what to spend their money on.

**Program Goals:**

This section is no longer updated in CurricUNET.

**Program Emphasis:**

**Career Options:**

Most careers related to the field of economics require education beyond the associate degree and some may require a graduate degree. However, earning a certificate or an associate degree in economics can boost employability in many fields offering jobs such as: data analyst, accountant, financial consultant, financial planner, program manager, management consultant, political scientist, financial risk specialist, etc.

<b>COURSES REQUIRED FOR THE MAJOR:</b>		<b>UNITS</b>
ECON 120	Principles of Macroeconomics *Active*	3
ECON 121	Principles of Microeconomics *Active*	3

*ECON 120 and ECON 121 fulfills the lower division general education requirements for the CSU GE Breadth pattern, IGETC pattern, and SDCCD General Education requirement for an associate degree.*

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Total Units	6
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**DATES & CODES**

**CIC Approval:**

**Board Approval:**

**State Approval:**

**TOP Code: 2204.00**

**State Approval (Unique) Code:**

Subject Area: Economics  
Program Area: Business Studies

Report Run: 03/09/2023 1:08 PM  
Program ID: 4430

# CITY - FUNDAMENTALS OF MARKETING - CERTIFICATE OF PERFORMANCE

## PROPOSAL INFORMATION

**Action Proposed:**New Program

**Proposal Originator:**Tania Mustafa

**Origination**

**Date:**09/01/2022

**Proposed Start:**Fall 2024

### **Need for Proposal:**

Create a new certificate of performance with emphasis in marketing fundamentals. Proposed award to have TOP Code 0509.00\* Marketing and Distribution and CIP Code 52.1801 Sales, Distribution, and Marketing Operations, General.

### **Attached Documents:**

[LMI SOC41-3011](#)

[LMI SOC41-3099](#)

[LMI SOC43-5081](#)

[LMI SOC41-4011](#)

[LMI SOC41-4012](#)

[Advisory Board Meeting Minutes\\_2022](#)

[Narrative\\_FA2024\\_2023-01-13](#)

## PROGRAM & AWARD INFORMATION

### **Award Description:**

The Certificate of Performance in Fundamentals of Marketing is designed to provide students with the skills necessary for marketing careers. Emphasis is placed on building fundamental competencies for jobs requiring skills in developing and designing marketing and promotional plans and forecasts. Coursework provides students a comprehensive introduction to the field of marketing and an avenue to meet the core requirements for marketing majors at universities.

### **Award Notes:**

This program is not eligible for federal financial aid in accordance with Federal regulations.

The Certificate of Performance is a departmental award that does not appear on the student's transcript. All courses must be completed within the San Diego Community College District.

### **Program Description:**

The Marketing program at San Diego City College is designed to help students develop necessary skills for success in marketing and personal selling. By completing this program, students are better prepared for successful performance in a variety of entry-level positions in business/marketing occupations, including wholesaling, retailing, professional selling, and entrepreneurship.

### **Program Goals:**

This section is no longer update in CurricUNET.

### **Program Emphasis:**

### **Career Options:**

Education and degrees beyond the associate degree may be needed to qualify for some of the careers in marketing, such as: first-line supervisor of retail sales worker, marketing associate, social media marketer, marketing manager, online merchant, green marketer,

assistant sales manager, retail sales worker, advertising sales agent, advertising and promotions manager, commercial and industrial designer, marketing coordinator, marketing consultant.

**COURSES REQUIRED FOR THE MAJOR:** **UNITS**

MARK 100	Principles of Marketing *Active*	3
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**COMPLETE THREE (3) UNITS FROM THE FOLLOWING:** **UNITS**

MARK 105	Professional Selling *Active*	3
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MARK 130	Advertising Principles *Active*	3
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Total Units	6
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**DATES & CODES**

**CIC Approval:**

**Board Approval:**

**State Approval:**

**TOP Code:** 0509.00

**State Approval (Unique) Code:**

Subject Area: Marketing  
Program Area: Business Studies

Report Run: 03/09/2023 1:08 PM  
Program ID: 4431

# CITY - FUNDAMENTALS OF MARKETING - CERTIFICATE OF PERFORMANCE

## PROPOSAL INFORMATION

**Action Proposed:**New Program

**Proposal Originator:**Tania Mustafa

**Origination**

**Date:**09/01/2022

**Proposed Start:**Fall 2024

### **Need for Proposal:**

Create a new certificate of performance with emphasis in marketing fundamentals. Proposed award to have TOP Code 0509.00\* Marketing and Distribution and CIP Code 52.1801 Sales, Distribution, and Marketing Operations, General.

### **Attached Documents:**

[LMI SOC41-3011](#)

[LMI SOC41-3099](#)

[LMI SOC43-5081](#)

[LMI SOC41-4011](#)

[LMI SOC41-4012](#)

[Advisory Board Meeting Minutes\\_2022](#)

[Narrative\\_FA2024\\_2023-01-13](#)

## PROGRAM & AWARD INFORMATION

### **Award Description:**

The Certificate of Performance in Fundamentals of Marketing is designed to provide students with the skills necessary for marketing careers. Emphasis is placed on building fundamental competencies for jobs requiring skills in developing and designing marketing and promotional plans and forecasts. Coursework provides students a comprehensive introduction to the field of marketing and an avenue to meet the core requirements for marketing majors at universities.

### **Award Notes:**

This program is not eligible for federal financial aid in accordance with Federal regulations.

The Certificate of Performance is a departmental award that does not appear on the student's transcript. All courses must be completed within the San Diego Community College District.

### **Program Description:**

The Marketing program at San Diego City College is designed to help students develop necessary skills for success in marketing and personal selling. By completing this program, students are better prepared for successful performance in a variety of entry-level positions in business/marketing occupations, including wholesaling, retailing, professional selling, and entrepreneurship.

### **Program Goals:**

This section is no longer update in CurricUNET.

### **Program Emphasis:**

### **Career Options:**

Education and degrees beyond the associate degree may be needed to qualify for some of the careers in marketing, such as: first-line supervisor of retail sales worker, marketing associate, social media marketer, marketing manager, online merchant, green marketer,

assistant sales manager, retail sales worker, advertising sales agent, advertising and promotions manager, commercial and industrial designer, marketing coordinator, marketing consultant.

**COURSES REQUIRED FOR THE MAJOR:** **UNITS**

MARK 100	Principles of Marketing *Active*	3
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**COMPLETE THREE (3) UNITS FROM THE FOLLOWING:** **UNITS**

MARK 105	Professional Selling *Active*	3
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MARK 130	Advertising Principles *Active*	3
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Total Units		6
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**DATES & CODES**

**CIC Approval:**

**Board Approval:**

**State Approval:**

**TOP Code:** 0509.00

**State Approval (Unique) Code:**

Subject Area: Marketing  
Program Area: Business Studies

Report Run: 03/09/2023 1:08 PM  
Program ID: 4431

# CITY - GENERAL BIOLOGY TRACK - ASSOCIATE OF SCIENCE DEGREE

## **PROPOSAL INFORMATION**

**Action Proposed:**Program Revision

**Proposal Originator:**Erin McConnell

**Origination**

**Date:**01/13/2023

**Proposed Start:**Fall 2024

**Need for Proposal:**

Remove BIOL 110 from recommended electives. Rearranged existing language in appropriate CurricUNET fields - no language has changed, but it now matches the catalog.

**Attached Documents:**

[Articulation Agreement UC, Davis](#)

[Narrative\\_FA2024\\_2023-01-17](#)

## **PROGRAM & AWARD INFORMATION**

**Award Description:**

**Award Notes:**

Common university majors related to the field of Biology include: Agricultural Science, Biochemistry, Bioengineering, Bioinformatics, Biological Sciences, Biophysics, Botany and Plant Sciences, Cell Biology, Conservation, Developmental Biology, Ecology, Entomology, Exercise Science, Genetics, Kinesiology, Marine Biology, Medical Sciences, Microbiology, Molecular Biology, Natural Sciences, Neuroscience, Nursing, Nutrition and Food Science, Psychobiology, Toxicology, Zoology and Animal Science.

Course Requirements for Transfer Students: Students who plan to transfer to a four year college or university and earn a bachelor's degree in this discipline should consult with a counselor or visit the Transfer/Career Center to determine the appropriate major preparation courses for their specific transfer institution and major. Transfer students may also earn an Associate of Arts degree in Liberal Arts and Sciences. This degree may be individually tailored to each student's specific transfer requirements in order to provide the most efficient path to transfer. More information on transfer programs and procedures is available in the Transfer Programs section of the catalog.

**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 primary goal of the Biology Program is to communicate the current state of knowledge and technology to members of the community so that they may better understand how various aspects of the life sciences impact their lives, as well as local and global communities. Program objectives are to foster the scientific curiosity of students and to prepare students to achieve academic and professional success.

## Academic Programs

The three associate degrees in biology 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.

### Program Emphasis:

The Biology Program serves three areas of study. First, the program curriculum provides a broad background of studies for the biology major preparing for transfer to a four-year institution. Second, the program offers courses in human anatomy, human physiology, and general microbiology which may be used to satisfy prerequisites for nursing and other allied health programs. Third, the program provides courses in natural science to fulfill general education requirements.

### Career Options:

The following list is a sample of the many career options available for the biology major. A few require an associate degree, most require a baccalaureate degree, and some require a graduate level degree: agricultural consultant, animal health technician, biotechnology technician, biomedical scientist, dentist, environmental consultant, field biologist, forester, horticulturist, high school or college teacher, marine biologist, microbiologist, public health technician, physician, pharmaceutical researcher, research biologist 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.

<b>COURSES REQUIRED FOR THE MAJOR:</b>		<b>UNITS</b>
BIOL 210A	Introduction to the Biological Sciences I *Active*	4
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
CHEM 201	General Chemistry II - Lecture *Active*	3
CHEM 201L	General Chemistry II - Laboratory *Active*	2
MATH 121	Basic Techniques of Applied Calculus I *Active*	3
and MATH 122	Basic Techniques of Calculus II *Active*	3
or MATH 150	Calculus with Analytic Geometry I *Active*	5
<b>Total Units</b>		<b>23 - 24</b>

<b>RECOMMENDED ELECTIVES:</b>		<b>UNITS</b>
BIOL 101	Issues in Environmental Science & Sustainability *Active*	4
BIOL 130	Human Heredity *Active*	3
BIOL 180	Plants and People *Active*	3
BIOL 205	General Microbiology *Active*	5
BIOL 230	Human Anatomy *Active*	4
BIOL 232	Experience in Human Dissection *Active*	1
BIOL 235	Human Physiology *Active*	4
BIOL 290	Independent Study *Active*	1 - 3

## **DATES & CODES**

**CIC Approval:**

**Board Approval:**

**State Approval:**

**TOP Code:** 0401.00

**State Approval (Unique) Code:** 05223



## Previous Report

### CITY - GENERAL BIOLOGY TRACK - ASSOCIATE OF SCIENCE DEGREE

#### PROPOSAL INFORMATION

**Action Proposed:**Program Revision

**Proposal Originator:**Erin Rempala

**Proposed Start:**Fall 2020

**Need for Proposal:**

Remove BIOL 200, BIOL 100, BIOL 215, BIOL 250, and BIOL 296 from recommended electives. Update the title of degree.

**Origination Date:**10/02/2015

#### PROGRAM & AWARD INFORMATION

**Award Description:**

**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:**

Bring program up to date regarding industry trends.

**Program Emphasis:**

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 curriculum provides preparation for entry level employment as a biotechnology technician. 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.

**Career Options:**

The following list is a sample of the many career options available for the biology major. A few of these require an associate degree; most require 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 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.

#### COURSES REQUIRED FOR THE MAJOR:

		UNITS
BIOL 210A	Introduction to the Biological Sciences I *Active*	4
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

## Current Report

### CITY - GENERAL BIOLOGY TRACK - ASSOCIATE OF SCIENCE DEGREE

#### PROPOSAL INFORMATION

**Action Proposed:**Program Revision

**Proposal Originator:**Erin McConnell

**Proposed Start:**Fall 2024

**Need for Proposal:**

Remove BIOL 110 from recommended electives. Rearranged existing language in appropriate CurricUNET fields - no language has changed, but it now matches the catalog.

**Origination Date:**01/13/2023

**Attached Documents:**

[Articulation Agreement UC.Davis](#)

[Narrative\\_FA2024\\_2023-01-17](#)

#### PROGRAM & AWARD INFORMATION

**Award Description:**

**Award Notes:**

Common university majors related to the field of Biology include: Agricultural Science, Biochemistry, Bioengineering, Bioinformatics, Biological Sciences, Biophysics, Botany and Plant Sciences, Cell Biology, Conservation, Developmental Biology, Ecology, Entomology, Exercise Science, Genetics, Kinesiology, Marine Biology, Medical Sciences, Microbiology, Molecular Biology, Natural Sciences, Neuroscience, Nursing, Nutrition and Food Science, Psychobiology, Toxicology, Zoology and Animal Science.

Course Requirements for Transfer Students: Students who plan to transfer to a four year college or university and earn a bachelor's degree in this discipline should consult with a counselor or visit the Transfer/Career Center to determine the appropriate major preparation courses for their specific transfer institution and major. Transfer students may also earn an Associate of Arts degree in Liberal Arts and Sciences. This degree may be individually tailored to each student's specific transfer requirements in order to provide the most efficient path to transfer. More information on transfer programs and procedures is available in the Transfer Programs section of the catalog.

**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 primary goal of the Biology Program is to communicate the current state of knowledge and technology to members of the community so that they may better understand how various aspects of the life sciences impact their lives, as well as local and global communities. Program objectives are to foster the scientific curiosity of students and to prepare students to achieve academic and professional success.

CHEM 201	General Chemistry II - Lecture *Active*	3
CHEM 201L	General Chemistry II - Laboratory *Active*	2
MATH 121	Basic Techniques of Applied Calculus I *Active*	3
and MATH 122	Basic Techniques of Calculus II *Active*	3
or MATH 150	Calculus with Analytic Geometry I *Active*	5

Total Units 23 - 24

RECOMMENDED ELECTIVES:		UNITS
BIOL 101	Issues in Environmental Science & Sustainability *Active*	4
BIOL 110	Introduction to Oceanography *Active*	3
BIOL 130	Human Heredity *Active*	3
BIOL 180	Plants and People *Active*	3
BIOL 205	General Microbiology *Active*	5
BIOL 230	Human Anatomy *Active*	4
BIOL 232	Experience in Human Dissection *Active*	1
BIOL 235	Human Physiology *Active*	4
BIOL 290	Independent Study *Active*	1 - 3

### DATES & CODES

CIC Approval: 02/25/2016

Board Approval:

State Approval:

TOP Code: 0401.00

State Approval (Unique) Code: 05223

Subject Area: Biology  
Program Area: Biology

Report Run: 03/09/2023 1:08 PM  
Program ID: 3191

### Academic Programs

The three associate degrees in biology 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.

### Program Emphasis:

The Biology Program serves three areas of study. First, the program curriculum provides a broad background of studies for the biology major preparing for transfer to a four-year institution. Second, the program offers courses in human anatomy, human physiology, and general microbiology which may be used to satisfy prerequisites for nursing and other allied health programs. Third, the program provides courses in natural science to fulfill general education requirements.

### Career Options:

The following list is a sample of the many career options available for the biology major. A few require an associate degree, most require a baccalaureate degree, and some require a graduate level degree: agricultural consultant, animal health technician, biotechnology technician, biomedical scientist, dentist, environmental consultant, field biologist, forester, horticulturist, high school or college teacher, marine biologist, microbiologist, public health technician, physician, pharmaceutical researcher, research biologist 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.

COURSES REQUIRED FOR THE MAJOR:		UNITS
BIOL 210A	Introduction to the Biological Sciences I *Active*	4
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
CHEM 201	General Chemistry II - Lecture *Active*	3
CHEM 201L	General Chemistry II - Laboratory *Active*	2
MATH 121	Basic Techniques of Applied Calculus I *Active*	3
and MATH 122	Basic Techniques of Calculus II *Active*	3
or MATH 150	Calculus with Analytic Geometry I *Active*	5

Total Units 23 - 24

RECOMMENDED ELECTIVES:		UNITS
BIOL 101	Issues in Environmental Science & Sustainability *Active*	4
BIOL 130	Human Heredity *Active*	3
BIOL 180	Plants and People *Active*	3
BIOL 205	General Microbiology *Active*	5
BIOL 230	Human Anatomy *Active*	4
BIOL 232	Experience in Human Dissection *Active*	1
BIOL 235	Human Physiology *Active*	4
BIOL 290	Independent Study *Active*	1 - 3

### DATES & CODES

CIC Approval:

Board Approval:

State Approval:

TOP Code: 0401.00

State Approval (Unique) Code: 05223

Subject Area: Biology  
Program Area: Biology

Report Run: 03/09/2023 1:08 PM  
Program ID: 4493

## Previous Report

### CITY - GENERAL BIOLOGY TRACK - ASSOCIATE OF SCIENCE DEGREE

#### PROPOSAL INFORMATION

**Action Proposed:**Program Revision

**Proposal Originator:**Erin Rempala

**Proposed Start:**Fall 2020

**Need for Proposal:**

Remove BIOL 200, BIOL 100, BIOL 215, BIOL 250, and BIOL 296 from recommended electives. Update the title of degree.

**Origination Date:**10/02/2015

#### PROGRAM & AWARD INFORMATION

**Award Description:**

**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:**

Bring program up to date regarding industry trends.

**Program Emphasis:**

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 curriculum provides preparation for entry level employment as a biotechnology technician. 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.

**Career Options:**

The following list is a sample of the many career options available for the biology major. A few of these require an associate degree; most require 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 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.

#### COURSES REQUIRED FOR THE MAJOR:

		UNITS
BIOL 210A	Introduction to the Biological Sciences I *Active*	4
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

## Current Report

### CITY - GENERAL BIOLOGY TRACK - ASSOCIATE OF SCIENCE DEGREE

#### PROPOSAL INFORMATION

**Action Proposed:**Program Revision

**Proposal Originator:**Erin McConnell

**Proposed Start:**Fall 2024

**Need for Proposal:**

Remove BIOL 110 from recommended electives. Rearranged existing language in appropriate CurricUNET fields - no language has changed, but it now matches the catalog.

**Origination Date:**01/13/2023

**Attached Documents:**

[Articulation Agreement UC.Davis](#)

[Narrative\\_FA2024\\_2023-01-17](#)

#### PROGRAM & AWARD INFORMATION

**Award Description:**

**Award Notes:**

Common university majors related to the field of Biology include: Agricultural Science, Biochemistry, Bioengineering, Bioinformatics, Biological Sciences, Biophysics, Botany and Plant Sciences, Cell Biology, Conservation, Developmental Biology, Ecology, Entomology, Exercise Science, Genetics, Kinesiology, Marine Biology, Medical Sciences, Microbiology, Molecular Biology, Natural Sciences, Neuroscience, Nursing, Nutrition and Food Science, Psychobiology, Toxicology, Zoology and Animal Science.

Course Requirements for Transfer Students: Students who plan to transfer to a four year college or university and earn a bachelor's degree in this discipline should consult with a counselor or visit the Transfer/Career Center to determine the appropriate major preparation courses for their specific transfer institution and major. Transfer students may also earn an Associate of Arts degree in Liberal Arts and Sciences. This degree may be individually tailored to each student's specific transfer requirements in order to provide the most efficient path to transfer. More information on transfer programs and procedures is available in the Transfer Programs section of the catalog.

**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 primary goal of the Biology Program is to communicate the current state of knowledge and technology to members of the community so that they may better understand how various aspects of the life sciences impact their lives, as well as local and global communities. Program objectives are to foster the scientific curiosity of students and to prepare students to achieve academic and professional success.

CHEM 201	General Chemistry II - Lecture *Active*	3
CHEM 201L	General Chemistry II - Laboratory *Active*	2
MATH 121	Basic Techniques of Applied Calculus I *Active*	3
and MATH 122	Basic Techniques of Calculus II *Active*	3
or MATH 150	Calculus with Analytic Geometry I *Active*	5

Total Units 23 - 24

**RECOMMENDED ELECTIVES: UNITS**

BIOL 101	Issues in Environmental Science & Sustainability *Active*	4
BIOL 110	Introduction to Oceanography *Active*	3
BIOL 130	Human Heredity *Active*	3
BIOL 180	Plants and People *Active*	3
BIOL 205	General Microbiology *Active*	5
BIOL 230	Human Anatomy *Active*	4
BIOL 232	Experience in Human Dissection *Active*	1
BIOL 235	Human Physiology *Active*	4
BIOL 290	Independent Study *Active*	1 - 3

**DATES & CODES**

CIC Approval: 02/25/2016

Board Approval:

State Approval:

TOP Code: 0401.00

State Approval (Unique) Code: 05223

Subject Area: Biology  
Program Area: Biology

Report Run: 03/09/2023 1:08 PM  
Program ID: 3191

**Academic Programs**

The three associate degrees in biology 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.

**Program Emphasis:**

The Biology Program serves three areas of study. First, the program curriculum provides a broad background of studies for the biology major preparing for transfer to a four-year institution. Second, the program offers courses in human anatomy, human physiology, and general microbiology which may be used to satisfy prerequisites for nursing and other allied health programs. Third, the program provides courses in natural science to fulfill general education requirements.

**Career Options:**

The following list is a sample of the many career options available for the biology major. A few require an associate degree, most require a baccalaureate degree, and some require a graduate level degree: agricultural consultant, animal health technician, biotechnology technician, biomedical scientist, dentist, environmental consultant, field biologist, forester, horticulturist, high school or college teacher, marine biologist, microbiologist, public health technician, physician, pharmaceutical researcher, research biologist 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.

**COURSES REQUIRED FOR THE MAJOR: UNITS**

BIOL 210A	Introduction to the Biological Sciences I *Active*	4
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
CHEM 201	General Chemistry II - Lecture *Active*	3
CHEM 201L	General Chemistry II - Laboratory *Active*	2
MATH 121	Basic Techniques of Applied Calculus I *Active*	3
and MATH 122	Basic Techniques of Calculus II *Active*	3
or MATH 150	Calculus with Analytic Geometry I *Active*	5

Total Units 23 - 24

**RECOMMENDED ELECTIVES: UNITS**

BIOL 101	Issues in Environmental Science & Sustainability *Active*	4
BIOL 130	Human Heredity *Active*	3
BIOL 180	Plants and People *Active*	3
BIOL 205	General Microbiology *Active*	5
BIOL 230	Human Anatomy *Active*	4
BIOL 232	Experience in Human Dissection *Active*	1
BIOL 235	Human Physiology *Active*	4
BIOL 290	Independent Study *Active*	1 - 3

**DATES & CODES**

CIC Approval:

Board Approval:

State Approval:

TOP Code: 0401.00

State Approval (Unique) Code: 05223

Subject Area: Biology  
Program Area: Biology

Report Run: 03/09/2023 1:08 PM  
Program ID: 4493

# MESA - HONORS GLOBAL COMPETENCIES - CERTIFICATE OF ACHIEVEMENT

## PROPOSAL INFORMATION

**Action Proposed:**Program Revision

**Proposal Originator:**Chris Sullivan

**Origination**

**Date:**02/08/2023

**Proposed Start:**Fall 2024

**Need for Proposal:**

Program revision - Remove ANTH 120 & ANTH 200 (courses being deactivated) and VIET 201 (slated for deactivation and not being offered).

**Attached Documents:**

[ASSIST - English](#)

[ASSIST - Math](#)

[ASSIST - Communications](#)

[ASSIST Global Studies docs](#)

[Honors Global Comp CA Narrative](#)

[ASSIST - Languages](#)

## PROGRAM & AWARD INFORMATION

**Award Description:**

The Honors Global Competencies Certificate of Achievement offers students the opportunity to gain a global perspective through completion of coursework in intercultural competencies, communication skills, and technology skills.

**Award Notes:**

This certificate will be offered through the Honors Program at Mesa College. All coursework except for Foreign Language must be done as an honors class or as an honors contract.

**Program Description:**

The Honors Global Competencies Certificate of Achievement provides an interdisciplinary and systemic approach in order to prepare students for the highly diverse, technologically-rich, and multilingual global society in which we live. The Certificate offers students the opportunity to gain a global perspective through completion of coursework in intercultural competencies, communication skills, and technology skills. This certificate helps students to transfer to four-year institutions in concert with the Honors designation. It prepares students for study and work throughout the world in professional fields such as international studies, intercultural studies, language studies, international business, international law, political science, comparative literature, environmental studies, history, technology, social sciences, humanities, teaching, and more.

**Program Goals:**

An Honors Global Competencies Certificate of Achievement offers students the opportunity to gain a global perspective in multiple areas of study to enhance their critical thinking and intercultural competencies in order to compete in today's global economy. It is useful for those students considering careers in numerous fields, including law, politics, international affairs, education, and social service. All courses in the certificate program are UC &/or CSU transferable and emphasize areas such as intercultural issues; globalization; world philosophical, political, economic, and social systems; and international relations. The certificate program also underscores the mission of San Diego Mesa College: "To inspire and enable student success in an environment that is strengthened by diversity, is responsive to our communities, and fosters scholarship, leadership, and responsibility."

For the San Diego Mesa College Associate Degree one of the core six student learning outcomes is Global Awareness, “the ability to articulate similarities and contrasts among cultures, times and environments, demonstrating understanding of cultural pluralism and knowledge of global issues.” This proposal for an Honors Global Competencies Certificate of Achievement connects the college’s vision and values of diversity and the student learning outcome of Global Awareness.

There is a strong international emphasis in the certificate program. Program goals and objectives include:

- Contemplation and assessment of the interconnectedness of cultures and nations through time.
- Exploration of world ecologies and technologies.
- Analysis of economic, political, and social systems.
- Proficiency in world languages.
- Exposure to an array of world customs, religions, and literature through campus activities and speaker series.
- Recognition, anticipation, and management of change.
- Providing leadership opportunities.

**Program Emphasis:**

The Honors Global Competencies Certificate of Achievement has an international education emphasis.

**Career Options:**

Critical Thinking  
Select 3 units required for the major

<b>COURSES REQUIRED FOR THE MAJOR:</b>		<b>UNITS</b>
COMS 135	Interpersonal Communication *Active*	3
or COMS 180	Intercultural Communication *Active*	3
or ENGL 205	Critical Thinking and Intermediate Composition *Active*	3
or ENGL 208	Introduction to Literature *Active*	3
or HIST 205	Methodology and Practice in History *Active*	3
or MATH 118	Math for the Liberal Arts Student *Active*	3
or MATH 119	Elementary Statistics *Active*	3
or PHIL 100	Logic and Critical Thinking *Active*	3
or PHIL 101	Symbolic Logic *Active*	3
or PHIL 205	Critical Thinking and Writing in Philosophy *Active*	3
or SOCO 201	Advanced Principles of Sociology *Active*	3
or SOCO 223	Globalization and Social Change *Active*	3

<b>LANGUAGES SELECT 5 UNITS FROM THE FOLLOWING:</b>		<b>UNITS</b>
CHIN 101	First Course in Mandarin Chinese *Active*	5
CHIN 102	Second Course in Mandarin Chinese *Active*	5
CHIN 201	Third Course in Mandarin Chinese *Active*	5
CHIN 202	Fourth Course in Mandarin Chinese *Active*	5
FREN 101	First Course in French *Active*	5
FREN 102	Second Course in French *Active*	5
FREN 201	Third Course in French *Active*	5
FREN 202	Fourth Course in French *Active*	5
GERM 101	First Course in German *Active*	5
GERM 102	Second Course in German *Active*	5
GERM 201	Third Course in German *Active*	5
ITAL 101	First Course in Italian *Active*	5
ITAL 102	Second Course in Italian *Active*	5

ITAL 201	Third Course in Italian *Active*	5
JAPN 101	First Course in Japanese *Active*	5
JAPN 102	Second Course in Japanese *Active*	5
JAPN 201	Third Course in Japanese *Active*	5
JAPN 202	Fourth Course in Japanese *Active*	5
RUSS 101	First Course in Russian *Active*	5
RUSS 102	Second Course in Russian *Active*	5
RUSS 201	Third Course in Russian *Active*	5
SPAN 101	First Course in Spanish *Active*	5
SPAN 102	Second Course in Spanish *Active*	5
SPAN 201	Third Course in Spanish *Active*	5
SPAN 202	Fourth Course in Spanish *Historical*	5
SPAN 215	Spanish for Spanish Speakers I *Active*	5
SPAN 216	Spanish for Spanish Speakers II *Active*	5
VIET 101	First Course in Vietnamese *Active*	5
VIET 102	Second Course in Vietnamese *Active*	5
AMSL 120	American Sign Language Level I *Active*	5
AMSL 121	American Sign Language Level II *Active*	5

**GLOBAL STUDIES SELECT A MINIMUM OF 12 UNITS FROM 4 DIFFERENT DISCIPLINES UNITS**

AMSL 150	Introduction to Deaf Culture *Active*	3
ANTH 102	Introduction to Biological Anthropology *Active*	3
ANTH 103	Introduction to Cultural Anthropology *Active*	3
ANTH 215	Cultures of Latin America *Active*	3
ARCH 126	History of Ancient World Architecture *Active*	3
ARCH 127	History of World Architecture: Renaissance Through Contemporary *Active*	3
ARTF 107	Contemporary Art *Active*	3
ARTF 109	Modern Art *Active*	3
ARTF 110	Art History: Prehistoric to Gothic *Active*	3
ARTF 111	Art History: Renaissance to Modern *Active*	3
ARTF 113	Arts of Africa, Oceania, and the Americas *Active*	3
ARTF 115	African Art *Active*	3
ARTF 120	Native American Art *Active*	3
ARTF 125	Art History: Arts of the Asian Continent *Active*	3
ARTF 130	Pre-Columbian Art *Active*	3
ARTF 191	Cultural Influences on Photography *Active*	3
BIOL 100	Natural History - Environmental Biology *Active*	4
BIOL 110	Introduction to Oceanography *Active*	3
BIOL 115	Marine Biology *Active*	4
BLAS 100	Introduction to Black Studies *Active*	3
BLAS 104	Black Psychology *Active*	3
BLAS 110	African American Art *Active*	3
BLAS 111	Cultural Influences on African Art *Active*	3
BLAS 116	Contemporary Social Problems from a Black Perspective *Active*	3
BLAS 120	Black Music *Active*	3
BLAS 125	Dynamics of the Black Community *Active*	3
BLAS 130	The Black Family *Active*	3
BLAS 140A	History of the U.S., Black Perspectives *Active*	3
BLAS 140B	History of the U.S., Black Perspectives *Active*	3
BLAS 150	Black Women in Literature, Film and the Media *Active*	3
BLAS 155	African American Literature *Active*	3
BLAS 165	Sexuality and Black Culture *Active*	3
BLAS 175	Psycho-History of Racism and Sexism *Active*	3
BUSE 119	Business Communications *Active*	3
BUSE 150	Human Relations in Business *Active*	3
CHEM 111	Chemistry in Society *Active*	3
CHIC 110A	Introduction to Chicana and Chicano Studies *Active*	3

CHIC 110B	Introduction to Chicana and Chicano Studies *Active*	3
CHIC 135	Chicana/o Literature *Active*	3
CHIC 138	Literature of La Raza in Latin America in Translation *Active*	3
CHIC 141A	United States History from a Chicano Perspective *Active*	3
CHIC 141B	United States History from a Chicano Perspective *Active*	3
CHIC 150	History of Mexico *Active*	3
CHIC 170	La Chicana *Active*	3
CHIC 190	Chicano Images in Film *Active*	3
CHIC 201	The Indigenous Tradition of Mexico and Ancient Mesoamerica *Active*	3
CHIC 210	Chicano Culture *Active*	3
CHIC 230	Chicano Art *Active*	3
DRAM 105	Introduction to Dramatic Arts *Active*	3
DRAM 112	Introduction to Script Analysis *Active*	3
DRAM 150	Cinema as Art and Communication I *Active*	3
DRAM 151	Cinema as Art and Communication II *Active*	3
ENGL 209	Literary Approaches to Film *Active*	3
ENGL 220	Masterpieces of World Literature I: 1500 BCE - 1600 CE *Active*	3
ENGL 221	Masterpieces of World Literature II: 1600 - Present *Active*	3
ENGL 230	Asian American Literature *Active*	3
GEOG 102	Cultural Geography *Active*	3
GEOG 104	World Regional Geography *Active*	3
GEOL 100	Physical Geology *Active*	3
GEOL 104	Earth Science *Active*	3
HEAL 101	Health and Lifestyle *Active*	3
HIST 100	World History I *Active*	3
HIST 101	World History II *Active*	3
HIST 115A	History of the Americas I *Active*	3
HIST 115B	History of the Americas II *Active*	3
HIST 120	Introduction to Asian Civilizations *Active*	3
HIST 121	Asian Civilizations in Modern Times *Active*	3
HIST 123	U.S. History from the Asian Pacific American Perspective *Active*	3
HIST 130	The Modern Middle East *Active*	3
HIST 131	Latin America Before Independence *Active*	3
HIST 132	Latin America Since Independence *Active*	3
HIST 141	Women in United States History I *Active*	3
HIST 150	Native Americans in United States History I *Active*	3
HIST 151	Native Americans in United States History II *Active*	3
HIST 154	Ancient Egypt *Active*	3
HUMA 101	Introduction to the Humanities I *Active*	3
HUMA 102	Introduction to the Humanities II *Active*	3
HUMA 103	Introduction to the New Testament *Active*	3
HUMA 104	Introduction to the Old Testament *Active*	3
HUMA 106	World Religions *Active*	3
HUMA 201	Mythology *Active*	3
HUMA 205	Exploring Human Values Through Film *Active*	3
JOUR 202	Introduction to Mass Communication *Active*	3
MUSI 100	Introduction to Music *Active*	3
MUSI 109	World Music *Active*	3
MUSI 125	Music, the Arts, and Society *Active*	3
NUTR 153	Cultural Foods *Active*	3
PHIL 103	Historical Introduction To Philosophy *Active*	3
PHIL 104A	History Of Western Philosophy: Ancient to Medieval *Active*	3
PHIL 104B	History of Western Philosophy: Modern to Contemporary *Active*	3
PHIL 106	Asian Philosophy *Active*	3
PHIL 107	Reflections on Human Nature *Active*	3
PHIL 108	Perspectives on Human Nature and Society *Active*	3
PHIL 109	Issues in Social Philosophy *Active*	3

PHIL 110	Philosophy of Religion *Active*	3
PHIL 125	Philosophy of Women *Active*	3
PHIL 130	Philosophy of Art and Music *Active*	3
POLI 101	Introduction to Political Science *Active*	3
POLI 103	Comparative Politics *Active*	3
POLI 140	Contemporary International Politics *Active*	3
PSYC 101	General Psychology *Active*	3
PSYC 112	Interpersonal Relations *Active*	3
PSYC 133	Psychology of Women *Active*	3
PSYC 135	Marriage and Family Relations *Active*	3
PSYC 137	Human Sexual Behavior *Active*	3
PSYC 166	Introduction to Social Psychology *Active*	3
PSYC 230	Psychology of Lifespan Development *Active*	3
PSYC 245	Abnormal Psychology *Active*	3
SOCO 101	Principles of Sociology *Active*	3
SOCO 110	Contemporary Social Problems *Active*	3

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Total Units 20

## **DATES & CODES**

**CIC Approval:**

**Board Approval:**

**State Approval:**

**TOP Code:** 4901.00

**State Approval (Unique) Code:** 32149

Subject Area: Humanities

Program Area: Humanities --Mesa

Report Run: 03/09/2023 1:08 PM

Program ID: 4502

## Previous Report

### MESA - HONORS GLOBAL COMPETENCIES - CERTIFICATE OF ACHIEVEMENT

#### PROPOSAL INFORMATION

**Action Proposed:**Program Revision

**Proposal Originator:**Andrew Hoffman

**Proposed Start:**Fall 2021

**Need for Proposal:**

Program revision - 1) Remove LATI & TAGA courses Program revision - 1) Remove LATI & TAGA courses (being deactivated at Mesa) and change AMSL 115/115L/116/116L to AMSL 120/121 in "Select five units". 2) Add HIST 205 to the list of Courses Required for the Major. 3) Put the "OR" operation into the same list so only three units are required for that section.

#### PROGRAM & AWARD INFORMATION

**Award Description:**

The Honors Global Competencies Certificate of Achievement offers students the opportunity to gain a global perspective through completion of coursework in intercultural competencies, communication skills, and technology skills.

**Award Notes:**

This certificate will be offered through the Honors Program at Mesa College. All coursework except for Foreign Language must be done as an honors class or as an honors contract.

**Program Description:**

The Honors Global Competencies Certificate of Achievement provides an interdisciplinary and systemic approach in order to prepare students for the highly diverse, technologically-rich, and multilingual global society in which we live. The Certificate offers students the opportunity to gain a global perspective through completion of coursework in intercultural competencies, communication skills, and technology skills. This certificate helps students to transfer to four-year institutions in concert with the Honors designation. It prepares students for study and work throughout the world in professional fields such as international studies, intercultural studies, language studies, international business, international law, political science, comparative literature, environmental studies, history, technology, social sciences, humanities, teaching, and more.

**Program Goals:**

An Honors Global Competencies Certificate of Achievement offers students the opportunity to gain a global perspective in multiple areas of study to enhance their critical thinking and intercultural competencies in order to compete in today's global economy. It is useful for those students considering careers in numerous fields, including law, politics, international affairs, education, and social service. All courses in the certificate program are UC &/or CSU transferable and emphasize areas such as intercultural issues; globalization; world philosophical, political, economic, and social systems; and international relations. The certificate program also underscores the mission of San Diego Mesa College: "To inspire and enable student success in an environment that is strengthened by diversity, is responsive to our communities, and fosters scholarship, leadership, and responsibility."

For the San Diego Mesa College Associate Degree one of the core six student learning

## Current Report

### MESA - HONORS GLOBAL COMPETENCIES - CERTIFICATE OF ACHIEVEMENT

#### PROPOSAL INFORMATION

**Action Proposed:**Program Revision

**Proposal Originator:**Chris Sullivan

**Proposed Start:**Fall 2024

**Need for Proposal:**

Program revision - Remove ANTH 120 & ANTH 200 (courses being deactivated) and VIET 201 (slated for deactivation and not being offered).

**Attached Documents:**

[ASSIST - English](#)

[ASSIST - Math](#)

[ASSIST - Communications](#)

[ASSIST Global Studies docs](#)

[Honors Global Comp CA Narrative](#)

[ASSIST - Languages](#)

#### PROGRAM & AWARD INFORMATION

**Award Description:**

The Honors Global Competencies Certificate of Achievement offers students the opportunity to gain a global perspective through completion of coursework in intercultural competencies, communication skills, and technology skills.

**Award Notes:**

This certificate will be offered through the Honors Program at Mesa College. All coursework except for Foreign Language must be done as an honors class or as an honors contract.

**Program Description:**

The Honors Global Competencies Certificate of Achievement provides an interdisciplinary and systemic approach in order to prepare students for the highly diverse, technologically-rich, and multilingual global society in which we live. The Certificate offers students the opportunity to gain a global perspective through completion of coursework in intercultural competencies, communication skills, and technology skills. This certificate helps students to transfer to four-year institutions in concert with the Honors designation. It prepares students for study and work throughout the world in professional fields such as international studies, intercultural studies, language studies, international business, international law, political science, comparative literature, environmental studies, history, technology, social sciences, humanities, teaching, and more.

**Program Goals:**

An Honors Global Competencies Certificate of Achievement offers students the opportunity to gain a global perspective in multiple areas of study to enhance their critical thinking and intercultural competencies in order to compete in today's global economy. It is useful for those students considering careers in numerous fields, including law, politics, international affairs, education, and social service. All courses in the certificate program are UC &/or CSU transferable and emphasize areas such as intercultural issues; globalization; world philosophical, political, economic, and social systems; and international relations. The certificate program also underscores the mission of San Diego Mesa College: "To inspire and enable student success in an environment that is strengthened by diversity, is

outcomes is Global Awareness, “the ability to articulate similarities and contrasts among cultures, times and environments, demonstrating understanding of cultural pluralism and knowledge of global issues.” This proposal for an Honors Global Competencies Certificate of Achievement connects the college’s vision and values of diversity and the student learning outcome of Global Awareness.

There is a strong international emphasis in the certificate program. Program goals and objectives include:

- Contemplation and assessment of the interconnectedness of cultures and nations through time.
- Exploration of world ecologies and technologies.
- Analysis of economic, political, and social systems.
- Proficiency in world languages.
- Exposure to an array of world customs, religions, and literature through campus activities and speaker series.
- Recognition, anticipation, and management of change.
- Providing leadership opportunities.

**Program Emphasis:**

The Honors Global Competencies Certificate of Achievement has an international education emphasis.

**Career Options:**

Critical Thinking  
Select 3 units required for the major

<b>COURSES REQUIRED FOR THE MAJOR:</b>		<b>UNITS</b>
COMS 135	Interpersonal Communication *Active*	3
or COMS 180	Intercultural Communication *Active*	3
or ENGL 205	Critical Thinking and Intermediate Composition *Active*	3
or ENGL 208	Introduction to Literature *Active*	3
or HIST 205	Methodology and Practice in History *Active*	3
or MATH 118	Math for the Liberal Arts Student *Active*	3
or MATH 119	Elementary Statistics *Active*	3
or PHIL 100	Logic and Critical Thinking *Active*	3
or PHIL 101	Symbolic Logic *Active*	3
or PHIL 205	Critical Thinking and Writing in Philosophy *Active*	3
or SOCO 201	Advanced Principles of Sociology *Active*	3
or SOCO 223	Globalization and Social Change *Active*	3

**LANGUAGES SELECT 5 UNITS FROM THE FOLLOWING:**

<b>LANGUAGES SELECT 5 UNITS FROM THE FOLLOWING:</b>		<b>UNITS</b>
CHIN 101	First Course in Mandarin Chinese *Active*	5
CHIN 102	Second Course in Mandarin Chinese *Active*	5
CHIN 201	Third Course in Mandarin Chinese *Active*	5
CHIN 202	Fourth Course in Mandarin Chinese *Active*	5
FREN 101	First Course in French *Active*	5
FREN 102	Second Course in French *Active*	5
FREN 201	Third Course in French *Active*	5
FREN 202	Fourth Course in French *Active*	5
GERM 101	First Course in German *Active*	5
GERM 102	Second Course in German *Active*	5
GERM 201	Third Course in German *Active*	5
ITAL 101	First Course in Italian *Active*	5
ITAL 102	Second Course in Italian *Active*	5
ITAL 201	Third Course in Italian *Active*	5
JAPN 101	First Course in Japanese *Active*	5
JAPN 102	Second Course in Japanese *Active*	5
JAPN 201	Third Course in Japanese *Active*	5
JAPN 202	Fourth Course in Japanese *Active*	5
RUSS 101	First Course in Russian *Active*	5
RUSS 102	Second Course in Russian *Active*	5
RUSS 201	Third Course in Russian *Active*	5

responsive to our communities, and fosters scholarship, leadership, and responsibility.”

For the San Diego Mesa College Associate Degree one of the core six student learning outcomes is Global Awareness, “the ability to articulate similarities and contrasts among cultures, times and environments, demonstrating understanding of cultural pluralism and knowledge of global issues.” This proposal for an Honors Global Competencies Certificate of Achievement connects the college’s vision and values of diversity and the student learning outcome of Global Awareness.

There is a strong international emphasis in the certificate program. Program goals and objectives include:

- Contemplation and assessment of the interconnectedness of cultures and nations through time.
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or PHIL 100	Logic and Critical Thinking *Active*	3
or PHIL 101	Symbolic Logic *Active*	3
or PHIL 205	Critical Thinking and Writing in Philosophy *Active*	3
or SOCO 201	Advanced Principles of Sociology *Active*	3
or SOCO 223	Globalization and Social Change *Active*	3

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FREN 201	Third Course in French *Active*	5
FREN 202	Fourth Course in French *Active*	5
GERM 101	First Course in German *Active*	5
GERM 102	Second Course in German *Active*	5
GERM 201	Third Course in German *Active*	5
ITAL 101	First Course in Italian *Active*	5
ITAL 102	Second Course in Italian *Active*	5
ITAL 201	Third Course in Italian *Active*	5
JAPN 101	First Course in Japanese *Active*	5
JAPN 102	Second Course in Japanese *Active*	5
JAPN 201	Third Course in Japanese *Active*	5
JAPN 202	Fourth Course in Japanese *Active*	5

SPAN 101	First Course in Spanish *Active*	5
SPAN 102	Second Course in Spanish *Active*	5
SPAN 201	Third Course in Spanish *Active*	5
SPAN 202	Fourth Course in Spanish *Historical*	5
SPAN 215	Spanish for Spanish Speakers I *Active*	5
SPAN 216	Spanish for Spanish Speakers II *Active*	5
VIET 101	First Course in Vietnamese *Active*	5
VIET 102	Second Course in Vietnamese *Active*	5
VIET 201	Third Course in Vietnamese *Active*	5
AMSL 120	American Sign Language Level I *Active*	5
AMSL 121	American Sign Language Level II *Active*	5

**GLOBAL STUDIES SELECT A MINIMUM OF 12 UNITS FROM 4 DIFFERENT DISCIPLINES UNITS**

AMSL 150	Introduction to Deaf Culture *Active*	3
ANTH 102	Introduction to Biological Anthropology *Active*	3
ANTH 103	Introduction to Cultural Anthropology *Active*	3
ANTH 120	Archaeological Artifact Analysis *Active*	3
ANTH 200	Introduction to North American Indians *Active*	3
ANTH 215	Cultures of Latin America *Active*	3
ARCH 126	History of Ancient World Architecture *Active*	3
ARCH 127	History of World Architecture: Renaissance Through Contemporary *Active*	3
ARTF 107	Contemporary Art *Active*	3
ARTF 109	Modern Art *Active*	3
ARTF 110	Art History: Prehistoric to Gothic *Active*	3
ARTF 111	Art History: Renaissance to Modern *Active*	3
ARTF 113	Arts of Africa, Oceania, and the Americas *Active*	3
ARTF 115	African Art *Active*	3
ARTF 120	Native American Art *Active*	3
ARTF 125	Art History: Arts of the Asian Continent *Active*	3
ARTF 130	Pre-Columbian Art *Active*	3
ARTF 191	Cultural Influences on Photography *Active*	3
BIOL 100	Natural History - Environmental Biology *Active*	4
BIOL 110	Introduction to Oceanography *Active*	3
BIOL 115	Marine Biology *Active*	4
BLAS 100	Introduction to Black Studies *Active*	3
BLAS 104	Black Psychology *Active*	3
BLAS 110	African American Art *Active*	3
BLAS 111	Cultural Influences on African Art *Active*	3
BLAS 116	Contemporary Social Problems from a Black Perspective *Active*	3
BLAS 120	Black Music *Active*	3
BLAS 125	Dynamics of the Black Community *Active*	3
BLAS 130	The Black Family *Active*	3
BLAS 140A	History of the U.S., Black Perspectives *Active*	3
BLAS 140B	History of the U.S., Black Perspectives *Active*	3
BLAS 150	Black Women in Literature, Film and the Media *Active*	3
BLAS 155	African American Literature *Active*	3
BLAS 165	Sexuality and Black Culture *Active*	3
BLAS 175	Psycho-History of Racism and Sexism *Active*	3
BUSE 119	Business Communications *Active*	3
BUSE 150	Human Relations in Business *Active*	3
CHEM 111	Chemistry in Society *Active*	3
CHIC 110A	Introduction to Chicana and Chicano Studies *Active*	3
CHIC 110B	Introduction to Chicana and Chicano Studies *Active*	3
CHIC 135	Chicana/o Literature *Active*	3
CHIC 138	Literature of La Raza in Latin America in Translation *Active*	3
CHIC 141A	United States History from a Chicano Perspective *Active*	3
CHIC 141B	United States History from a Chicano Perspective *Active*	3
CHIC 150	History of Mexico *Active*	3
CHIC 170	La Chicana *Active*	3
CHIC 190	Chicano Images in Film *Active*	3
CHIC 201	The Indigenous Tradition of Mexico and Ancient Mesoamerica *Active*	3
CHIC 210	Chicano Culture *Active*	3
CHIC 230	Chicano Art *Active*	3

RUSS 101	First Course in Russian *Active*	5
RUSS 102	Second Course in Russian *Active*	5
RUSS 201	Third Course in Russian *Active*	5
SPAN 101	First Course in Spanish *Active*	5
SPAN 102	Second Course in Spanish *Active*	5
SPAN 201	Third Course in Spanish *Active*	5
SPAN 202	Fourth Course in Spanish *Historical*	5
SPAN 215	Spanish for Spanish Speakers I *Active*	5
SPAN 216	Spanish for Spanish Speakers II *Active*	5
VIET 101	First Course in Vietnamese *Active*	5
VIET 102	Second Course in Vietnamese *Active*	5
AMSL 120	American Sign Language Level I *Active*	5
AMSL 121	American Sign Language Level II *Active*	5

**GLOBAL STUDIES SELECT A MINIMUM OF 12 UNITS FROM 4 DIFFERENT DISCIPLINES UNITS**

AMSL 150	Introduction to Deaf Culture *Active*	3
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ANTH 215	Cultures of Latin America *Active*	3
ARCH 126	History of Ancient World Architecture *Active*	3
ARCH 127	History of World Architecture: Renaissance Through Contemporary *Active*	3
ARTF 107	Contemporary Art *Active*	3
ARTF 109	Modern Art *Active*	3
ARTF 110	Art History: Prehistoric to Gothic *Active*	3
ARTF 111	Art History: Renaissance to Modern *Active*	3
ARTF 113	Arts of Africa, Oceania, and the Americas *Active*	3
ARTF 115	African Art *Active*	3
ARTF 120	Native American Art *Active*	3
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BLAS 130	The Black Family *Active*	3
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CHIC 201	The Indigenous Tradition of Mexico and Ancient Mesoamerica *Active*	3
CHIC 210	Chicano Culture *Active*	3

DRAM 105	Introduction to Dramatic Arts *Active*	3	CHIC 230	Chicano Art *Active*	3
DRAM 112	Introduction to Script Analysis *Active*	3	DRAM 105	Introduction to Dramatic Arts *Active*	3
DRAM 150	Cinema as Art and Communication I *Active*	3	DRAM 112	Introduction to Script Analysis *Active*	3
DRAM 151	Cinema as Art and Communication II *Active*	3	DRAM 150	Cinema as Art and Communication I *Active*	3
ENGL 209	Literary Approaches to Film *Active*	3	DRAM 151	Cinema as Art and Communication II *Active*	3
ENGL 220	Masterpieces of World Literature I: 1500 BCE - 1600 CE *Active*	3	ENGL 209	Literary Approaches to Film *Active*	3
ENGL 221	Masterpieces of World Literature II: 1600 - Present *Active*	3	ENGL 220	Masterpieces of World Literature I: 1500 BCE - 1600 CE *Active*	3
ENGL 230	Asian American Literature *Active*	3	ENGL 221	Masterpieces of World Literature II: 1600 - Present *Active*	3
GEOG 102	Cultural Geography *Active*	3	ENGL 230	Asian American Literature *Active*	3
GEOG 104	World Regional Geography *Active*	3	GEOG 102	Cultural Geography *Active*	3
GEOL 100	Physical Geology *Active*	3	GEOG 104	World Regional Geography *Active*	3
GEOL 104	Earth Science *Active*	3	GEOL 100	Physical Geology *Active*	3
HEAL 101	Health and Lifestyle *Active*	3	GEOL 104	Earth Science *Active*	3
HIST 100	World History I *Active*	3	HEAL 101	Health and Lifestyle *Active*	3
HIST 101	World History II *Active*	3	HIST 100	World History I *Active*	3
HIST 115A	History of the Americas I *Active*	3	HIST 101	World History II *Active*	3
HIST 115B	History of the Americas II *Active*	3	HIST 115A	History of the Americas I *Active*	3
HIST 120	Introduction to Asian Civilizations *Active*	3	HIST 115B	History of the Americas II *Active*	3
HIST 121	Asian Civilizations in Modern Times *Active*	3	HIST 120	Introduction to Asian Civilizations *Active*	3
HIST 123	U.S. History from the Asian Pacific American Perspective *Active*	3	HIST 121	Asian Civilizations in Modern Times *Active*	3
HIST 130	The Modern Middle East *Active*	3	HIST 123	U.S. History from the Asian Pacific American Perspective *Active*	3
HIST 131	Latin America Before Independence *Active*	3	HIST 130	The Modern Middle East *Active*	3
HIST 132	Latin America Since Independence *Active*	3	HIST 131	Latin America Before Independence *Active*	3
HIST 141	Women in United States History I *Active*	3	HIST 132	Latin America Since Independence *Active*	3
HIST 150	Native Americans in United States History I *Active*	3	HIST 141	Women in United States History I *Active*	3
HIST 151	Native Americans in United States History II *Active*	3	HIST 150	Native Americans in United States History I *Active*	3
HIST 154	Ancient Egypt *Active*	3	HIST 151	Native Americans in United States History II *Active*	3
HUMA 101	Introduction to the Humanities I *Active*	3	HIST 154	Ancient Egypt *Active*	3
HUMA 102	Introduction to the Humanities II *Active*	3	HUMA 101	Introduction to the Humanities I *Active*	3
HUMA 103	Introduction to the New Testament *Active*	3	HUMA 102	Introduction to the Humanities II *Active*	3
HUMA 104	Introduction to the Old Testament *Active*	3	HUMA 103	Introduction to the New Testament *Active*	3
HUMA 106	World Religions *Active*	3	HUMA 104	Introduction to the Old Testament *Active*	3
HUMA 201	Mythology *Active*	3	HUMA 106	World Religions *Active*	3
HUMA 205	Exploring Human Values Through Film *Active*	3	HUMA 201	Mythology *Active*	3
JOUR 202	Introduction to Mass Communication *Active*	3	HUMA 205	Exploring Human Values Through Film *Active*	3
MUSI 100	Introduction to Music *Active*	3	JOUR 202	Introduction to Mass Communication *Active*	3
MUSI 109	World Music *Active*	3	MUSI 100	Introduction to Music *Active*	3
MUSI 125	Music, the Arts, and Society *Active*	3	MUSI 109	World Music *Active*	3
NUTR 153	Cultural Foods *Active*	3	MUSI 125	Music, the Arts, and Society *Active*	3
PHIL 103	Historical Introduction To Philosophy *Active*	3	NUTR 153	Cultural Foods *Active*	3
PHIL 104A	History Of Western Philosophy: Ancient to Medieval *Active*	3	PHIL 103	Historical Introduction To Philosophy *Active*	3
PHIL 104B	History of Western Philosophy: Modern to Contemporary *Active*	3	PHIL 104A	History Of Western Philosophy: Ancient to Medieval *Active*	3
PHIL 106	Asian Philosophy *Active*	3	PHIL 104B	History of Western Philosophy: Modern to Contemporary *Active*	3
PHIL 107	Reflections on Human Nature *Active*	3	PHIL 106	Asian Philosophy *Active*	3
PHIL 108	Perspectives on Human Nature and Society *Active*	3	PHIL 107	Reflections on Human Nature *Active*	3
PHIL 109	Issues in Social Philosophy *Active*	3	PHIL 108	Perspectives on Human Nature and Society *Active*	3
PHIL 110	Philosophy of Religion *Active*	3	PHIL 109	Issues in Social Philosophy *Active*	3
PHIL 125	Philosophy of Women *Active*	3	PHIL 110	Philosophy of Religion *Active*	3
PHIL 130	Philosophy of Art and Music *Active*	3	PHIL 125	Philosophy of Women *Active*	3
POLI 101	Introduction to Political Science *Active*	3	PHIL 130	Philosophy of Art and Music *Active*	3
POLI 103	Comparative Politics *Active*	3	POLI 101	Introduction to Political Science *Active*	3
POLI 140	Contemporary International Politics *Active*	3	POLI 103	Comparative Politics *Active*	3
PSYC 101	General Psychology *Active*	3	POLI 140	Contemporary International Politics *Active*	3
PSYC 112	Interpersonal Relations *Active*	3	PSYC 101	General Psychology *Active*	3
PSYC 133	Psychology of Women *Active*	3	PSYC 112	Interpersonal Relations *Active*	3
PSYC 135	Marriage and Family Relations *Active*	3	PSYC 133	Psychology of Women *Active*	3
PSYC 137	Human Sexual Behavior *Active*	3	PSYC 135	Marriage and Family Relations *Active*	3
PSYC 166	Introduction to Social Psychology *Active*	3	PSYC 137	Human Sexual Behavior *Active*	3
PSYC 230	Psychology of Lifespan Development *Active*	3	PSYC 166	Introduction to Social Psychology *Active*	3
PSYC 245	Abnormal Psychology *Active*	3	PSYC 230	Psychology of Lifespan Development *Active*	3
SOCO 101	Principles of Sociology *Active*	3	PSYC 245	Abnormal Psychology *Active*	3
SOCO 110	Contemporary Social Problems *Active*	3	SOCO 101	Principles of Sociology *Active*	3
			SOCO 110	Contemporary Social Problems *Active*	3

Total Units

20

**DATES & CODES**

**CIC Approval:** 05/14/2020

**Board Approval:** 06/11/2020

**State Approval:** 01/15/2021

**TOP Code:** 4901.00

**State Approval (Unique) Code:** 32149

Subject Area: Humanities

Program Area: Humanities --Mesa

Report Run: 03/09/2023 1:08 PM

Program ID: 4051

Total Units

20

**DATES & CODES**

**CIC Approval:**

**Board Approval:**

**State Approval:**

**TOP Code:** 4901.00

**State Approval (Unique) Code:** 32149

Subject Area: Humanities

Program Area: Humanities --Mesa

Report Run: 03/09/2023 1:08 PM

Program ID: 4502

## Previous Report

### MESA - HONORS GLOBAL COMPETENCIES - CERTIFICATE OF ACHIEVEMENT

#### PROPOSAL INFORMATION

**Action Proposed:**Program Revision

**Proposal Originator:**Andrew Hoffman

**Proposed Start:**Fall 2021

**Need for Proposal:**

Program revision - 1) Remove LATI & TAGA courses Program revision - 1) Remove LATI & TAGA courses (being deactivated at Mesa) and change AMSL 115/115L/116/116L to AMSL 120/121 in "Select five units". 2) Add HIST 205 to the list of Courses Required for the Major. 3) Put the "OR" operation into the same list so only three units are required for that section.

#### PROGRAM & AWARD INFORMATION

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For the San Diego Mesa College Associate Degree one of the core six student learning

## Current Report

### MESA - HONORS GLOBAL COMPETENCIES - CERTIFICATE OF ACHIEVEMENT

#### PROPOSAL INFORMATION

**Action Proposed:**Program Revision

**Proposal Originator:**Chris Sullivan

**Proposed Start:**Fall 2024

**Need for Proposal:**

Program revision - Remove ANTH 120 & ANTH 200 (courses being deactivated) and VIET 201 (slated for deactivation and not being offered).

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or HIST 205	Methodology and Practice in History *Active*	3
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or MATH 119	Elementary Statistics *Active*	3
or PHIL 100	Logic and Critical Thinking *Active*	3
or PHIL 101	Symbolic Logic *Active*	3
or PHIL 205	Critical Thinking and Writing in Philosophy *Active*	3
or SOCO 201	Advanced Principles of Sociology *Active*	3
or SOCO 223	Globalization and Social Change *Active*	3

**LANGUAGES SELECT 5 UNITS FROM THE FOLLOWING:**

<b>LANGUAGES SELECT 5 UNITS FROM THE FOLLOWING:</b>		<b>UNITS</b>
CHIN 101	First Course in Mandarin Chinese *Active*	5
CHIN 102	Second Course in Mandarin Chinese *Active*	5
CHIN 201	Third Course in Mandarin Chinese *Active*	5
CHIN 202	Fourth Course in Mandarin Chinese *Active*	5
FREN 101	First Course in French *Active*	5
FREN 102	Second Course in French *Active*	5
FREN 201	Third Course in French *Active*	5
FREN 202	Fourth Course in French *Active*	5
GERM 101	First Course in German *Active*	5
GERM 102	Second Course in German *Active*	5
GERM 201	Third Course in German *Active*	5
ITAL 101	First Course in Italian *Active*	5
ITAL 102	Second Course in Italian *Active*	5
ITAL 201	Third Course in Italian *Active*	5
JAPN 101	First Course in Japanese *Active*	5
JAPN 102	Second Course in Japanese *Active*	5
JAPN 201	Third Course in Japanese *Active*	5
JAPN 202	Fourth Course in Japanese *Active*	5
RUSS 101	First Course in Russian *Active*	5
RUSS 102	Second Course in Russian *Active*	5
RUSS 201	Third Course in Russian *Active*	5

responsive to our communities, and fosters scholarship, leadership, and responsibility.”

For the San Diego Mesa College Associate Degree one of the core six student learning outcomes is Global Awareness, “the ability to articulate similarities and contrasts among cultures, times and environments, demonstrating understanding of cultural pluralism and knowledge of global issues.” This proposal for an Honors Global Competencies Certificate of Achievement connects the college’s vision and values of diversity and the student learning outcome of Global Awareness.

There is a strong international emphasis in the certificate program. Program goals and objectives include:

- Contemplation and assessment of the interconnectedness of cultures and nations through time.
- Exploration of world ecologies and technologies.
- Analysis of economic, political, and social systems.
- Proficiency in world languages.
- Exposure to an array of world customs, religions, and literature through campus activities and speaker series.
- Recognition, anticipation, and management of change.
- Providing leadership opportunities.

**Program Emphasis:**

The Honors Global Competencies Certificate of Achievement has an international education emphasis.

**Career Options:**

Critical Thinking  
Select 3 units required for the major

<b>COURSES REQUIRED FOR THE MAJOR:</b>		<b>UNITS</b>
COMS 135	Interpersonal Communication *Active*	3
or COMS 180	Intercultural Communication *Active*	3
or ENGL 205	Critical Thinking and Intermediate Composition *Active*	3
or ENGL 208	Introduction to Literature *Active*	3
or HIST 205	Methodology and Practice in History *Active*	3
or MATH 118	Math for the Liberal Arts Student *Active*	3
or MATH 119	Elementary Statistics *Active*	3
or PHIL 100	Logic and Critical Thinking *Active*	3
or PHIL 101	Symbolic Logic *Active*	3
or PHIL 205	Critical Thinking and Writing in Philosophy *Active*	3
or SOCO 201	Advanced Principles of Sociology *Active*	3
or SOCO 223	Globalization and Social Change *Active*	3

**LANGUAGES SELECT 5 UNITS FROM THE FOLLOWING:**

<b>LANGUAGES SELECT 5 UNITS FROM THE FOLLOWING:</b>		<b>UNITS</b>
CHIN 101	First Course in Mandarin Chinese *Active*	5
CHIN 102	Second Course in Mandarin Chinese *Active*	5
CHIN 201	Third Course in Mandarin Chinese *Active*	5
CHIN 202	Fourth Course in Mandarin Chinese *Active*	5
FREN 101	First Course in French *Active*	5
FREN 102	Second Course in French *Active*	5
FREN 201	Third Course in French *Active*	5
FREN 202	Fourth Course in French *Active*	5
GERM 101	First Course in German *Active*	5
GERM 102	Second Course in German *Active*	5
GERM 201	Third Course in German *Active*	5
ITAL 101	First Course in Italian *Active*	5
ITAL 102	Second Course in Italian *Active*	5
ITAL 201	Third Course in Italian *Active*	5
JAPN 101	First Course in Japanese *Active*	5
JAPN 102	Second Course in Japanese *Active*	5
JAPN 201	Third Course in Japanese *Active*	5
JAPN 202	Fourth Course in Japanese *Active*	5

SPAN 101	First Course in Spanish *Active*	5
SPAN 102	Second Course in Spanish *Active*	5
SPAN 201	Third Course in Spanish *Active*	5
SPAN 202	Fourth Course in Spanish *Historical*	5
SPAN 215	Spanish for Spanish Speakers I *Active*	5
SPAN 216	Spanish for Spanish Speakers II *Active*	5
VIET 101	First Course in Vietnamese *Active*	5
VIET 102	Second Course in Vietnamese *Active*	5
VIET 201	Third Course in Vietnamese *Active*	5
AMSL 120	American Sign Language Level I *Active*	5
AMSL 121	American Sign Language Level II *Active*	5

**GLOBAL STUDIES SELECT A MINIMUM OF 12 UNITS FROM 4 DIFFERENT DISCIPLINES UNITS**

AMSL 150	Introduction to Deaf Culture *Active*	3
ANTH 102	Introduction to Biological Anthropology *Active*	3
ANTH 103	Introduction to Cultural Anthropology *Active*	3
ANTH 120	Archaeological Artifact Analysis *Active*	3
ANTH 200	Introduction to North American Indians *Active*	3
ANTH 215	Cultures of Latin America *Active*	3
ARCH 126	History of Ancient World Architecture *Active*	3
ARCH 127	History of World Architecture: Renaissance Through Contemporary *Active*	3
ARTF 107	Contemporary Art *Active*	3
ARTF 109	Modern Art *Active*	3
ARTF 110	Art History: Prehistoric to Gothic *Active*	3
ARTF 111	Art History: Renaissance to Modern *Active*	3
ARTF 113	Arts of Africa, Oceania, and the Americas *Active*	3
ARTF 115	African Art *Active*	3
ARTF 120	Native American Art *Active*	3
ARTF 125	Art History: Arts of the Asian Continent *Active*	3
ARTF 130	Pre-Columbian Art *Active*	3
ARTF 191	Cultural Influences on Photography *Active*	3
BIOL 100	Natural History - Environmental Biology *Active*	4
BIOL 110	Introduction to Oceanography *Active*	3
BIOL 115	Marine Biology *Active*	4
BLAS 100	Introduction to Black Studies *Active*	3
BLAS 104	Black Psychology *Active*	3
BLAS 110	African American Art *Active*	3
BLAS 111	Cultural Influences on African Art *Active*	3
BLAS 116	Contemporary Social Problems from a Black Perspective *Active*	3
BLAS 120	Black Music *Active*	3
BLAS 125	Dynamics of the Black Community *Active*	3
BLAS 130	The Black Family *Active*	3
BLAS 140A	History of the U.S., Black Perspectives *Active*	3
BLAS 140B	History of the U.S., Black Perspectives *Active*	3
BLAS 150	Black Women in Literature, Film and the Media *Active*	3
BLAS 155	African American Literature *Active*	3
BLAS 165	Sexuality and Black Culture *Active*	3
BLAS 175	Psycho-History of Racism and Sexism *Active*	3
BUSE 119	Business Communications *Active*	3
BUSE 150	Human Relations in Business *Active*	3
CHEM 111	Chemistry in Society *Active*	3
CHIC 110A	Introduction to Chicana and Chicano Studies *Active*	3
CHIC 110B	Introduction to Chicana and Chicano Studies *Active*	3
CHIC 135	Chicana/o Literature *Active*	3
CHIC 138	Literature of La Raza in Latin America in Translation *Active*	3
CHIC 141A	United States History from a Chicano Perspective *Active*	3
CHIC 141B	United States History from a Chicano Perspective *Active*	3
CHIC 150	History of Mexico *Active*	3
CHIC 170	La Chicana *Active*	3
CHIC 190	Chicano Images in Film *Active*	3
CHIC 201	The Indigenous Tradition of Mexico and Ancient Mesoamerica *Active*	3
CHIC 210	Chicano Culture *Active*	3
CHIC 230	Chicano Art *Active*	3

RUSS 101	First Course in Russian *Active*	5
RUSS 102	Second Course in Russian *Active*	5
RUSS 201	Third Course in Russian *Active*	5
SPAN 101	First Course in Spanish *Active*	5
SPAN 102	Second Course in Spanish *Active*	5
SPAN 201	Third Course in Spanish *Active*	5
SPAN 202	Fourth Course in Spanish *Historical*	5
SPAN 215	Spanish for Spanish Speakers I *Active*	5
SPAN 216	Spanish for Spanish Speakers II *Active*	5
VIET 101	First Course in Vietnamese *Active*	5
VIET 102	Second Course in Vietnamese *Active*	5
AMSL 120	American Sign Language Level I *Active*	5
AMSL 121	American Sign Language Level II *Active*	5

**GLOBAL STUDIES SELECT A MINIMUM OF 12 UNITS FROM 4 DIFFERENT DISCIPLINES UNITS**

AMSL 150	Introduction to Deaf Culture *Active*	3
ANTH 102	Introduction to Biological Anthropology *Active*	3
ANTH 103	Introduction to Cultural Anthropology *Active*	3
ANTH 215	Cultures of Latin America *Active*	3
ARCH 126	History of Ancient World Architecture *Active*	3
ARCH 127	History of World Architecture: Renaissance Through Contemporary *Active*	3
ARTF 107	Contemporary Art *Active*	3
ARTF 109	Modern Art *Active*	3
ARTF 110	Art History: Prehistoric to Gothic *Active*	3
ARTF 111	Art History: Renaissance to Modern *Active*	3
ARTF 113	Arts of Africa, Oceania, and the Americas *Active*	3
ARTF 115	African Art *Active*	3
ARTF 120	Native American Art *Active*	3
ARTF 125	Art History: Arts of the Asian Continent *Active*	3
ARTF 130	Pre-Columbian Art *Active*	3
ARTF 191	Cultural Influences on Photography *Active*	3
BIOL 100	Natural History - Environmental Biology *Active*	4
BIOL 110	Introduction to Oceanography *Active*	3
BIOL 115	Marine Biology *Active*	4
BLAS 100	Introduction to Black Studies *Active*	3
BLAS 104	Black Psychology *Active*	3
BLAS 110	African American Art *Active*	3
BLAS 111	Cultural Influences on African Art *Active*	3
BLAS 116	Contemporary Social Problems from a Black Perspective *Active*	3
BLAS 120	Black Music *Active*	3
BLAS 125	Dynamics of the Black Community *Active*	3
BLAS 130	The Black Family *Active*	3
BLAS 140A	History of the U.S., Black Perspectives *Active*	3
BLAS 140B	History of the U.S., Black Perspectives *Active*	3
BLAS 150	Black Women in Literature, Film and the Media *Active*	3
BLAS 155	African American Literature *Active*	3
BLAS 165	Sexuality and Black Culture *Active*	3
BLAS 175	Psycho-History of Racism and Sexism *Active*	3
BUSE 119	Business Communications *Active*	3
BUSE 150	Human Relations in Business *Active*	3
CHEM 111	Chemistry in Society *Active*	3
CHIC 110A	Introduction to Chicana and Chicano Studies *Active*	3
CHIC 110B	Introduction to Chicana and Chicano Studies *Active*	3
CHIC 135	Chicana/o Literature *Active*	3
CHIC 138	Literature of La Raza in Latin America in Translation *Active*	3
CHIC 141A	United States History from a Chicano Perspective *Active*	3
CHIC 141B	United States History from a Chicano Perspective *Active*	3
CHIC 150	History of Mexico *Active*	3
CHIC 170	La Chicana *Active*	3
CHIC 190	Chicano Images in Film *Active*	3
CHIC 201	The Indigenous Tradition of Mexico and Ancient Mesoamerica *Active*	3
CHIC 210	Chicano Culture *Active*	3

DRAM 105	Introduction to Dramatic Arts *Active*	3	CHIC 230	Chicano Art *Active*	3
DRAM 112	Introduction to Script Analysis *Active*	3	DRAM 105	Introduction to Dramatic Arts *Active*	3
DRAM 150	Cinema as Art and Communication I *Active*	3	DRAM 112	Introduction to Script Analysis *Active*	3
DRAM 151	Cinema as Art and Communication II *Active*	3	DRAM 150	Cinema as Art and Communication I *Active*	3
ENGL 209	Literary Approaches to Film *Active*	3	DRAM 151	Cinema as Art and Communication II *Active*	3
ENGL 220	Masterpieces of World Literature I: 1500 BCE - 1600 CE *Active*	3	ENGL 209	Literary Approaches to Film *Active*	3
ENGL 221	Masterpieces of World Literature II: 1600 - Present *Active*	3	ENGL 220	Masterpieces of World Literature I: 1500 BCE - 1600 CE *Active*	3
ENGL 230	Asian American Literature *Active*	3	ENGL 221	Masterpieces of World Literature II: 1600 - Present *Active*	3
GEOG 102	Cultural Geography *Active*	3	ENGL 230	Asian American Literature *Active*	3
GEOG 104	World Regional Geography *Active*	3	GEOG 102	Cultural Geography *Active*	3
GEOL 100	Physical Geology *Active*	3	GEOG 104	World Regional Geography *Active*	3
GEOL 104	Earth Science *Active*	3	GEOL 100	Physical Geology *Active*	3
HEAL 101	Health and Lifestyle *Active*	3	GEOL 104	Earth Science *Active*	3
HIST 100	World History I *Active*	3	HEAL 101	Health and Lifestyle *Active*	3
HIST 101	World History II *Active*	3	HIST 100	World History I *Active*	3
HIST 115A	History of the Americas I *Active*	3	HIST 101	World History II *Active*	3
HIST 115B	History of the Americas II *Active*	3	HIST 115A	History of the Americas I *Active*	3
HIST 120	Introduction to Asian Civilizations *Active*	3	HIST 115B	History of the Americas II *Active*	3
HIST 121	Asian Civilizations in Modern Times *Active*	3	HIST 120	Introduction to Asian Civilizations *Active*	3
HIST 123	U.S. History from the Asian Pacific American Perspective *Active*	3	HIST 121	Asian Civilizations in Modern Times *Active*	3
HIST 130	The Modern Middle East *Active*	3	HIST 123	U.S. History from the Asian Pacific American Perspective *Active*	3
HIST 131	Latin America Before Independence *Active*	3	HIST 130	The Modern Middle East *Active*	3
HIST 132	Latin America Since Independence *Active*	3	HIST 131	Latin America Before Independence *Active*	3
HIST 141	Women in United States History I *Active*	3	HIST 132	Latin America Since Independence *Active*	3
HIST 150	Native Americans in United States History I *Active*	3	HIST 141	Women in United States History I *Active*	3
HIST 151	Native Americans in United States History II *Active*	3	HIST 150	Native Americans in United States History I *Active*	3
HIST 154	Ancient Egypt *Active*	3	HIST 151	Native Americans in United States History II *Active*	3
HUMA 101	Introduction to the Humanities I *Active*	3	HIST 154	Ancient Egypt *Active*	3
HUMA 102	Introduction to the Humanities II *Active*	3	HUMA 101	Introduction to the Humanities I *Active*	3
HUMA 103	Introduction to the New Testament *Active*	3	HUMA 102	Introduction to the Humanities II *Active*	3
HUMA 104	Introduction to the Old Testament *Active*	3	HUMA 103	Introduction to the New Testament *Active*	3
HUMA 106	World Religions *Active*	3	HUMA 104	Introduction to the Old Testament *Active*	3
HUMA 201	Mythology *Active*	3	HUMA 106	World Religions *Active*	3
HUMA 205	Exploring Human Values Through Film *Active*	3	HUMA 201	Mythology *Active*	3
JOUR 202	Introduction to Mass Communication *Active*	3	HUMA 205	Exploring Human Values Through Film *Active*	3
MUSI 100	Introduction to Music *Active*	3	JOUR 202	Introduction to Mass Communication *Active*	3
MUSI 109	World Music *Active*	3	MUSI 100	Introduction to Music *Active*	3
MUSI 125	Music, the Arts, and Society *Active*	3	MUSI 109	World Music *Active*	3
NUTR 153	Cultural Foods *Active*	3	MUSI 125	Music, the Arts, and Society *Active*	3
PHIL 103	Historical Introduction To Philosophy *Active*	3	NUTR 153	Cultural Foods *Active*	3
PHIL 104A	History Of Western Philosophy: Ancient to Medieval *Active*	3	PHIL 103	Historical Introduction To Philosophy *Active*	3
PHIL 104B	History of Western Philosophy: Modern to Contemporary *Active*	3	PHIL 104A	History Of Western Philosophy: Ancient to Medieval *Active*	3
PHIL 106	Asian Philosophy *Active*	3	PHIL 104B	History of Western Philosophy: Modern to Contemporary *Active*	3
PHIL 107	Reflections on Human Nature *Active*	3	PHIL 106	Asian Philosophy *Active*	3
PHIL 108	Perspectives on Human Nature and Society *Active*	3	PHIL 107	Reflections on Human Nature *Active*	3
PHIL 109	Issues in Social Philosophy *Active*	3	PHIL 108	Perspectives on Human Nature and Society *Active*	3
PHIL 110	Philosophy of Religion *Active*	3	PHIL 109	Issues in Social Philosophy *Active*	3
PHIL 125	Philosophy of Women *Active*	3	PHIL 110	Philosophy of Religion *Active*	3
PHIL 130	Philosophy of Art and Music *Active*	3	PHIL 125	Philosophy of Women *Active*	3
POLI 101	Introduction to Political Science *Active*	3	PHIL 130	Philosophy of Art and Music *Active*	3
POLI 103	Comparative Politics *Active*	3	POLI 101	Introduction to Political Science *Active*	3
POLI 140	Contemporary International Politics *Active*	3	POLI 103	Comparative Politics *Active*	3
PSYC 101	General Psychology *Active*	3	POLI 140	Contemporary International Politics *Active*	3
PSYC 112	Interpersonal Relations *Active*	3	PSYC 101	General Psychology *Active*	3
PSYC 133	Psychology of Women *Active*	3	PSYC 112	Interpersonal Relations *Active*	3
PSYC 135	Marriage and Family Relations *Active*	3	PSYC 133	Psychology of Women *Active*	3
PSYC 137	Human Sexual Behavior *Active*	3	PSYC 135	Marriage and Family Relations *Active*	3
PSYC 166	Introduction to Social Psychology *Active*	3	PSYC 137	Human Sexual Behavior *Active*	3
PSYC 230	Psychology of Lifespan Development *Active*	3	PSYC 166	Introduction to Social Psychology *Active*	3
PSYC 245	Abnormal Psychology *Active*	3	PSYC 230	Psychology of Lifespan Development *Active*	3
SOCO 101	Principles of Sociology *Active*	3	PSYC 245	Abnormal Psychology *Active*	3
SOCO 110	Contemporary Social Problems *Active*	3	SOCO 101	Principles of Sociology *Active*	3
			SOCO 110	Contemporary Social Problems *Active*	3

Total Units

20

**DATES & CODES**

**CIC Approval:** 05/14/2020

**Board Approval:** 06/11/2020

**State Approval:** 01/15/2021

**TOP Code:** 4901.00

**State Approval (Unique) Code:** 32149

Subject Area: Humanities

Program Area: Humanities --Mesa

Report Run: 03/09/2023 1:08 PM

Program ID: 4051

Total Units

20

**DATES & CODES**

**CIC Approval:**

**Board Approval:**

**State Approval:**

**TOP Code:** 4901.00

**State Approval (Unique) Code:** 32149

Subject Area: Humanities

Program Area: Humanities --Mesa

Report Run: 03/09/2023 1:08 PM

Program ID: 4502

# CITY - LIBERAL ARTS AND SCIENCES: SCIENTIFIC STUDIES IN BIOLOGICAL SCIENCE - ASSOCIATE OF ARTS DEGREE

## **PROPOSAL INFORMATION**

**Action Proposed:**Program Revision

**Proposal Originator:**Elizabeth Norvell

**Origination Date:**01/17/2023

**Proposed Start:**Fall 2024

**Need for Proposal:**

Remove BIOL 110 and BIOL 115 from required courses.

**Attached Documents:**

[Articulation UC Davis Bio Sciences](#)

[Articulation CSU Chico Bio Sciences](#)

[Articulation Cal Poly Pomona Bio Sciences](#)

[Articulation Cal Poly SLO Bio Sciences](#)

[Articulation CSU Dominguez Hills Bio Sciences](#)

[Articulation CSU Fresno Bio Sciences](#)

[Articulation CSU Long Beach Bio Sciences](#)

[Articulation CSU Monterey Bay Bio Sciences](#)

[Articulation CSU Northridge Bio Sciences](#)

[Articulation CSU Sacramento Bio Sciences](#)

[Articulation CSU San Marcos Bio Sciences](#)

[Articulation Humboldt State Bio Sciences](#)

[Articulation SFSU Bio Sciences](#)

[Articulation SDSU Bio Sciences](#)

[Articulation UC Merced Bio Sciences](#)

[Articulation UC Berkeley Bio Sciences](#)

[Articulation UC Irvine Bio Sciences](#)

[Articulation UC Riverside & Santa Cruz Bio Science](#)

[Articulation UCLA Bio Sciences](#)

[Articulation UCSD Bio Sciences](#)

[Articulation UC Santa Barbara Bio Sciences](#)

[Narrative\\_FA2024\\_2023-01-17](#)

## **PROGRAM & AWARD INFORMATION**

**Award Description:**

The Liberal Arts and Sciences: Scientific Studies in Biological Sciences Associate Degree offers students the theoretical knowledge, practical laboratory experience, and quantitative reasoning skills necessary to transfer to a University of California, a California State University, or an independent/private college or university in a variety of specializations in the Biological Sciences, including: General Biology, Biology Education, Biochemistry, Biopsychology, Cell Biology, Biotechnology, Cell and Developmental Biology, Chemical Biology, Developmental Biology, Ecological, Evolutionary, and Organismal Biology, Ecology, Behavior, and Evolution, Ecology and Environmental Biology, Ecology and Evolutionary Biology, Environmental Biology, Human Biology, Integrative Biology, Marine Biology, Microbiology, Microbial Biology, Microbiology and Immunology, Neurobiology Biology Education, Organismal Biology, Plant Biology, Molecular and Cell Biology, and Molecular Environmental Biology.

**Award Notes:**

The Liberal Arts and Sciences Degree is designed to enable students to complete the

requirements for an Associate in Arts Degree with a minimum of 18 units in an area of emphasis and transfer to a University of California, a California State University, or an independent/private college. Because admission and major preparation requirements vary at each transfer institution, courses used to complete this major should be selected with the assistance of a San Diego City College counselor.

**Program Description:**

The Liberal Arts and Sciences Degree is designed to enable students to complete the requirements for an Associate of Arts Degree with a minimum of 18 units in an area of emphasis and transfer to a University of California, a California State University or an independent/private college and university.

To meet the Liberal Arts and Sciences Degree requirements a student must complete the following:

1. One of the following four general education options
  - San Diego Community College District General Education and District Requirements. This GE pattern may fulfill all lower division general education requirements at an independent/private college or university. (See City College catalog page XX.)
  - CSU General Education - Breadth (CSU GE Pattern). This GE pattern will fulfill all lower division general education requirements at all CSU campuses. (See City College catalog page XX.)
  - Intersegmental General Education Transfer Curriculum (IGETC) pattern. This GE pattern will fulfill all lower-division general education requirements at all CSU campuses, most UC campuses/majors and some independent/private colleges and universities. (See City College catalog page XX.)
  - San Diego Community College District General Education and additional courses needed to meet all lower division general education requirements of an accredited U.S. postsecondary institution which awards the baccalaureate degree, as detailed in an interinstitutional articulation or transfer agreement and certified by a City counselor. (See City College Catalog page XX.)
  
2. A minimum of 18 units in an Area of Emphasis or Specialization. These include:
  - Language Arts and Humanities
  - Scientific Studies Biological Science
  - Scientific Studies Mathematics and Pre-Engineering
  - Scientific Studies Physical and Earth Sciences Specialization
  - Social and Behavioral Sciences
  - Visual and Performing Arts
  
3. A minimum of 60 transferable units to a University of California, a California State University or an independent/private college and university.

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 City College counselor. Completion of the Liberal Arts and Sciences Degree does not guarantee acceptance into a four year institution nor into a major.

**Program Goals:**

This section is no longer updated in CurricUNET.

**Program Emphasis:**

## Career Options:

Complete a minimum of 18 units from the courses listed below:

<b>COURSES REQUIRED FOR THE MAJOR:</b>		<b>UNITS</b>
BIOL 101	Issues in Environmental Science & Sustainability *Active*	4
BIOL 107	General Biology-Lecture and Laboratory *Active*	4
BIOL 130	Human Heredity *Active*	3
BIOL 180	Plants and People *Active*	3
BIOL 205	General Microbiology *Active*	5
BIOL 210A	Introduction to the Biological Sciences I *Active*	4
BIOL 210B	Introduction to the Biological Sciences II *Active*	4
BIOL 111	Cancer Biology *Active*	3
BIOL 230	Human Anatomy *Active*	4
BIOL 232	Experience in Human Dissection *Active*	1
BIOL 235	Human Physiology *Active*	4
CHEM 130	Introduction to Organic and Biological Chemistry *Active*	3
CHEM 130L	Introduction to Organic and Biological 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
CHEM 231	Organic Chemistry I - Lecture *Active*	3
CHEM 231L	Organic Chemistry I - Laboratory *Active*	2
CHEM 233	Organic Chemistry II - Lecture *Active*	3
CHEM 233L	Organic Chemistry II - Laboratory *Active*	2
MATH 119	Elementary Statistics *Active*	3
or PSYC 258	Behavioral Science Statistics *Active*	3
or MATH 115	Gateway to Experimental Statistics *Active*	4
or BUSE 115	Statistics for Business *Active*	3
MATH 121	Basic Techniques of Applied Calculus I *Active*	3
MATH 122	Basic Techniques of Calculus II *Active*	3
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 180A	General Physics I *Active*	4
PHYS 180B	General Physics II *Active*	4
PHYS 181A	General Physics Laboratory I *Active*	1
PHYS 181B	General Physics Laboratory II *Active*	1
PHYS 195	Mechanics *Active*	5
PHYS 196	Electricity and Magnetism *Active*	5
PHYS 197	Waves, Optics and Modern Physics *Active*	5
PSYC 255	Introduction to Psychological Research *Active*	3
PSYC 259	Behavioral Science Statistics Laboratory *Active*	1

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Total Units 18

## **DATES & CODES**

**CIC Approval:**

**Board Approval:**

**State Approval:**

**TOP Code:** 4902.00

**State Approval (Unique) Code:** 18101

Subject Area: Liberal Arts and Sciences  
Program Area: Liberal Arts and Sciences

Report Run: 03/09/2023 1:08 PM  
Program ID: 4494

## Previous Report

### MESA - PHYSICAL SCIENCES - CERTIFICATE OF ACHIEVEMENT

#### PROPOSAL INFORMATION

**Action Proposed:**Program Revision

**Proposal Originator:**Donald Barrie

**Origination  
Date:**02/07/2018

**Proposed Start:**Fall 2019

**Need for Proposal:**

Program revision to: 1) Add ASTR 102, GEOL 120, GEOL 104, and 2) remove courses not active at Mesa (i.e. Physics 180A, 180B, 181A and 181B; Math 107).

**Attached Documents:**

[Catalog Changes](#)

#### PROGRAM & AWARD INFORMATION

**Award Description:**

**Award Notes:**

**Program Description:**

Physical Sciences is a multidisciplinary program promoting an appreciation for various disciplines such as physics, chemistry, astronomy and earth sciences by exposing students to various methodologies.

**Program Goals:**

This program serves the students to transfer to four-year colleges and to acquire the necessary skills for employment as technicians.

**Program Emphasis:**

The Physical Sciences Program prepares students for transfer to four-year institutions. Students may acquire skills for employment in science education and science journalism.

**Career Options:**

Most careers in physical sciences require education beyond the associate degree and some require a graduate degree. Careers utilizing physical sciences are lab technician, teacher at elementary or secondary level and science journalist.

COURSES REQUIRED FOR THE MAJOR:		UNITS
GEOL 100	Physical Geology *Active*	3
GEOL 101	Physical Geology Laboratory *Active*	1

AT LEAST 4 UNITS FROM THE FOLLOWING:		UNITS
ASTR 101	Descriptive Astronomy *Active*	3
or ASTR 102	Exploring The Solar System And Life Beyond The Earth *Active*	3
or ASTR 109	Practice in Observing *Active*	1
or ASTR 111	Astronomy Laboratory *Active*	1
or GEOL 104	Earth Science *Active*	3
or GEOL 120	Earth Science Laboratory *Active*	1
or GEOL 130	Field Geology of San Diego County *Active*	4
or PHYN 114	Weather and Climate *Active*	3

AT LEAST 8 UNITS FROM THE FOLLOWING:		UNITS
CHEM 100	Fundamentals of Chemistry *Active*	3

## Current Report

### MESA - PHYSICAL SCIENCES - CERTIFICATE OF ACHIEVEMENT

#### PROPOSAL INFORMATION

**Action Proposed:**Program Deactivation

**Proposal Originator:**Jennifer Snyder

**Origination  
Date:**12/14/2022

**Proposed Start:**Fall 2024

**Need for Proposal:**

Deactivation proposal for PHYN CA due to low completion numbers.

**Attached Documents:**

[Catalog Changes](#)

#### PROGRAM & AWARD INFORMATION

**Award Description:**

**Award Notes:**

**Program Description:**

Physical Sciences is a multidisciplinary program promoting an appreciation for various disciplines such as physics, chemistry, astronomy and earth sciences by exposing students to various methodologies.

**Program Goals:**

This program serves the students to transfer to four-year colleges and to acquire the necessary skills for employment as technicians.

**Program Emphasis:**

The Physical Sciences Program prepares students for transfer to four-year institutions. Students may acquire skills for employment in science education and science journalism.

**Career Options:**

Most careers in physical sciences require education beyond the associate degree and some require a graduate degree. Careers utilizing physical sciences are lab technician, teacher at elementary or secondary level and science journalist.

COURSES REQUIRED FOR THE MAJOR:		UNITS
GEOL 100	Physical Geology *Active*	3
GEOL 101	Physical Geology Laboratory *Active*	1

AT LEAST 4 UNITS FROM THE FOLLOWING:		UNITS
ASTR 101	Descriptive Astronomy *Active*	3
or ASTR 102	Exploring The Solar System And Life Beyond The Earth *Active*	3
or ASTR 109	Practice in Observing *Active*	1
or ASTR 111	Astronomy Laboratory *Active*	1
or GEOL 104	Earth Science *Active*	3
or GEOL 120	Earth Science Laboratory *Active*	1
or GEOL 130	Field Geology of San Diego County *Active*	4
or PHYN 114	Weather and Climate *Active*	3

AT LEAST 8 UNITS FROM THE FOLLOWING:		UNITS
CHEM 100	Fundamentals of Chemistry *Active*	3
or CHEM 100L	Fundamentals of Chemistry Laboratory *Active*	1

or CHEM 100L	Fundamentals of Chemistry Laboratory *Active*	1
or CHEM 130	Introduction to Organic and Biological Chemistry *Active*	3
or CHEM 130L	Introduction to Organic and Biological Chemistry Laboratory *Active*	1
or CHEM 152	Introduction to General Chemistry *Active*	3
or CHEM 152L	Introduction to General Chemistry Laboratory *Active*	1
or CHEM 200	General Chemistry I - Lecture *Active*	3
or CHEM 200L	General Chemistry I - Laboratory *Active*	2
or CHEM 201	General Chemistry II - Lecture *Active*	3
or CHEM 201L	General Chemistry II - Laboratory *Active*	2

or CHEM 130	Introduction to Organic and Biological Chemistry *Active*	3
or CHEM 130L	Introduction to Organic and Biological Chemistry Laboratory *Active*	1
or CHEM 152	Introduction to General Chemistry *Active*	3
or CHEM 152L	Introduction to General Chemistry Laboratory *Active*	1
or CHEM 200	General Chemistry I - Lecture *Active*	3
or CHEM 200L	General Chemistry I - Laboratory *Active*	2
or CHEM 201	General Chemistry II - Lecture *Active*	3
or CHEM 201L	General Chemistry II - Laboratory *Active*	2

**AT LEAST 3 UNITS FROM THE FOLLOWING: UNITS**

GEOG 101	Physical Geography *Active*	3
or GEOG 101L	Physical Geography Laboratory *Active*	1

**AT LEAST 3 UNITS FROM THE FOLLOWING: UNITS**

GEOG 101	Physical Geography *Active*	3
or GEOG 101L	Physical Geography Laboratory *Active*	1

**AT LEAST 8 UNITS FROM THE FOLLOWING: UNITS**

PHYS 100	Introductory Physics *Historical*	4
or PHYS 125	General Physics *Active*	5
or PHYS 126	General Physics II *Active*	5
or PHYS 195	Mechanics *Active*	5
or PHYS 196	Electricity and Magnetism *Active*	5
or PHYS 197	Waves, Optics and Modern Physics *Active*	5

**AT LEAST 8 UNITS FROM THE FOLLOWING: UNITS**

PHYS 100	Introductory Physics *Historical*	4
or PHYS 125	General Physics *Active*	5
or PHYS 126	General Physics II *Active*	5
or PHYS 195	Mechanics *Active*	5
or PHYS 196	Electricity and Magnetism *Active*	5
or PHYS 197	Waves, Optics and Modern Physics *Active*	5

**AT LEAST 8 UNITS SELECTED FROM THE FOLLOWING: UNITS**

MATH 96	Intermediate Algebra and Geometry *Active*	5
or MATH 104	Trigonometry *Active*	3
or MATH 118	Math for the Liberal Arts Student *Active*	3
or MATH 119	Elementary Statistics *Active*	3
or MATH 141	Precalculus *Active*	5
or MATH 150	Calculus with Analytic Geometry I *Active*	5
or MATH 151	Calculus with Analytic Geometry II *Active*	4
or MATH 252	Calculus with Analytic Geometry III *Active*	4

**AT LEAST 8 UNITS SELECTED FROM THE FOLLOWING: UNITS**

MATH 96	Intermediate Algebra and Geometry *Active*	5
or MATH 104	Trigonometry *Active*	3
or MATH 118	Math for the Liberal Arts Student *Active*	3
or MATH 119	Elementary Statistics *Active*	3
or MATH 141	Precalculus *Active*	5
or MATH 150	Calculus with Analytic Geometry I *Active*	5
or MATH 151	Calculus with Analytic Geometry II *Active*	4
or MATH 252	Calculus with Analytic Geometry III *Active*	4

Total Units 35

Total Units 35

**DATES & CODES**

**CIC Approval:** 04/26/2018  
**Board Approval:** 06/07/2018  
**State Approval:** 01/07/2019  
**TOP Code:** 1901.00  
**State Approval (Unique) Code:** 22320

**DATES & CODES**

**CIC Approval:**  
**Board Approval:**  
**State Approval:**  
**TOP Code:** 1901.00  
**State Approval (Unique) Code:** 22320

Subject Area: Physical Science  
Program Area: Physical Sciences

Report Run: 03/09/2023 1:08 PM  
Program ID: 3617

Subject Area: Physical Science  
Program Area: Physical Sciences

Report Run: 03/09/2023 1:08 PM  
Program ID: 4491

## Previous Report

### MESA - PHYSICAL SCIENCES - CERTIFICATE OF ACHIEVEMENT

#### PROPOSAL INFORMATION

**Action Proposed:**Program Revision

**Proposal Originator:**Donald Barrie

**Origination  
Date:**02/07/2018

**Proposed Start:**Fall 2019

**Need for Proposal:**

Program revision to: 1) Add ASTR 102, GEOL 120, GEOL 104, and 2) remove courses not active at Mesa (i.e. Physics 180A, 180B, 181A and 181B; Math 107).

**Attached Documents:**

[Catalog Changes](#)

#### PROGRAM & AWARD INFORMATION

**Award Description:**

**Award Notes:**

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Most careers in physical sciences require education beyond the associate degree and some require a graduate degree. Careers utilizing physical sciences are lab technician, teacher at elementary or secondary level and science journalist.

COURSES REQUIRED FOR THE MAJOR:		UNITS
GEOL 100	Physical Geology *Active*	3
GEOL 101	Physical Geology Laboratory *Active*	1

AT LEAST 4 UNITS FROM THE FOLLOWING:		UNITS
ASTR 101	Descriptive Astronomy *Active*	3
or ASTR 102	Exploring The Solar System And Life Beyond The Earth *Active*	3
or ASTR 109	Practice in Observing *Active*	1
or ASTR 111	Astronomy Laboratory *Active*	1
or GEOL 104	Earth Science *Active*	3
or GEOL 120	Earth Science Laboratory *Active*	1
or GEOL 130	Field Geology of San Diego County *Active*	4
or PHYN 114	Weather and Climate *Active*	3

AT LEAST 8 UNITS FROM THE FOLLOWING:		UNITS
CHEM 100	Fundamentals of Chemistry *Active*	3

## Current Report

### MESA - PHYSICAL SCIENCES - CERTIFICATE OF ACHIEVEMENT

#### PROPOSAL INFORMATION

**Action Proposed:**Program Deactivation

**Proposal Originator:**Jennifer Snyder

**Origination  
Date:**12/14/2022

**Proposed Start:**Fall 2024

**Need for Proposal:**

Deactivation proposal for PHYN CA due to low completion numbers.

**Attached Documents:**

[Catalog Changes](#)

#### PROGRAM & AWARD INFORMATION

**Award Description:**

**Award Notes:**

**Program Description:**

Physical Sciences is a multidisciplinary program promoting an appreciation for various disciplines such as physics, chemistry, astronomy and earth sciences by exposing students to various methodologies.

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COURSES REQUIRED FOR THE MAJOR:		UNITS
GEOL 100	Physical Geology *Active*	3
GEOL 101	Physical Geology Laboratory *Active*	1

AT LEAST 4 UNITS FROM THE FOLLOWING:		UNITS
ASTR 101	Descriptive Astronomy *Active*	3
or ASTR 102	Exploring The Solar System And Life Beyond The Earth *Active*	3
or ASTR 109	Practice in Observing *Active*	1
or ASTR 111	Astronomy Laboratory *Active*	1
or GEOL 104	Earth Science *Active*	3
or GEOL 120	Earth Science Laboratory *Active*	1
or GEOL 130	Field Geology of San Diego County *Active*	4
or PHYN 114	Weather and Climate *Active*	3

AT LEAST 8 UNITS FROM THE FOLLOWING:		UNITS
CHEM 100	Fundamentals of Chemistry *Active*	3
or CHEM 100L	Fundamentals of Chemistry Laboratory *Active*	1

or CHEM 100L	Fundamentals of Chemistry Laboratory *Active*	1
or CHEM 130	Introduction to Organic and Biological Chemistry *Active*	3
or CHEM 130L	Introduction to Organic and Biological Chemistry Laboratory *Active*	1
or CHEM 152	Introduction to General Chemistry *Active*	3
or CHEM 152L	Introduction to General Chemistry Laboratory *Active*	1
or CHEM 200	General Chemistry I - Lecture *Active*	3
or CHEM 200L	General Chemistry I - Laboratory *Active*	2
or CHEM 201	General Chemistry II - Lecture *Active*	3
or CHEM 201L	General Chemistry II - Laboratory *Active*	2

or CHEM 130	Introduction to Organic and Biological Chemistry *Active*	3
or CHEM 130L	Introduction to Organic and Biological Chemistry Laboratory *Active*	1
or CHEM 152	Introduction to General Chemistry *Active*	3
or CHEM 152L	Introduction to General Chemistry Laboratory *Active*	1
or CHEM 200	General Chemistry I - Lecture *Active*	3
or CHEM 200L	General Chemistry I - Laboratory *Active*	2
or CHEM 201	General Chemistry II - Lecture *Active*	3
or CHEM 201L	General Chemistry II - Laboratory *Active*	2

**AT LEAST 3 UNITS FROM THE FOLLOWING: UNITS**

GEOG 101	Physical Geography *Active*	3
or GEOG 101L	Physical Geography Laboratory *Active*	1

**AT LEAST 3 UNITS FROM THE FOLLOWING: UNITS**

GEOG 101	Physical Geography *Active*	3
or GEOG 101L	Physical Geography Laboratory *Active*	1

**AT LEAST 8 UNITS FROM THE FOLLOWING: UNITS**

PHYS 100	Introductory Physics *Historical*	4
or PHYS 125	General Physics *Active*	5
or PHYS 126	General Physics II *Active*	5
or PHYS 195	Mechanics *Active*	5
or PHYS 196	Electricity and Magnetism *Active*	5
or PHYS 197	Waves, Optics and Modern Physics *Active*	5

**AT LEAST 8 UNITS FROM THE FOLLOWING: UNITS**

PHYS 100	Introductory Physics *Historical*	4
or PHYS 125	General Physics *Active*	5
or PHYS 126	General Physics II *Active*	5
or PHYS 195	Mechanics *Active*	5
or PHYS 196	Electricity and Magnetism *Active*	5
or PHYS 197	Waves, Optics and Modern Physics *Active*	5

**AT LEAST 8 UNITS SELECTED FROM THE FOLLOWING: UNITS**

MATH 96	Intermediate Algebra and Geometry *Active*	5
or MATH 104	Trigonometry *Active*	3
or MATH 118	Math for the Liberal Arts Student *Active*	3
or MATH 119	Elementary Statistics *Active*	3
or MATH 141	Precalculus *Active*	5
or MATH 150	Calculus with Analytic Geometry I *Active*	5
or MATH 151	Calculus with Analytic Geometry II *Active*	4
or MATH 252	Calculus with Analytic Geometry III *Active*	4

**AT LEAST 8 UNITS SELECTED FROM THE FOLLOWING: UNITS**

MATH 96	Intermediate Algebra and Geometry *Active*	5
or MATH 104	Trigonometry *Active*	3
or MATH 118	Math for the Liberal Arts Student *Active*	3
or MATH 119	Elementary Statistics *Active*	3
or MATH 141	Precalculus *Active*	5
or MATH 150	Calculus with Analytic Geometry I *Active*	5
or MATH 151	Calculus with Analytic Geometry II *Active*	4
or MATH 252	Calculus with Analytic Geometry III *Active*	4

Total Units 35

Total Units 35

**DATES & CODES**

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Subject Area: Physical Science  
Program Area: Physical Sciences

Report Run: 03/09/2023 1:08 PM  
Program ID: 3617

Subject Area: Physical Science  
Program Area: Physical Sciences

Report Run: 03/09/2023 1:08 PM  
Program ID: 4491

# MESA - PHYSICAL SCIENCES - CERTIFICATE OF ACHIEVEMENT

## PROPOSAL INFORMATION

**Action Proposed:**Program Deactivation

**Proposal Originator:**Jennifer Snyder

**Origination**

**Date:**12/14/2022

**Proposed Start:**Fall 2024

**Need for Proposal:**

Deactivation proposal for PHYN CA due to low completion numbers.

**Attached Documents:**

[Catalog Changes](#)

## PROGRAM & AWARD INFORMATION

**Award Description:**

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### COURSES REQUIRED FOR THE MAJOR: UNITS

GEOL 100	Physical Geology *Active*	3
GEOL 101	Physical Geology Laboratory *Active*	1

### AT LEAST 4 UNITS FROM THE FOLLOWING: UNITS

ASTR 101	Descriptive Astronomy *Active*	3
or ASTR 102	Exploring The Solar System And Life Beyond The Earth *Active*	3
or ASTR 109	Practice in Observing *Active*	1
or ASTR 111	Astronomy Laboratory *Active*	1
or GEOL 104	Earth Science *Active*	3
or GEOL 120	Earth Science Laboratory *Active*	1
or GEOL 130	Field Geology of San Diego County *Active*	4
or PHYN 114	Weather and Climate *Active*	3

### AT LEAST 8 UNITS FROM THE FOLLOWING: UNITS

CHEM 100	Fundamentals of Chemistry *Active*	3
or CHEM 100L	Fundamentals of Chemistry Laboratory *Active*	1
or CHEM 130	Introduction to Organic and Biological Chemistry *Active*	3
or CHEM 130L	Introduction to Organic and Biological Chemistry Laboratory *Active*	1
or CHEM 152	Introduction to General Chemistry *Active*	3

or	CHEM 152L	Introduction to General Chemistry Laboratory *Active*	1
or	CHEM 200	General Chemistry I - Lecture *Active*	3
or	CHEM 200L	General Chemistry I - Laboratory *Active*	2
or	CHEM 201	General Chemistry II - Lecture *Active*	3
or	CHEM 201L	General Chemistry II - Laboratory *Active*	2

**AT LEAST 3 UNITS FROM THE FOLLOWING: UNITS**

	GEOG 101	Physical Geography *Active*	3
or	GEOG 101L	Physical Geography Laboratory *Active*	1

**AT LEAST 8 UNITS FROM THE FOLLOWING: UNITS**

	PHYS 100	Introductory Physics *Historical*	4
or	PHYS 125	General Physics *Active*	5
or	PHYS 126	General Physics II *Active*	5
or	PHYS 195	Mechanics *Active*	5
or	PHYS 196	Electricity and Magnetism *Active*	5
or	PHYS 197	Waves, Optics and Modern Physics *Active*	5

**AT LEAST 8 UNITS SELECTED FROM THE FOLLOWING: UNITS**

	MATH 96	Intermediate Algebra and Geometry *Active*	5
or	MATH 104	Trigonometry *Active*	3
or	MATH 118	Math for the Liberal Arts Student *Active*	3
or	MATH 119	Elementary Statistics *Active*	3
or	MATH 141	Precalculus *Active*	5
or	MATH 150	Calculus with Analytic Geometry I *Active*	5
or	MATH 151	Calculus with Analytic Geometry II *Active*	4
or	MATH 252	Calculus with Analytic Geometry III *Active*	4

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Total Units 35

**DATES & CODES**

**CIC Approval:**

**Board Approval:**

**State Approval:**

**TOP Code:** 1901.00

**State Approval (Unique) Code:** 22320

Subject Area: Physical Science  
 Program Area: Physical Sciences

Report Run: 03/09/2023 1:08 PM  
 Program ID: 4491